

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Program Mangement

Assessment Questions

May 04, 2022

***Program Management
Assessment Questions***

Questions	Insular Area Response	Suggested Documentation
<p>How does an Insular Area determine if project activities within the CG are allowable under the applicable Federal program(s)?</p>	<p><i>As an Insular Area, the Guam Department of Education (GDOE) is provided technical assistance on allowable activities through grantee consultative meetings from the US-Ed Program Office . GDOE provides clear instructions in developing an application that is clear, concise, and descriptive, in an effort to illustrate the connection between the respective projects and budget narratives.</i></p> <p><i>The Guam Department of Education (GDOE) determines allowable activities based on the Consolidated Grant (CG) Title in which GDOE will consolidate under. In the case of the current grant application, GDOE has opted to consolidate under Title V-B RLIS which offers the most flexibility in administering district activities which is subsequently approved by the US Department of Education (US-Ed).</i></p>	<ul style="list-style-type: none"> ● Flowchart Attachment #1: Page 14 ● Email invitation from US-ED Attachment #2: Page 54

Questions	Insular Area Response	Suggested Documentation
<p>2a. How does an Insular Area determine which projects shall be proposed within the CG application?</p> <p>2b. How are stakeholders (teachers, administrators, parents, students, business leaders, etc.) engaged in designing the application?</p> <p>2c. What role, if any, does the school board or Governor’s office play?</p>	<p><i>2a. The Chief State School Officer determines the priorities of the school district. GDOE public school priorities are identified in the District’s Strategic Plan. The Federal Programs Division /Grant’s Office (FPD) coordinates with district personnel in identifying projects (and activities) that are aligned with the District’s Strategic Plan and are also <u>allowable under the consolidated and applicable Federal program.</u></i></p> <p><i>2b. To engage input from stakeholders, GDOE publishes public notices in local newspapers, informing stakeholders of GDOE’s intent to apply for Consolidated Grant funds. All schools, including public elementary and secondary schools, charter, and PNP schools are encouraged to participate in the technical assistance workshops facilitated by FPD. This effort is to determine the allowable activities and/or needs of the respective schools. The authorized representative thereafter, consults with their school’s stakeholders. The authorized representative is required to submit an official form, indicating their “Intent to Participate” or “Intent Not to Participate” in the grant application process.</i></p> <p><i>2c. Based on the Guam Attorney General’s opinion dated September 24, 2008, the Guam Education Board and the Governor’s office do not have a direct role or authority in</i></p>	<ul style="list-style-type: none"> ● State Strategic Plan Attachment #1: Page 58 ● Newspaper Invitation to Stakeholders Attachment #2: Page 93 ● Guam Attorney General's Opinion Attachment #3: Page 95

Questions	Insular Area Response	Suggested Documentation
	<p><i>designing the GDOEs LEA Project activities within the Federal grant application.</i></p> <p><i>The Attorney General concludes that grant activities involving the operation of day to day activities of the GDOE and pursuant to Guam law, the Superintendent and the Administrator of Federal Programs are “...ultimately accountable to USDOE for ensuring Federal funds are used appropriately, not the Board nor the Governor....”</i></p>	
<p>How are the local needs of students, educators, administrators, and the community determined?</p>	<p><i>The public, private non-public and charter schools determine through a needs assessment the priorities on student learning outcomes and school safety. The focus of these assessments are to improve student learning outcomes and school safety by identifying priority needs. The needs assessment is determined through stakeholder feedback gathered from the educational community comprising of students, parents, teachers, staff and administrators.</i></p>	<ul style="list-style-type: none"> • Newspaper Invitation to Stakeholders Attachment #1: Page 93

Questions	Insular Area Response	Suggested Documentation
<p>How does an Insular Area determine the budget of project activities within the CG?</p>	<p><i>The US Department of Education determines the allocation for each Insular Area, to include Guam. Once received, FPD calculates the budget allocation for each educational institution (public, private non-public and charter schools) which is determined by per pupil allocation from the previous school year's student enrollment data. The budget for each project is based on each educational institution's needs assessment.</i></p>	<ul style="list-style-type: none"> ● Sample Allocation Sheet Attachment #1: Page 105
<p>Describe how the Insular Area CG Director monitors or is kept apprised of grant implementation.</p>	<p><i>The FPD Administrator, who serves as the CG Director, monitors grant implementation primarily through technical assistance, guidance and compliance reviews for all grant matters related to allowability, allocability and reasonableness. This includes, but is not limited to:</i></p> <ul style="list-style-type: none"> ● <i>Review of all project proposals, to include requested activities and budget, for the final drafting of the Consolidated Grant Application</i> ● <i>Review of all requests for supplies, materials and equipment with a value of \$100,000.00 or more</i> ● <i>Review of all requests for professional services</i> 	<ul style="list-style-type: none"> ● Sample email correspondences from SPOs requesting concurrence from FPD Administrator Attachment #1: Page 107

Questions	Insular Area Response	Suggested Documentation
	<ul style="list-style-type: none"> ● <i>Review of all invoices of supplies, materials, equipment and professional services with a value of \$100,000.00 or more</i> ● <i>Review of all contracts for professional services</i> ● <i>Review of all modifications of Purchase Orders</i> ● <i>Review of all requested rebudgets of CG grant activities</i> ● <i>Review of all requested travel activities</i> ● <i>Review of all authorization for local mileage reimbursement requests</i> ● <i>Review and concurrence on all quarterly and annual monitoring activities</i> ● <i>Review and concurrence of all on-site monitoring reports</i> ● <i>Issuance and resolution of all Corrective Action Plans and coordination with Project Managers (PMs) and Authorized Representatives as it relates to noncompliant findings</i> ● <i>Provides technical assistance to PMs, Authorized Representatives and leadership for all public, private, non-public and charter school representatives</i> 	

Questions	Insular Area Response	Suggested Documentation
<p>How does the Insular Area maintain communication with the Project Leads throughout the period of project implementation?</p>	<p><i>The FPD Administrator and Senior State/State Program Officers communicate with the PMs and Project Leads (PLs) through various means including telephone calls, emails, memorandums, and virtual/face-to-face meetings. This is done on a daily basis, oftentimes several times a day.</i></p>	<ul style="list-style-type: none"> ● Sample Email Correspondence to Project Leads Attachment #1: Page 113
<p>What means of support does the Insular Area provide to Project Leads during the course of project implementation?</p>	<p><i>FPD supports grant implementation primarily through technical assistance, guidance and compliance reviews for all grant matters related to allowability, allocability and reasonableness. This includes, but is not limited to:</i></p> <ul style="list-style-type: none"> ● <i>Reviews all project proposals, to include requested activities and budget, for the Consolidated Grant Application</i> ● <i>Provides direct communication, support and guidance on any questions on areas of clarification to ensure implementation is conducted within approved Federal guidelines.</i> ● <i>Reviews all requests for supplies, materials and equipment</i> 	<ul style="list-style-type: none"> ● Sample Email Correspondence from State Program Officers to Project Leads Attachment #1: Page 117

Questions	Insular Area Response	Suggested Documentation
	<ul style="list-style-type: none"> ● <i>Reviews all requests for professional services</i> ● <i>Reviews all invoices of supplies, materials, equipment and professional services</i> ● <i>Reviews all contracts for professional services</i> ● <i>Reviews all modifications of Purchase Orders</i> ● <i>Reviews all requested rebudgets of CG grant activities</i> ● <i>Reviews all requested travel activities</i> ● <i>Reviews all authorization for local mileage reimbursement requests</i> ● <i>Reviews all quarterly and annual monitoring activities</i> ● <i>Reviews and validates quantitative data reported on the performance measures in the quarterly and annual reports to ensure their accuracy and completeness</i> ● <i>Conducts all on-site monitoring reports</i> ● <i>Prepares and provide recommendations of all Corrective Action Plans and coordination with PMs and Authorized Representatives as it relates to noncompliant findings</i> ● <i>Provides technical assistance to PMs, Authorized Representatives and leadership for all public, private, non-public and charter school representatives</i> 	

Questions	Insular Area Response	Suggested Documentation
<p>What process exists for the Insular Area to receive constructive feedback from Project Leads during project implementation?</p>	<p><i>In order to provide constructive feedback to the FPD, which serves as the State Educational Agency and Insular Area, PMs, PLs and other Project personnel utilize the following processes:</i></p> <ul style="list-style-type: none"> ● <i>Open communication between PL's and FPD personnel allows for dialogue to improve existing practices/procedures throughout activity implementation. This includes, but is not limited to, communication via telephone calls, emails, and virtual/face-to-face meetings.</i> ● <i>PLs provide memorandums to FPD personnel in regards to various requests to implement grant activities. For example, PLs and other Local Educational Agency (LEA) personnel have identified the need to expand summer school</i> ● <i>Quarterly and annual reports allow PMs and PLs the opportunity to provide formal feedback to FPD to assist in the implementation of activities.</i> ● <i>Finally, evaluations conducted during Technical Assistance and Consultative workshops provide PLs and all other LEA personnel the opportunity to provide anonymous feedback as to what the FPD can do to best assist in the implementation of grant activities.</i> 	<ul style="list-style-type: none"> ● Sample email correspondences from PL Attachment #1: Page 122 ● Sample email correspondence to PLs Attachment #1: Page 126

Questions	Insular Area Response	Suggested Documentation
<p>How does the Insular Area address any feedback received from Project Leads during project implementation?</p>	<p><i>The FPD, which serves as the State Educational Agency and Insular Area, analyzes feedback from PLs and determines the allowability, allocability and reasonableness of the request.</i></p> <ul style="list-style-type: none"> ● <i>Upon compliant review, the feedback is implemented</i> ● <i>Upon noncompliant review, FPD meets with PMs and PLs to identify alternative courses of action that address the needs of the project while ensuring allowability, allocability and reasonableness</i> 	<ul style="list-style-type: none"> ● Sample email correspondence Attachment #1: Page 128
<p>Are specific officials designated to approve employee time and effort documentation? Do these individuals have first-hand knowledge of the work performed by the employees?</p>	<p><i>Yes, there are specific officials designated to approve employee time and effort documentation. The following are the levels of approval for employee time and effort (T&E) documentation:</i></p> <ol style="list-style-type: none"> 1. <i>Time Keeper: (ensures school site employee submits T&E consistent with payroll regulations; has first-hand knowledge of work performed by employee)</i> 2. <i>Immediate Supervisor - (knows of the employee's schedule, hours worked and absences; has first-hand knowledge of work performed by employee)</i> 3. <i>PLs - (confirms the employee is a project personnel and the correct funding source is used)</i> 	<ul style="list-style-type: none"> ● Sample Employee Quarterly Certification Attachment #1: Page 133

Questions	Insular Area Response	Suggested Documentation
	<p>4. <i>PMs - (overall responsible that the work performed is consistent with project activities and for the use of project funds)</i></p>	
<p>Has the Insular Area evaluated the system used to document time and effort charges made to CG awards? If so, describe that process.</p>	<p><i>Yes, the FPD, which serves as the State Educational Agency and Insular Area, has evaluated, and continues to evaluate, the system used to document time and effort charges made to the CG.</i></p> <p><i>As a result of the review of the system to document time and effort charges, FPD has implemented the Automated Employee Time Tracking (ETT) System to streamline this process. FPD has been overseeing the implementation process and works closely with PLs to ensure any issues or concerns are immediately addressed to ensure the employee receives compensation and funds are charged to the respective project account. As part of this process, each employee of the Guam Department of Education is required to clock in and clock out for each day worked, request for leave (e.g. annual, sick, administrative, military, etc.), and submit electronic timesheets</i></p>	<ul style="list-style-type: none"> ● Sample Employee Quarterly Certification Attachment #1: Page 133

Questions	Insular Area Response	Suggested Documentation
	<i>at the end of each pay period for approval to their immediate supervisor using the online platform, Kronos.</i>	

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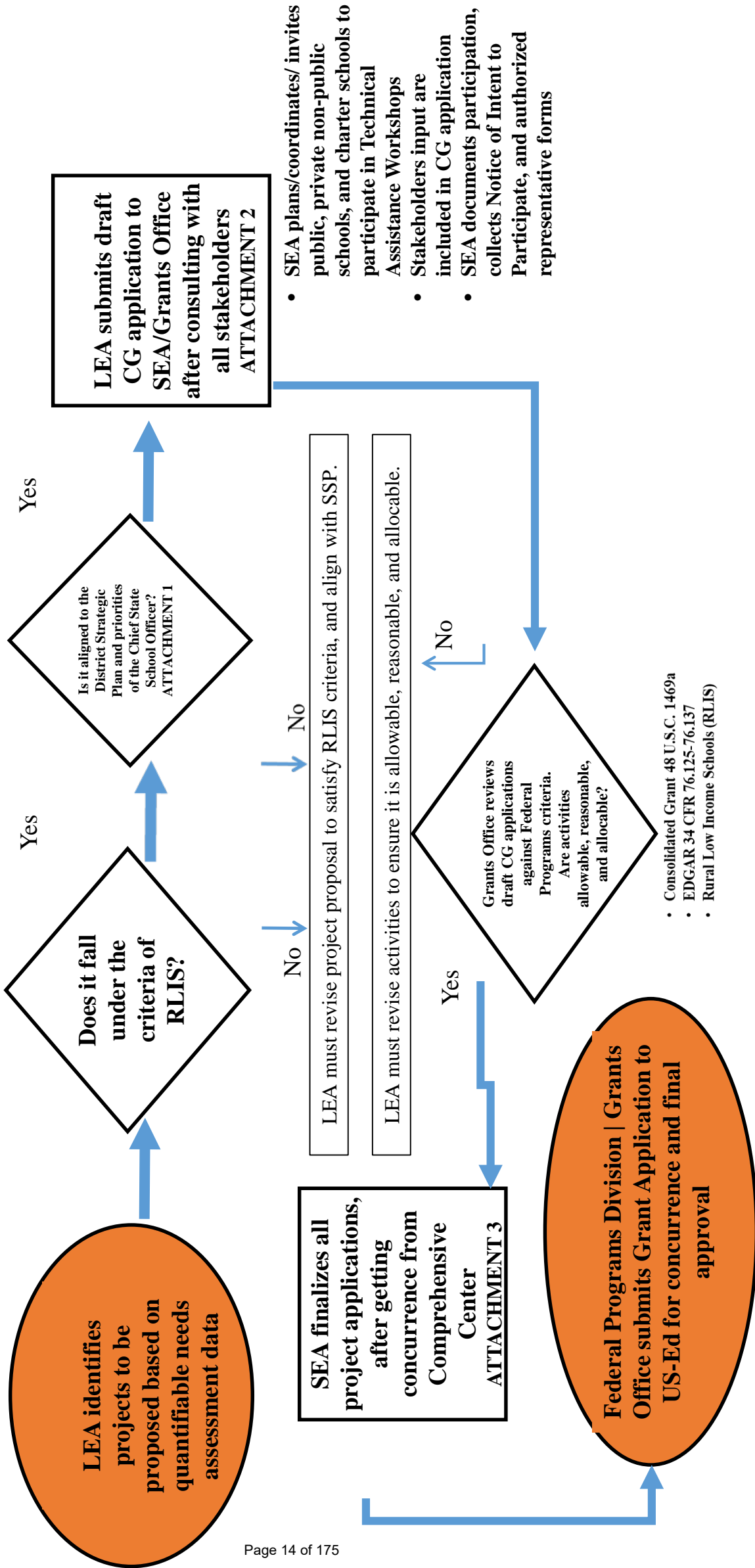
Program Management

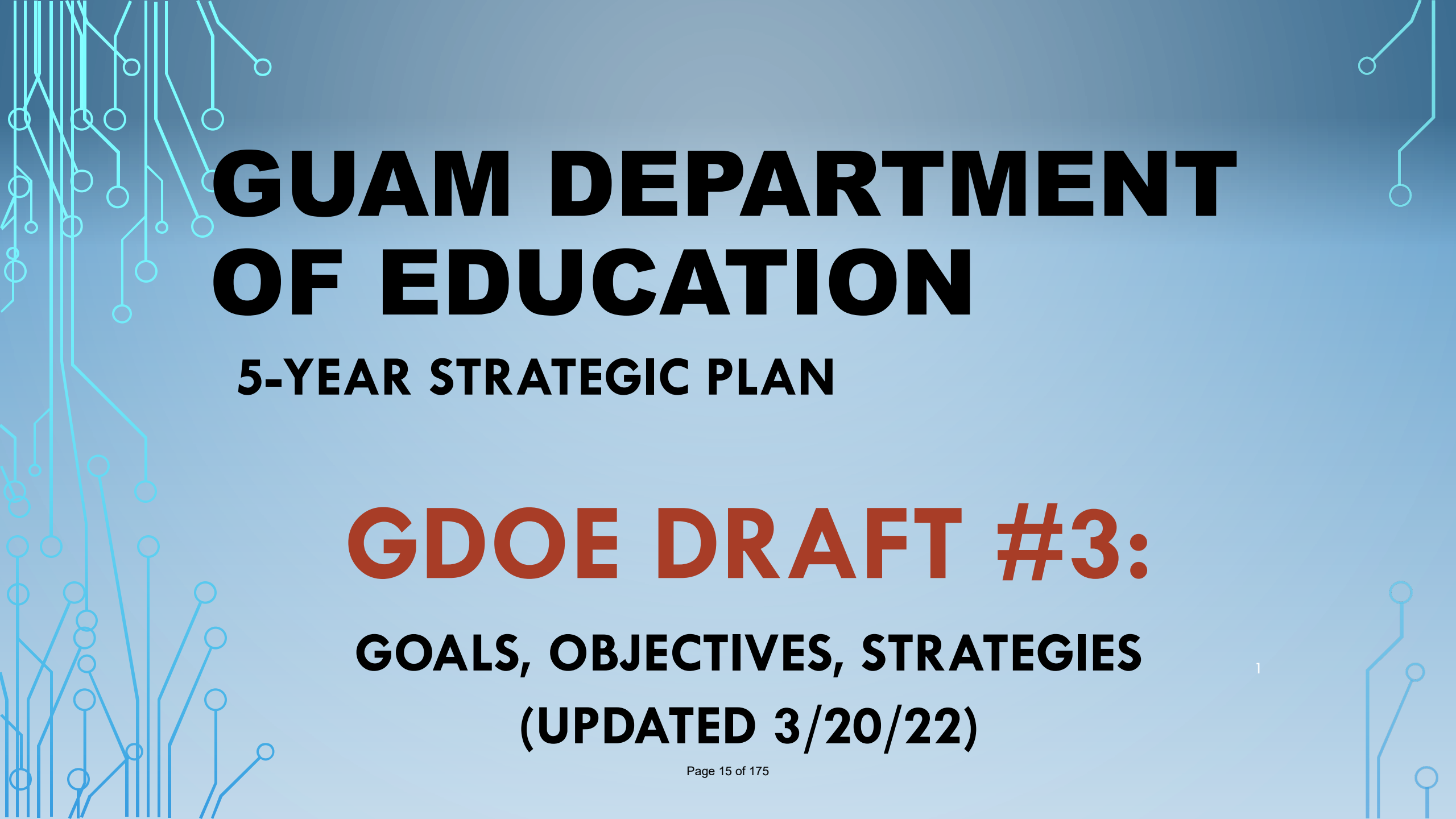
Question #1
Attachment #1

May 04, 2022

PRE-AWARD

CG Planning Phase for Program Management





GUAM DEPARTMENT OF EDUCATION

5-YEAR STRATEGIC PLAN

GDOE DRAFT #3:

GOALS, OBJECTIVES, STRATEGIES

(UPDATED 3/20/22)

IMPORTANT DATES AND NEXT STEPS

- ✓ ~~March 8, 9 & 10, 2022: Final Input Sessions with School Leadership Teams (Admin, teachers, staff)–DONE~~
- ✓ ~~March 14, 2022 at 3:30 on zoom: Follow-up Input session with IBOGS–DONE~~
- ✓ **March 23, 24, 25, 2022 at 6pm on zoom: Final Input Sessions with Parents and Community Stakeholders**
- ✓ **April 1, 2022: Draft #4 submitted to the GEB for review**
- ✓ **April 2, 2022 at 8:00am to 4:00pm: Board Retreat on Strategic Plan**
- ✓ **April 12, 2022: Final Draft of Strategic Plan submitted to GEB for consideration**
- ✓ **April 6 & 13, 2022 at 3pm: Regular GEB work sessions on Strategic Plan**
- ✓ **April 16, 2022 at 8:00am to 4:00pm: Final Board Retreat on Strategic Plan**
- ✓ **April 28, 2022 at 6pm: Special Board Meeting to Approve the Strategic Plan**

RESEARCH, BEST PRACTICES AND TRENDS IN K-12 EDUCATION

Key areas supported by research/resources from: McRel, PREL, USEd, NASBE, CCSSO

- ✓ Support for promoting the professional learning of teachers, administrators and instructional support staff to improve the quality of instruction in all classrooms
- ✓ Support for the establishment of collaborative structures in schools and school systems to allow for the identification, sharing, development and dissemination of best practices throughout the district
- ✓ Support for diverse curricular programs and multiple pathways to success such as career academies, career and technical education, academic plans, job certification programs

RESEARCH, BEST PRACTICES AND TRENDS IN K-12 EDUCATION

Key areas supported by research/resources from: McRel, PREL, USEd, NASBE, CCSSO

- ✓ Support for the incorporation of literacy strategies in all content areas
- ✓ Support for the use of multiple data sources to determine and monitor student achievement along with the training of staff to utilize the data
- ✓ Support for the alignment of district and school policies and practices towards key strategies meant to support student achievement at all levels

STRATEGIC PRIORITIES & WORKING COMMITTEES

1) Leadership: Organizational Structure, Professional Development for leadership and management in the organization **Lead Staff:** Superintendent of Education

2) Curriculum, Instruction and Assessment: GEB Committee Chair: Lou Benavente, **Lead Staff:** Joe Sanchez, Deputy Sup- CI&I, **Sub-committee:** Comprehensive Student Assessment System (CSAS)

3) Family & Community Engagement (Shared working committee with Student Behavior, Discipline & Safety): **GEB Committee Chair:** Karla Borja, Parent Representative, **Lead Staff:** Erika Cruz, Deputy Sup- ESCL

4) Student Behavior, Discipline and Safety (Shared working committee with Family & Community

Engagement): **GEB Committee Chair:** Maria Gutierrez **Lead Staff:** Erika Cruz, Deputy Sup- ESCL

5) Facilities: GEB Committee Chair: Maria Gutierrez, **Lead Staff:** Frank Cooper-Nurse- Deputy Sup- FAS

6) Finance and Administrative Services: GEB Committee Chair: Mark Mendiola, **Lead Staff-** Frank Cooper-Nurse, Deputy Sup- FAS

7) Data and Accountability Framework, GEB Committee Chair: Robert Crisostomo, **Lead Staff-** Deputy Joe Sanchez & Dr. Zeni Natividad, Administrator, RP&E

FORMAT AND LAYOUT OF STRATEGIC PLAN

Goals	Articulate broad, aspirational desires for a particular strategic priority. The desired conditions for each priority.
Objectives	The measurable targets that define and describe success for each of the goals. Measures of success of each goal.
Strategies	The manner in which we intend to achieve the goals and objectives : describing what we will do. They will help guide the development and implementation of specific programs, projects, and activities.

FORMAT AND LAYOUT OF IMPLEMENTATION PLAN

Development

- Spring, 2022 for implementation SY2022-23

Activities & Tasks

- Specific activities for each strategy will be determined by stakeholders
- Associated tasks will be identified for each activity
- Timelines for the completion of each activity and its associated task will be outlined

Progress monitoring

- Based on the associated tasks and timelines, the progress of each activity will be monitored and reported on throughout the school year with adjustments being made accordingly

STRATEGIC PRIORITY #1: COLLABORATIVE LEADERSHIP

GOAL# 1: THE GUAM DEPARTMENT OF EDUCATION WILL MAINTAIN A CULTURE OF COLLABORATIVE LEADERSHIP TO FOSTER GREATER ENGAGEMENT OF ALL STAKEHOLDERS TO SUPPORT STUDENT SUCCESS.

- 1) Implement practices that **provide structured and consistent opportunities for collaboration among all divisions, schools, and employees** in order to **promote better communication, the sharing of resources, and collective problem solving** with the intent to advance greater effectiveness and efficiency in department operations.
- 2) **Strengthen and maintain activities that regularly engage stakeholders in collaborative decision making at all levels to include**, but not be limited to, department personnel, students, parents and community members and organizations.
- 3) Assess the needs and support the professional learning **of the department's current and aspiring leaders, managers, supervisors, and project leads** at all levels to develop and advance their capacity to engage stakeholders, practice collaborative leadership, and overall leadership and management skills.

STRATEGIC PRIORITY #1: COLLABORATIVE LEADERSHIP

GOAL# 1: THE GUAM DEPARTMENT OF EDUCATION WILL MAINTAIN A CULTURE OF COLLABORATIVE LEADERSHIP TO FOSTER GREATER ENGAGEMENT OF ALL STAKEHOLDERS TO SUPPORT STUDENT SUCCESS.

- 4) Implement a process to review and update our current evaluation systems for educational leaders, department managers, and instructional personnel in order to establish and maintain focus on critical areas and strategic priorities.**

- 5) Implement activities that support the preparation, recruitment and retention of educational leaders at all levels of the system.**

STRATEGIC PRIORITY #1: COLLABORATIVE LEADERSHIP

GOAL# 1: THE GUAM DEPARTMENT OF EDUCATION WILL MAINTAIN A CULTURE OF COLLABORATIVE LEADERSHIP TO FOSTER GREATER ENGAGEMENT OF ALL STAKEHOLDERS TO SUPPORT STUDENT SUCCESS.

Objective 1.1: By the end of the third year of this strategic plan, SY2024-25, at least **60% of stakeholder survey participants will rate GDOE leadership overall and targeted leadership groups (Superintendent, Deputy Superintendents, Division Heads, School Principals and Assistant Principals) as satisfactory or higher** based on identified leadership best practices related to collaborative leadership. By the end of year five, that percent will **increase to 80%**.

STRATEGIC PRIORITY #2: CURRICULUM, INSTRUCTION AND ASSESSMENT

GOAL #2: ALL GUAM DEPARTMENT OF EDUCATION STUDENTS WILL GRADUATE FROM HIGH SCHOOL PREPARED TO ENGAGE IN LIFE-LONG LEARNING AND ENTER THE ECONOMY WITH THE WORK-READY SKILLS NECESSARY TO THRIVE IN 21ST CENTURY SOCIETY.

- 1) Strengthen and diversify the curriculum at all levels** to provide students with a variety of culturally relevant activities, multiple opportunities for growth, and pathways for success to support their readiness for life-long learning, the 21st century workforce, civic engagement, and life on Guam, in our region and throughout the world.
- 2) Continue to provide research and evidence-based professional learning opportunities, resources, and implementation supports** to teachers, administrators, and instructional staff to build the capacity of department personnel to improve the quality of the curriculum, classroom instruction, assessment systems and interventions.

STRATEGIC PRIORITY #2: CURRICULUM, INSTRUCTION AND ASSESSMENT

GOAL #2: ALL GUAM DEPARTMENT OF EDUCATION STUDENTS WILL GRADUATE FROM HIGH SCHOOL PREPARED TO ENGAGE IN LIFE-LONG LEARNING AND ENTER THE ECONOMY WITH THE WORK-READY SKILLS NECESSARY TO THRIVE IN 21ST CENTURY SOCIETY.

- 3) Provide high quality instructional resources, both printed and digital, to schools to support the department's curricular programs and activities.**

- 4) Maintain and support activities that promote collaboration among teachers, administrators, and instructional staff in order to foster a deeper understanding and alignment of our standards; allow for the development and sharing of effective lessons and instructional strategies; support the design and use of standards-based assessments and instructional tools; and coordinate the identification and implementation of needed interventions for both advanced and struggling students.**

STRATEGIC PRIORITY #2: CURRICULUM, INSTRUCTION AND ASSESSMENT

GOAL #2: ALL GUAM DEPARTMENT OF EDUCATION STUDENTS WILL GRADUATE FROM HIGH SCHOOL PREPARED TO ENGAGE IN LIFE-LONG LEARNING AND ENTER THE ECONOMY WITH THE WORK-READY SKILLS NECESSARY TO THRIVE IN 21ST CENTURY SOCIETY.

Objective 2.1: Throughout the duration of the Strategic Plan, the GDOE will **maintain a 4-year cohort graduation rate of 80% or higher.**

Objective 2.2: By year three of this strategic plan, **at least 80% of all graduating seniors will score a bronze or higher on the ACT Work Keys Assessment** (or equivalent work readiness assessment). By year five, **at least 50% will score Gold or higher.**

Objective 2.3: By year five of this strategic plan, **at least 80% or of all third year high school students will score at the close to ready/proficient level or higher in English Language Arts and Math** as measured by the Department's State-wide Assessment (Note: indicate the assessment to be used).

STRATEGIC PRIORITY #2: CURRICULUM, INSTRUCTION AND ASSESSMENT

GOAL #2: ALL GUAM DEPARTMENT OF EDUCATION STUDENTS WILL GRADUATE FROM HIGH SCHOOL PREPARED TO ENGAGE IN LIFE-LONG LEARNING AND ENTER THE ECONOMY WITH THE WORK-READY SKILLS NECESSARY TO THRIVE IN 21ST CENTURY SOCIETY.

Objective 2.4: By year five of this strategic plan, at least **50% of third year high school students** will score at the **ready/proficient level or higher in English Language Arts and Math** as measured by the Department's State-wide Assessment.

Objective 2.5: By year three of this strategic plan, at least **50% of all graduating students will have completed a specific pathway towards graduation and/or job/career certification program** (examples: GCC CTE programs, career academies, Guam Trades Academy, computer/tech certification, etc.). By year five, **this percent will increase to 80%.**

Objective 2.6 By year three of this strategic plan, at least **80% of first-year high school students** will earn at least 5 credits by the end of their first year. By year five, this will increase to 90%.

STRATEGIC PRIORITY #2:

CURRICULUM, INSTRUCTION AND ASSESSMENT

GOAL #3: ALL GUAM DEPARTMENT OF EDUCATION STUDENTS WILL ATTAIN THE KNOWLEDGE AND SKILLS NECESSARY TO PROGRESS FROM GRADE TO GRADE AND FROM ONE LEVEL OF SCHOOLING TO ANOTHER IN ORDER TO MAXIMIZE THE OPPORTUNITIES TO SUCCESSFULLY GRADUATE FROM HIGH SCHOOL.

- 1) Implement new and/or improve current evidence-based intervention projects and activities at all grade levels** that support the success of ALL STUDENTS in particular, students with special needs, English learners, students from diverse cultures, students experiencing homelessness, students living in poverty, students in the LGBTQ community, and other students with diverse backgrounds and untapped potential.

STRATEGIC PRIORITY #2:

CURRICULUM, INSTRUCTION AND ASSESSMENT

GOAL #3: ALL GUAM DEPARTMENT OF EDUCATION STUDENTS WILL ATTAIN THE KNOWLEDGE AND SKILLS NECESSARY TO PROGRESS FROM GRADE TO GRADE AND FROM ONE LEVEL OF SCHOOLING TO ANOTHER IN ORDER TO MAXIMIZE THE OPPORTUNITIES TO SUCCESSFULLY GRADUATE FROM HIGH SCHOOL.

- 2) Provide instructional staff with ongoing training, resources and support to increase their capacity and enhance their skills to work with ALL STUDENTS, in particular students with special needs, English learners, students from diverse cultures, students experiencing homelessness, students living in poverty, students in the LGBTQ community, and other students with diverse backgrounds and untapped potential.**
- 3) Identify and implement policies, activities or initiatives that help promote a growth-minded culture, student engagement and supports those who need additional assistance with attaining grade level knowledge and skills.**

STRATEGIC PRIORITY #2:

CURRICULUM, INSTRUCTION AND ASSESSMENT

GOAL #3: ALL GUAM DEPARTMENT OF EDUCATION STUDENTS WILL ATTAIN THE KNOWLEDGE AND SKILLS NECESSARY TO PROGRESS FROM GRADE TO GRADE AND FROM ONE LEVEL OF SCHOOLING TO ANOTHER IN ORDER TO MAXIMIZE THE OPPORTUNITIES TO SUCCESSFULLY GRADUATE FROM HIGH SCHOOL.

Objective 3.1: By year five of this strategic plan, **at least 80% of 3rd – 8th grade students** will score at the **close to ready/proficient level or higher in English Language Arts and Math** as measured by the Department's State-wide Assessment.

Objective 3.2: By year five of this strategic plan, **at least 50% of 3rd – 8th grade students** will score at the **ready/proficient level or higher in English Language Arts and Math** as measured by the Department's State-wide Assessment.

STRATEGIC PRIORITY #2:

CURRICULUM, INSTRUCTION AND ASSESSMENT

GOAL #3: ALL GUAM DEPARTMENT OF EDUCATION STUDENTS WILL ATTAIN THE KNOWLEDGE AND SKILLS NECESSARY TO PROGRESS FROM GRADE TO GRADE AND FROM ONE LEVEL OF SCHOOLING TO ANOTHER IN ORDER TO MAXIMIZE THE OPPORTUNITIES TO SUCCESSFULLY GRADUATE FROM HIGH SCHOOL.

Objective 3.3: By year five of this strategic plan, **at least 80% of elementary and middle school students will reach benchmark in reading and math** as measured by the Department's Interim Assessments.

Objective 3.4 By year five of this strategic plan, **at least 80% of elementary and middle school students** will achieve at Proficiency Level Three (3) or better for their semester grade in Language Arts, Reading and Math.

STRATEGIC PRIORITY #3: FAMILY & COMMUNITY ENGAGEMENT

GOAL #4: THE GUAM DEPARTMENT OF EDUCATION WILL ESTABLISH AND MAINTAIN A CULTURE OF STRONG FAMILY AND COMMUNITY ENGAGEMENT TO SUPPORT THE SUCCESS OF ALL OF STUDENTS.

- 1) Establish and maintain practices at all levels of the department **to ensure that families and community stakeholders are informed** about school and department matters **on a consistent bases and through a variety of media.**
- 2) Establish and maintain practices at all levels of the department that **promote greater access and engagement of families and community stakeholders** in classroom, school and department programs, activities and policy decisions.
- 3) Establish and maintain practices at all levels of the department meant to **strengthen the use and maximize the impact of community partnerships.**

STRATEGIC PRIORITY #3: FAMILY & COMMUNITY ENGAGEMENT

GOAL #4: THE GUAM DEPARTMENT OF EDUCATION WILL ESTABLISH A CULTURE OF STRONG FAMILY AND COMMUNITY ENGAGEMENT TO SUPPORT THE SUCCESS OF ALL OF STUDENTS.

- 4) Provide training and support to school and district personnel that **help build their competencies and supports their work with families** who come from diverse backgrounds.

- 5) Provide **training and support for families to assist with helping their children's academic, social and emotional success** in school.

STRATEGIC PRIORITY #3: FAMILY & COMMUNITY ENGAGEMENT

GOAL #4: THE GUAM DEPARTMENT OF EDUCATION WILL ESTABLISH A CULTURE OF STRONG FAMILY AND COMMUNITY ENGAGEMENT TO SUPPORT THE SUCCESS OF ALL OF STUDENTS.

Proposed Objectives discussed:

- 1) Participation in parents conferences, but also school activities, school functions, (Increase in numbers?)
- 2) Number of parents volunteering in the schools (think about if this is what we want to move towards)
- 3) Number of parents who attend sponsored workshops (will need to clarify what workshops)
- 4) Parent surveys for all participants, sponsored by CG activities or accreditation. NOTE: need to consider participation rate of the surveys, should be representative of the larger number
- 5) Parent engagement measure with teachers and schools
- 6) Partnerships with outside organizations, other agencies, private businesses, non-profit, medical outreach.
- 7) How many schools have active PTOs? What type of activities do they sponsor? What is the participation rate of parents?
- 8) Percentage of parents who are engaged with their children's teachers? (This would require a definition of the statistic, as in, how will this be calculated?)

STRATEGIC PRIORITY #4: STUDENT BEHAVIOR, DISCIPLINE AND SAFETY

GOAL #5: THE GUAM DEPARTMENT OF EDUCATION WILL MAINTAIN A SAFE AND POSITIVE SCHOOL CULTURE AND LEARNING ENVIRONMENT TO SUPPORT THE ACADEMIC AND SOCIAL-EMOTIONAL GROWTH OF ALL STUDENTS.

- 1) Develop and implement a comprehensive set of policies, procedures and activities that help establish and maintain a safe, positive & supportive school culture for ALL STUDENTS.**
- 2) Provide training, resources and support for school personnel in working with ALL STUDENTS, including students with special needs, English learners, students from different cultures, students living in poverty, students whose families are experiencing homelessness, students in the LGBTQ community, and other students with diverse backgrounds and untapped potential.**

STRATEGIC PRIORITY #4: STUDENT BEHAVIOR, DISCIPLINE AND SAFETY

GOAL #5: THE GUAM DEPARTMENT OF EDUCATION WILL MAINTAIN A SAFE AND POSITIVE SCHOOL CULTURE AND LEARNING ENVIRONMENT TO SUPPORT THE ACADEMIC AND SOCIAL-EMOTIONAL GROWTH OF ALL STUDENTS.

- 3) Explore and/or develop and implement activities that support the engagement and success of students** with diverse backgrounds, behavioral challenges and untapped potential.
- 4) Broaden, sustain and monitor the current behavioral and mental health initiatives** to help support the overall social, emotional, behavioral and mental health of all students.
- 5) Broaden and strengthen the relationships with community partners and stakeholders** to enhance school safety and health.

STRATEGIC PRIORITY #4: STUDENT BEHAVIOR, DISCIPLINE AND SAFETY

GOAL #5: THE GUAM DEPARTMENT OF EDUCATION WILL MAINTAIN A SAFE AND POSITIVE SCHOOL CULTURE AND LEARNING ENVIRONMENT TO SUPPORT THE ACADEMIC AND SOCIAL-EMOTIONAL GROWTH OF ALL STUDENTS.

Objective 5.1: By the end of the third year of this strategic plan, the GDOE will achieve and maintain a **student daily attendance rate of 90%**.

Objective 5.2: By the end of the third year of this strategic plan, **the GDOE will decrease the overall number of disciplinary infractions by 15%**. By the end of the 5th year, that number will decrease by **25%**.

Objective 5.3: By the end of the third year of this strategic plan, **the total number of students with three or more offences within the school year will decrease by 15%**. By the end of the 5th year, that number will decrease by **25%**.

STRATEGIC PRIORITY #4: STUDENT BEHAVIOR, DISCIPLINE AND SAFETY

GOAL #5: THE GUAM DEPARTMENT OF EDUCATION WILL MAINTAIN A SAFE AND POSITIVE SCHOOL CULTURE AND LEARNING ENVIRONMENT TO SUPPORT THE ACADEMIC AND SOCIAL-EMOTIONAL GROWTH OF ALL STUDENTS.

Objective 5.4: By the end of the third year of this strategic plan, at least **75% of student survey participants will perceive their school to be safe and conducive to learning.** At the end of the fifth year, **that number will increase to 85%.**

Objective 5.5: By the end of the third year of this strategic plan, at least **75% of parent survey participants will perceive their school to be safe and conducive to learning.** At the end of the fifth year, **that number will increase to 85%.**

Objective 5.6: By the end of the third year of this strategic plan, at least **85% of employee survey participants will perceive their school to be safe and conducive to learning.** At the end of the fifth year, **that number will increase to 95%.**

STRATEGIC PRIORITY #5: FACILITIES & MAINTENANCE

GOAL #6: THE GUAM DEPARTMENT OF EDUCATION WILL PROVIDE A SAFE, CLEAN, SUSTAINABLE, WELL MAINTAINED AND HEALTHY LEARNING ENVIRONMENT DESIGNED TO SUPPORT ACADEMIC EXCELLENCE AND OUR STUDENTS' SOCIAL AND EMOTIONAL GROWTH.

- 1) Develop and implement a plan to effectively address the immediate maintenance needs of schools which maximizes current funding, personnel and resources.**
- 2) Establish procedures to effectively communicate with schools to provide a status on all outstanding work requests.**
- 3) Develop and maintain a process to monitor the current condition of all GDOE facilities and identify short/long –term facility needs.**

STRATEGIC PRIORITY #5: FACILITIES & MAINTENANCE

GOAL #6: THE GUAM DEPARTMENT OF EDUCATION WILL PROVIDE A SAFE, CLEAN, SUSTAINABLE, WELL MAINTAINED AND HEALTHY LEARNING ENVIRONMENT DESIGNED TO SUPPORT ACADEMIC EXCELLENCE AND OUR STUDENTS' SOCIAL AND EMOTIONAL GROWTH.

- 4) Provide ongoing improvements to existing facilities in terms of repair, maintenance and modernization of school facilities, that best utilize GDOE's financial resources.**
- 5) Strengthen the technological infrastructure to support the upgrading and availability of computer and technology hardware and connectivity needs of the system.**
- 6) Implement the School Facility Master Plan (currently being developed by our partners, HHF Planners) as guide to short and long term facility improvements and planning for Guam's public schools.**

STRATEGIC PRIORITY #5: FACILITIES & MAINTENANCE

GOAL #6: THE GUAM DEPARTMENT OF EDUCATION WILL PROVIDE A SAFE, CLEAN, SUSTAINABLE, WELL MAINTAINED AND HEALTHY LEARNING ENVIRONMENT DESIGNED TO SUPPORT ACADEMIC EXCELLENCE AND OUR STUDENTS' SOCIAL AND EMOTIONAL GROWTH.

Proposed Objectives:

- Work order requests vs requests addressed for the year: 65% noted were addressed for yr.
- 14 points related to facilities- to what extent are we compliant (example: #wrk/#urinals
- Student, Staff surveys, parents perception surveys
- Staff & students QC reviews, annually
- Inventory of facilities, conditions: what type of challenges are out there? Facility issues that are currently existing? Air conditioning (working air cons/total number of air cons)
- Documentation of maintenance requests (completion), timelines, costs. Need a QC review for contractual and in-house work done.
- Green, Amber, Red... warning system based on facility
- Schedule and plan of maintenance for facilities. This will be especially important as we will be investing ESF/ARP funds.
- PH and other agency reports, compliance review results

STRATEGIC PRIORITY #6: FINANCE AND ADMINISTRATIVE SERVICES

GOAL #7: ALL GDOE FINANCIAL AND ADMINISTRATIVE FUNCTIONS WILL MAXIMIZE THE CRITICAL USES OF LIMITED RESOURCES AND MEET HIGH STANDARDS OF ACCOUNTABILITY.

- 1) Focus all divisions and appropriate personnel on supporting the department's efforts to **remove the GDOE from USEd's High Risk designation.**
- 2) Develop and implement a plan to **maximize the use of technology to automate and operate all the department's administrative functions** to increase their effectiveness and efficiency
- 3) Development a **department-wide professional development plan** for administrative and support personnel to help increase their individual and collective capacities and skill levels.
- 4) Implement a **formal process for the regular review of department processes and standard operating procedures** to identify strengths, weaknesses and recommendations for improvement with the intent to increase effectiveness and²⁹ efficiency.

STRATEGIC PRIORITY #6: FINANCE AND ADMINISTRATIVE SERVICES

GOAL #7: ALL GDOE FINANCIAL AND ADMINISTRATIVE FUNCTIONS WILL MAXIMIZE THE CRITICAL USES OF LIMITED RESOURCES AND MEET HIGH STANDARDS OF ACCOUNTABILITY.

Proposed Objectives:

- Management data: will need examples of this.
- Time targets for admin services such as procurement timelines, personnel processing, payroll errors, etc. NOTE: some of these may not necessarily be in the SSP, but could be used as division metrics at their level.
- Inventory accuracy, Inventory data
- Adequate budget to support operations: all funding streams and the additional opportunities
- Measurements to track financial health of the organization
- Clean Audits
- Internal controls
- Maximize the use of staffing based on needs

STRATEGIC PRIORITY #7: DATA AND ACCOUNTABILITY

THIS COMPONENT, THOUGH A STRATEGIC PRIORITY, WILL NOT HAVE A SEPARATE GOAL AS IT ENCOMPASSES THE DATA FOR ALL OTHER GOALS.

- 1) Establish data framework for the Strategic Plan to monitor the implementation of the goals, objectives, and strategies
- 2) Provide training to all appropriate personnel regarding the data points and reports
- 3) Provide regular reports to the GEB on the implementation status of the plan's goals, objectives and strategies

COMPREHENSIVE STUDENT ASSESSMENT SYSTEM

Kindergarten to 8th Grade

Interim Assessments

Kindergarten to 8th Grade

- ✓ **Reading and Math:** AIMSWeb
- ✓ **All subjects:** school-based Classroom Formative Assessments

3rd to 8th Grade

- ✓ **ELA and Math:** Smarter Balanced

Summative/EOY Assessments

Kindergarten to 8th Grade

- ✓ **Reading and Math:** AIMSWeb Spring

3rd Grade to 8th Grade

- ✓ **ELA and Math:** Smarter Balanced

3rd Grade to 8th Grade

- ✓ **Science:** Next Generation Science Standards

High School

- ✓ **All subjects:** school-based Classroom Formative Assessments

(See next slide)

COMPREHENSIVE STUDENT ASSESSMENT SYSTEM

High School Assessments

9th Grade/1st Year

- ✓ ACT WorkKeys Curriculum - ELA and Math classes
- ✓ Choices 360 Career Interest Inventory
- ✓ Choices 360 Portfolios
- ✓ Smarter Balanced Interim Assessments

11th Grade/3rd Year

- ✓ Smarter Balanced Summative- ELA, Math
- ✓ ACT WorkKeys Assessment
- ✓ Choices 360 Portfolios

Still under discussion

- ✓ ASVAB for early entry military

10th Grade/2nd Year

- ✓ ACT WorkKeys Curriculum - ELA and Math classes
- ✓ Choices 360 Portfolios
- ✓ Smarter Balanced Interim Assessments

Still under discussion

- ✓ ASVAB

12th Grade/4th Year

- ✓ ACT WorkKeys Assessment
- ✓ Writing Assessment aligned to UOG placement exam

Still under discussion

- ✓ ASVAB – for military qualifications

IMPORTANT DATES AND NEXT STEPS

- ✓ ~~March 8, 9 & 10, 2022: Final Input Sessions with School Leadership Teams (Admin, teachers, staff)–DONE~~
- ✓ ~~March 14, 2022 at 3:30 on zoom: Follow-up Input session with IBOGS DONE~~
- ✓ **March 23, 24, 25, 2022 at 6pm on zoom: Final Input Sessions with Parents and Community Stakeholders**
- ✓ **April 1, 2022: Draft #4 submitted to the GEB for review**
- ✓ **April 2, 2022 at 8:00am to 4:00pm: Board Retreat on Strategic Plan**
- ✓ **April 12, 2022: Final Draft of Strategic Plan submitted to GEB for consideration**
- ✓ **April 6 & 13, 2022 at 3pm: Regular GEB work sessions on Strategic Plan**
- ✓ **April 16, 2022 at 8:00am to 4:00pm: Final Board Retreat on Strategic Plan**
- ✓ **April 28, 2022 at 6pm: Special Board Meeting to Approve the Strategic Plan**

Mbakwem departs from chief public health officer position

By Joe Taitano II
Pacific Daily News

Chima Mbakwem has stepped down from his position as chief public health officer for the Department of Public Health and Social Services, a role he has held since the first months of the COVID-19 pandemic, Public Health spokesperson Janela Carrera confirmed Wednesday.

Mbakwem's departure is permanent, but he will still be working with Public Health, Carrera said. He will return to focusing on Hansen's disease and

Tuberculosis, the job he was assigned prior to becoming chief public health officer. Carrera said Mbakwem will still be involved in COVID-19 affairs, especially as an infectious disease expert.

Mbakwem worked as the TB/Hansen's disease program manager for Public Health prior to stepping in as chief public health officer, and as program manager was named a 2021 TB Elimination Champion by the U.S. Centers for Disease Control and Prevention, PDN files show.

Zennia Pecina, formerly the administrator for Public Health's Health Professional Licensing office, is now acting chief public health officer.

Reach reporter Joe Taitano II at JTaitano@guampdn.com



PDN FILE PHOTO
Chima D. Mbakwem, pictured here, has stepped down from his position as chief public health officer for the Department of Public Health and Social Services.

Teacher pay raises in the works

By Julianne Hernandez
Pacific Daily News

The Guam Department of Education is working on getting pay increases for teachers, similar to the increase recently granted to law enforcement officers.

Superintendent Jon Fernandez said that the department is working on a proposal and discussing with the governor's office and Department of Administration to determine how much the pay adjustment will be.

"We have been asked to provide a recommendation for the educator pay adjustment, we will be working with the Department of Administration over the next week and a half to prepare an estimate that we can factor into our budget," Fernandez said.

Last week, under the executive order signed by Gov. Lou Leon Guerrero, it was announced law enforcement officers across government of Guam agencies will receive an 18% base pay increase Jan. 30.

Though the Guam Department of Education currently doesn't have a specific percentage or any


financial details about an educator pay adjustment, this is a response to the teachers' shortage, and officials hope it will improve retention.

"We know our educators have worked hard over the last two years through this pandemic. Many of them have had to adjust to distance learning to try and to ensure that they're implementing the safety protocols at the same time. Many of their colleagues are choosing retirement, or resigning completely due to the anxiety and stress," Fernandez said. "We do need that support and recognizing their hard work, and also retaining those who continue to work hard and also recruiting teachers who can fill those vacancies."

In the meantime, the department is trying to ensure there is enough funding to get through the current fiscal year.


Guam DOE's fiscal year budget will be reviewed and submitted to the Legislature by the end of January.

Contact reporter Julianne Hernandez at jhernandez@guampdn.com or 671-488-1439.



JON J.P. FERNANDEZ
Superintendent of Education

GUAM DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION
State Agency for US-Ed Grants
501 Mariner Avenue Barrigada, Guam 96913
Telephone: (671)475-0470/300-1267



IGNACIO C. SANTOS
Federal Programs Division

NOTICE TO THE PUBLIC
FFY 2022 Consolidated Grant Application Stakeholders Consultative and Technical Assistance Workshop | Virtual Presentation

The Guam Department of Education (GDOE) is pleased to inform all stakeholders of its intent to submit and consolidate the FFY 2022 U.S. Department of Education (US-Ed) grant funds under the Title V, Part B: Rural and Low-Income Schools Program (RLIS) Consolidated Grant Application (CGA) for Year 3 of the three (3) year CGA grant cycle. The GDOE Federal Programs Division/Grants Office, serving as the State Educational Agency (FPD-SEA), is responsible for the oversight and administration of the grant funds. The FPD-SEA will be conducting the virtual FFY 2022 Consolidated Grant Application (CGA) Stakeholders Consultative and Technical Assistance Workshop to address grant requirements.

The FPD-SEA is required to coordinate with the PreK-12 education community stakeholders to include students, parents, teachers and school administrators from the public, private-non-public and charter schools to determine eligibility and needs. Services and resources will be allocated to participating PreK-12 educational institutions based on the previous school year's (SY) student enrollment (SY 2020-2021), needs and justification of requests.

As a result of the impacts caused by the COVID-19 Global Pandemic and the standing Government of Guam Executive Order 2021-31, the FPD-SEA will be conducting the FFY 2022 Consolidated Grant Application (CGA) Stakeholders Consultative and Technical Assistance Workshop online. Pre-recorded CGA Project presentations will be available for your review on the GDOE Federal Programs Division website. Virtual presentations will outline the objectives of the FFY 2022 Consolidated Grant Application, allowable uses of funds, how to avail of the supplemental services for your school, required assurances, compliance with all Federal requirements and regulations terms and conditions and due dates.

The table below illustrates the dates and times the pre-recorded FFY 2022 CGA Stakeholders Consultative and Technical Assistance Workshop presentation will be available and schedule of the workshop Round Robin, and Question and Answer (Q&A) sessions via Zoom platform for specified participating groups:

FFY 2022 Consolidated Grant Application (CGA) Stakeholders Consultative and Technical Assistance Workshop Virtual		
DATE	TIME	DETAILS
Thursday & Friday, February 3 & 4, 2022		Virtual presentations will be available for asynchronous viewing, at a time that is convenient for you. Access link will be provided via email to all registered participants on Wednesday, February 2, 2022.
DATE	TIME	DETAILS
Wednesday February 11, 2022	9:00AM	Group 1: GDOE Elem Principals, Charter Schools (PreK-5) and respective School Leadership Teams
	10:00AM	Group 2: GDOE Secondary Principals, Charter Schools (6-12), Division/Section Heads and respective School Leadership Teams
	1:30PM	Group 1: Private-Non-Public Schools (PreK-12)
	3:00PM	Group 2: Office of Catholic Education (PreK-12)

The FPD-SEA requires that all participating representatives provide an e-confirmation (via email) for participation on the designated scheduled virtual meeting, and for all information received, **no later than Friday, January 28, 2022** to federal_programs@gdoe.net. This is necessary to ensure only confirmed attendees are provided the link to the workshop and attendance and participation is documented in adherence to Federal requirements. Should additional information be needed, please contact Mr. Ike C. Santos, Federal Programs Administrator via email federal_programs@gdoe.net. Thank you for your attention and cooperation.

This activity is administered by the Guam Department of Education (GDOE) – Federal Programs Division/Grants Office and funded by the U.S. Department of Education Consolidated Grant to the Outlying Areas.

THE PACIFIC DAILY NEWS
Friday, January 21, 2022

FFY2022 Consolidated Grant Application Submission Calendar

February 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3 FY2022 CGA Stakeholder Consultative Workshop	4 FY2022 CGA Stakeholder Consultative Workshop	5
6	7	8	9 ***DUE DATE*** Notice of Intent to Participate	10	11 FY2022 CGA Stakeholder Consultative Workshop Q&A Session	12
13	14	15	16	17	18 Project Proposals 1 st DRAFT DUE to Comprehensive Center via email (8am-4pm) <i>Hawaii Standard Time: (Feb. 17, 2022) 12pm-8pm</i>	19
20	21	22 (NEW) Project Proposals 1 st DRAFT DUE emailed to Comprehensive Center via email (8am-4pm) <i>Hawaii Standard Time: (Feb. 22, 2022)</i>	23 <div style="border: 1px solid blue; padding: 5px; width: fit-content; margin: auto;">Comprehensive Center to email feedback to Federal Programs Division and Projects</div>	24 ZOOM Mtg: PREL 1 st draft SCCE @ 3pm Hawaii Standard	25 ZOOM Mtg: PREL 1 st draft SCCE @ 11am Guam Time <div style="border: 1px solid blue; padding: 5px; width: fit-content; margin: auto;">Comprehensive Center to email feedback to Federal Programs Division and Projects & ZOOM</div>	26
27 ZOOM Mtg: PREL 1 st draft CCCLR, CSAI & CIQD @ 3pm Hawaii Standard	28 ZOOM Mtg: PREL 1 st draft CCCLR, CSAI & CIQD @ 11am Guam Time <div style="border: 1px solid blue; padding: 5px; width: fit-content; margin: auto;">Comprehensive Center to email feedback to Federal Programs Division and Projects & ZOOM</div>					

FFY2022 Consolidated Grant Application Submission Calendar

March 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday		
		1	2	3	4 Project Proposals 2nd DRAFT DUE to Comprehensive Center (8am-4pm) Hawaii Standard Time: (Mar 2, 2022) 12pm – 4pm	5		
6	7	8	9 Technical Assistance with Comprehensive Center - 2ND REVIEW (8am-4pm) (4 projects) Hawaii Standard Time: (March 8, 2022) 12pm – 8pm	10 Technical Assistance with Comprehensive Center -2ND REVIEW (8am-4pm) (4 projects) Hawaii Standard Time: (March 9, 2022) 12pm – 8pm	11	12		
		13	14 Project Proposals 3rd DRAFT DUE to Comprehensive Center via email (8am-4pm) Hawaii Standard Time: (Mar. 13, 2022) 12pm – 8pm	15	16 2022 Insular Areas and Palau Technical Assistance Meeting March 16-17, 2022	17 2022 Insular Areas and Palau Technical Assistance Meeting March 16-17, 2022	18 ZOOM meetings can be scheduled only if needed	19
20	21 Technical Assistance with Comprehensive Center 3RD REVIEW (8am-4pm) (4 projects) Hawaii Standard Time: (March 20, 2022) 12pm – 8pm	22	23	24	25 Project Proposal FINAL DRAFT DUE to Federal Programs Division via email	26		
27	28	29	30	31				

Comprehensive Center to email feedback to Federal Programs Division and Projects (No ZOOM Meeting)

Comprehensive Center to email feedback to Federal Programs Division and Projects

FFY2022 Consolidated Grant Application Submission Calendar

April 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8 FFY2022 CGA FINAL APPLICATION SUBMISSION TO U.S. DEPARTMENT OF EDUCATION	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Program Management

Question #1
Attachment #22

May 04, 2022



Rhea Jean A. Taitano <rjaitaitano@gdoe.net>

Fwd: FY2020-2022 Consolidated Grant Application Package

1 message

Ignacio C. Santos <icsantos@gdoe.net>
Reply-To: icsantos@gdoe.net
To: "Rhea Jean A. Taitano" <rjaitaitano@gdoe.net>

Wed, Apr 27, 2022 at 10:22 AM

----- Forwarded message -----

From: **Forrester, Tiffany** <Tiffany.Forrester@ed.gov>
Date: Wed, Jan 29, 2020 at 5:54 AM
Subject: FY2020-2022 Consolidated Grant Application Package
To: Forrester, Tiffany <Tiffany.Forrester@ed.gov>
Cc: Carr, Patrick <Patrick.Carr@ed.gov>, Long, Bonny <Bonny.Long@ed.gov>, Hensell, Matthew <matthew.hensell@ed.gov>, Chang, Maria <Maria.Chang@ed.gov>, Harris, Lisa (OGC) <Lisa.Harris@ed.gov>, Lustig, Amy <Amy.Lustig@ed.gov>

Dear Colleagues:

We are happy to share the attached Consolidated Grant Application (CGA) package for the Insular Areas (Consolidated Grant) administered by the Office of Elementary and Secondary Education (OESE) of the U.S. Department of Education (Department). This fiscal year (FY) 2020 application will apply through the three-year cycle (FY 2020 - 2022), with additional materials required for Year 2 (FY 2021) and Year 3 (FY 2022). The Consolidated Grant is authorized under 48 U.S.C. 1469a. Regulations pertaining to the Consolidated Grant are located in the Education Department General Administrative Regulations (EDGAR) at 34 CFR 76.125 – 76.137.

In the spirit of continuous improvement and supporting the Insular Areas in designing and implementing programs with long-term strategies to address their identified needs, the program office has revised the CGA to be more streamlined, clearer, less burdensome.

The CGA will again serve as a three-year application; however, grantees will still submit certain items more frequently. The FY2020 CGA templates and instructions have been updated to be clearer. The Year 2 (FY 2021) and Year 3 (FY2022) submission requirements have been changed to be less burdensome; grantees will provide annual progress submissions and budgets versus resubmitting an entire application package each year. Additionally, the application submission platform has been updated in order to reduce burden on grantees. More information on the application submission instructions, expectations, and updated platform are included in the attached application package. All required forms and materials can be found on our website: <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/>.

Attached you will also find the estimated 2020 Allocation Table for the Insular Areas. Please keep in mind that these are preliminary estimates based on the most current data available and are subject to change before final allocations are made.

The deadline for submission of FY 2020 Consolidated Grant applications through MAX.gov is **April 17, 2020, by 11:59:59 PM ET (Eastern Time)**.

Additionally, the Insular Areas Team (IAT) will host a **grantee webinar on Thursday, February 6, 2020, from 5:00pm-6:00pm ET** to introduce the updated application and annual submission forms as well as to highlight changes that grantees will find helpful when preparing the application for submission. During the webinar, the IAT will review each application component and provide clear instructions that will assist applicants in developing an application that is clear, concise, and descriptive, in order to illustrate the connection between the project and budget narratives for each project. Each grantee will receive a calendar invitation with more information about the webinar.

Sincerely,

Dr. Tiffany T. Forrester

Group Leader, Insular Areas

Rural, Insular, and Native Achievement Programs

Office of Elementary and Secondary Education

U.S. Department of Education

400 Maryland Avenue, SW | Washington, DC 20202

tiffany.forrester@ed.gov | 202.205.0940

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Si Yu'os Ma'ase (Thank you),

IKE C. SANTOS

Administrator, Federal Programs Division

Guam Department of Education

State Agency for U.S. Federal Grants

Tel: 671/475-0470

Tel: 671/300-1267

500 Mariner Avenue

Barrigada GU 96913-1608

Email: icsantos@gdoe.net

Guam Department of Education

2 attachments



FY 2020 Consolidated Grant Application Package_Final.pdf

1181K



Estimated 2020 Allocation Table Insular Areas 1.23.2020.xls

148K



Ignacio C. Santos <icsantos@gdoe.net>

Registration now LIVE! 2022 Insular Areas and Palau Technical Assistance Meeting

Forrester, Tiffany <Tiffany.Forrester@ed.gov>

Fri, Jan 21, 2022 at 6:44 AM

To: "Forrester, Tiffany" <Tiffany.Forrester@ed.gov>

Cc: "Long, Bonny" <Bonny.Long@ed.gov>, "Hensell, Matthew" <matthew.hensell@ed.gov>, "Chang, Maria" <Maria.Chang@ed.gov>, "Aboko-Cole Diakit, Remidene" <remidene.diakite@ed.gov>, "Carr, Patrick" <Patrick.Carr@ed.gov>

Dear Grantees and Colleagues:

We are happy to announce that registration for the **2022 Insular Areas and Palau Technical Assistance Meeting** is now live! Please visit our event [website](#) for information regarding the event, including registration links and the event agenda. We strongly encourage you to review the agenda and determine which of your programmatic **and** fiscal staff to invite to the event. All attendees must register for each day they plan to join the event in order to receive log in instructions and their unique Attendee ID.

We are also happy to share that attendees may join through their computers and will not *need* to join through computer **and** phone this year.

Please share this information with your teams and do not hesitate to reach out to me or your assigned Program Officer if you have any questions regarding this year's event.

See you soon!

Dr. Tiffany T. Forrester

Group Leader, Insular Areas Team

Rural, Insular, and Native Achievement Programs

Office of Elementary and Secondary Education

U.S. Department of Education

[400 Maryland Avenue, SW | Washington, DC 20202](#)

✉ tiffany.forrester@ed.gov | 📞 202.205.0940

DEPARTMENT OF EDUCATION
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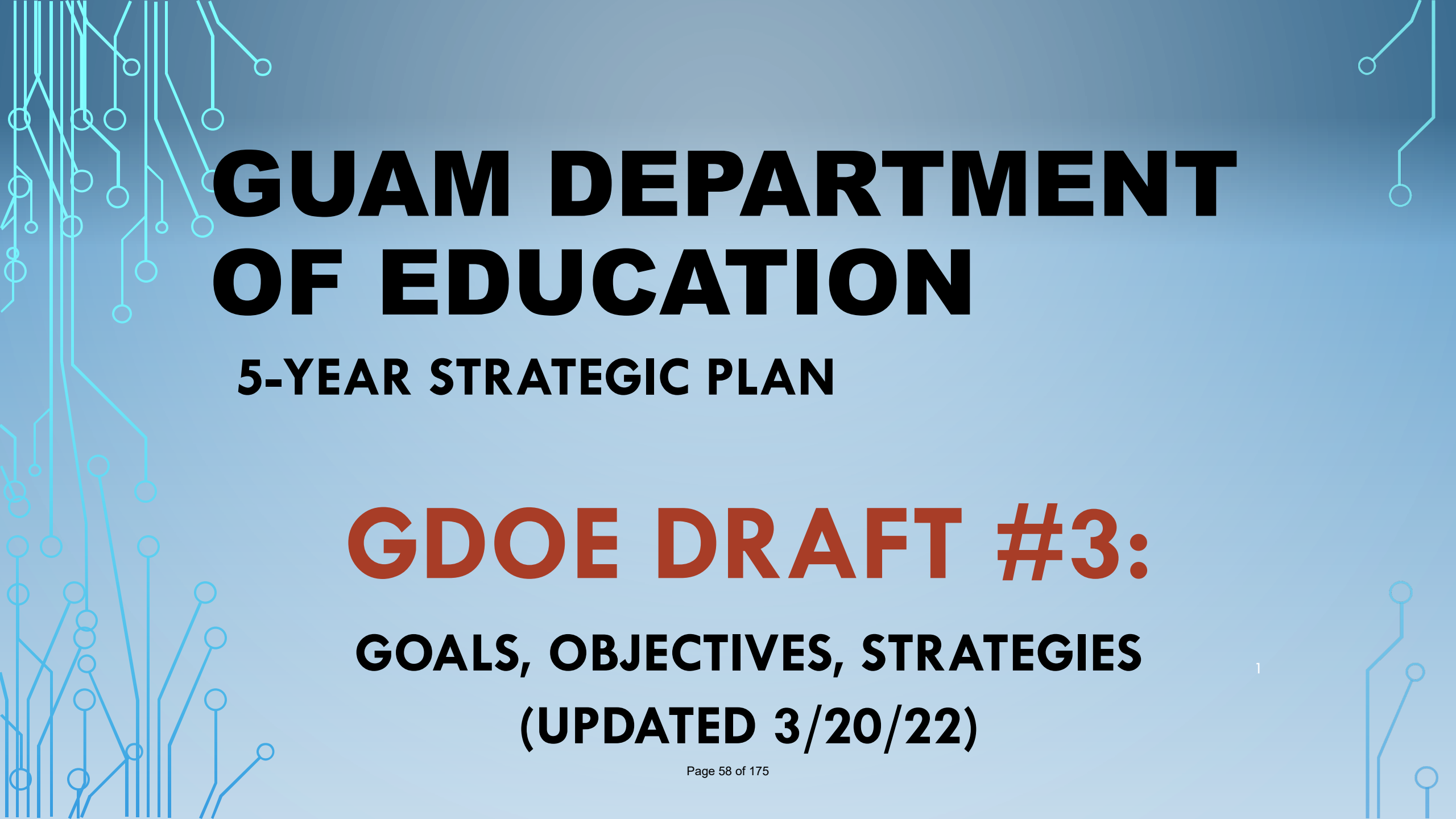
Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Program Management

Question #2a
Attachment #1

May 04, 2022



GUAM DEPARTMENT OF EDUCATION

5-YEAR STRATEGIC PLAN

GDOE DRAFT #3:

GOALS, OBJECTIVES, STRATEGIES

(UPDATED 3/20/22)

IMPORTANT DATES AND NEXT STEPS

- ✓ ~~March 8, 9 & 10, 2022: Final Input Sessions with School Leadership Teams (Admin, teachers, staff)–DONE~~
- ✓ ~~March 14, 2022 at 3:30 on zoom: Follow-up Input session with IBOGS–DONE~~
- ✓ **March 23, 24, 25, 2022 at 6pm on zoom: Final Input Sessions with Parents and Community Stakeholders**
- ✓ **April 1, 2022: Draft #4 submitted to the GEB for review**
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- ✓ **April 12, 2022: Final Draft of Strategic Plan submitted to GEB for consideration**
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- ✓ **April 16, 2022 at 8:00am to 4:00pm: Final Board Retreat on Strategic Plan**
- ✓ **April 28, 2022 at 6pm: Special Board Meeting to Approve the Strategic Plan**

RESEARCH, BEST PRACTICES AND TRENDS IN K-12 EDUCATION

Key areas supported by research/resources from: McRel, PREL, USEd, NASBE, CCSO

- ✓ Support for promoting the professional learning of teachers, administrators and instructional support staff to improve the quality of instruction in all classrooms
- ✓ Support for the establishment of collaborative structures in schools and school systems to allow for the identification, sharing, development and dissemination of best practices throughout the district
- ✓ Support for diverse curricular programs and multiple pathways to success such as career academies, career and technical education, academic plans, job certification programs

RESEARCH, BEST PRACTICES AND TRENDS IN K-12 EDUCATION

Key areas supported by research/resources from: McRel, PREL, USEd, NASBE, CCSSO

- ✓ Support for the incorporation of literacy strategies in all content areas
- ✓ Support for the use of multiple data sources to determine and monitor student achievement along with the training of staff to utilize the data
- ✓ Support for the alignment of district and school policies and practices towards key strategies meant to support student achievement at all levels

STRATEGIC PRIORITIES & WORKING COMMITTEES

1) Leadership: Organizational Structure, Professional Development for leadership and management in the organization **Lead Staff:** Superintendent of Education

2) Curriculum, Instruction and Assessment: GEB Committee Chair: Lou Benavente, **Lead Staff:** Joe Sanchez, Deputy Sup- CI&I, **Sub-committee:** Comprehensive Student Assessment System (CSAS)

3) Family & Community Engagement (Shared working committee with Student Behavior, Discipline & Safety): **GEB Committee Chair:** Karla Borja, Parent Representative, **Lead Staff:** Erika Cruz, Deputy Sup- ESCL

4) Student Behavior, Discipline and Safety (Shared working committee with Family & Community

Engagement): **GEB Committee Chair:** Maria Gutierrez **Lead Staff:** Erika Cruz, Deputy Sup- ESCL

5) Facilities: GEB Committee Chair: Maria Gutierrez, **Lead Staff:** Frank Cooper-Nurse- Deputy Sup- FAS

6) Finance and Administrative Services: GEB Committee Chair: Mark Mendiola, **Lead Staff-** Frank Cooper-Nurse, Deputy Sup- FAS

7) Data and Accountability Framework, GEB Committee Chair: Robert Crisostomo, **Lead Staff-** Deputy Joe Sanchez & Dr. Zeni Natividad, Administrator, RP&E

FORMAT AND LAYOUT OF STRATEGIC PLAN

Goals	Articulate broad, aspirational desires for a particular strategic priority. The desired conditions for each priority.
Objectives	The measurable targets that define and describe success for each of the goals. Measures of success of each goal.
Strategies	The manner in which we intend to achieve the goals and objectives : describing what we will do. They will help guide the development and implementation of specific programs, projects, and activities.

FORMAT AND LAYOUT OF IMPLEMENTATION PLAN

Development

- Spring, 2022 for implementation SY2022-23

Activities & Tasks

- Specific activities for each strategy will be determined by stakeholders
- Associated tasks will be identified for each activity
- Timelines for the completion of each activity and its associated task will be outlined

Progress monitoring

- Based on the associated tasks and timelines, the progress of each activity will be monitored and reported on throughout the school year with adjustments being made accordingly

STRATEGIC PRIORITY #1: COLLABORATIVE LEADERSHIP

GOAL# 1: THE GUAM DEPARTMENT OF EDUCATION WILL MAINTAIN A CULTURE OF COLLABORATIVE LEADERSHIP TO FOSTER GREATER ENGAGEMENT OF ALL STAKEHOLDERS TO SUPPORT STUDENT SUCCESS.

- 1) Implement practices that **provide structured and consistent opportunities for collaboration among all divisions, schools, and employees** in order to **promote better communication, the sharing of resources, and collective problem solving** with the intent to advance greater effectiveness and efficiency in department operations.
- 2) **Strengthen and maintain activities that regularly engage stakeholders in collaborative decision making at all levels to include**, but not be limited to, department personnel, students, parents and community members and organizations.
- 3) Assess the needs and support the professional learning **of the department's current and aspiring leaders, managers, supervisors, and project leads** at all levels to develop and advance their capacity to engage stakeholders, practice collaborative leadership, and overall leadership and management skills.

STRATEGIC PRIORITY #1: COLLABORATIVE LEADERSHIP

GOAL# 1: THE GUAM DEPARTMENT OF EDUCATION WILL MAINTAIN A CULTURE OF COLLABORATIVE LEADERSHIP TO FOSTER GREATER ENGAGEMENT OF ALL STAKEHOLDERS TO SUPPORT STUDENT SUCCESS.

- 4) Implement a process to review and update our current evaluation systems for educational leaders, department managers, and instructional personnel in order to establish and maintain focus on critical areas and strategic priorities.**

- 5) Implement activities that support the preparation, recruitment and retention of educational leaders at all levels of the system.**

STRATEGIC PRIORITY #1: COLLABORATIVE LEADERSHIP

GOAL# 1: THE GUAM DEPARTMENT OF EDUCATION WILL MAINTAIN A CULTURE OF COLLABORATIVE LEADERSHIP TO FOSTER GREATER ENGAGEMENT OF ALL STAKEHOLDERS TO SUPPORT STUDENT SUCCESS.

Objective 1.1: By the end of the third year of this strategic plan, SY2024-25, at least **60% of stakeholder survey participants will rate GDOE leadership overall and targeted leadership groups (Superintendent, Deputy Superintendents, Division Heads, School Principals and Assistant Principals) as satisfactory or higher** based on identified leadership best practices related to collaborative leadership. By the end of year five, that percent will **increase to 80%**.

STRATEGIC PRIORITY #2: CURRICULUM, INSTRUCTION AND ASSESSMENT

GOAL #2: ALL GUAM DEPARTMENT OF EDUCATION STUDENTS WILL GRADUATE FROM HIGH SCHOOL PREPARED TO ENGAGE IN LIFE-LONG LEARNING AND ENTER THE ECONOMY WITH THE WORK-READY SKILLS NECESSARY TO THRIVE IN 21ST CENTURY SOCIETY.

- 1) Strengthen and diversify the curriculum at all levels** to provide students with a variety of culturally relevant activities, multiple opportunities for growth, and pathways for success to support their readiness for life-long learning, the 21st century workforce, civic engagement, and life on Guam, in our region and throughout the world.
- 2) Continue to provide research and evidence-based professional learning opportunities, resources, and implementation supports** to teachers, administrators, and instructional staff to build the capacity of department personnel to improve the quality of the curriculum, classroom instruction, assessment systems and interventions.

STRATEGIC PRIORITY #2: CURRICULUM, INSTRUCTION AND ASSESSMENT

GOAL #2: ALL GUAM DEPARTMENT OF EDUCATION STUDENTS WILL GRADUATE FROM HIGH SCHOOL PREPARED TO ENGAGE IN LIFE-LONG LEARNING AND ENTER THE ECONOMY WITH THE WORK-READY SKILLS NECESSARY TO THRIVE IN 21ST CENTURY SOCIETY.

- 3) Provide high quality instructional resources, both printed and digital, to schools to support the department's curricular programs and activities.**
- 4) Maintain and support activities that promote collaboration among teachers, administrators, and instructional staff in order to foster a deeper understanding and alignment of our standards; allow for the development and sharing of effective lessons and instructional strategies; support the design and use of standards-based assessments and instructional tools; and coordinate the identification and implementation of needed interventions for both advanced and struggling students.**

STRATEGIC PRIORITY #2: CURRICULUM, INSTRUCTION AND ASSESSMENT

GOAL #2: ALL GUAM DEPARTMENT OF EDUCATION STUDENTS WILL GRADUATE FROM HIGH SCHOOL PREPARED TO ENGAGE IN LIFE-LONG LEARNING AND ENTER THE ECONOMY WITH THE WORK-READY SKILLS NECESSARY TO THRIVE IN 21ST CENTURY SOCIETY.

Objective 2.1: Throughout the duration of the Strategic Plan, the GDOE will **maintain a 4-year cohort graduation rate of 80% or higher.**

Objective 2.2: By year three of this strategic plan, **at least 80% of all graduating seniors will score a bronze or higher on the ACT Work Keys Assessment** (or equivalent work readiness assessment). By year five, **at least 50% will score Gold or higher.**

Objective 2.3: By year five of this strategic plan, **at least 80% or of all third year high school students will score at the close to ready/proficient level or higher in English Language Arts and Math** as measured by the Department's State-wide Assessment (Note: indicate the assessment to be used).

STRATEGIC PRIORITY #2: CURRICULUM, INSTRUCTION AND ASSESSMENT

GOAL #2: ALL GUAM DEPARTMENT OF EDUCATION STUDENTS WILL GRADUATE FROM HIGH SCHOOL PREPARED TO ENGAGE IN LIFE-LONG LEARNING AND ENTER THE ECONOMY WITH THE WORK-READY SKILLS NECESSARY TO THRIVE IN 21ST CENTURY SOCIETY.

Objective 2.4: By year five of this strategic plan, at least **50% of third year high school students** will score at the **ready/proficient level or higher in English Language Arts and Math** as measured by the Department's State-wide Assessment.

Objective 2.5: By year three of this strategic plan, at least **50% of all graduating students will have completed a specific pathway towards graduation and/or job/career certification program** (examples: GCC CTE programs, career academies, Guam Trades Academy, computer/tech certification, etc.). By year five, **this percent will increase to 80%.**

Objective 2.6 By year three of this strategic plan, at least **80% of first-year high school students** will earn at least 5 credits by the end of their first year. By year five, this will increase to 90%.

STRATEGIC PRIORITY #2:

CURRICULUM, INSTRUCTION AND ASSESSMENT

GOAL #3: ALL GUAM DEPARTMENT OF EDUCATION STUDENTS WILL ATTAIN THE KNOWLEDGE AND SKILLS NECESSARY TO PROGRESS FROM GRADE TO GRADE AND FROM ONE LEVEL OF SCHOOLING TO ANOTHER IN ORDER TO MAXIMIZE THE OPPORTUNITIES TO SUCCESSFULLY GRADUATE FROM HIGH SCHOOL.

- 1) Implement new and/or improve current evidence-based intervention projects and activities at all grade levels** that support the success of ALL STUDENTS in particular, students with special needs, English learners, students from diverse cultures, students experiencing homelessness, students living in poverty, students in the LGBTQ community, and other students with diverse backgrounds and untapped potential.

STRATEGIC PRIORITY #2:

CURRICULUM, INSTRUCTION AND ASSESSMENT

GOAL #3: ALL GUAM DEPARTMENT OF EDUCATION STUDENTS WILL ATTAIN THE KNOWLEDGE AND SKILLS NECESSARY TO PROGRESS FROM GRADE TO GRADE AND FROM ONE LEVEL OF SCHOOLING TO ANOTHER IN ORDER TO MAXIMIZE THE OPPORTUNITIES TO SUCCESSFULLY GRADUATE FROM HIGH SCHOOL.

- 2) Provide instructional staff with ongoing training, resources and support to increase their capacity and enhance their skills to work with ALL STUDENTS, in particular students with special needs, English learners, students from diverse cultures, students experiencing homelessness, students living in poverty, students in the LGBTQ community, and other students with diverse backgrounds and untapped potential.**
- 3) Identify and implement policies, activities or initiatives that help promote a growth-minded culture, student engagement and supports those who need additional assistance with attaining grade level knowledge and skills.**

STRATEGIC PRIORITY #2:

CURRICULUM, INSTRUCTION AND ASSESSMENT

GOAL #3: ALL GUAM DEPARTMENT OF EDUCATION STUDENTS WILL ATTAIN THE KNOWLEDGE AND SKILLS NECESSARY TO PROGRESS FROM GRADE TO GRADE AND FROM ONE LEVEL OF SCHOOLING TO ANOTHER IN ORDER TO MAXIMIZE THE OPPORTUNITIES TO SUCCESSFULLY GRADUATE FROM HIGH SCHOOL.

Objective 3.1: By year five of this strategic plan, **at least 80% of 3rd – 8th grade students** will score at the **close to ready/proficient level or higher in English Language Arts and Math** as measured by the Department's State-wide Assessment.

Objective 3.2: By year five of this strategic plan, **at least 50% of 3rd – 8th grade students** will score at the **ready/proficient level or higher in English Language Arts and Math** as measured by the Department's State-wide Assessment.

STRATEGIC PRIORITY #2:

CURRICULUM, INSTRUCTION AND ASSESSMENT

GOAL #3: ALL GUAM DEPARTMENT OF EDUCATION STUDENTS WILL ATTAIN THE KNOWLEDGE AND SKILLS NECESSARY TO PROGRESS FROM GRADE TO GRADE AND FROM ONE LEVEL OF SCHOOLING TO ANOTHER IN ORDER TO MAXIMIZE THE OPPORTUNITIES TO SUCCESSFULLY GRADUATE FROM HIGH SCHOOL.

Objective 3.3: By year five of this strategic plan, **at least 80% of elementary and middle school students will reach benchmark in reading and math** as measured by the Department's Interim Assessments.

Objective 3.4 By year five of this strategic plan, **at least 80% of elementary and middle school students** will achieve at Proficiency Level Three (3) or better for their semester grade in Language Arts, Reading and Math.

STRATEGIC PRIORITY #3: FAMILY & COMMUNITY ENGAGEMENT

GOAL #4: THE GUAM DEPARTMENT OF EDUCATION WILL ESTABLISH AND MAINTAIN A CULTURE OF STRONG FAMILY AND COMMUNITY ENGAGEMENT TO SUPPORT THE SUCCESS OF ALL OF STUDENTS.

- 1) Establish and maintain practices at all levels of the department **to ensure that families and community stakeholders are informed** about school and department matters **on a consistent bases and through a variety of media.**
- 2) Establish and maintain practices at all levels of the department that **promote greater access and engagement of families and community stakeholders** in classroom, school and department programs, activities and policy decisions.
- 3) Establish and maintain practices at all levels of the department meant to **strengthen the use and maximize the impact of community partnerships.**

STRATEGIC PRIORITY #3: FAMILY & COMMUNITY ENGAGEMENT

GOAL #4: THE GUAM DEPARTMENT OF EDUCATION WILL ESTABLISH A CULTURE OF STRONG FAMILY AND COMMUNITY ENGAGEMENT TO SUPPORT THE SUCCESS OF ALL OF STUDENTS.

- 4) Provide training and support to school and district personnel that **help build their competencies and supports their work with families** who come from diverse backgrounds.

- 5) Provide **training and support for families to assist with helping their children's academic, social and emotional success** in school.

STRATEGIC PRIORITY #3: FAMILY & COMMUNITY ENGAGEMENT

GOAL #4: THE GUAM DEPARTMENT OF EDUCATION WILL ESTABLISH A CULTURE OF STRONG FAMILY AND COMMUNITY ENGAGEMENT TO SUPPORT THE SUCCESS OF ALL OF STUDENTS.

Proposed Objectives discussed:

- 1) Participation in parents conferences, but also school activities, school functions, (Increase in numbers?)
- 2) Number of parents volunteering in the schools (think about if this is what we want to move towards)
- 3) Number of parents who attend sponsored workshops (will need to clarify what workshops)
- 4) Parent surveys for all participants, sponsored by CG activities or accreditation. NOTE: need to consider participation rate of the surveys, should be representative of the larger number
- 5) Parent engagement measure with teachers and schools
- 6) Partnerships with outside organizations, other agencies, private businesses, non-profit, medical outreach.
- 7) How many schools have active PTOs? What type of activities do they sponsor? What is the participation rate of parents?
- 8) Percentage of parents who are engaged with their children's teachers? (This would require a definition of the statistic, as in, how will this be calculated?)

STRATEGIC PRIORITY #4: STUDENT BEHAVIOR, DISCIPLINE AND SAFETY

GOAL #5: THE GUAM DEPARTMENT OF EDUCATION WILL MAINTAIN A SAFE AND POSITIVE SCHOOL CULTURE AND LEARNING ENVIRONMENT TO SUPPORT THE ACADEMIC AND SOCIAL-EMOTIONAL GROWTH OF ALL STUDENTS.

- 1) Develop and implement a comprehensive set of policies, procedures and activities that help establish and maintain a safe, positive & supportive school culture for ALL STUDENTS.**
- 2) Provide training, resources and support for school personnel in working with ALL STUDENTS, including students with special needs, English learners, students from different cultures, students living in poverty, students whose families are experiencing homelessness, students in the LGBTQ community, and other students with diverse backgrounds and untapped potential.**

STRATEGIC PRIORITY #4: STUDENT BEHAVIOR, DISCIPLINE AND SAFETY

GOAL #5: THE GUAM DEPARTMENT OF EDUCATION WILL MAINTAIN A SAFE AND POSITIVE SCHOOL CULTURE AND LEARNING ENVIRONMENT TO SUPPORT THE ACADEMIC AND SOCIAL-EMOTIONAL GROWTH OF ALL STUDENTS.

- 3) Explore and/or develop and implement activities that support the engagement and success of students** with diverse backgrounds, behavioral challenges and untapped potential.
- 4) Broaden, sustain and monitor the current behavioral and mental health initiatives** to help support the overall social, emotional, behavioral and mental health of all students.
- 5) Broaden and strengthen the relationships with community partners and stakeholders** to enhance school safety and health.

STRATEGIC PRIORITY #4: STUDENT BEHAVIOR, DISCIPLINE AND SAFETY

GOAL #5: THE GUAM DEPARTMENT OF EDUCATION WILL MAINTAIN A SAFE AND POSITIVE SCHOOL CULTURE AND LEARNING ENVIRONMENT TO SUPPORT THE ACADEMIC AND SOCIAL-EMOTIONAL GROWTH OF ALL STUDENTS.

Objective 5.1: By the end of the third year of this strategic plan, the GDOE will achieve and maintain a **student daily attendance rate of 90%**.

Objective 5.2: By the end of the third year of this strategic plan, **the GDOE will decrease the overall number of disciplinary infractions by 15%**. By the end of the 5th year, that number will decrease by **25%**.

Objective 5.3: By the end of the third year of this strategic plan, **the total number of students with three or more offences within the school year will decrease by 15%**. By the end of the 5th year, that number will decrease by **25%**.

STRATEGIC PRIORITY #4: STUDENT BEHAVIOR, DISCIPLINE AND SAFETY

GOAL #5: THE GUAM DEPARTMENT OF EDUCATION WILL MAINTAIN A SAFE AND POSITIVE SCHOOL CULTURE AND LEARNING ENVIRONMENT TO SUPPORT THE ACADEMIC AND SOCIAL-EMOTIONAL GROWTH OF ALL STUDENTS.

Objective 5.4: By the end of the third year of this strategic plan, at least **75% of student survey participants will perceive their school to be safe and conducive to learning.** At the end of the fifth year, **that number will increase to 85%.**

Objective 5.5: By the end of the third year of this strategic plan, at least **75% of parent survey participants will perceive their school to be safe and conducive to learning.** At the end of the fifth year, **that number will increase to 85%.**

Objective 5.6: By the end of the third year of this strategic plan, at least **85% of employee survey participants will perceive their school to be safe and conducive to learning.** At the end of the fifth year, **that number will increase to 95%.**

STRATEGIC PRIORITY #5: FACILITIES & MAINTENANCE

GOAL #6: THE GUAM DEPARTMENT OF EDUCATION WILL PROVIDE A SAFE, CLEAN, SUSTAINABLE, WELL MAINTAINED AND HEALTHY LEARNING ENVIRONMENT DESIGNED TO SUPPORT ACADEMIC EXCELLENCE AND OUR STUDENTS' SOCIAL AND EMOTIONAL GROWTH.

- 1) Develop and implement a plan to effectively address the immediate maintenance needs of schools which maximizes current funding, personnel and resources.**
- 2) Establish procedures to effectively communicate with schools to provide a status on all outstanding work requests.**
- 3) Develop and maintain a process to monitor the current condition of all GDOE facilities and identify short/long –term facility needs.**

STRATEGIC PRIORITY #5: FACILITIES & MAINTENANCE

GOAL #6: THE GUAM DEPARTMENT OF EDUCATION WILL PROVIDE A SAFE, CLEAN, SUSTAINABLE, WELL MAINTAINED AND HEALTHY LEARNING ENVIRONMENT DESIGNED TO SUPPORT ACADEMIC EXCELLENCE AND OUR STUDENTS' SOCIAL AND EMOTIONAL GROWTH.

- 4) Provide ongoing improvements to existing facilities in terms of repair, maintenance and modernization of school facilities, that best utilize GDOE's financial resources.**
- 5) Strengthen the technological infrastructure to support the upgrading and availability of computer and technology hardware and connectivity needs of the system.**
- 6) Implement the School Facility Master Plan (currently being developed by our partners, HHF Planners) as guide to short and long term facility improvements and planning for Guam's public schools.**

STRATEGIC PRIORITY #5: FACILITIES & MAINTENANCE

GOAL #6: THE GUAM DEPARTMENT OF EDUCATION WILL PROVIDE A SAFE, CLEAN, SUSTAINABLE, WELL MAINTAINED AND HEALTHY LEARNING ENVIRONMENT DESIGNED TO SUPPORT ACADEMIC EXCELLENCE AND OUR STUDENTS' SOCIAL AND EMOTIONAL GROWTH.

Proposed Objectives:

- Work order requests vs requests addressed for the year: 65% noted were addressed for yr.
- 14 points related to facilities- to what extent are we compliant (example: #wrk/#urinals)
- Student, Staff surveys, parents perception surveys
- Staff & students QC reviews, annually
- Inventory of facilities, conditions: what type of challenges are out there? Facility issues that are currently existing? Air conditioning (working air cons/total number of air cons)
- Documentation of maintenance requests (completion), timelines, costs. Need a QC review for contractual and in-house work done.
- Green, Amber, Red... warning system based on facility
- Schedule and plan of maintenance for facilities. This will be especially important as we will be investing ESF/ARP funds.
- PH and other agency reports, compliance review results

STRATEGIC PRIORITY #6: FINANCE AND ADMINISTRATIVE SERVICES

GOAL #7: ALL GDOE FINANCIAL AND ADMINISTRATIVE FUNCTIONS WILL MAXIMIZE THE CRITICAL USES OF LIMITED RESOURCES AND MEET HIGH STANDARDS OF ACCOUNTABILITY.

- 1) Focus all divisions and appropriate personnel on supporting the department's efforts to **remove the GDOE from USEd's High Risk designation.**
- 2) Develop and implement a plan to **maximize the use of technology to automate and operate all the department's administrative functions** to increase their effectiveness and efficiency
- 3) Development a **department-wide professional development plan** for administrative and support personnel to help increase their individual and collective capacities and skill levels.
- 4) Implement a **formal process for the regular review of department processes and standard operating procedures** to identify strengths, weaknesses and recommendations for improvement with the intent to increase effectiveness and²⁹ efficiency.

STRATEGIC PRIORITY #6: FINANCE AND ADMINISTRATIVE SERVICES

GOAL #7: ALL GDOE FINANCIAL AND ADMINISTRATIVE FUNCTIONS WILL MAXIMIZE THE CRITICAL USES OF LIMITED RESOURCES AND MEET HIGH STANDARDS OF ACCOUNTABILITY.

Proposed Objectives:

- Management data: will need examples of this.
- Time targets for admin services such as procurement timelines, personnel processing, payroll errors, etc. NOTE: some of these may not necessarily be in the SSP, but could be used as division metrics at their level.
- Inventory accuracy, Inventory data
- Adequate budget to support operations: all funding streams and the additional opportunities
- Measurements to track financial health of the organization
- Clean Audits
- Internal controls
- Maximize the use of staffing based on needs

STRATEGIC PRIORITY #7: DATA AND ACCOUNTABILITY

THIS COMPONENT, THOUGH A STRATEGIC PRIORITY, WILL NOT HAVE A SEPARATE GOAL AS IT ENCOMPASSES THE DATA FOR ALL OTHER GOALS.

- 1) Establish data framework for the Strategic Plan to monitor the implementation of the goals, objectives, and strategies
- 2) Provide training to all appropriate personnel regarding the data points and reports
- 3) Provide regular reports to the GEB on the implementation status of the plan's goals, objectives and strategies

COMPREHENSIVE STUDENT ASSESSMENT SYSTEM

Kindergarten to 8th Grade

Interim Assessments

Kindergarten to 8th Grade

- ✓ **Reading and Math:** AIMSWeb
- ✓ **All subjects:** school-based Classroom Formative Assessments

3rd to 8th Grade

- ✓ **ELA and Math:** Smarter Balanced

Summative/EOY Assessments

Kindergarten to 8th Grade

- ✓ **Reading and Math:** AIMSWeb Spring

3rd Grade to 8th Grade

- ✓ **ELA and Math:** Smarter Balanced

3rd Grade to 8th Grade

- ✓ **Science:** Next Generation Science Standards

High School

- ✓ **All subjects:** school-based Classroom Formative Assessments

(See next slide)

COMPREHENSIVE STUDENT ASSESSMENT SYSTEM

High School Assessments

9th Grade/1st Year

- ✓ ACT WorkKeys Curriculum - ELA and Math classes
- ✓ Choices 360 Career Interest Inventory
- ✓ Choices 360 Portfolios
- ✓ Smarter Balanced Interim Assessments

11th Grade/3rd Year

- ✓ Smarter Balanced Summative- ELA, Math
- ✓ ACT WorkKeys Assessment
- ✓ Choices 360 Portfolios

Still under discussion

- ✓ ASVAB for early entry military

10th Grade/2nd Year

- ✓ ACT WorkKeys Curriculum - ELA and Math classes
- ✓ Choices 360 Portfolios
- ✓ Smarter Balanced Interim Assessments

Still under discussion

- ✓ ASVAB

12th Grade/4th Year

- ✓ ACT WorkKeys Assessment
- ✓ Writing Assessment aligned to UOG placement exam

Still under discussion

- ✓ ASVAB – for military qualifications

IMPORTANT DATES AND NEXT STEPS

- ✓ ~~March 8, 9 & 10, 2022: Final Input Sessions with School Leadership Teams (Admin, teachers, staff)–DONE~~
- ✓ ~~March 14, 2022 at 3:30 on zoom: Follow-up Input session with IBOGS DONE~~
- ✓ **March 23, 24, 25, 2022 at 6pm on zoom: Final Input Sessions with Parents and Community Stakeholders**
- ✓ **April 1, 2022: Draft #4 submitted to the GEB for review**
- ✓ **April 2, 2022 at 8:00am to 4:00pm: Board Retreat on Strategic Plan**
- ✓ **April 12, 2022: Final Draft of Strategic Plan submitted to GEB for consideration**
- ✓ **April 6 & 13, 2022 at 3pm: Regular GEB work sessions on Strategic Plan**
- ✓ **April 16, 2022 at 8:00am to 4:00pm: Final Board Retreat on Strategic Plan**
- ✓ **April 28, 2022 at 6pm: Special Board Meeting to Approve the Strategic Plan**

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Program Management

Question #2b Question #3b
Attachment #1

May 04, 2022

Mbakwem departs from chief public health officer position

By Joe Taitano II
Pacific Daily News

Chima Mbakwem has stepped down from his position as chief public health officer for the Department of Public Health and Social Services, a role he has held since the first months of the COVID-19 pandemic, Public Health spokesperson Janela Carrera confirmed Wednesday.

Mbakwem's departure is permanent, but he will still be working with Public Health, Carrera said. He will return to focusing on Hansen's disease and

Tuberculosis, the job he was assigned prior to becoming chief public health officer. Carrera said Mbakwem will still be involved in COVID-19 affairs, especially as an infectious disease expert.

Mbakwem worked as the TB/Hansen's disease program manager for Public Health prior to stepping in as chief public health officer, and as program manager was named a 2021 TB Elimination Champion by the U.S. Centers for Disease Control and Prevention, PDN files show.

Zennia Pecina, formerly the administrator for Public Health's Health Professional Licensing office, is now acting chief public health officer.

Reach reporter Joe Taitano II at JTaitano@guampdn.com



PDN FILE PHOTO
Chima D. Mbakwem, pictured here, has stepped down from his position as chief public health officer for the Department of Public Health and Social Services.

Teacher pay raises in the works

By Julianne Hernandez
Pacific Daily News

The Guam Department of Education is working on getting pay increases for teachers, similar to the increase recently granted to law enforcement officers.

Superintendent Jon Fernandez said that the department is working on a proposal and discussing with the governor's office and Department of Administration to determine how much the pay adjustment will be.

"We have been asked to provide a recommendation for the educator pay adjustment, we will be working with the Department of Administration over the next week and a half to prepare an estimate that we can factor into our budget," Fernandez said.

Last week, under the executive order signed by Gov. Lou Leon Guerrero, it was announced law enforcement officers across government of Guam agencies will receive an 18% base pay increase Jan. 30.

Though the Guam Department of Education currently doesn't have a specific percentage or any

financial details about an educator pay adjustment, this is a response to the teachers' shortage, and officials hope it will improve retention.

"We know our educators have worked hard over the last two years through this pandemic. Many of them have had to adjust to distance learning to try and to ensure that they're implementing the safety protocols at the same time. Many of their colleagues are choosing retirement, or resigning completely due to the anxiety and stress," Fernandez said. "We do need that support and recognizing their hard work, and also retaining those who continue to work hard and also recruiting teachers who can fill those vacancies."

In the meantime, the department is trying to ensure there is enough funding to get through the current fiscal year.

Guam DOE's fiscal year budget will be reviewed and submitted to the Legislature by the end of January.

Contact reporter Julianne Hernandez at jhernandez@guampdn.com or 671-488-1439.



JON J.P. FERNANDEZ
Superintendent of Education

GUAM DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION
State Agency for US-Ed Grants
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IGNACIO C. SANTOS
Federal Programs Division

NOTICE TO THE PUBLIC FFY 2022 Consolidated Grant Application Stakeholders Consultative and Technical Assistance Workshop | Virtual Presentation

The Guam Department of Education (GDOE) is pleased to inform all stakeholders of its intent to submit and consolidate the FFY 2022 U.S. Department of Education (US-Ed) grant funds under the Title V, Part B: Rural and Low-Income Schools Program (RLIS) Consolidated Grant Application (CGA) for Year 3 of the three (3) year CGA grant cycle. The GDOE Federal Programs Division/Grants Office, serving as the State Educational Agency (FPD-SEA), is responsible for the oversight and administration of the grant funds. The FPD-SEA will be conducting the virtual FFY 2022 Consolidated Grant Application (CGA) Stakeholders Consultative and Technical Assistance Workshop to address grant requirements.

The FPD-SEA is required to coordinate with the PreK-12 education community stakeholders to include students, parents, teachers and school administrators from the public, private-non-public and charter schools to determine eligibility and needs. Services and resources will be allocated to participating PreK-12 educational institutions based on the previous school year's (SY) student enrollment (SY 2020-2021), needs and justification of requests.

As a result of the impacts caused by the COVID-19 Global Pandemic and the standing Government of Guam Executive Order 2021-31, the FPD-SEA will be conducting the FFY 2022 Consolidated Grant Application (CGA) Stakeholders Consultative and Technical Assistance Workshop online. Pre-recorded CGA Project presentations will be available for your review on the GDOE Federal Programs Division website. Virtual presentations will outline the objectives of the FFY 2022 Consolidated Grant Application, allowable uses of funds, how to avail of the supplemental services for your school, required assurances, compliance with all Federal requirements and regulations terms and conditions and due dates.

The table below illustrates the dates and times the pre-recorded FFY 2022 CGA Stakeholders Consultative and Technical Assistance Workshop presentation will be available and schedule of the workshop Round Robin, and Question and Answer (Q&A) sessions via Zoom platform for specified participating groups:

FFY 2022 Consolidated Grant Application (CGA) Stakeholders Consultative and Technical Assistance Workshop Virtual		
DATE	Virtual presentations will be available for asynchronous viewing, at a time that is convenient for you. Access link will be provided via email to all registered participants on Wednesday, February 2, 2022.	
Thursday & Friday, February 3 & 4, 2022		
DATE	TIME	FFY 2022 Consolidated Grant Application (CGA) Stakeholders Consultative and Technical Assistance Workshop Round Robin, & Question & Answer (Q&A) sessions
Wednesday February 11, 2022	9:00AM	Group 1: GDOE Elem Principals, Charter Schools (PreK-5) and respective School Leadership Teams
	10:00AM	Group 2: GDOE Secondary Principals, Charter Schools (6-12), Division/Section Heads and respective School Leadership Teams
	1:30PM	Group 1: Private-Non-Public Schools (PreK-12)
	3:00PM	Group 2: Office of Catholic Education (PreK-12)

The FPD-SEA requires that all participating representatives provide an e-confirmation (via email) for participation on the designated scheduled virtual meeting, and for all information received, no later than Friday, January 28, 2022 to federal_programs@gdoe.net. This is necessary to ensure only confirmed attendees are provided the link to the workshop and attendance and participation is documented in adherence to Federal requirements. Should additional information be needed, please contact Mr. Ike C. Santos, Federal Programs Administrator via email federal_programs@gdoe.net. Thank you for your attention and cooperation.

"This activity is administered by the Guam Department of Education (GDOE) - Federal Programs Division/Grants Office and funded by the U.S. Department of Education Consolidated Grant to the Outlying Areas."

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Program Management

Question #2c
Attachment #1

May 04 2022

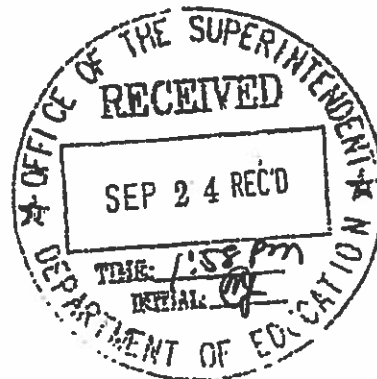
Alicia G. Limtiaco
Attorney General



Alberto E. Tolentino
Chief Deputy Attorney General

Office of the Attorney General

September 24, 2008



Mr. Philip A. Maestri
Director
Risk Management Service
Office of the Secretary
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-0100

Re: Authority of Guam Offices and Officials Relative to Management and Administration of USDOE-Funded Programs (Opinion, Our ref: GPSS 08-0717)

Dear Mr. Maestri:

In response to your letter dated September 18, 2008 which requested an opinion regarding the relative authority and responsibilities of the Guam offices and officials that manage, administer and implement programs funded by the U.S. Department of Education (USDOE),¹ below is a discussion of each question outlined in your letter.

1 and 2. What authority and responsibilities do the Guam Public School System (GPSS) and the Superintendent; and the Guam Education Policy Board (GEPB or Board) have regarding the programmatic and fiscal management and administration and implementation of grants awarded to GPSS by USDOE?

It is this Office's understanding that "the programmatic and fiscal management" of USDOE grants and their "administration and implementation," as used in your questions 1 through 3, is meant to refer to the manner in which programs funded by federal grant money are put into effect and carried out, and how those programs are supervised and the federal grant funds controlled

¹ The Office of the Attorney General is issuing this legal opinion pursuant to 5 GCA § 3107 as there are important legal issues regarding the governance of the Guam Public School System as it relates to USDOE federal funds. The Attorney General opinion requested by the GEPB and issued on July 17, 2006 was written prior to the enactment of P.L. 28-143 entitled "An Act to Amend §§ 3103 and 3112 of Title 17 Guam Code Annotated Relative to Termination of the Superintendent of Education and the Duties of the Guam Education Policy Board," on July 20, 2006.

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after they are received by GPSS. This Office concludes that these are all day-to-day activities involving the operations of GPSS and, pursuant to Guam law, have been placed under the sole authority of the Superintendent.²

The Superintendent and the employees of GPSS together discharge and carry out all of GPSS's daily activities, including those relative to handling federal grant programs and funds. Guam law does not provide the Board with the authority or responsibility to manage, administer, or implement federal grants that have been awarded to GPSS.

The Guam statutes setting up Guam's public education system support this conclusion. See 17 GCA, Chapter 3, §§ 3101 *et seq.*

The Guam Public School System shall be administered by the Superintendent of Education. The Guam Education Policy Board (*Board*) shall develop and adopt system-wide education policies as specified by §3112 of this Chapter. The Superintendent of Education shall be responsible for implementing the policies of the Board.

17 GCA § 3102 (Emphasis in original).

Immediately at the outset of GPSS's enabling legislation, the Guam Legislature created a clear demarcation between the functions of the Superintendent and the Board. Other portions of the enabling legislation clarify their respective duties. Specifically, the Superintendent is the Chief Executive Officer of the GPSS, and shall, among other things, "administer Federal funds/programs on behalf of the GPSS" and "serve as the GPSS's approving authority for the expenditure of funds." 17 GCA § 3103(c)(3) and § 3103(c)(4).

The Board's duties and responsibilities, on the other hand, are described predominantly in 17 GCA § 3112, with subsection (a)(9) addressing federal grants. Accordingly, Guam law provides that the Board is prohibited from any involvement with federal grants, except that if a governing board is required by law, then the GEPB acts as such governing board.³ However, if none is required, then the only involvement the Board has regarding a grant is to receive the grant application when it is presented by the Superintendent. As discussed in more detail under question 6 below, 17 GCA § 3112(a)(9) requires a fifteen-day presentment period prior to the application's submission to the federal government, but does not state that the Board must take any sort of action on the application during the fifteen-day period.

Section 3112 also prohibits certain actions by the Board. Subsections (b)(2) and (b)(4) thereof

² For a discussion on the meaning of "operations," please see question 4 below.

³ The Board approves and signs federal grant applications for the Head Start program which is currently the only federal program requiring the GEPB to act as a governing body.

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state that the Board may not "interfere in or micro-manage the affairs of the GPSS or schools within the GPSS" and may not "involve itself in operational matters related to the administration of Federal funds and Federal grants."⁴ These prohibitions identify the Board as purely a policy-making body.

Also, 17 GCA § 3217 provides that the GPSS shall create a District Action Plan as required by the *No Child Left Behind Act of 2001*, and that the Plan shall be established by policy of the GEPB. This Office is informed that the District Action Plan is a state plan and serves as the basis for a consolidated grant application. Thus, the Board by establishing and approving the District Action Plan has a role in GPSS's consolidated grant application at the policy-making level.

Based upon the foregoing, the Office concludes that the roles of both the Superintendent and the Board have been clearly established and distinguished by Guam's statutes. As the Chief Executive Officer of the GPSS, the Superintendent is responsible for the executive function of the GPSS, not the Board. Nothing prevents the Superintendent from preparing a grant application, signing it on behalf of the GPSS,⁵ and submitting it to USDOE after having observed any procedural requirements established by law.⁶ Furthermore, after receipt of federal grant funds, the Superintendent has the sole authority to implement, administer and manage the programs funded by federal grants and to control such federal money.⁷

⁴ The meaning of "operational matters" as used in § 3112(b)(4) is discussed below under question 4.

⁵ The Superintendent's authority to sign a federal grant application comes from being the Chief Executive Officer of GPSS and from having the administrative power over all of GPSS's operations and federal grants, as provided by Guam law. The Superintendent's authority to sign grant applications also stems from the fact that a grant application by itself is not a contract which would require the Governor's approval pursuant to 5 GCA § 22601. Furthermore, 17 GCA § 3123 provides that the Superintendent is not a member of the Governor's Cabinet.

This issue is raised because on review of the grant application entitled *Consolidated Grant for Innovative Programs FY2008* (Revised August 2008), it was noted that the Superintendent stated on page 2 of the "Assurances" that she was "designated by the Governor of Guam to submit this application for FY '08-'09 funds." Furthermore, the Instructions for federal Form SF-424, *Application for Federal Assistance*, indicates for Item 18: "To be signed by the authorized representative of the applicant. A copy of the governing body's authorization for you to sign this application as official representative must be on file in the applicant's office." This Office was informed by GPSS's Federal Program Administrator that previous Governors have given their approval to GPSS's grant applications, although this Office is unsure of the exact nature of the approval or authorization given because no documentation has been provided. In any event, none is required for grant applications to be signed by the Superintendent and submitted as mentioned herein because the Superintendent is the Chief Executive Officer of the GPSS.

⁶ Besides the fifteen-day presentation time to the GEPB, the only other procedural requirement in preparing grant applications concerns the Guam State Clearinghouse (GSC). The GSC procedure is discussed in detail in question 3 below.

⁷ If GPSS plans to change a program funded by a USDOE grant, then GPSS must follow the procedures set out in 34 C.F.R. § 80.30. The pertinent portion of subsection (d) thereof provides that, regarding "programmatic changes," the grantee must obtain the federal granting agency's prior approval in order to make "[a]ny revision of the

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Finally, you have requested this Office to address a point mentioned by the Superintendent in her letter to USDOE dated August 19, 2008 wherein she stated that she "answers" to the Board. This Office has been advised by GPSS legal counsel that it was the position of the Superintendent that the Board has the authority to hire and terminate the Superintendent, which is consistent with this Office's review of Guam law. See 17 GCA § 3103(a). However, termination is for cause only, and is limited to those reasons set out in the law. 17 GCA § 3103(b). The causes for termination set out in law do not allow the Board to remove the Superintendent arbitrarily or for mere convenience. Hence, so long as the Superintendent is performing her duties as provided by law, the Board may not interfere with her performance, or terminate her without cause. The Board's duty is to hire an effective manager who will carry out the policy decisions made by the Board, but once the Superintendent is hired, the Board must give the Superintendent the necessary latitude to administer and manage effectively, although the Board is entitled to monitor the Superintendent's performance to measure her success or failure. *Employment Contract between Nerissa Bretania-Shafer, Ph.D. and GEPR, Section Eleven (July 15, 2008).*

3. What authority and responsibilities does the Governor have regarding the programmatic and fiscal management and administration and implementation of grants awarded to GPSS by USDOE?

Under current Guam law, the Governor has no authority to implement, administer, or manage federal grant programs or funds which have been received by GPSS. These functions now belong solely to the Superintendent as discussed above.

Prior to the 1986 amendment of 48 U.S.C. §1421g(b), the Governor was vested by the Organic Act of Guam to "establish, maintain, and operate public schools" in Guam. Therefore, when in 1977 the Guam Legislature created an elected school board pursuant to P.L. 14-1, the public law was held inorganic by *Nelson v. Ada*, Superior Court of Guam, Special Proceedings Case No. SP 192-87 (Nov. 6, 1987); *aff'd* 878 F.2d 277 (9th Cir. 1989).

With the 1986 amendment, however, §1421g(b) now states that the "government of Guam," not the Governor, shall provide an adequate public educational school system, and shall establish, maintain and operate the public school system in accordance with the laws of Guam. Because the Organic Act defines the "government of Guam" as all three branches of the government, and

scope or objectives of the project (regardless of whether there is an associated budget revision requiring prior approval)."

Furthermore, 34 C.F.R. § 80.30(f)(1) concerns budget revisions to programs funded by federal grant money and indicates that prior federal approval must be obtained by submitting the budget revisions with a narrative justification.

Finally, 34 C.F.R. § 80.11(d) provides that if a state is required by a federal program's statutes to submit a state plan prior to receiving a grant, then the state agency must amend its state plan whenever there is a material change to any state law or policy or agency operation, and the amendment must be approved by the federal granting agency.

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states that the school system shall be established in accordance with the laws of Guam, the Guam Legislature is now within its authority to fashion Guam's public education system. *See* 48 U.S.C. § 1421a. The Legislature has chosen to do so with an elected school board making policy decisions, and a Superintendent administering the school system's daily operations and activities.

The Governor, however, does have a role regarding federal grants (educational and non-educational) with respect to the Guam State Clearinghouse (GSC).⁸ Before a grant application may be transmitted to USDOE or any other federal agency, the application must be submitted to the GSC. The GSC reviews all federal financial assistance applications from Guam for consistency with any applicable law, coordinates comments from local agencies, and conducts a financial analysis of the proposed program. *See* 5 GCA § 2101.1. Unless a clearance letter is issued by the GSC, the local agency may not transmit a grant application to the federal government nor, according to the GSC, may the federal government accept the application without a clearance letter from a state clearinghouse. *GSC Circular 2007-01 (May 14, 2007)*. *See, also, GSC web site, Frequently Asked Questions (www.guamclearinghouse.com, last checked September 23, 2008)*.

The GSC is established within the Office of the Lieutenant Governor. The Lieutenant Governor serves as the Director of the GSC. 5 GCA § 2101. However, it is the Bureau of Budget and Management Research (BBMR), which is within the Office of the Governor, that conducts the review for consistency on behalf of the GSC.⁹ The GSC does not issue the clearance letter until the Governor, as the chief planning officer for the government of Guam, takes "action."¹⁰ Apparently, BBMR's review for consistency is equated to the Governor taking action on the

⁸ The GSC was established to meet federal requirements, and an office called the state clearinghouse is common among many states. *See* Presidential Executive Order 12372 (dated July 14, 1982); OMB Circular No. A-102 (revised Oct. 7, 1994). These documents require federal agencies to use state and local processes of inter-governmental coordination for review of grant applications. Thus, the state clearinghouse serves as a single point of contact for the federal granting agency.

⁹ When the GSC's enabling legislation was revamped by P.L. 26-169 (effective January 5, 2003), a section was included to transition all of BBMR's powers and duties regarding federal grant applications to the GSC. 5 GCA § 2101.2. Notwithstanding, however, on March 9, 2007, the Acting Governor issued Executive Order No. 2007-04 ordering the GSC to "assist" BBMR in performing a cost analysis of all federal aid programs and grants. Subsequently, the GSC issued GSC Circular 2007-01 on May 14, 2007 setting out the guidelines for all government agencies submitting grant applications. Presently, the GSC's web site states:

The Bureau of Budget and Management Research (BBMR) within the Executive Office of the Governor actively participates in the Clearinghouse process to ensure that the Governor's role as chief planning officer of the state is preserved.

¹⁰ GSC Circular 2007-01 mentions the Governor's "action" several times, but the sort of action which is to be taken is not described in the circular. ". . . [T]he Guam State Clearinghouse will issue a Guam state clearance letter that is subject to *I Maga'lahaen Guåhan's* action." *GSC Circular 2007-01* at 3. "The Guam state clearance letter is subject to *I Maga'lahaen Guåhan's* action." *Id.* at 4. "The Guam State Clearinghouse upon *I Maga'lahaen Guåhan's* action, will issue the clearance letter . . ." *Id.* at 12.

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grant application. The review for consistency is limited to checking the application to make sure that it conforms to law. However, a consistency review does not involve implementing, administering or managing federal grant programs or money.

Therefore, under current Guam law, the Governor has no role in the implementation, administration or maintenance of federal grant programs or funds once grant money has been received by GPSS.

4. As used in 17 GCA § 3112 (b)(4), what is the definition of the term "operational matters"? In other words, what does that term mean in the context of that section of the law, and in terms of 17 GCA § 3112(b)(2)? What direction or guidance may GEPB have received in determining what matters constitute "operational matters related to the administration of federal funds and federal grants," in which GEPB is not to involve itself? How are § 3112(b)(2) and § 3112(b)(4) implemented and enforced?

Title 17 GCA § 3112(b)(2) and § 3112(b)(4) state that "[t]he Board shall *not* collectively or individually . . . interfere in or micro-manage the affairs of the GPSS or schools within the GPSS . . . [or] involve itself in *operational* matters related to the *administration* of Federal funds and Federal grants." [Emphasis in original.]

As used in §3112(b)(4), it appears that the word "operations" may be substituted for "operational matters" without changing the meaning of the sentence. However, before looking at the terms "operational matters" or "operations," as they relate to the "administration of Federal funds and Federal grants," there must be an understanding of what it means to "administer Federal funds or Federal grants."

A grantee's administrative responsibilities are found at 34 C.F.R. Part 76 entitled "State-Administered Programs" and, in particular, Subpart G entitled "What are the Administrative Responsibilities of the State and Its Subgrantees?" Stated as a general administrative responsibility in §76.700 thereof is the grantee's duty to "comply with the State plan and applicable statutes, regulations, and approved applications," and to "use Federal funds in accordance with those statutes, regulations, plan, and applications." In other words, in order to properly administer federal grant funds, the grantee must do whatever is permissible under those legal and administrative requirements to carry out the state plan and the grant application.

GPSS's current state plan for a number of federal programs and grants is the 2008-2013 District Action Plan dated March 25, 2008. The District Action Plan describes GPSS's goals and objectives, and is a formulation of policy and programs. In contrast, making these plans a reality requires the execution of day-to-day activities.

Turning to the definition of "operational matters," it is a principle of statutory construction that undefined terms in a statute are generally ascribed their common ordinary meaning. *Carlson v. Guam Telephone Authority*, 2002 Guam 15 ¶ 34.

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The meaning ascribed to "administration" by *BLACK'S LAW DICTIONARY* 4 (5th Ed.) is:

Management or conduct of an office or employment; the performance of the executive duties of an institution, business, or the like. In public law, the administration of government means the practical management and direction of the executive department, or of the public machinery of functions, or of the operations of the various organs or agencies. *People v. Salsbury*, 96 N.W. 936, 941 (Mich. 1903).

Black's, infra at 984, defines "operations" as:

Exertion of power; the process of operating or mode of action; an effect brought about in accordance with a definite plan; action; activity.

To "micro-manage" means "to manage with great or excessive control, or attention to details." *MERRIAM WEBSTER'S COLLEGIATE DICTIONARY* 735 (10th Ed.)

Therefore, absent any ambiguity, the Superintendent is solely responsible for the performance of the executive duties of GPSS, and the management of its operations, which includes the administration of federal funds and grants.

In response to your inquiry about any direction or guidance the Board may have received regarding what constitutes "operational matters," Guam law requires all Board members to attend a professional training development program geared towards "improving, expanding and refining their individual and collective policy making skills" within thirty days of taking office. *See* 17 GCA § 3112(a)(15).

Accordingly, the University of Guam adopted a training program which includes the following topics: board operations; board skills and service; Guam laws relative to GPSS; Roberts Rules of Order; budgeting procedures and guidelines for GPSS and the government; and the differences between policy making and micro-management of the affairs of GPSS. *See* 17 GCA § 3112(a)(15). This Office was able to obtain the course materials for one day of the three-day training program. Among these materials, items addressing the subject of policy-making versus micro-management were found.¹¹

Finally, you have asked how 17 GCA § 3112(b)(2) and § 3112(b)(4) are implemented and enforced. The law does not give any guidance except to say that any Board member may report a

¹¹ Ronald Aguon, Esq., one of three lawyers teaching the training program, provided the following materials which he uses in his training session: "Balancing and Differentiating between Governance and Administration" (source unidentified); "Governance and Administration" from McNeese State University Compliance Plan for Reaffirmation; excerpt from "Effective School Boards" by Eugene R. Smoley, Jr.; "Best Practices - Board of Directors/Governance" from Whatcom Council of Non-profits; unidentified material from Caldwell Community College and Technical Institute SACS Reaffirmation Site.

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potential or alleged violation by other Board members to the Guam Legislature. 17 GCA § 3112(b). This Office is not aware of any incident having been reported thus far. Also, the Guam Legislature has the authority to initiate a referendum election to remove an elected Board member pursuant to 17 GCA § 3124.

5. As used in section 140 of GEPB's board policy, how is the distinction drawn between "policy determination," which is GEPB's responsibility, and "administration," which is the Superintendent's responsibility? What direction or guidance may GEPB and the Superintendent have received in carrying out their responsibilities in accordance with this distinction?

Section 140 of the GEPB's Board policy does not offer explicit guidance as to how the distinction between policy determination and administration is to be made; however, it does assume a basic difference between policy-making and "administration" and correctly characterizes its powers as "basically that of determination of policy."

A leading authority on the question has stated: "I call 'policy' that kind of standard that sets out a goal to be reached, generally an improvement in some economic, political, or social feature of the community (though some goals are negative, in that they stipulate that some present feature is to be protected from adverse change.)" Dworkin, R., TAKING RIGHTS SERIOUSLY 21 (18th Ed. 2001). Policy, as defined, is "[t]he general principles by which a government is guided in its management of public affairs." BLACK'S LAW DICTIONARY 1196 (8th Ed.)

As it pertains to the federal grants and funds GPSS receives, the Board's policy must be consistent with the scope of authority and limitations prescribed by Guam law as discussed above. Furthermore, the distinction between policy-making and administration was one of the topics covered by the mandatory training required by Guam law for Board members. See discussion regarding question 4.

6. What authority does GEPB have with respect to federal grant applications when they are transmitted to GEPB within fifteen days prior to transmittal to USDOE, as required by 17 GCA § 3112(a)(9) and section 120.5 of GEPB's board policy?

Regarding federal programs that require no governing board under federal law, 17 GCA § 3112(a)(9) provides that federal grant applications must be "presented" to the Board at least fifteen calendar days prior to transmittal to USDOE. The verb "present" is commonly understood to mean "to offer to view" and "to offer for consideration." AMERICAN HERITAGE DICTIONARY 980 (2nd Ed.) However, § 3112(a)(9) does not require the Board to take any action after the application is presented to it. Therefore, while the Board may deliberate over the contents of the application, the Board, under current Guam law, has no authority to change the application or to prevent it from being filed after fifteen days have passed. Once the fifteen days has expired, the Superintendent may transmit the application to the USDOE at any time.

When a grant application is presented to it, the Board may choose whether or not to review the

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application. If the Board chooses to review the application, then the Board's review must be limited to assuring itself that nothing in the application is contrary to the policies set by the Board. However, the Board may ask questions regarding anything in the application for informational purposes. The Board is entitled to be kept informed and abreast of all GPSS matters as a background for the formulation of new policy and the amendment of existing policy on any subject. See 17 GCA § 3103(c)(10).

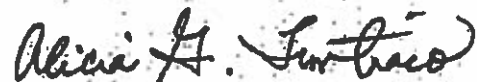
Because the fifteen-day presentment period is set by statute, the fifteen days must elapse before the Superintendent may transmit the application. However, if due to an emergency fifteen days is too long to wait, then the Board is authorized to shorten or waive the fifteen-day period at the request of the Superintendent. 17 GCA § 3112(a)(9).

Therefore, under Guam law, the Board's authority regarding grant applications during the fifteen-day presentment period is limited to reviewing for consistency with established Board policy, if the Board chooses to review at all, and for informational purposes. The Board also has the authority to shorten the statutorily mandated presentment period in the event of an emergency requiring an immediate transmittal of the application to USDOE. The Board has no authority under Guam law, however, to change the grant application or to prevent its transmittal once the fifteen-day presentment period has passed.

7. What entity or official is ultimately accountable to USDOE for ensuring that federal funds are used appropriately, and what official should sign the required assurances in applications that must be filed for participation in programs funded by grants awarded to GPSS by USDOE?

The Superintendent as the Chief Executive Officer of GPSS and the administrator of federal funds and programs is ultimately accountable to USDOE for ensuring that federal funds are used appropriately, not the Board nor the Governor. See the foregoing discussions. Therefore, the Superintendent is the appropriate official to give the assurances required by state plans and grant applications.

Sincerely,



ALICIA G. LIMTIACO
 Attorney General

cc: Superintendent, GPSS
 Chairperson, GEPB
 Governor of Guam
 Guam Congressional Delegate
 Speaker, Twenty-Ninth Guam Legislature

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Program Management

Question #4
Attachment #1

May 04, 2022

CONSOLIDATED GRANT ALLOCATION WORKSHEET

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at:

<https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/>

This allocation worksheet identifies the Federal formula grant programs you are consolidating and the ones you are not consolidating. It also identifies the allocation of funds among the programs you are consolidating. Please follow the instructions in the columns below and use the FY 2022 Preliminary Consolidated Grant Budget Allocation Table included in the application package to complete this worksheet. **Once completed, this form must be converted to a .PDF file and uploaded to MAX.gov.**

Column 1 ED Programs not included in the Consolidated Grant Application (<i>Enter the FY 2022 appropriation amount in the row of each program that will not be included in your Consolidated Grant application.</i>)	Column 2 Eligible ED Programs	Column 3 ED Program Funding Included in the Consolidated Grant Application (<i>Enter the FY 2022 appropriation amount in the row of each ED program that is included in your Consolidated Grant application.</i>)	Column 4 ED Program Funding under which FY 2022 Consolidated Grant Funds Are to be Administered (<i>Enter the total amount of funds you wish to consolidate under each program on the appropriate row.</i>)	Column 5 ED Carryover Funds from FY 2021 (<i>Enter the anticipated FY 2021 carryover amounts you plan to expend under each ED program in FY 2022.</i>)
	Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies			
	Title I, Part B - State Assessment Grants			
	Title II, Part A – Supporting Effective Instruction			
	Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement			
	Title IV, Part A – Student Support and Academic Enrichment Grants			
	Title IV, Part B - 21st Century Community Learning Centers			
	Title V, Part B, Subpart 2 - Rural and Low-Income School Program			
	Education for Homeless Children and Youth Grants - McKinney-Vento Homeless Assistance Act			
	Career and Technical Education - Basic State Grants			
TOTAL:		TOTAL:	TOTAL:	TOTAL:
Column 3: Total amount available for consolidation in FY 2022: (This is the applicant’s total amount available for consolidation)				
Column 4: Total amount being consolidated in FY 2022: The sum total of Column 4 will populate				
Column 1: Total amount not being consolidated in FY 2022: The sum total of Column 1 will populate				
Column 5: Total amount of anticipated FY 2021 carryover funds that will be used in FY 2022: The sum total of Column 5 will populate				
The combined total of FY 2021 funds being consolidated and the anticipated FY 2021 funds that will be used in FY 2022: The sum total of Columns 4 and 5 will populate				

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Program Management

Question #55
Attachment #1

May 04, 2022



Rhea Jean A. Taitano <rjaitano@gdoe.net>

Documents regarding Site Coordinators for CSAI Project

Rhea Jean A. Taitano <rjaitano@gdoe.net>

Mon, Nov 8, 2021 at 3:11 PM

To: "Ignacio C. Santos" <icsantos@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>, "Maria A.F. Blaz (Federal Programs Division)" <mablaz@gdoe.net>

Cc: "Christopher B. Surla" <cbsurla@gdoe.net>, "Sean R. Rupley" <srupley@gdoe.net>, Federal Programs <federal-programs@gdoe.net>

Good afternoon Mr. Santos,

I respectfully request that you review (and approve) the following documents for the CSAI project:

1. Memo re: Request for Site Coordinators
2. Draft Standard Service Agreement for Coordinators

I will be sending out other transmittals in another email momentarily.

Thank you very much, Sir.

Rhea

--

Rhea Taitano
State Program Officer
Federal Programs Division
Guam Department of Education
(671) 300-1371
(671) 477-4587 (fax)

GDOE SY 2019-2020

2 attachments

**Memo RE Request for Site Coordinators.pdf**

61K

**Draft Standard Service Agreement for Coordinators.pdf**

429K



Rhea Jean A. Taitano <rjaitano@gdoe.net>

Re: REQUEST TO PROCEED WITH PAYMENT ESF 22-247

1 message

Rhea Jean A. Taitano <rjaitano@gdoe.net>

Tue, Apr 26, 2022 at 1:42 PM

To: "Ignacio C. Santos" <icsantos@gdoe.net>

Cc: "Christopher B. Surla" <cbsurla@gdoe.net>, "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, Federal Programs <federal-programs@gdoe.net>

Hafa Adai Mr. Santos,I'd like to respectfully follow up with you in regards to your review and approval of **Transmittal #22-247**. It has been signed off by Shannon and Rachel for compliance.It includes **Invoice #120541461**, in the amount of **\$23,904.40** for a total of 130 Lenovo's (distribution report is included), as well as **Invoice #122724586** in the amount of **\$347,630.47** for a total of 359 cabinets (distribution report is included).

Thank you very much for your consideration, Sir.

Rhea

On Thu, Apr 21, 2022 at 1:28 PM Rosemarie B. Mendiola <rbmendiola@gdoe.net> wrote:

Hafa Adai Sir,

Please see the attached 22-247 December 2, 2021 Memo Request to Proceed with Payment for the Pacific Data System (20210476) Invoice 122724586 on page 6 in the amount of \$347,630.47 for your review/compliance.

Thank you.

On Wed, Apr 13, 2022 at 10:22 AM Nely P. Punzalan <nppunzalan@gdoe.net> wrote:

Hafa Adai Ms. Rhea!

Noted with thanks.

Have a good day!

Very truly yours,

Nely P. Punzalan
Division of Curriculum & Instruction
Guam Department of Education
501 Mariner Avenue Barrigada, Guam 96913
300-1635

On Wed, Apr 13, 2022 at 10:17 AM Rhea Jean A. Taitano <rjaitano@gdoe.net> wrote:

Good morning Nely,

Regarding **Transmittal #22-247**, the last invoice listed, **Invoice #112383061**, is non-compliant, as it was paid out prior to FPD approval. Please see the attached transmittal to reflect that. I will be in contact soon regarding the other invoices on the same transmittal.Thank you,
Rhea

On Mon, Mar 28, 2022 at 12:14 PM Nely P. Punzalan <nppunzalan@gdoe.net> wrote:

Hi Ma'am,

Noted and thank you for the update.

Very truly yours,

Nely P. Punzalan
Division of Curriculum & Instruction
Guam Department of Education
501 Mariner Avenue Barrigada, Guam 96913
300-1635

On Mon, Mar 28, 2022 at 11:39 AM Rhea Jean A. Taitano <rjaitano@gdoe.net> wrote:

Hafa Adai Ms. Nely,
Josh and I have been in communication, relative to **Transmittal #22-247**. It is not yet ready to process at this time.

Thank you for following up,
Rhea

On Thu, Mar 24, 2022 at 12:00 PM Nely P. Punzalan <nppunzalan@gdoe.net> wrote:

Hafa Adai Rob!

May we request an update on this. This was the memo I called for follow-up.

Thank you and have a good day!

Very truly yours,

Nely P. Punzalan
Division of Curriculum & Instruction
Guam Department of Education
501 Mariner Avenue Barrigada, Guam 96913
300-1635

On Mon, Dec 6, 2021 at 9:09 AM Tatiana Limo <tlimo@gdoe.net> wrote:

Good Morning Ms. Nely, received with thanks!

On Mon, Dec 6, 2021 at 8:18 AM Nely P. Punzalan <nppunzalan@gdoe.net> wrote:

HAFADA!

Respectfully submitting the attached Request to Proceed with Payment PO 20210476 & 20211376 for review and approval.

Thank you and have a good day!

Very truly yours,

Nely P. Punzalan
Division of Curriculum & Instruction
Guam Department of Education
501 Mariner Avenue Barrigada, Guam 96913
300-1635

Guam Department of Education

Guam Department of Education

Guam Department of Education

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Rhea Taitano
State Program Officer
Federal Programs Division
Guam Department of Education
(671) 300-1371
(671) 477-4587 (fax)

GDOE SY 2019-2020

Guam Department of Education

Guam Department of Education

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Rhea Taitano
State Program Officer
Federal Programs Division
Guam Department of Education
(671) 300-1371
(671) 477-4587 (fax)

GDOE SY 2019-2020

Guam Department of Education

Guam Department of Education

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Rosemarie B. Mendiola
Administrative Officer
Federal Programs Division
Guam Department of Education
(671) 475-0470/300-1264
(671) 477-4587 (fax)

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Guam Department of Education

--

Rhea Taitano

5/3/22, 9:29 AM

Guam Department of Education Mail - Re: REQUEST TO PROCEED WITH PAYMENT ESF 22-247

State Program Officer
Federal Programs Division
Guam Department of Education
(671) 300-1371
(671) 477-4587 (fax)

GDOE SY 2019-2020

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Program Management

Question #6
Attachment #1

May 04, 2022



Rhea Jean A. Taitano <rjaitano@gdoe.net>

Re: GDOE - 2022 US-Ed Quarter 2 Progress Update for ESF-SEA/ARP-OA SEA

Christopher B. Surla <cbsurla@gdoe.net>

Tue, Mar 1, 2022 at 10:53 AM

To: "Joseph L.M. Sanchez (Deputy Supt. C & I)" <jsanchez@gdoe.net>, "Erika S. Cruz (Acting Deputy Supt. DSESCL)" <escruz@gdoe.net>, "Franklin J.T. Cooper-Nurse" <fjtcooper-nurse@gdoe.net>, Sylvia Calvo <stcalvo@gdoe.net>, "Michelle M. Camacho" <mmcamacho@gdoe.net>, "Joshua C. Blas (Curriculum & Instruction)" <jcblas@gdoe.net>, "Doris D. Bukikosa" <ddbukikosa@gdoe.net>

Cc: "Ignacio C. Santos" <icsantos@gdoe.net>, Federal Programs <federal-programs@gdoe.net>, Christie Lyn San Nicolas <clsannicolas@gdoe.net>, "Tia Lynn S. Salas" <tllssalas@gdoe.net>, "Nely P. Punzalan" <nppunzalan@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>, "John J. Quinata" <jjquinata@gdoe.net>, "Eloise G. Nagallo" <egnagallo@gdoe.net>, "Jon Fernandez (Superintendent)" <jonfernandez@gdoe.net>

Hafa Adai all,

On behalf of Mr. Ike C. Santos, Federal Programs Administrator, please see the attached email correspondence and submitted Progress Update report that will be reviewed tomorrow, Wednesday, March 2, 2022, 2 pm at the Federal Programs Conference Room.

The attachment includes the following:

1. Email correspondence addressing the U.S. Department of Education's concern regarding the movement of funds to new activities: 1. Child and Nutrition Program Local Subsidy and Food Commodities and 2. School Site Utility Costs - Power and Water
2. Quarter 2 Progress Update for Education Stabilization Fund - State Educational Agency, Education Stabilization Fund II - State Educational Agency, and the American Rescue Plan Outlying Areas

Regards,
Chris

On Mon, Feb 28, 2022 at 10:10 AM Christopher B. Surla <cbsurla@gdoe.net> wrote:

Hafa Adai All,

Due to a conflict of schedule, the premeeting has been moved to 2:00 pm Wednesday, March 2, 2022. Please see the following dates:

Pre-meeting: 2022 USEd Quarter 2 Program Update

Wednesday, March 2, 2022

2:00 pm

Federal Programs Conference Room

2022 USEd Quarter 2 Program Update (with USEd)

Friday, March 4, 2022

8:00 am

Federal Programs Conference Room

Regards,
Chris

On Thu, Feb 24, 2022 at 4:05 PM Christopher B. Surla <cbsurla@gdoe.net> wrote:

Hafa Adai All,

On behalf of Mr. Ike C. Santos, Federal Programs Administrator, we would like to meet prior to the 2022 US-Ed Quarter 2 Progress Update for ESF-SEA/ARP-OA SEA to review and discuss the submitted Quarter 2 Progress Update. **This pre-meeting will be held on Wednesday March 2, 2022 at the Federal Programs Division at 10:00am.**

Regards,
Chris

On Thu, Feb 24, 2022 at 10:45 AM Christopher B. Surla <cbsurla@gdoe.net> wrote:

Hafa Adai All,

On behalf of Mr. Ike C. Santos, Federal Programs Administrator, please attend the 2nd Quarter Progress Update Meeting for the Education Stabilization Fund - State Educational Agency (ESF-SEA) Education Stabilization Fund II - State Educational Agency (ESF II- SEA), and the American Rescue Plan - Outlying Areas State Educational Agency (ARP - OA SEA) with the U.S. Department of Education.

This meeting will be held on ***Friday, March 4, 2022 at 8:30am (ChST)*** at the **Federal Programs Division Conference Room**. We kindly request that all participants be present no later than 8:00am for any briefing prior to the meeting.

Please contact federal-programs@gdoe.net if there are any questions or concerns.

Regards,
Chris

--

Christopher Surla
State Program Officer
Federal Programs Division
Guam Department of Education
(671) 300-1372

GDOE SY 2018-2019

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Christopher Surla
State Program Officer
Federal Programs Division
Guam Department of Education
(671) 300-1372

GDOE SY 2018-2019

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Guam Department of Education
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GDOE SY 2018-2019

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Christopher Surla
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Federal Programs Division
Guam Department of Education
(671) 300-1372

GDOE SY 2018-2019

Guam Department of Education

2 attachments



American Rescue Plan - Outlying Areas - Addressed Areas of Concern 2.16.22.pdf
254K



GDOE- 2022 Quarter 2 Progress Update 2.17.2022 FINAL.pdf
Page 114 of 175

5/3/22, 9:34 AM

Guam Department of Education Mail - Re: GDOE - 2022 US-Ed Quarter 2 Progress Update for ESF-SEA/ARP-OA SEA

21789K

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Program Management

Question #7
Attachment #1

May 04, 2022



Rhea Jean A. Taitano <rjaitano@gdoe.net>

Re: STUDENT ADVOCATE & MENTOR (SAM) _TEACHER MENTOR STANDARD SERVICE AGREEMENT CSAI # 22-679

Christopher B. Surla <cbsurla@gdoe.net>

Tue, Mar 22, 2022 at 9:14 AM

To: FELIX CHACO <fachaco@gdoe.net>

Cc: "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, "Diana D. Hiyashi" <ddhayashi@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>, "Rhea Jean A. Taitano" <rjaitano@gdoe.net>, "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Sean R. Rupley" <srupley@gdoe.net>, "Shannon B. Bukikosa" <sbbukikosa@gdoe.net>, Simon San Nicolas <simlsannicolas@gdoe.net>, Tatiana Limo <tlimo@gdoe.net>, "Joyce I. Blocker" <jiblocker@gdoe.net>, "Cheryl Lynn M. Hudson" <cmhudson@gdoe.net>, "Alexis Renea B. Taisipic" <abtaisipic@gdoe.net>, Classroom Supports & Academic Interventions <csai@gdoe.net>, "Nely P. Punzalan" <nppunzalan@gdoe.net>, "Joshua C. Blas (Curriculum & Instruction)" <jcblas@gdoe.net>

Hafa Adai Felix,

Thank you for taking my call. Based on our discussion the following may provide clearer direction and guidance to participating teachers:

1. Please ensure it is clearly stated that teachers must maintain at minimum 10 students and explain what will happen if the teacher cannot maintain the minimum.
2. Please combine the two plans in the deliverables section and provide milestones that teachers must complete in order for full payment of that deliverable.

Regards,
Chris

On Mon, Mar 21, 2022 at 8:10 AM FELIX CHACO <fachaco@gdoe.net> wrote:

Sir,
Please see attached file. I added the requirement to have a minimum of 10 students to the SAM Roles & Responsibilities section on page 2 of the file.

Felix A. Chaco
Program Coordinator IV
Location: Curriculum & Instruction
Direct Line-671-300-1361

On Thu, Mar 17, 2022 at 9:37 AM Christopher B. Surla <cbsurla@gdoe.net> wrote:

Hafa Adai Sir,

Thank you. I am requesting that the verbiage be included in the Standard Service Agreement.

Regards,
Chris

On Thu, Mar 17, 2022 at 7:36 AM FELIX CHACO <fachaco@gdoe.net> wrote:

Hafa Adai,
Sir, the minimum number of students per mentor is 10 students.

Felix A. Chaco
Program Coordinator IV
Location: Curriculum & Instruction
Direct Line-671-300-1361

On Wed, Mar 16, 2022 at 6:03 PM Christopher B. Surla <chsurla@gdoe.net> wrote:

Hi Felix, kindly requesting clarification.

On the draft version that we were working on this verbiage was included: "**Additionally, each SAM teacher will be required to maintain a minimum of 10 (ten) active students at all times, not to include withdrawals. 10 (ten) is the minimum number stipulated in the grant application, in which this activity is funded.**" I can't seem to find this verbiage in this current submitted agreement.

Can you tell me what is the minimum number of communications that must be completed in order to satisfy full payment of the accountability log and the monitoring log?

Please ensure that this activity is a contractual standard service agreement that the participating teachers have vendor forms and that this will be paid out utilizing the 230 object code.

Thanks so much for your time on this matter.

Regards,

Chris

----- Forwarded message -----

From: **Barbara S.A. Aquino** <bsaaquino@gdoe.net>

Date: Wed, Mar 16, 2022 at 5:22 PM

Subject: Re: STUDENT ADVOCATE & MENTOR (SAM) _TEACHER MENTOR STANDARD SERVICE AGREEMENT CSAI # 22-679

To: Christopher B. Surla <chsurla@gdoe.net>

Cc: Rosemarie B. Mendiola <rmendiola@gdoe.net>, Robert G.S. Garrido <rgsgarrido@gdoe.net>, Simon San Nicolas <simlsannicolas@gdoe.net>, Alexis Renea B. Taisipic <abtaisipic@gdoe.net>, Cheryl Lynn M. Hudson <cmhudson@gdoe.net>, Joyce I. Blocker <jiblocker@gdoe.net>, Rhea Jean A. Taitano <rjaitano@gdoe.net>

Buenas Chris,

Attached for concurrence review is the **STUDENT ADVOCATE & MENTOR (SAM) _TEACHER MENTOR STANDARD SERVICE AGREEMENT**. The hardcopy will be provided to you tomorrow. Si Yu'os Ma'ase.

On Wed, Mar 16, 2022 at 5:14 PM Barbara S.A. Aquino <bsaaquino@gdoe.net> wrote:

Received, thank you Nely

On Wed, Mar 16, 2022 at 4:19 PM Nely P. Punzalan <nppunzalan@gdoe.net> wrote:

Hafa Adai!

Respectfully submitting the attached STUDENT ADVOCATE & MENTOR (SAM) _TEACHER MENTOR STANDARD SERVICE AGREEMENT for your review and approval.

Thank you and have a good day!

Very truly yours,

Nely P. Punzalan

Division of Curriculum & Instruction

Guam Department of Education

[501 Mariner Avenue Barrigada, Guam 96913](#)

300-1635

Guam Department of Education

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Barbara SA Aquino
Federal Programs Division
Guam Department of Education
State Agency for US-Ed Grants
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(671) 300-1257

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--

Barbara SA Aquino
Federal Programs Division
Guam Department of Education
State Agency for US-Ed Grants
501 Mariner Avenue, Barrigada, Guam 96913
(671) 300-1257

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Guam Department of Education

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Christopher Surla
State Program Officer
Federal Programs Division
Guam Department of Education
(671) 300-1372

GDOE SY 2018-2019

Guam Department of Education

Guam Department of Education

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Christopher Surla
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Guam Department of Education

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Christopher Surla
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GDOE SY 2018-2019

Guam Department of Education

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Project Management

Question #88
Attachment #1

May 04, 2022



Rhea Jean A. Taitano <rjaitaitano@gdoe.net>

Summer School Planning Meeting

1 message

Joshua C. Blas (Curriculum & Instruction) <jcblas@gdoe.net> Mon, Mar 14, 2022 at 11:43 AM
To: Elementary Principals <elemprincipals@gdoe.net>, Elementary Assistant Principals <elem_ap@gdoe.net>, Middle School Assistant Principals <middleschool_ap@gdoe.net>, Middle School Principals <middleschoolprincipals@gdoe.net>, High School Principals <highschoolprincipals@gdoe.net>, High School Assistant Principals <highschool_ap@gdoe.net>
Cc: All Administrative Assistant & Administrative Officers <aa_ao@gdoe.net>, "Joseph L.M. Sanchez (Deputy Supt. C & I)" <jsanchez@gdoe.net>, "Erika S. Cruz (Acting Deputy Supt. DSESCL)" <escruz@gdoe.net>, "Charleen R. Hadap" <crhadap@gdoe.net>, "Terese Ann D. Crisostomo (Special Education)" <tdcrisostomo@gdoe.net>, Laura Kym Taisipic <lktaisipic@gdoe.net>, Tricia Taitague <tataitague@gdoe.net>, Classroom Supports & Academic Interventions <csai@gdoe.net>, "Christopher B. Surla" <chsurla@gdoe.net>, "Rhea Jean A. Taitano" <rjaitaitano@gdoe.net>

Hafa Adai All,

The CSAI Project will be holding a Summer School Planning meeting for administrators on Thursday, March 17, 2022 at 3:00pm. We will be discussing the proposed alignment for all grades, program design (Literacy, STEM, Online subscriptions, training, etc.) and data collection such as Aimsweb. Please see the zoom information below.

Should you have any questions, please feel free to contact me.

Topic: Summer School Planning Meeting
Time: Mar 17, 2022 03:00 PM Guam, Port Moresby

Join Zoom Meeting
<https://zoom.us/j/96138652222>

Meeting ID: 961 3865 2222

--

Si Yu'os ma'åse'

Joshua Martinez-Blas
Project Lead, Classroom Supports & Academic Interventions (CSAI)
Curriculum & Instructional Improvement
Department of Education
(671) 300-1254

Guam Department of Education



JON J.P. FERNANDEZ
Superintendent of Education

GUAM DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION
State Agency for US-Ed Grants
501 Mariner Avenue, Barrigada, Guam 96913
Telephone: (671) 475-0470/300-1267



IGNACIO C. SANTOS
Federal Programs Administrator

MAR 25 2022

Private, Non-Public (PNP) Authorized School Representatives:

Office of Catholic Education (OCE)
Harvest Christian Academy (HCA)
St. John's School (SJS)
St. Paul Christian School (SPCS)
Guam Adventist Academy (GAA)
Providence International Christian Academy (PICA)
Japanese School of Guam (JSG)

Ref: FFY '21 Consolidated Grant (CG) 2nd Quarter Compliance Report

Buenas yan Hafa Adai! Please be advised that the **FFY '21 CG 2nd Quarter Compliance Report (January 1 - March 31, 2022)** is due to the Federal Programs Division by **Monday, April 11, 2022 at 4:00 p.m.** The reports are required for purposes of monitoring and updating the progress on all activities being conducted during the quarter. Please do not amend or modify the approved Quarterly Compliance Report template which will be provided by the Federal Programs Division/Grants Office.

Per Federal Manual Guidance 812-201, the attached Quarterly Compliance Report templates are required to be completed by each project/school:

- **FFY '21 Quarterly Report Template format; and**
- **Fixed Asset Inventory Certification Form** should be the most current acquired fixed assets procured within the quarter. There are two certifications for completion: 1) \$5,000 and above and 2) below \$5,000.

All Authorized School Representatives are encouraged to communicate with their respective Federal Programs Division State Program Officer regarding the requirements of the Quarterly Compliance Report. Please be guided accordingly.

Please submit a working electronic file of the quarterly report via email along with a signed completely packaged PDF of all documents to federal-programs@gdoe.net.

Your continued cooperation is greatly appreciated.

Si Yuus Maase!



JON J.P. FERNANDEZ

Attachments

**Cc: Chief Auditor
TPFA
Federal Programs Division**

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Program Management

Question #88
Attachment #22

May 04, 2022



Rhea Jean A. Taitano <rjaitano@gdoe.net>

Fwd: Project 1 FY21 Application

Ana O. Aguon <aoaguon@gdoe.net>
To: Federal Programs <federal-programs@gdoe.net>

Mon, Mar 15, 2021 at 1:04 PM

FYI.

----- Forwarded message -----

From: Ana O. Aguon <aoaguon@gdoe.net>
Date: Mon, Mar 15, 2021 at 1:00 PM
Subject: Re: Project 1 FY21 Application
To: Sylvia Calvo <stcalvo@gdoe.net>

Hi Sylvia,

Sending you back the FY'21 draft application for CCCLR, with the '*annual* (lifted from Section 5b)' and '*suggested quarterly*' performance targets. Tried to call you twice to talk about the "**UOG English and Math placement tests**" (i.e. when they are administered, and when the results are out). I also texted. Since I couldn't get a hold of you, I went ahead and filled out the columns for this activity, based on my "assumptions". Please revise accordingly.

Additionally, on the last two activities of **College Fair and Career Fair**, there are no corresponding annual objectives reflected in Section 5b (see note on page 11 of the PMT).

Let me know if you have any questions.

Kind Regards,

Ana O. Aguon
State Data Officer
Federal Programs Division
Guam Department of Education
State Agency for U.S. Federal Grants
Tel: (671)300-1350
Email: aoaguon@gdoe.net

Guam Department of Education

 **CCCLR FY2021 CG 1ST Draft (Project Narrative)_csi.sdc_3.12.21_aoa.docx**
112K

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Program Management

Question #9
Attachment #1

May 04, 2022



Rhea Jean A. Taitano <rjaitano@gdoe.net>

Re: STUDENT ADVOCATE & MENTOR (SAM) _TEACHER MENTOR STANDARD SERVICE AGREEMENT CSAI # 22-679

Christopher B. Surla <cbsurla@gdoe.net>

Tue, Mar 22, 2022 at 9:14 AM

To: FELIX CHACO <fachaco@gdoe.net>

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Hafa Adai Felix,

Thank you for taking my call. Based on our discussion the following may provide clearer direction and guidance to participating teachers:

1. Please ensure it is clearly stated that teachers must maintain at minimum 10 students and explain what will happen if the teacher cannot maintain the minimum.
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Regards,
Chris

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Program Coordinator IV
Location: Curriculum & Instruction
Direct Line-671-300-1361

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Regards,
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Program Coordinator IV
Location: Curriculum & Instruction
Direct Line-671-300-1361

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Hi Felix, kindly requesting clarification.

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Can you tell me what is the minimum number of communications that must be completed in order to satisfy full payment of the accountability log and the monitoring log?

Please ensure that this activity is a contractual standard service agreement that the participating teachers have vendor forms and that this will be paid out utilizing the 230 object code.

Thanks so much for your time on this matter.

Regards,

Chris

----- Forwarded message -----

From: **Barbara S.A. Aquino** <bsaaquino@gdoe.net>

Date: Wed, Mar 16, 2022 at 5:22 PM

Subject: Re: STUDENT ADVOCATE & MENTOR (SAM) _TEACHER MENTOR STANDARD SERVICE AGREEMENT CSAI # 22-679

To: Christopher B. Surla <chsurla@gdoe.net>

Cc: Rosemarie B. Mendiola <rmendiola@gdoe.net>, Robert G.S. Garrido <rgsgarrido@gdoe.net>, Simon San Nicolas <simlsannicolas@gdoe.net>, Alexis Renea B. Taisipic <abtaisipic@gdoe.net>, Cheryl Lynn M. Hudson <cmhudson@gdoe.net>, Joyce I. Blocker <jiblocker@gdoe.net>, Rhea Jean A. Taitano <rjaitano@gdoe.net>

Buenas Chris,

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Received, thank you Nely

On Wed, Mar 16, 2022 at 4:19 PM Nely P. Punzalan <nppunzalan@gdoe.net> wrote:

Hafa Adai!

Respectfully submitting the attached STUDENT ADVOCATE & MENTOR (SAM) _TEACHER MENTOR STANDARD SERVICE AGREEMENT for your review and approval.

Thank you and have a good day!

Very truly yours,

Nely P. Punzalan

Division of Curriculum & Instruction

Guam Department of Education

[501 Mariner Avenue Barrigada, Guam 96913](#)

300-1635

Guam Department of Education

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Barbara SA Aquino
Federal Programs Division
Guam Department of Education
State Agency for US-Ed Grants
501 Mariner Avenue, Barrigada, Guam 96913
(671) 300-1257

This institution is an equal opportunity provider and employer

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Barbara SA Aquino
Federal Programs Division
Guam Department of Education
State Agency for US-Ed Grants
501 Mariner Avenue, Barrigada, Guam 96913
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Guam Department of Education

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Christopher Surla
State Program Officer
Federal Programs Division
Guam Department of Education
(671) 300-1372

GDOE SY 2018-2019

Guam Department of Education

Guam Department of Education

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State Program Officer
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GDOE SY 2018-2019

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(671) 300-1372

GDOE SY 2018-2019

Guam Department of Education

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Program Management

Question #10 & Question #11
Attachment #1

May 04, 2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year
 Reporting Period: 2nd Qtr (Jan-March)

This is to certify that the following individuals have worked 100% of their time under a single cost objective for this supplemental grant funds to promote teaching, learning, safe schools, support students who are at-risk academically, increase graduation rates, and prepare students for college and career upon graduation for this reporting period and within the grant period.

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
9418	CHACO, FELIX A.	Program Coordinator IV	C&I - 820	
14978	PUNZALAN, NELY P.	Administrative Officer	C&I - 820	Shared Started eff. June 28, 2021
6792	PENDON, JESSE R.	Program Coordinator IV	C&I - 820	
13095	REYES, DIANA M	Program Coordinator III	C&I - 820	
16712	CRUZ, CHRISTINE	Program Coordinator II	C&I - 820	
9781	GARRIDO, STEPHANIE	Teacher Assistant (TA)	MU Lujan - 314	Detailed from MU Lujan ES to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. May 24, 2021

By signing this report, 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.

Immediate Supervisor's Name: JOSHUA C. BLAS	
Immediate Supervisor's Signature	Date

Project Coordinator Name: JOSHUA C. BLAS	
Project Coordinator Signature	Date

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature:	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year

Reporting Period: 2nd Qtr (Jan-March)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
15014	TITHIN, COURTNEY ANN C R	Teacher Assistant (TA)	Adacao - 329	Detailed from Adacao ES to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff January 2022
15350	REYES, BENITO ANDREW FEJERAN	Teacher Assistant (TA)	George Washington - 471	Detailed from GWHS to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff January 2022
15784	TAISIPIC, ALEXIS M.	Teacher Assistant (TA)	JQ San Miguel - 311	Detailed from JQ San Miguel ES to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff January 2022
14679	GUZMAN, BILLI-JO MARIE	Teacher Assistant (TA)	Harry S Truman - 307	Detailed from HS Truman ES to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff January 2022
16211	MARTINEZ, SHAIANNE L.	Teacher Assistant (TA)	CL Taitano - 304	Detailed from CL Taitano ES to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff January 2022
14310	OSBORN, AVEANNA	Teacher Assistant (TA)	CL Taitano - 304	Detailed from CL Taitano ES to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff January 2022

By signing this report, 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.

Immediate Supervisor's Name: JOSHUA C. BLAS	
Immediate Supervisor's Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature	Date

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature:	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
15779	ARRIOLA, LORI	Teacher Assistant (TA)	Adacao - 329	
15110	CAMACHO, ALYSSA MARIE S.	Teacher Assistant (TA)	Adacao - 329	
14385	HERNANDEZ, INDYA JEAN	Teacher Assistant (TA)	Adacao - 329	
15954	MESA, TRAVIS	School Aide (ASPIRE 1-1)	Adacao - 329	
14586	ILILAU, JOHN	School Aide (ASPIRE 1-1)	Adacao - 329	
15052	MENDIOLA, SHAONNIE	School Aide (ASPIRE 1-1)	Adacao - 329	
16595	PALOMO, ISABEL	Teacher Assistant (TA)	Adacao - 329	
15802	BIGUERAS, JOYCE ANNE C	Teacher Assistant (TA)	Adacao - 329	
15014	TITHIN, COURTNEY ANN C R	Teacher Assistant (TA)	Adacao - 329	Detailed C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff January 2022
10705	MANIBUSAN, NADINE	School Aide (ASPIRE1:1)	Adacao - 329	
6014	QUINTANILLA, FRANCINE	School Aide (ASPIRE1:1)	Adacao - 329	

By signing this report, 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.

Immediate Supervisor's Name: JANICE CHARGUALAF	
Immediate Supervisor's Signature <i>J. Chargualaf</i>	Date 4/13/22
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature <i>J. Blas</i>	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature <i>J. Sanchez</i>	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

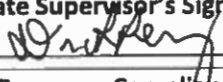
Fiscal Year


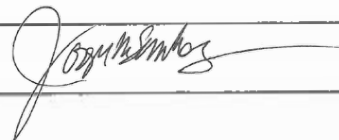
Reporting Period: 2nd Qtr (Jan-March)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
16116	MIYASAKI, DARIA	Teacher Assistant (TA)	Agueda Johnston - 430	NOT @ #430 Loc # 306 FES
16155	MTIN, ZANE	Teacher Assistant (TA)	Agueda Johnston - 430	
11665	QUICHOCHO, JAKE J.T.	Teacher Assistant (TA)	Agueda Johnston - 430	
14303	TALLEDO, APRIL KANE P.	Teacher Assistant (TA)	Agueda Johnston - 430	Resigned
16198	VILORIA-PALOMO, JOLIE	School Aide (ASPIRE 1-1)	Agueda Johnston - 430	
4410	SAM, TAAKE S.	Educational Interpreter (ASPIRE 1-1)	Agueda Johnston - 430	
4159	GACGACAO, RAYNE T.	School Aide (ASPIRE 1-1)	Agueda Johnston - 430	
13683	TAIMANGLO, JUDITH	Teacher Assistant (TA)	Agueda Johnston - 430	
16046	TAISIPIC, RUDYLENE	Teacher Assistant (TA)	Agueda Johnston - 430	NOT @ #430 Loc # 303 BPCES
15571	GUERRERO, TIARAH COLLEEN DUENAS	Teacher Assistant (TA)	Agueda Johnston - 430	

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Immediate Supervisor's Name: DR. REBECCA PEREZ	
Immediate Supervisor's Signature 	Date 4/17/2022
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature 	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature 	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
8486	BORJA, CORRINE C.	Teacher Assistant (TA)	Astumbo ES - 325	
6828	CEPEDA, JOANNE	Teacher Assistant (TA)	Astumbo ES - 325	
14379	CRUZ, DONNA MAE	Teacher Assistant (TA)	Astumbo ES - 325	
7182	TAJALLE, DIANA MARIE	Teacher Assistant (TA)	Astumbo ES - 325	
14273	QUENGA, DANNYN	Teacher Assistant (TA)	Astumbo ES - 325	
15349	SANTOS, ARIEL LYNN	School Aide (ASPIRE 1-1)	Astumbo ES - 325	
14155	ACFALLE, RICCO JERMAINE	Teacher Assistant (TA)	Astumbo ES - 325	
15474	PERIERA, JANALYN MONIQUE	Teacher Assistant (TA) S-OCE	Astumbo ES - 325	

By signing this report, 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.

Immediate Supervisor's Name: JOSEPHINE FONTBUENA	
Immediate Supervisor's Signature <i>Josephine Fontbuena</i>	Date 4/13/2022
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature <i>Joshua Blas</i>	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature <i>Joseph L.M. Sanchez</i>	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

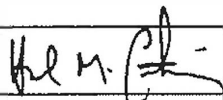
Fiscal Year

Reporting Period: 2nd Qtr (Jan-March)

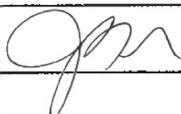
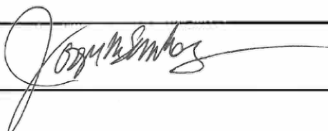
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
14937	BUSTAMANTE, ALYSA EVON	Teacher Assistant (TA)	Astumbo MS - 437	
16023	CRUZ, SHAUNALEI	Teacher Assistant (TA)	Astumbo MS - 437	
14411	FLORES, KRISTINA	Teacher Assistant (TA)	Astumbo MS - 437	Employee resigned on Nov. 5, 2021.
15358	GUERRERO, JI-MARIE	Teacher Assistant (TA)	Astumbo MS - 437	
12541	ROSALIN, LOUISA JULIA A.	Teacher Assistant (TA)	Astumbo MS - 437	Employee resigned on Nov. 26, 2021.

By signing this report, 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.

Immediate Supervisor's Name: HANNAH GUTIERREZ	
Immediate Supervisor's Signature 	Date 4/11/22

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature 	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature 	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form

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Fiscal Year

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13772	BOONE, MARTY	Teacher Assistant (TA)	Carbullido - 303	
15514	CASTRO, AUSTIN	Teacher Assistant (TA)	Carbullido - 303	
15554	SAN MIGUEL, GIANNA	Teacher Assistant (TA)	Carbullido - 303	
14104	QUICHOCHO, CHRISTINE F	Teacher Assistant (TA)	Carbullido - 303	
8139	EXPINOSA, SHERLYN	School Aide (ASPIRE 1-1)	Carbullido - 303	
5308	BLAS, HERMINA	School Aide (ASPIRE 1-1)	Carbullido - 303	
16619	PALOMO, LORNE J	Teacher Assistant (TA)	Carbullido - 303	
16046	TAISTPIC, RUDYLENE	TEACHER ASSESTANT(TA)	CARBULLIDO-303	

By signing this report, I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact may subject administrative penalties.

Immediate Supervisor's Name: DR. LISA COOPER-NURSE <i>LA</i>	4/13/2022
Immediate Supervisor's Signature	Date

Project Coordinator Name: JOSHUA BLAS <i>JB</i>	
Project Coordinator Signature	

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: <i>Joseph L.M. Sanchez</i>	4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
16018	CAMACHO, DYLAN ROSS	Teacher Assistant (TA)	CL Taitano - 304	
4434	DIZON, OLIVIA	Teacher Assistant (TA)	CL Taitano - 304	
14404	QUIDACHAY, CHRISTINA ANN	Teacher Assistant (TA)	CL Taitano - 304	
3633	TAITANO, JOSEPH A.	Instructional Program Aide	CL Taitano - 304	
13167	TAITANO, TOMMY-JON	Teacher Assistant (TA)	CL Taitano - 304	
16211	MARTINEZ, SHAIANNE L.	Teacher Assistant (TA)	CL Taitano - 304	Detailed to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff January 2022
14310	OSBORN, AVEANNA	Teacher Assistant (TA)	CL Taitano - 304	Detailed to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff January 2022
15781	CAMACHO, CODY BRYCE	Teacher Assistant (TA)	CL Taitano - 304	Transferred from Price ES eff. March 14, 2022
14996	EDELO, JESSICA	Teacher Assistant (TA)	CL Taitano - 304	Transferred to CL Taitano ES eff. March 14, 2022

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Immediate Supervisor's Name: CORINA PAULINO	
Immediate Supervisor's Signature <i>CP Paulino</i>	Date <i>4/14/22</i>

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature <i>J Blas</i>	Date

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature <i>Joseph L.M. Sanchez</i>	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
4554	AGUIRRE, MARYJANE	Teacher Assistant (TA)	DL Perez - 323	
10982	CRUZ, CHRISTINE	Teacher Assistant (TA)	DL Perez - 323	
16128	CRUZ, JAENALYNN	Teacher Assistant (TA)	DL Perez - 323	<i>Resigned</i>
15371	FLICKINGER, JENNIFER-JAYNETTE P.	Teacher Assistant (TA)	DL Perez - 323	
8765	QUINTANILLA, TAMAR M.D.	Teacher Assistant (TA)	DL Perez - 323	
7035	RIVARD, DOMINICA	Teacher Assistant (TA)	DL Perez - 323	
5829	SARDON, LEA M.	Teacher Assistant (TA)	DL Perez - 323	
8377	TAISIPIIC, LANI	Teacher Assistant (TA)	DL Perez - 323	<i>Current position @ Dep is Clerk Typist III</i>
3841	PENARANDA, CARMENSITA L	Teacher Assistant (TA)	DL Perez - 323	
16575	MONOGHAN, NATHANIEL	Teacher Assistant (TA)	DL Perez - 323	

By signing this report, 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.

Immediate Supervisor's Name: DR. DARLENE ROBERTO	
Immediate Supervisor's Signature <i>[Signature]</i>	Date <i>4/13/22</i>

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature <i>[Signature]</i>	Date

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: <i>[Signature]</i>	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
15391	CRUZ, KRYSTALMARIE	Teacher Assistant (TA)	FB Leon Guerrero - 432	
5879	FEJERAN, GERALDINE	Teacher Assistant (TA)	FB Leon Guerrero - 432	
14957	NAPLES, SHAWNAE	Teacher Assistant (TA)	FB Leon Guerrero - 432	
11763	PAGUIO, REJERICCA	Teacher Assistant (TA)	FB Leon Guerrero - 432	
5986	SALAS, MICHELLE	Teacher Assistant (TA)	FB Leon Guerrero - 432	
15768	TALAVERA, JULIUS	Teacher Assistant (TA)	FB Leon Guerrero - 432	
16052	REJIE, ANTONIO	School Aide (ASPIRE 1:1)	FB Leon Guerrero - 432	

By signing this report, 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.

Immediate Supervisor's Name: MELISSA MAFNAS	
Immediate Supervisor's Signature <i>Melissa Mafnas</i>	Date 4/11/22
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature <i>Joshua Blas</i>	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature <i>Joseph L.M. Sanchez</i>	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
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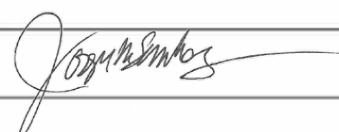
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
15327	BARIS, RAENA N.S.	Teacher Assistant (TA)	Finegayan - 306	
15325	BUNAG, JUNE	Teacher Assistant (TA)	Finegayan - 306	Detailed to Procurement Office to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. May 24, 2021
16124	CASTRO, VERNIE-LYNN	Teacher Assistant (TA)	Finegayan - 306	
14613	CRUZ, JENIEVA GRACE S.	Teacher Assistant (TA)	Finegayan - 306	
15359	MALATE, ELSIELINA CAMILLE	Teacher Assistant (TA)	Finegayan - 306	
6722	MEZA, RENEE LYNN Q.	Teacher Assistant (TA)	Finegayan - 306	
13292	PANGELINAN, DAYNA JEAN	Teacher Assistant (TA)	Finegayan - 306	
10716	VELASCO, GABRIEL H.	Teacher Assistant (TA)	Finegayan - 306	
16052	ANTONIO, REJIE	School Aide (ASPIRE 1-1)	Finegayan - 306	
14948	NORTE, ANALOU	Teacher Assistant (TA)	Finegayan - 306	
12143	CRUZ, FRANCINE	Teacher Assistant (TA)	Finegayan - 306	

By signing this report, 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.

Immediate Supervisor's Name: MARITESS GARCIA	
Immediate Supervisor's Signature 	Date <u>4/12/22</u>
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature 	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature 	Date <u>4.21.2022</u>

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year

Reporting Period: 2nd Qtr (Jan-March)

This is to certify that the following individuals have worked 100% of their time under a single cost objective for this supplemental grant funds to promote teaching, learning, safe schools, support students who are at-risk academically, increase graduation rates, and prepare students for college and career upon graduation for this reporting period and within the grant period.

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
14327	CAMACHO, PEJONITO ALBRETO P.	Teacher Assistant (TA)	George Washington - 471	
8114	LOSONGCO, BERNICE L	Instructional Program Aide	George Washington - 471	
7232	MANIBUSAN, KEVIN	Teacher Assistant (TA)	George Washington - 471	
16584	BALAJADIA, CARISSA	Teacher Assistant (TA)	George Washington - 471	
15350	REYES, BENITO ANDREW FEJERAN	Teacher Assistant (TA)	George Washington - 471	Detailed to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff January 2022
16212	SUZUKI, PATRICK NOBUYUKI	School Aide – Limited/PT	George Washington - 471	

By signing this report, 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.

Immediate Supervisor's Name: DEXTER FULLO	
Immediate Supervisor's Signature	Date <u>4/15/22</u>

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature	Date

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature	Date <u>4.21.2022</u>

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
12468	DUENAS, JADINE	Teacher Assistant (TA)	Harry S Truman - 307	
15576	JOAQUIN, TAYLOR ROSE	Teacher Assistant (TA)	Harry S Truman - 307	
12417	MENDIOLA, NICOLE MONIQUE	Teacher Assistant (TA)	Harry S Truman - 307	
11537	MORRISON, GENESE	Teacher Assistant (TA)	Harry S Truman - 307	
9439	MENDIOLA, JUSTIN J	Teacher Assistant (TA)	Harry S Truman - 307	
16607	MORRISON, TROY ALLEN	Teacher Assistant (TA)	Harry S Truman - 307	
14679	GUZMAN, BILLI-JO MARIE	Teacher Assistant (TA)	Harry S Truman - 307	Detailed to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff January 2022

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Immediate Supervisor's Name: ANNETTE SALAS	
Immediate Supervisor's Signature 	Date 4/11/22

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature 	Date

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: 	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13006	INCIONG, NINA MARIE	Teacher Assistant (TA)	Inarajan ES - 309	Transferred to Wettengel eff. April 4, 2022
7667	DIEGO, BERNICE M.	Teacher Assistant (TA)	Inarajan ES - 309	
14139	SANTOS, JOHNNALYN	Teacher Assistant (TA)	Inarajan ES - 309	
14841	ALERTA, COLYANA M.	Teacher Assistant (TA)	Inarajan ES - 309	Terminated eff. March 29, 2022
16608	PUNZAL, ALIANA JEAN T	Teacher Assistant (TA)	Inarajan ES - 309	
13006	INCIONG, NINA MARIE	Teacher Assistant (TA)	Inarajan ES - 309	

By signing this report, 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.

Immediate Supervisor's Name: MICHAEL PEREZ	
Immediate Supervisor's Signature <i>Michael Perez</i>	Date 4.11.22
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature <i>Joshua Blas</i>	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature <i>Joseph L.M. Sanchez</i>	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
8180	HEFLIN, MARIA	Teacher Assistant (TA)	JM Guerrero - 308	
15296	MENDIOLA, CHRISTIANNA-FAYE	Teacher Assistant (TA)	JM Guerrero - 308	
15930	MENDIOLA, JOELYN GINMARIE I.	Teacher Assistant (TA)	JM Guerrero - 308	
14110	MORALES, HOPE BRIANNE	Teacher Assistant (TA)	JM Guerrero - 308	
11676	ROSARIO, KINEISHA-LYNN	Teacher Assistant (TA)	JM Guerrero - 308	
12439	CRUZ, THOMAS JOSEPH H	Teacher Assistant (TA)	JM Guerrero - 308	
1426	PALOMO, LANCE M	Teacher Assistant (TA)	JM Guerrero - 308	
15445	SAN NICOLAS, ANNAYAH MARIE G.	Teacher Assistant (TA)	JM Guerrero - 308	

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Immediate Supervisor's Name: ROSE CASTRO	
Immediate Supervisor's Signature <i>Rose M. Castro</i>	Date <i>4/11/22</i>
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature <i>[Signature]</i>	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature <i>[Signature]</i>	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
15839	AGUERO, DORA ANN	Teacher Assistant (TA)	JQ San Miguel - 311	
14939	CASTRO, DERICK	Teacher Assistant (TA)	JQ San Miguel - 311	Resigned 8/9/2021.
144856	CRUZ, BEATRICE	Teacher Assistant (TA)	JQ San Miguel - 311	
14690	CRUZ, JESIREE	Teacher Assistant (TA)	JQ San Miguel - 311	Employee resigned 6/18/2021.
7165	DIONES, ARLENE	Teacher Assistant (TA)	JQ San Miguel - 311	Detailed to AHES effective 10/15/2021.
4725	FRANCISCO, ROSE MARIE	Teacher Assistant (TA)	JQ San Miguel - 311	
12231	PAULINO, TIARA	Teacher Assistant (TA)	JQ San Miguel - 311	Employee 2/11/2022.
14648	SANTOS, ELYSSA	Teacher Assistant (TA)	JQ San Miguel - 311	Detailed to SCCE Project to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. May 24, 2021
16136	CAMACHO, JOSEPH	Teacher Assistant (TA)	JQ San Miguel - 311	
16227	RODRIGUEZ, MAE IMAIZUMI	Teacher Assistant (TA)	JQ San Miguel - 311	
15784	TAISIPIC, ALEXIS M.	Teacher Assistant (TA)	JQ San Miguel - 311	Detailed to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff January 2022

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Immediate Supervisor's Name: ELIZABETH HANZSEK	4/12/2022
Immediate Supervisor's Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature	Date

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature:	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13340	AQUINO, ANTHONY	Teacher Assistant (TA)	Jose Rios - 434	
7117	CAMACHO, SHARLEEN ANN	Instructional Program Aide	Jose Rios - 434	
16024	CHACO, AMIALYNN I.S.	Teacher Assistant (TA)	Jose Rios - 434	
16209	MANSAPIT, KAELANI	Teacher Assistant (TA)	Jose Rios - 434	
9693	QUIDACHAY, TARA ANN	Teacher Assistant (TA)	Jose Rios - 434	Detailed to Procurement Office to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. May 24, 2021
15301	SAN NICOLAS, PETER	Teacher Assistant (TA)	Jose Rios - 434	
14853	NEDEDOG, JOLYNN APRIL M	Teacher Assistant (TA)	Jose Rios - 434	
14760	BLAS, TAMI FRANETTE	Teacher Assistant (TA)	Jose Rios - 434	
	PENDON, ZOE TERRYSE	Teacher Assistant (TA)	Jose Rios - 434	<i>not assigned @ JRMC</i>

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Immediate Supervisor's Name: MARIANN LUJAN	
Immediate Supervisor's Signature <i>[Signature]</i>	Date 4/11/2022
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature <i>[Signature]</i>	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: <i>[Signature]</i>	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
1681	CEPEDA, JOSE L	Teacher	JP Torres - 438	
10462	CRUZ, ROSEMARIE SN	Teacher	JP Torres - 438	
7068	MANSAPIT, ROSEMARY	Instructional Program Aide	JP Torres - 438	RETIRED January 2020
13310	MENO, COLIN MICHAEL	Teacher Assistant (TA)	JP Torres - 438	
9160	MENO, MELISSA JC	Teacher	JP Torres - 438	On long term military orders until September 30, 2022.
15060	MORRISON, TAYLOR	Teacher Assistant (TA)	JP Torres - 438	
8533	MUNOZ, ROSEMARIE J	Teacher	JP Torres - 438	On long term military orders until September 30, 2022. 2025
10134	ORTIZ, ELISA DC	Instructional Program Aide	JP Torres - 438	
7167	PALACIOS, DEBRALYNN A	Clerk Typist III	JP Torres - 438	
9634	SAN NICOLAS, JOHN G	Teacher	JP Torres - 438	
3951	SEVILLO, WILLIAM O	Teacher	JP Torres - 438	Transferred to local position effective Nov. 1, 2021
15775	SMITH, BRITANY CHAUNTEL	Teacher Assistant (TA)	JP Torres - 438	
11257	TAITANO, MELISSA KP	Instructional Program Aide	JP Torres - 438	
7814	TOPASNA, CATHY ROSE C	Instructional Program Aide	JP Torres - 438	
11178	REOGANIS, GEMMA V I	Teacher	JP Torres - 438	

By signing this report, 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.

Immediate Supervisor's Name: DR. ASHERDEE ROSETE <i>Asherdee Rosete</i>	4/18/2022
Immediate Supervisor's Signature	Date

Project Coordinator Name: JOSHUA BLAS <i>Josua Blas</i>	Date
Project Coordinator Signature	Date

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	Date
Federal Programs Compliance Administrator Signature	Date

Project Manager Name: JOSEPH L.M. SANCHEZ <i>Joseph L.M. Sanchez</i>	Date 4.21.2022
Project Manager Signature	Date

Fiscal Year

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
15029	BLAS, KIANA C.	Teacher Assistant (TA)	Liguan - 328	Resigned eff. January 21, 2022
10413	BUSTILLO, CAMARIN Q.	Teacher Assistant (TA)	Liguan - 328	
7262	CRUZ, DIONE E.	Teacher Assistant (TA)	Liguan - 328	
15778	DELA CRUZ, T'ANNA-RAY ABCDE	Teacher Assistant (TA)	Liguan - 328	
11715	HATTIG, GLENDALE	Teacher Assistant (TA)	Liguan - 328	
7599	MANSAPIT, DOROTHY	Teacher Assistant (TA)	Liguan - 328	
13285	NAUTA, JONALYN	Teacher Assistant (TA)	Liguan - 328	
5351	SANTOS-BLAS, BARBARA JEAN	Teacher Assistant (TA)	Liguan - 328	

By signing this report, 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.

Immediate Supervisor's Name: JOHANSEN PUNONGBAYAN	
Immediate Supervisor's Signature 	Date 4/12/22
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature 	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature 	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
12136	AFAISEN, RAEANNE	Teacher Assistant (TA)	Machananao - 327	NOT assigned to Maches.
12420	LIZAMA, SERINA ULLOA	Teacher Assistant (TA)	Machananao - 327	
14118	MENDIOLA, PEARLYN	Teacher Assistant (TA)	Machananao - 327	NOT assigned as TA
15167	MENDIOLA, PRUDENCE	Teacher Assistant (TA)	Machananao - 327	
15335	ULLOA, AMANDA ROSE	Teacher Assistant (TA)	Machananao - 327	
14161	VILLAGOMEZ, ELENA	Teacher Assistant (TA)	Machananao - 327	
16328	SAN NICOLAS, VALERIE-DESHA	Teacher Assistant (TA)	Machananao - 327	
16326	MALALIS, JANELLE SARAH	Teacher Assistant (TA)	Machananao - 327	
16594	PALAKIKO, JESSICA	Teacher Assistant (TA)	Machananao - 327	

By signing this report, 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.

Immediate Supervisor's Name: SARAH LEE VALENCIA	
Immediate Supervisor's Signature <i>S. Valencia</i>	Date 4/12/2022
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature <i>J. Blas</i>	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature <i>Joseph L.M. Sanchez</i>	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year


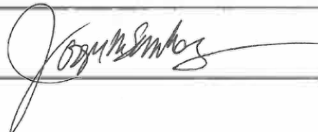
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
14980	AGUON, ALANA	Teacher Assistant (TA)	Marcial Sablan - 302	Detailed to Payroll to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. August 2021.
11737	AGUSTIN, COLEEN R.	Teacher Assistant (TA)	Marcial Sablan - 302	
12600	DELA PAZ, MARY	Teacher Assistant (TA)	Marcial Sablan - 302	
8311	LEON GUERRERO, EILEEN	Teacher Assistant (TA)	Marcial Sablan - 302	
15317	NAUTA, JESSIRAE JANELL S.	Teacher Assistant (TA)	Marcial Sablan - 302	
14387	REYES, VICTORIA	Teacher Assistant (TA)	Marcial Sablan - 302	
16017	SMITH, ANGELA S.	Teacher Assistant (TA)	Marcial Sablan - 302	
13684	BORJA, RONA C	Teacher Assistant (TA)	Marcial Sablan - 302	
11631	SINK, STEPHANIE ROSE	Teacher Assistant (TA)	Marcial Sablan - 302	
14980	AGUON, ALANA	Teacher Assistant (TA)	Marcial Sablan - 302	

By signing this report, 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.

Immediate Supervisor's Name: GERALDINE PABLO	
Immediate Supervisor's Signature 	Date 4/12/22
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS 	
Project Coordinator Signature	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature 	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13576	AGUON, EDWIN JOHN C.	Teacher Assistant (TA)	Maria Ulloa – 313	Detailed to Warehouse to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. August 2021
8668	CEPEDA, SYLVERIA	Teacher Assistant (TA)	Maria Ulloa - 313	
4414	ECHON, IMELDA	Teacher Assistant (TA)	Maria Ulloa - 313	
4484	LOSING, EVANGELINE	Teacher Assistant (TA)	Maria Ulloa - 313	
11897	LUJAN, TAMMY MARIE	Teacher Assistant (TA)	Maria Ulloa - 313	
16125	NAUTA, DARIUS	Teacher Assistant (TA)	Maria Ulloa – 313	
3525	ROQUE, ROSALIE	Teacher Assistant (TA)	Maria Ulloa – 313	
7150	DUENAS, YVONNE	School Aide (ASPIRE 1-1)	Maria Ulloa – 313	

By signing this report, 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.

Immediate Supervisor's Name: BEVERLY SAN AGUSTIN	
Immediate Supervisor's Signature <i>Bey Sg.</i>	Date <i>4-12-22</i>
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature <i>J Blas</i>	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature <i>Joseph L.M. Sanchez</i>	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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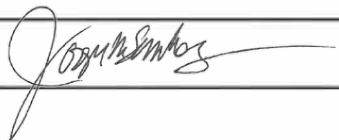
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
8007	BERNARDO, THERESA	Teacher Assistant (TA)	MU Lujan - 314	
16149	CABRERA, DEREK	Teacher Assistant (TA)	MU Lujan - 314	
5698	FEJERAN, BERNADETTE	Teacher Assistant (TA)	MU Lujan - 314	
9781	GARRIDO, STEPHANIE	Teacher Assistant (TA)	MU Lujan - 314	Detailed to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. May 24, 2021
14410	MENO, CRISTIANN JUANITA	Teacher Assistant (TA)	MU Lujan - 314	
16049	CRUZ, THELMA M	Teacher Assistant (TA)	MU Lujan - 314	No Longer w/DOE
14342	LUJAN, JARED F	Teacher Assistant (TA)	MU Lujan - 314	
16609	MENO, JUDINA FAITH	Teacher Assistant (TA)	MU Lujan - 314	

By signing this report, 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.

Immediate Supervisor's Name: NATASHA DELA CRUZ	
Immediate Supervisor's Signature 	Date 4/11/2022

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature 	Date

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature 	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



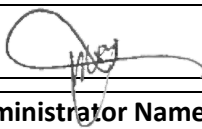
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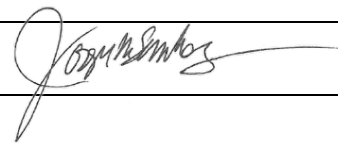
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
12083	JESUS, KRYSTAL-RAE	Teacher Assistant (TA)	Ordot Chalan Pago - 316	
6111	MANTANONA, RHONDA	Teacher Assistant (TA)	Ordot Chalan Pago - 316	
5406	SAN NICOLAS, ARLENE	Teacher Assistant (TA)	Ordot Chalan Pago - 316	
9753	SANTIAGO, STEPHANIE	Teacher Assistant (TA)	Ordot Chalan Pago - 316	
15784	TAITANO, ALEXIS	Teacher Assistant (TA)	Ordot Chalan Pago - 316	
16221	SAN NICOLAS, JADA	Teacher Assistant (TA)	Ordot Chalan Pago - 316	
16126	CHARGUALAF, XAVIER-JESUS	Teacher Assistant (TA)	Ordot Chalan Pago - 316	

By signing this report, 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.

Immediate Supervisor's Name: TRICIA MOYLAN	
Immediate Supervisor's Signature 	Date 4/11/22

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature 	Date

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: 	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS


Fiscal Year


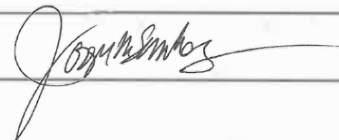
Reporting Period: 2nd Qtr (Jan-March)

This is to certify that the following individuals have worked 100% of their time under a single cost objective for this supplemental grant funds to promote teaching, learning, safe schools, support students who are at-risk academically, increase graduation rates, and prepare students for college and career upon graduation for this reporting period and within the grant period.

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13488	AROMIN, ALEXIS-NICOLE	Teacher Assistant (TA)	Price - 318	
15872	BORJA, MISHAY RAELENE F.	Teacher Assistant (TA)	Price - 318	
15781	CAMACHO, CODY BRYCE	Teacher Assistant (TA)	Price - 318	Transferred to CL Taitano ES eff. March 14, 2022
15431	CAMACHO, VANESSA	Teacher Assistant (TA)	Price - 318	
13709	ICHIOS, LEI	Teacher Assistant (TA)	Price - 318	
15322	PINZON, TERILYN ROSE T.	Teacher Assistant (TA)	Price - 318	
4310	SUMBO, LEVI	Instructional Program Aide	Price - 318	
13686	TOPASNA, SALINA	Teacher Assistant (TA)	Price - 318	
6247	VILLAGOMEZ, JANE	Teacher Assistant (TA)	Price - 318	RESIGNED EFFECTIVE AUGUST 2, 2021.
16207	CASTRO, KYLE C.	Teacher Assistant (TA)	Price - 318	
16633	LIZAMA, KEISHA K.	Teacher Assistant (TA)	Price - 318	
16588	GUMBA, AURA GABRIELLE	Teacher Assistant (TA)	Price - 318	

By signing this report, 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.

Immediate Supervisor's Name: JOHN WESOLOWSKI	
Immediate Supervisor's Signature 	Date APR 13 2022
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature 	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature 	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

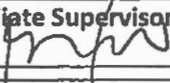
Fiscal Year


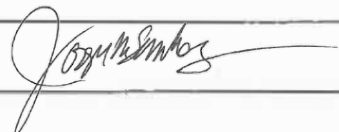
Reporting Period: 2nd Qtr (Jan-March)

This is to certify that the following individuals have worked 100% of their time under a single cost objective for this supplemental grant funds to promote teaching, learning, safe schools, support students who are at-risk academically, increase graduation rates, and prepare students for college and career upon graduation for this reporting period and within the grant period.

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
15006	ALEXANDER, ELIZABETH	Teacher Assistant (TA)	Tamuning - 320	
13693	BAYONA, JOLEEN	Teacher Assistant (TA)	Tamuning - 320	
13051	GARCIA, ROSALIE	Teacher Assistant (TA)	Tamuning - 320	
4538	LEYSA, ISABEL I.	Teacher Assistant (TA)	Tamuning - 320	
11377	LIZAMA, MERCY Q.	Teacher Assistant (TA)	Tamuning - 320	
13694	LUJAN, DONOVAN	Teacher Assistant (TA)	Tamuning - 320	Detailed to Warehouse to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. August 2021. Resigned eff. April 9, 2022
16106	SAMBRANO, JASMIN	Teacher Assistant (TA)	Tamuning - 320	

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Immediate Supervisor's Name: GERALDINE QUEJADO	
Immediate Supervisor's Signature 	Date 4/11/22
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature 	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: 	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year
 Reporting Period: 2nd Qtr (Jan-March)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
16022	ADA, ADRIAN ANTHONY	Teacher Assistant (TA)	Luis P Untalan - 435	
15329	ATTAO, INA F.	Teacher Assistant (TA)	Luis P Untalan - 435	
10130	PARK, KRISTINE L.C.	Teacher Assistant (TA)	Luis P Untalan - 435	
16133	TAITINGFONG, JERICA CHRISTINE M.	Teacher Assistant (TA)	Luis P Untalan - 435	
16216	CASTRO, RICO J.	Teacher Assistant (TA)	Luis P Untalan - 435	On military orders
16241	LEON GURRERO, VINCENT P.	Teacher Assistant (TA)	Luis P Untalan - 435	
15573	KIM, JD CRUZ	Teacher Assistant (TA)	Luis P Untalan - 435	
16318	QUICHOCHO, BARBARA	Teacher Assistant (TA)	Luis P Untalan - 435	

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Immediate Supervisor's Name: AGNES GUERRERO	
Immediate Supervisor's Signature	4-13-22 Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature	Date

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature:	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13810	CANETE, CHARMAINE AIKO	Teacher Assistant (TA)	Upi - 321	no longer @ Upi
15931	EVARISTO, LEAH	Teacher Assistant (TA)	Upi - 321	Resigned eff. March 22, 2022
15008	FEJERAN, KISHALYN	Teacher Assistant (TA)	Upi - 321	no longer @ Upi
15932	HARRY, ROBIN	Teacher Assistant (TA)	Upi - 321	Detailed to Procurement Office to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. May 24, 2021
10994	LAXAMANA, JUNELLIE MAE	Teacher Assistant (TA)	Upi - 321	
11906	MOJICA, LATOYA	Teacher Assistant (TA)	Upi - 321	
15780	QUEJADO, ASHLEY K.	Teacher Assistant (TA)	Upi - 321	
16117	SALAS, BRANDON	Teacher Assistant (TA)	Upi - 321	
13346	TORRES, MARISSA	Teacher Assistant (TA)	Upi - 321	
16591	CARLOS, KARLA	Teacher Assistant (TA)	Upi - 321	
13752	SANTOS, JAMES MIKKAEL	Teacher Assistant (TA)	Upi - 321	

By signing this report, 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.

Immediate Supervisor's Name: JULIE SALAS	
Immediate Supervisor's Signature 	Date 4/13/22

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature 	Date

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature 	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form




CFDA Title:
 Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS


Fiscal Year
 Reporting Period: 2nd Qtr (Jan-March)

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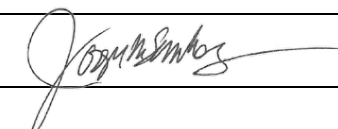
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13930	BALMONTE, EDWIN	Teacher Assistant (TA)	VS Benavente - 431	
11753	CRISOSTOMO, JUILET	Teacher Assistant (TA)	VS Benavente - 431	
3040	PANGELINAN, MARIA F.	Teacher Assistant (TA)	VS Benavente - 431	
5527	QUITUGUA, JENNIFER M.	Teacher Assistant (TA)	VS Benavente - 431	
11677	ROSARIO, KILANI MARIE	Teacher Assistant (TA)	VS Benavente - 431	
5328	MCCALE, ANITA	Teacher Assistant (TA)	VS Benavente - 431	Resigned eff. May 27, 2022
16632	SABLAN, JEREMIAH MICHAEL	Teacher Assistant (TA)	VS Benavente - 431	
	SAN NICOLAS, JANIELLE	Teacher Assistant (TA)	VS Benavente - 431	Not assigned at VSABMS

By signing this report, 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.

Immediate Supervisor's Name: FREDA ARII	
Immediate Supervisor's Signature 	Date 4-11-22

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature 	Date

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: 	Date 4.21.2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year
 Reporting Period: 2nd Qtr (Jan-March)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13743	BAZA, TINA MARIE	Teacher Assistant (TA)	Wettengel - 322	
13470	BENAVENTE, DARNELLE-RENEE	Teacher Assistant (TA)	Wettengel - 322	
4334	CORDERO, ELISA	Teacher Assistant (TA)	Wettengel - 322	
14996	EDELO, JESSICA	Teacher Assistant (TA)	Wettengel - 322	Transferred to CL Taitano ES eff. March 14, 2022
12398	LUJAN, CHERIAH	Teacher Assistant (TA)	Wettengel - 322	
5149	MCDERMOTT, JANET R.A.	Teacher Assistant (TA)	Wettengel - 322	
10967	SAN NICOLAS, TELIANN ROSE	Teacher Assistant (TA)	Wettengel - 322	DUPLICATE EMPLOYEE AIDED TWICE
14320	TOSIWO, ABRAHAM	Teacher Assistant (TA)	Wettengel - 322	
14336	MAGALLANES, NANETTE	School Aide (ASPIRE 1-1)	Wettengel - 322	
10967	SANTOS, TELIANN ROSE SAN NICOLAS	Teacher Assistant (TA)	Wettengel - 322	
13006	INCIONG, NINA MARIE	Teacher Assistant (TA)	Wettengel - 322	Transferred from Talofoto ES eff. April 4, 2022- APRIL 11, 2022

By signing this report, 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.

Immediate Supervisor's Name: *[Signature]*
EVANGELINE IGLESIAS
 Immediate Supervisor's Signature *[Signature]* Date **4-11-22**

Project Coordinator Name: *[Signature]*
JOSHUA BLAS
 Project Coordinator Signature *[Signature]* Date

Federal Programs Compliance Administrator Name:
IGNACIO C. SANTOS
 Federal Programs Compliance Administrator Signature Date

Project Manager Name:
JOSEPH L.M. SANCHEZ
 Project Manager Signature: *[Signature]* Date **4.21.2022**

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Evaluation

Assessment Questions

May 04, 2022

Evaluation

Assessment Questions

Questions	Insular Area Response	Suggested Documentation
What criteria and metrics are used to evaluate CG projects?	<p><i>The criteria and metrics for evaluating Consolidated Grant (CG) projects are mainly defined by the set of performance measures identified for each CG Project. Data on these performance measures are collected and validated every quarter, and then presented in the quarterly report for each Project. Based on the data, a determination is made as to whether or not the Project is meeting the identified goals and objectives, which is reflected in a short narrative within the quarterly report (i.e. Narrative on Component’s Effectiveness). At the end of a performance year, the Annual Performance Report summarizes and highlights the project’s status/progress in working to achieve its objectives for the year.</i></p> <p><i>Additionally, CG activities are monitored through observations, interviews, surveys, face to face and online meetings, etc. These are conducted either on a quarterly or as needed basis.</i></p>	<ul style="list-style-type: none">● Evaluation Flowchart Attachment #1: Page 7● Sample Quarterly Report of a CG project Attachment #2: Page 87● Sample Monitoring Report Attachment #3: Page 115

Questions	Insular Area Response	Suggested Documentation
<p>Who is responsible for conducting the evaluations? Who is responsible for reviewing, monitoring, and assessing project implementation (frequency, schedule, protocols)?</p>	<p><i>The responsible party for conducting evaluations is the Federal Programs Division (FPD)/Grants Office.</i></p> <p><i>Local Educational Agency (LEA) | Project personnel and Authorized Representatives of Private-non-Public schools are responsible for implementation of activities, collecting and compiling quarterly data on the performance measures to capture the progress of activities, services and supports aligned to the approved Consolidated Grant Application. The Project Lead presents these quarterly data regarding the status of project implementation as quantitative support for the narrative in the CG Quarterly Report as well as the Annual Performance Report.</i></p> <p><i>The responsible party for reviewing, monitoring and assessing project implementation (frequency, schedule, protocols) is the FPD/ Grants Office. LEA Projects submit reports for review and validation by the FPD. The State Program Officers review for accuracy, compliance and fidelity in implementation of activities reported and the efficiency of budget expenditures. The State Data Officer works closely with the PLs to ensure data integrity and clarity of data analysis and interpretation. Quarterly and annual data are validated and monitored for programmatic and fiscal compliance by the State Program Officers to identify successes/challenges along with addressing any programmatic and fiscal issues to improve services/implementation.</i></p>	<ul style="list-style-type: none"> ● Evaluation Flowchart Attachment #1: Page 7 ● Sample communication between SPOs, SDO, and CG Project Leads, as well as authorized PNP representatives Attachment #2: Page 120 ● Sample Quarterly & Annual Reports Attachment #3: Page 87 and Attachment #4 : Page 123 ● Sample Monitoring Report Attachment #5: Page 115

Questions	Insular Area Response	Suggested Documentation
<p>How are projects monitored for effectiveness and progress?</p>	<p><i>The quarterly report is the main tool used for getting an indication of a project's incremental progress (i.e. if pre-set quarterly targets are being met or not), while the annual performance report summarizes the overall effectiveness of the project in achieving its objectives for the year. Whether an activity has been completed or is ongoing, the project collects performance measures data to determine its effectiveness in working towards the quarterly targets and the annual objectives.</i></p> <p><i>For any annual objective that is not met, a rationale is provided. Continuance of a project is determined using as basis the relative progress in attaining annual objectives.</i></p> <p><i>The FPD has also contracted with an external evaluator to provide an independent assessment and determination of the effectiveness of the projects' achievement of goals and objectives.</i></p>	<ul style="list-style-type: none"> ● Evaluation Flowchart Attachment #1: Page 7 ● Sample Quarterly and Annual Performance Report by a CG project Attachment #2: Page 87 and Attachment #3: Page 123
<p>Have there been any key lessons learned during the monitoring of CG projects?</p>	<p><i>Lessons learned can include:</i></p> <ol style="list-style-type: none"> <i>1. Improving implementation and communication with stakeholders.</i> <i>2. Gathering feedback from stakeholders on what works and how to continue best practices.</i> <i>3. The need for creative solutions to the hindrance in project implementation of certain activities due to the COVID-19 Pandemic situation.</i> 	<ul style="list-style-type: none"> ● Sample survey responses Attachment #1: Page 136 ● Pre-recorded technical assistance training agenda Attachment #2: Page 141

Questions	Insular Area Response	Suggested Documentation
<p>What determinations are made if a project is not making progress or is deemed ineffective? What are the next steps if a project is deemed ineffective?</p>	<p><i>At the end of a performance year, if a project activity shows no progress, the activity scope is either amended or removed from the project application, with the resulting revised project application submitted to the U.S. Department of Education for approval. If a project is not making substantial progress or the non-implementation of some activities is not provided a good rationale, the project is discontinued or revamped partially or in its entirety.</i></p>	<ul style="list-style-type: none"> ● Evaluation Flowchart Attachment #1: Page 7 ● Sample Corrective Action Plan Attachment #2: Page 145
<p>Have any mid-course corrections been made as a result of project evaluations? What policies and procedures exist for mid-course corrections?</p>	<p><i>No, mid-course corrections have not been made to project activities. However, project evaluations are conducted regularly by SPO and SDO quarterly or as needed during the grant period. If any corrections need to be made at any given time during these evaluations, the SPO and SDO will put together a Corrective Action Plan. The SPO and SDO will subsequently provide technical assistance as needed to ensure timely resolutions on the Corrective Action Plan.</i></p>	<ul style="list-style-type: none"> ● Sample Corrective Action Plan Attachment #1: Page 156
<p>What, if any, changes are anticipated for the next CG application?</p>	<p><i>The FFY2022 CGA (Year 3) continues to be aligned with the activities, goals and objectives of both the FFY2021 CGA (Year 2) and FFY 2020 CGA (Year 1). The submitted application includes minor additional requests that are primarily travel activities aligned to each of the CGA</i></p>	<ul style="list-style-type: none"> ● Excerpt from the FFY2022 CGA Attachment #1: Page 158

projects. The request for travel is a result of the lifting of COVID-19 restrictions for both off-island travel and large face-to-face gatherings.

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

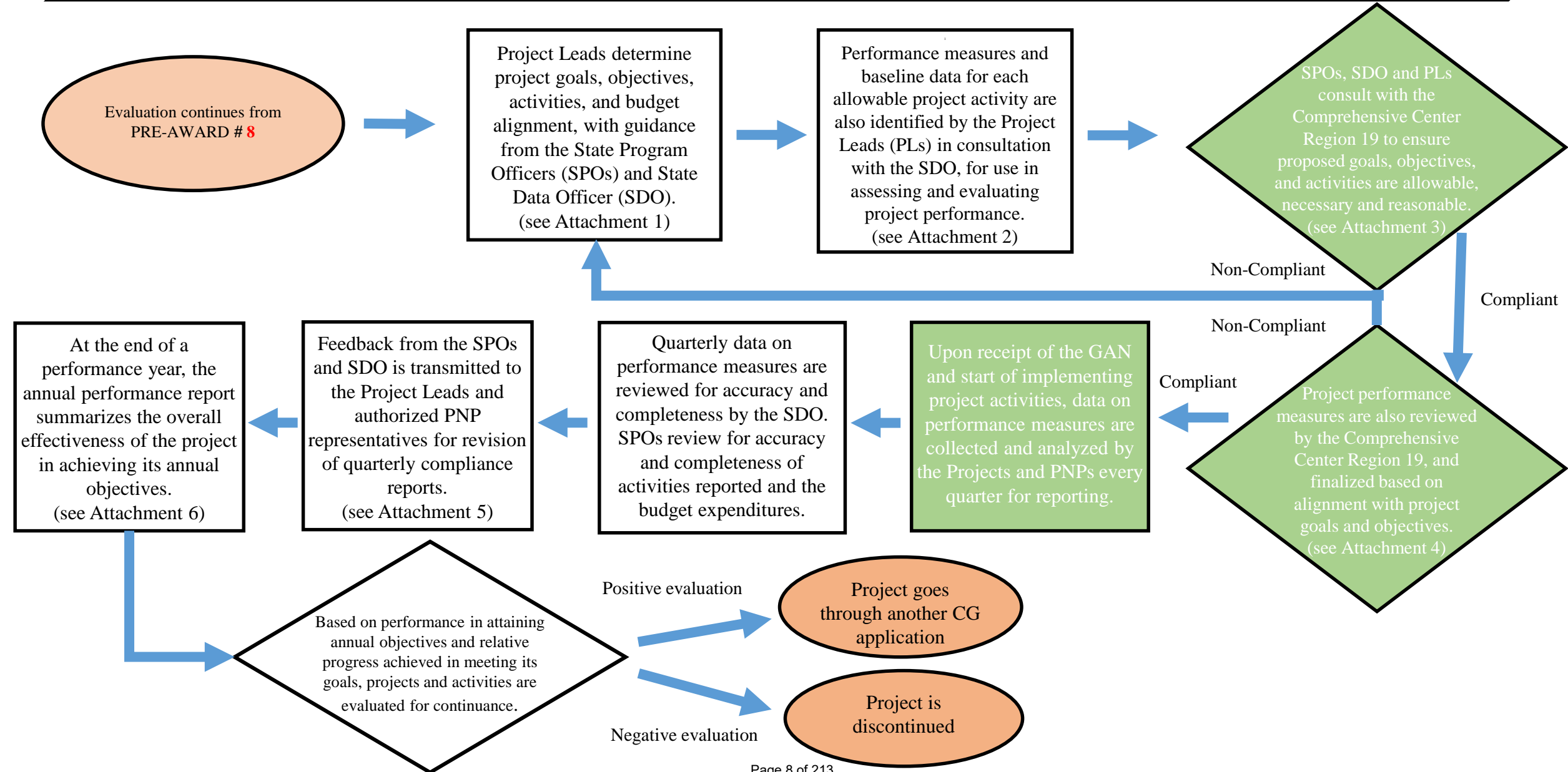
Consolidated Grant Monitoring – May 2022
Assessment Questions

Evaluation

Question #1 - #3 & Question #5
Attachment #1

May 04, 2022

Evaluation



Attachment 1

----- Forwarded message -----

From: **Shandice Jenniel Calano** <sjcalano@gdoe.net>
Date: Sat, Apr 2, 2022 at 10:46 PM
Subject: Draft FY'22 Project #1 CCCLR as of 4/2/2022
To: Rachel Lee Santos Duenas <rlsduenas@gdoe.net>, Ana Aguon <aoaguon@gdoe.net>
Cc: Federal Programs <federal-programs@gdoe.net>

Hafa Adai Rachel,

Here's the draft FY'22 Project #1 CCCLR's application as of 4.2.2022.

Regards,

Shandice J.T.D. Calano
Senior State Program Officer
Federal Programs Division
Guam Department of Education
State Agency for US-Ed Federal Grants
500 Mariner Avenue,
Barrigada, GU 96910-1608
Tel: (671) 300-1266
Email: sjcalano@gdoe.net

----- Forwarded message -----

From: **Shandice Jenniel Calano** <sjcalano@gdoe.net>
Date: Mon, Apr 4, 2022 at 2:32 PM
Subject: FY2022 CCCLR
To: Ana O. Aguon <aoaguon@gdoe.net>

Hi Ana,

Please use the attached file to review the goals and objectives, and update the Performance Measures Chart.

Thank you!

Shandice J.T.D. Calano
Senior State Program Officer
Federal Programs Division
Guam Department of Education
State Agency for US-Ed Federal Grants
500 Mariner Avenue,
Barrigada, GU 96910-1608
Tel: (671) 300-1266
Email: sjcalano@gdoe.net

Attachment 2

----- Forwarded message -----

From: Ana O. Aguon <aoaguon@gdoe.net>
Date: Mon, Feb 28, 2022 at 9:15 AM
Subject: CCCLR Baseline Data in the FY '22 1st Draft Application
To: Shandice Jenniel Calano <sjcalano@gdoe.net>
Cc: Sylvia Calvo <stcalvo@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>

Hafa Adai Shandice,

Attached is the **CCCLR FY'22 1st Draft Application**, with my comments (in green) regarding the Baseline Data on the performance measures. I was able to speak with Sylvia early this morning and clarified with her regarding this matter. She is aware of the recommended changes based on the latest data of the project on these performance measures, as reported in CCCLR's FY '20 and FY'19 Quarterly Reports.

Also highlighted in red are corrections on the school year and percentages (annual, quarterly) to reflect the current application year timeline and targets.

Let me know if you have any questions.

Kind Regards,

Ana O. Aguon
State Data Officer
Federal Programs Division
Guam Department of Education
State Agency for U.S. Federal Grants
Tel: (671)300-1350
Email: aoaguon@gdoe.net

----- Forwarded message -----

From: Ana O. Aguon <aoaguon@gdoe.net>
Date: Tue, Apr 5, 2022 at 8:29 AM
Subject: Reviewed CCCLR FY '22 CG Application (3rd Draft)
To: Shandice Jenniel Calano <sjcalano@gdoe.net>
Cc: Sylvia Calvo <stcalvo@gdoe.net>

Hafa Adai Shandice,

Please find attached the Reviewed CCCLR FY '22 CG Application (3rd Draft).

Kind Regards,

Ana O. Aguon
State Data Officer
Federal Programs Division
Guam Department of Education
State Agency for U.S. Federal Grants

5c. Means of Evaluating Program Outcome(s) Chart

Project Title: College Career Civic Engagement and Life Readiness (CCCLR)
 Means of Evaluating Program Outcome(s) Chart # _____

Project Outcome Activity (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective Enter the annual objective from 5b that this project activity aligns with.	Data Source Enter where the data are located. Identify where the data will come from.	Unit of Measurement (i.e. metric) Enter the unit of measurement.	Evidence-Based Please indicate: Yes or No	Baseline Data (Current school year or most recent) If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2021-2022).	Quarterly Performance Targets			
						Please focus on outcomes rather than outputs. (e.g., 40% of teachers will self-report as feeling "well prepared" to use new tools and resources in the classroom to improve instruction by December 2021 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
Component 1. Increasing Rigorous Academic and Technical Courses with High Quality Instruction									
Professional Development Training	A. By the end of SY2021-22 SY22-23, 60% 65% of teacher participants in PD activities will indicate they are more knowledgeable and feel better prepared to teach a. CTE b. AP/Honors c. STEAM	Web-based survey from post PD on change in teaching practices	Percentage of teachers who self-report as feeling "well prepared" and "more than well prepared" to teach the content	Yes	Baseline data of teacher self-reporting feeling "well prepared" to teach the content will be provided after the completion of surveys for SY20-21 SY22-23 a. CTE b. AP/Honors c. STEAM 60% (SY19-20)	50%- 55%	55% 60%	60%- 65%	This marks the start of a new school year. Reporting will be done in the 1 st quarter of F'Y21

Project Outcome Activity (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective Enter the annual objective from 5b that this project activity aligns with.	Data Source Enter where the data are located. Identify where the data will come from.	Unit of Measurement (i.e. metric) Enter the unit of measurement.	Evidence-Based Please indicate: Yes or No	Quarterly Performance Targets			
					Please focus on outcomes rather than outputs. (e.g., 40% of teachers will self-report as feeling "well prepared" to use new tools and resources in the classroom to improve instruction by December 2021 versus 40% of teachers will participate in professional development.)			
Baseline Data (Current school year or more recent)					Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
CTE Academies, AP/Honors, STEAM	B. By the end of SY2021-22 SY22-23, 50% 60% of CTE, AP/Honors, and STEAM students will earn a "C" or better	District data on CTE and AP student grades	Percentage of "C" Grades or better reported in PowerSchool	Yes	40% 50%	45% 55%	50% 60%	This marks the start of a new school year.
AP Testing	C. By the end of SY21-22 SY22-23, there will be a 2% 4% increase of AP test takers who score a 3 or better from baseline of SY18-19 AP Test Results	AP Test Results	Percentage of AP test takers who score a 3 or better	Yes	1% 2%	1.5% 3%	2% 4%	This marks the start of a new school year.
English and Math College Placement	D. By the end of SY2021-22 SY22-23, GDOE students who test into college-level English and Math on	UOG data on Placement Test	Percentage of test takers who score into college-level Math and	Yes	Baseline percentage of students testing into college level Math and	UOG Placement Test not administered at this time	UOG Placement Test not administered at this time	This marks the start of a new school year.

Project Outcome Activity (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective Enter the annual objective from 5b that this project activity aligns with.	Data Source Enter where the data are located. Identify where the data will come from.	Unit of Measurement (i.e. metric) Enter the unit of measurement.	Evidence-Based Please indicate: Yes or No	Quarterly Performance Targets			
					Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
Component 2. Career-oriented Programs and Assessments	UOG Placement Test will increase by 29% 49% from baseline of SY18-19 Placement Test Results		English courses	Yes	<p>Baseline Data (Current school year or most recent)</p> <p>If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2021-2022).</p> <p>English course in SY18-19</p> <p>99% for English 28% for Math (in SY20-21)</p>			
					<p>40% (If survey conducted)</p> <p>45% (If survey conducted)</p> <p>50% (If survey conducted)</p> <p>50% (If survey conducted)</p>	<p>40% (If survey conducted)</p> <p>45% (If survey conducted)</p> <p>50% (If survey conducted)</p> <p>50% (If survey conducted)</p>	<p>40% (If survey conducted)</p> <p>45% (If survey conducted)</p> <p>50% (If survey conducted)</p> <p>50% (If survey conducted)</p>	<p>40% (If survey conducted)</p> <p>45% (If survey conducted)</p> <p>50% (If survey conducted)</p> <p>50% (If survey conducted)</p>
Component 3. Specialized Events and Opportunities	A. By the end of SY2021-22 SY22-23, 30% 35% of students who participate in	Web-based survey on post ASE, VPA,	Percentage of student participants who indicate	Yes	<p>Baseline data % of students indicate being more engaged</p> <p>20% 25% (If survey conducted)</p> <p>25% 30% (If survey conducted)</p> <p>30% 35% (If survey conducted)</p> <p>This marks the start of a new school year.</p>			
					<p>20% 25% (If survey conducted)</p> <p>25% 30% (If survey conducted)</p> <p>30% 35% (If survey conducted)</p>	<p>25% 30% (If survey conducted)</p> <p>30% 35% (If survey conducted)</p> <p>30% 35% (If survey conducted)</p>	<p>25% 30% (If survey conducted)</p> <p>30% 35% (If survey conducted)</p> <p>30% 35% (If survey conducted)</p>	<p>25% 30% (If survey conducted)</p> <p>30% 35% (If survey conducted)</p> <p>30% 35% (If survey conducted)</p>

Project Outcome Activity (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective Enter the annual objective from 5b that this project activity aligns with.	Data Source Enter where the data are located. Identify where the data will come from.	Unit of Measurement (i.e. metric) Enter the unit of measurement.	Evidence-Based Please indicate: Yes or No	Baseline Data (Current school year or most recent)	Quarterly Performance Targets			Performance End of Target September 2022
						Performance End of December 2021	Performance End of March 2022	Performance End of June 2022	
Academic Special Events, Visual Performing Arts, Sports	ASE, VPA, STEAM programs and sports opportunities will indicate being more engaged in learning and confident in their academic work.	STEAM events and sports opportunities	being "more engaged" and "confident" in their work		in learning and confident in their work in SY20-21	at this time	at this time	at this time	Reporting will be done in the 1 st quarter of FY21
Component 4. Academic & Career Planning					88% (in SY 20-21)				
College Fair, Career Fair	By the end of SY2021-22 SY22-23, 30% 35% 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	Yes	Baseline data % of students indicating an interest in pursuing STEAM for college in SY20-21 40% (in SY 19-20)	20% 25%	25% 30%	30% 35%	This marks the start of a new school year. Reporting will be done in the 1 st quarter of FY21
	A: By the end of SY2021-22 SY22-23,	Web-based survey on	Percentage of participating	Yes	Baseline data % of students	20% 25%	25% 30%	30% 35%	This marks the start of a

Project Outcome Activity (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective Enter the annual objective from 5b that this project activity aligns with.	Data Source Enter where the data are located. Identify where the data will come from.	Unit of Measurement (i.e. metric) Enter the unit of measurement.	Evidence-Based Please indicate: Yes or No	Baseline Data (Current school year or most recent)	Quarterly Performance Targets					
						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022	Performance Target End of new school year.	
	30% 35% of participating students will indicate an interest in pursuing a CTE path or a sports career	post ASE, VPA, STEAM events and sports opportunities	students indicating an "increased interest" or "strong interest" in pursuing CTE path		<p>If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2021-2022).</p> <p>indicating an interest in pursuing CTE or a sports career in SY20-21</p> <p>40% (to SY19-20) ↓</p>	<p>Please focus on outcomes rather than outputs.</p> <p>(e.g., 40% of teachers will self-report as feeling "well prepared" to use new tools and resources in the classroom to improve instruction by December 2021 versus 40% of teachers will participate in professional development.)</p>	Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022	Performance Target End of new school year. Reporting will be done in the 1 st quarter of FY21

Attachment 3

----- Forwarded message -----

From: **Ignacio C. Santos** <icsantos@gdoe.net>

Date: Tue, Jan 4, 2022 at 3:55 PM

Subject: Re: FY2022 Year 3 Consolidated Grant Application - Technical Assistance Request

To: Emerson Odango <odango@prel.org>

Cc: Federal Programs <federal-programs@gdoe.net>, Jon Fernandez (Superintendent)

<Superintendent@gdoe.net>, Maria A.F. Blaz (Federal Programs Division) <mablaz@gdoe.net>, Melly

Wilson <wilsonm@prel.org>

Emerson: Hafa Adai and Happy New Year. We are very glad that the Region 18 Comprehensive Center is able to provide support to GDOE's Federal Programs Division as we prepare for the FY'22 Year 3 CG Application.

Ms. Maria Blaz, Senior State Program Officer will connect with you regarding the much needed guidance. Thank you for your support and we look forward to your assistance.

Si Yu'os Ma'ase and have a blessed New Year! Ike

On Tue, Jan 4, 2022 at 8:20 AM Emerson Odango <odango@prel.org> wrote:

Thank you very much, Melly, for looping me into the thread!

I, too, hope that you all—the Federal Programs Team—have had a wonderful start to the new year. The Region 18 Comprehensive Center (RC18) is happy to provide our continued support for GDOE's CGA. I appreciate that the e-mail thread that I was copied on contains such detailed information about the request for supports.

I would like to clarify: are the requests for Dr. Sorensen-Irvine's supports for her to provide them in a virtual-only format (e.g., e-mail and/or teleconference calls)? I know that the current travel situation is ever-changing across the globe, especially now.

Please do let me know if there are other questions.

many thanks,

~Emerson

On Mon, Jan 3, 2022 at 2:45 PM Melly Wilson <wilsonm@prel.org> wrote:

Hafa Adai Maria and the Federal Programs Team,

Happy New Year! I am copying Dr. Emerson Odango, Direction of the Region 18 Comprehensive Center on this message. Dr. Odango will be following-up with the specifics of how the Comprehensive Center will provide support this winter/spring.

We are grateful for the continued support and collaboration of the GDOE Federal Programs Office (and I look forward to hopefully seeing all of you this coming year)!

Stay safe and keep doing great things,
Melly

Melly E. Wilson, PhD

Director, Region 19 Comprehensive Center
Pacific Resources for Education and Learning
[119 Merchant Street #402](#)
[Honolulu, HI 96813](#)
Phone: (808) 441-1363 • Fax: (808) 441-1385
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From: Maria A.F. Blaz (Federal Programs Division) <mablaz@gdoe.net>
Sent: Tuesday, December 28, 2021 8:59 PM
To: Melly Wilson <wilsonm@PREL.ORG>
Cc: Ignacio C. Santos <icsantos@gdoe.net>; Rachel Lee Santos Duenas <rlsduenas@gdoe.net>; Federal Programs <federal-programs@gdoe.net>
Subject: FY2022 Year 3 Consolidated Grant Application - Technical Assistance Request

Dr. Melly,

Hafa Adai (Greetings!) Merry Christmas and Happy New Year. On behalf of Mr. Ike Santos, Guam Department of Education (GDOE) Federal Programs Administrator, we hope all is well for you and your family.

In preparation for the FFY 2022 Consolidated Grant Application, we are respectfully requesting for assistance from Dr. Christine Sorensen-Irvine to provide technical assistance to GDOE Federal Programs Division (FPD) during the application development process. The tentative dates for the technical assistance workshop is **Thursday & Friday, February 3-4, 2021**. Further details will be forthcoming.

Because of Dr. Sorensen-Irvine's familiarity with the projects and activities within the Consolidated Grant, her continued support will help GDOE-FPD transition through the necessary phases to finalize the FY2022 Year 3 Consolidated Grant Application.

If approved, and although this is still tentative, the **FIRST DRAFT** (narrative and budget) for four (4) project applications is projected to be provided to Dr. Sorensen-Irvine on **Friday February 11, 2022**. Her feedback will be emailed back to the projects,

The **SECOND DRAFT** (narrative and budget) is projected to be due to Dr. Sorensen-Irvine on **Thursday February 24, 2022**. One-to-one technical assistance for each project will be scheduled on **Wednesday, Thursday and Friday March 2-4, 2022**.

And the **FINAL DRAFT** (narrative and budget) is projected to be due to Dr. Sorensen-Irvine on **Tuesday March 8, 2022**. Thereafter, FPD plans to finalize and package the grant application by the last week of March 2022.

We look forward to your favorable response, should you require additional information, please contact Mr. Santos. Stay safe and have a great New Year!

Respectfully,

Maria Blaz
Senior State Program Officer
Federal Programs Division/Grants Office
Guam Department of Education
[501 Mariner Avenue](#)
[Barrigada GU 96913](#)-1608
Phone: (671)475-0470 or (671)300-1251
Email: mablaz@gdoe.net

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Emerson Lopez Odango, Ph.D.
['ɛ.mɪ.sɪn 'lo.pɛz o'daŋ.go]
Director, Region 18 Comprehensive Center
Senior Specialist - Languages and Literacies
Pacific Resources for Education and Learning
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For scheduling purposes, please use Eastern Time.

www.prel.org | <https://compcenternetwork.org> | <https://region18cc.org>

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Si Yu'os Ma'ase (Thank you),

IKE C. SANTOS
Administrator, Federal Programs Division
Guam Department of Education
State Agency for U.S. Federal Grants
Tel: 671/475-0470
Tel: 671/300-1267
500 Mariner Avenue
Barrigada GU 96913-1608
Email: icsantos@gdoe.net

Attachment 4

----- Forwarded message -----

From: **Ana O. Aguon** <aoaguon@gdoe.net>

Date: Wed, Mar 2, 2022 at 10:44 AM

Subject: Re: CCCLR Baseline Data in the FY '22 1st Draft Application

To: Sylvia Calvo <stcalvo@gdoe.net>

Cc: Shandice Jenniel Calano <sjcalano@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>

Hafa Adai Sylvia,

From our meeting with Dr. Irvine last Friday, I have updated/modified the ***annual and quarterly targets*** for the **CCCLR's FY '22 Draft Application** using her guidance that the annual targets should be higher than the current baseline data.

Please note that **performance measure D under Component 1 ("% of students testing into college-level English and Math")** is highlighted in yellow since I am proposing two different targets for the two subjects, since the current baseline for each are so disparate. My suggestion for the project's consideration.

Let me know what you think.

Kind Regards,

Ana O. Aguon
State Data Officer
Federal Programs Division
Guam Department of Education
State Agency for U.S. Federal Grants
Tel: (671)300-1350
Email: aoaguon@gdoe.net

Project Narrative

1. PROJECT TITLE	Project #1: College, Career, Civic Engagement, and Life Readiness (CCCLR)				
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	<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) 				
2b. SEA OR LEA SERVICES	Local Level – Local Education Agency (LEA)				
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES		
	Grade Level(s)	Number of Students		Participant Type(s)	Number of Participants
		<u>GDOE</u>	<u>Charter Schools</u>		<u>GDOE</u> <u>Charter Schools</u>
	K-5 th Elem	12,206	1,012	Elementary Teachers	831 56
	6 th -8 th	6,239	438	Middle School Teachers	354 29
	9 th -12 th	9,044	116	High School Teachers	429 11
				Counselors	86 0
				Administrators	98 6
				School to Work Coordinators	7 3

4. NEED(S) for PROJECT

Prompts: *(Limit response to 300 words or fewer)*

While GDOE offers general and advanced courses in core content areas and Career & Technical Education, access to such courses may not be available because of limited offerings and/or lack of qualified CTE teachers for the 15,306 public secondary school students (DOE SY20-21 Enrollment) and 1,566 charter school students. Further, although the basic curriculum serves many students, it does not always meet the needs of advanced students and teachers often lack training and/or classroom materials to meet their needs. The results are reflected in the University of Guam’s English and Math placement tests, for example, in Academic Years 2017-2018 and 2018-19, 31% of the DOE graduates who took the test placed in non-degree or transitional English and 68% placed in fundamental math courses. Even the high achieving AP students in 2017 struggled with making the grade to earn the college credit for the AP course taken. The *College Board’s AP Score Summary* of Guam students who took the AP exam showed only 33% of students scored 3(average) or higher.

GDOE students have historically scored below the national average and current data from Guam’s Statewide Assessment (ACT ASPIRE) reflect the same results: 84% of 3rd – 10th grade students score in the “Close” and “In Need of Support” range in Reading and 91% in Mathematics (GDOE ASPER SY18-19). Similarly, participating Charter Schools report that over 75% of their students score in the “Close and “In Need of Support” range in Reading and Math (ACT ASPIRE) and a large number of students who take the Iowa Assessments are performing below target in both reading and math.

This data is indicative of a need for interventions and supports to help close the achievement gap and provide students with the knowledge and skills to prepare them to be successful contributing citizens in the community. This Project proposes to address these areas of concern by focusing on 4 components:

- 1) Improving rigorous academic and technical courses with high quality instruction;
- 2) Career oriented programs and assessments;
- 3) Specialized Events and Skills Training Opportunities; and
- 4) Academic, College and Career Readiness

The project activities will focus on helping students develop academic knowledge and job skills to help them succeed in post-secondary education or their chosen career. It will provide supports and opportunities for students to explore, identify and build their competencies for a successful transition from high school or college into the workplace.

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement: *(Limit words to 300 or fewer)*

During the 3 year cycle, CCCLR's main goal is to provide professional development & curriculum development opportunities for teachers to facilitate the needs of all learners and afford students more experiences and opportunities to engage in their learning so they are better equipped with knowledge and skills that will increase their chances of reaching their academic goals and prepare them for higher education or a career.

The goal will meet the needs of the project because it gives students the chance to explore, identify and build their competencies for a successful transition to college or the workplace.

5b. Annual Objectives: *(Limit words to 300 or fewer)*

"Due to the COVID-19 pandemic that created difficulty in data collection for Year 1, the annual targets for Year 2 and Year 3 have been revised. To make it more realistic for the project, the annual percentages/targets for Year 1 were maintained for Year 2, and Year 3 percentages were changed to reflect the original Year 2 percentages."

Annual Objective 1: Professional development on effective teaching strategies and the development of high quality and relevant curricula that will give teachers the skills to plan and implement lessons that meet the needs of all students.

- YEAR 1: 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.
- YEAR 2: 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.
- YEAR 3: 65% 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.

Annual Objective 2: Professional development on effective teaching strategies and the development of high quality and relevant curricula will afford students opportunities to engage in learning and increase their academic achievement as evidence in their course grades, Work Keys Assessment scores and the increase in students placing into college-level English & Math.

- YEAR 1: 50% of students will earn a "C" or better in the CTE, AP/Honors, and STEAM classes taken; and AP test takers scoring a 3 or higher will increase by 2% from SY18-19 baseline data.
- YEAR 2: 50% of students will earn a "C" or better in the CTE, AP/Honors, and STEAM classes taken; and AP test takers scoring a 3

or higher will increase by 2% from SY18-19 baseline data.

- YEAR 3: 60% of students will earn a “C” or better in the CTE, AP/Honors, and STEAM classes taken; and AP test takers scoring a 3 or higher will increase by 4% from SY18-19 baseline data.
- YEAR 1: 50% of test takers pass the WorkKeys Assessment with a bronze score or higher and achieve a NCRC certificate.
- YEAR 2: 50% of test takers pass the WorkKeys Assessment with a bronze score or higher and achieve a NCRC certificate.
- YEAR 3: 60% of test takers pass the WorkKeys Assessment with a bronze score or higher and achieve a NCRC certificate.
- YEAR 1: Students scoring into college-level English and Math on the UOG Placement Test will increase by 2% from baseline data of SY18-19 Placement Test Results.
- YEAR 2: Students scoring into college-level English and Math on the UOG Placement Test will increase by 2% from baseline data of SY18-19 Placement Test Results.
- YEAR 3: Students scoring into college-level English and Math on the UOG Placement Test will increase by 4% from baseline data of SY18-19 Placement Test Results.

Annual Objective 3: Opportunities and Experiences in academic, visual performing arts and sports events give students more confidence in their academic work and more occasion to engage in their learning to help guide their decision about the path they want to pursue after high school.

- YEAR 1: 30% of students who participate in Academic Special Events, Visual Performing Arts, theater and music programs, STEAM, and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys and will increase their knowledge and interest in related careers.
- YEAR 2: 30% of students who participate in Academic Special Events, Visual Performing Arts, theater and music programs, STEAM and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys and will increase their knowledge and interest in related careers.
- YEAR 3: 35% of students who participate in Academic Special Events, Visual Performing Arts, theater and music programs, STEAM and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys, and will increase their knowledge and interest in related careers.
- YEAR 1: 30% of participating students will indicate an interest in pursuing STEAM for college degree, and 30% will indicate an interest in pursuing a CTE path or a sports career.
- YEAR 2: 30% of participating students will indicate an interest in pursuing STEAM for college degree and 30% will indicate an interest in pursuing a CTE path or a sports career.
- YEAR 3: 35% of participating students will indicate an interest in pursuing STEAM for college degree and 35% will indicate an interest in pursuing a CTE path or a sports career.

5c. Means of Evaluating Program Outcome(s) Chart

Project Title: College Career Civic Engagement and Life Readiness (CCCLR)

Means of Evaluating Program Outcome(s) Chart #

Project Outcome Activity (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective Enter the annual objective from 5b that this project activity aligns with.	Data Source Enter where the data are located. Identify where the data will come from.	Unit of Measurement (i.e. metric) Enter the unit of measurement.	Evidence-Based Please indicate: Yes or No	Baseline Data (Current school year or more recent) If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2021-2022).	Quarterly Performance Targets			
						Please focus on outcomes rather than outputs. (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2021 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
<p>Component 1. Increasing Rigorous Academic and Technical Courses with High Quality Instruction</p> <p>Professional Development Training</p>	<p>A. By the end of SY2021-22 SY22-23, 60% 65% of teacher participants in PD activities will indicate they are more knowledgeable and feel better prepared to teach</p> <p>a. CTE b. AP/Honors c. STEAM</p>	<p>Web-based survey from post PD on change in teaching practices</p>	<p>Percentage of teachers who self-report as feeling “well prepared” and “more than well prepared” to teach the content</p>	<p>Yes</p>	<p align="center">60% (SY19-20)</p> <p align="center">↑</p> <p>Baseline data of teacher self-reporting feeling “well prepared” to teach the content will be provided after the completion of surveys for SY20-21 SY22-23</p> <p>a. CTE b. AP/Honors</p>	<p>50% 55%</p>	<p>55% 60%</p>	<p>60% 65%</p>	<p>This marks the start of a new school year.</p> <p>Reporting will be done in the 1st quarter of F’Y21</p>

Project Outcome Activity (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective Enter the annual objective from 5b that this project activity aligns with.	Data Source Enter where the data are located. Identify where the data will come from.	Unit of Measurement (i.e. metric) Enter the unit of measurement.	Evidence-Based Please indicate: Yes or No	Baseline Data (Current school year or more recent) If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2021-2022).	Quarterly Performance Targets			
						Please focus on outcomes rather than outputs. (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2021 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
CTE Academies, AP/Honors, STEAM	B. By the end of SY2021-22 SY22-23, 50% 65% of CTE, AP/Honors, and STEAM students will earn a “C” or better	District data on CTE and AP student grades	Percentage of “C” Grades or better reported in PowerSchool	Yes	c. STEAM Baseline % of students who earn a “C” or better in SY20-21 a. CTE b. AP/Honors c. STEAM 61% (SY20-21 3 rd Qtr.)	40% 55%	45% 60%	50% 65%	This marks the start of a new school year. Reporting will be done in the 1 st quarter of FY’21
AP Testing	C. By the end of SY21-22 SY22-23, there will be a 2% 4% increase of AP test takers who score a 3 or better from baseline of SY18-19 AP Test Results	AP Test Results	Percentage of AP test takers who score a 3 or better	Yes	Baseline % of AP test takers who score a 3 or higher in SY18-19 26% in SY19-20 (pending for SY20-21)	1% 2%	1.5% 3%	2% 4%	This marks the start of a new school year. Reporting will be done in the 1 st quarter of FY’21
English and Math College Placement	D. By the end of SY2021-22 SY22-23, GDOE students who test into college-level	UOG data on Placement Test	Percentage of test takers who score into college-level	Yes	Baseline percentage of students testing into college	UOG Placement Test not	UOG Placement Test not administer	2% 4% increase	This marks the start of a new school year.

Project Outcome Activity (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective Enter the annual objective from 5b that this project activity aligns with.	Data Source Enter where the data are located. Identify where the data will come from.	Unit of Measurement (i.e. metric) Enter the unit of measurement.	Evidence-Based Please indicate: Yes or No	Baseline Data (Current school year or more recent) If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2021-2022).	Quarterly Performance Targets			
						Please focus on outcomes rather than outputs. (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2021 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
Component 2. Career-oriented Programs and Assessments	English and Math on UOG Placement Test will be 90% or more (in English) or increase by 2% 4% from baseline of SY18-19 Placement Test Results		Math and English courses		level Math and English course in SY18-19 ↓ 99% for English 28% for Math (in SY20-21)	administered at this time	ed at this time but results out next quarter		Reporting will be done in the 1 st quarter of FY’21
	WorkKeys Assessment	A. By the end of SY2021-22 SY22-23, 50% 85% of WorkKeys testers will score a Bronze or higher	District data on WorkKeys assessment results	Percentage of test takers who score “Bronze” or higher	Yes	Baseline data on % of test takers scoring a Bronze or higher in SY20-21 ↓ At least 80% (in SY20-21)	40% 75%	45% 80%	50% 85%	This marks the start of a new school year. Reporting will be done in the 1^{st} quarter of FY’21
Component 3. Specialized	A. By the end of SY2021-22 SY22-23, 30% 90% of students	Web-based survey on post ASE,	Percentage of student participants	Yes	Baseline data % of students indicate being	20% 80% (If survey conducted)	25% 85% (If survey conducted)	30% 90% (If survey conducted)	This marks the start of a

Project Outcome Activity (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective Enter the annual objective from 5b that this project activity aligns with.	Data Source Enter where the data are located. Identify where the data will come from.	Unit of Measurement (i.e. metric) Enter the unit of measurement.	Evidence-Based Please indicate: Yes or No	Baseline Data (Current school year or more recent) If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2021-2022).	Quarterly Performance Targets			
						Please focus on outcomes rather than outputs. (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2021 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
Events and Opportunities Academic Special Events, Visual Performing Arts, Sports Component 4. Academic & Career Planning College Fair, Career Fair	who participate in ASE, VPA, STEAM programs and sports opportunities will indicate being more engaged in learning and confident in their academic work. By the end of SY2021-22 SY22-23 , 30% 45% of participating students will indicate an interest in pursuing STEAM for college degree.	VPA, STEAM events and sports opportunities Web-based survey on post ASE, VPA and STEAM events	who indicate being “more engaged” and “confident” in their work Percentage of participating students indicating an “increased interest” or “strong interest” in pursuing STEAM path in college	Yes	more engaged in learning and confident in their work in SY20-21 <div style="text-align: center;"> <p>88% (in SY20-21)</p> </div> Baseline data % of students indicating an interest in pursuing STEAM for college in SY20-21 <div style="text-align: center;"> <p>40% (in SY19-20)</p> </div>	at this time) 20% 35%	at this time) 25% 40%	at this time) 30% 45%	new school year. Reporting will be done in the 1 st quarter of FY21 This marks the start of a new school year. Reporting will be done in the 1 st quarter of FY21

Project Outcome Activity (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective Enter the annual objective from 5b that this project activity aligns with.	Data Source Enter where the data are located. Identify where the data will come from.	Unit of Measurement (i.e. metric) Enter the unit of measurement.	Evidence-Based Please indicate: Yes or No	Baseline Data (Current school year or more recent) If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2021-2022).	Quarterly Performance Targets			
						Please focus on outcomes rather than outputs. (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2021 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
	A. By the end of SY2021-22 SY22-23, 30% 45% of participating students will indicate an interest in pursuing a CTE path or a sports career	Web-based survey on post ASE, VPA, STEAM events and sports opportunities	Percentage of participating students indicating an “increased interest” or “strong interest” in pursuing CTE path	Yes	Baseline data % of students indicating an interest in pursuing CTE or a sports career in SY20-21 40% (in SY19-20)	20% 35%	25% 40%	30% 45%	This marks the start of a new school year. Reporting will be done in the 1 st quarter of FY21

6. PROJECT DESCRIPTION

6a. BASIC PROGRAM OF INSTRUCTION: *(Limit words to 150 or fewer)*

The Guam Department of Education (GDOE) provides core instructional programs in the areas of English, Reading, Language Arts, Math, Science, and Social Studies, Career and Technical Education and other subject courses to students in grades Pre-K through 12 to enable them to successfully progress from grade to grade and prepare students for college and career. Curriculum, Instruction, Assessment, and Interventions are also provided to ensure ongoing improvement and development at the school and district levels that support and strengthen the academic programs.

GDOE provides support and basic training to teachers, administrators and other educators in research proven instructional strategies, curriculum and leadership that include the effective use of technology and teaching of 21st century skills.

6b. SUPPLEMENTAL PROJECT AND MANAGEMENT: *(Limit words to 850 or fewer)*

College, Career, Civic Engagement and Life Readiness – Annual Request

GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.

Project will be responsible for providing and supporting secondary students to prepare them for post-secondary education or a career, and promote Science, Technology, Engineering, Arts and Math (STEAM) activities within all participating Pre-k – 12 schools. (1) Locally funded School Program Consultant and (1) Consolidated Grant funded Project Lead will be responsible for overall implementation and design of all aspects of the project activities, data compilation, review and reporting, managing and reporting expenditures and all relative roles and responsibilities necessary to execute activities, accomplish goals and objectives, and ensure all relative requirements are met.

Funding requested for the following personnel annually:

- ✚ (1) Program Coordinator (PC) IV | Co-Project Lead (FTE) will be responsible for directing the implementation of the Project activities related to Career and Technical Education (CTE), and Visual and Performing Arts (VPA) Programs; Lead in designing all relevant professional development plans, manage contractual activities for professional services, act as the point of contact for project inquiries; Supervise the Program Coordinator III, Program Coordinator II and support staff to ensure full implementation of activities and collection of relevant data, other related duties.

- ✚ (1) Program Coordinator (PC) IV (FTE) will be responsible for directing the implementation of the Project activities related to College Readiness and Specialized Events; Lead in designing all relevant professional development plans; Manage contractual activities for professional services, act as the point of contact for project inquiries; Assist with supervising Program Coordinator III, Program Coordinator II and support staff to ensure full implementation of activities and collection of relevant data; Manage project specific records, data and expenditures and all duties as it relates to the timely collection, analysis and reporting of project data, other related duties.
- ✚ (2) Program Coordinator IIIs (FTE) will be responsible for supporting the implementation of all project activities including working directly with the teachers & students; Providing the related supports; Coordinate the implementation of the learning resources; Data collection efforts for project reporting; Carry out all necessary project-specific technical tasks, and assist in all duties related to supporting Program Coordinator IVs, and other related duties.
- ✚ (1) Program Coordinator II (FTE) will be responsible for the supporting the implementation of all project activities including working directly with the teachers & students; Providing the related supports; Coordinate the implementation of the learning resources; Data collection efforts for project reporting; Carry out all necessary project-specific technical tasks, and assist in all duties related to supporting Program Coordinator IIIs and IVs, other related duties.
- ✚ (1) Teacher IV VPA Art (FTE) will be responsible for providing instructional strategies in age appropriate lessons and activities in Art for identified elementary students. With specialized training in Art, will service multiple schools and serve as a resource and support for teachers in the classroom. The individual will model and demonstrate best practices in teaching, provide guidance about effective lessons and activities that are content specific and age-appropriate to the various elementary level learners.
- ✚ (1) Teacher IV VPA Music (FTE) will be responsible for providing instructional strategies in age appropriate lessons and activities in music for identified students in middle and high school. With specialized training in Music, will service multiple schools and serve as a resource and support for teachers in the classroom. The individual will model and demonstrate best practices in teaching, provide guidance about effective lessons and activities that are content specific and age-appropriate to the various elementary level learners.
- ✚ (1) Teacher IV Audio Visual Production and Broadcasting (FTE) will be responsible for providing instructional strategies in age appropriate lessons and activities in audio visual production and broadcasting for identified students. With specialized training in Audio Visual Production and Broadcasting, will service multiple schools and serve as a resource and support for teachers in the classroom. The individual will model and demonstrate best practices in teaching, provide guidance

about effective lessons and activities that are content specific and age-appropriate to the various elementary level learners.

Shared Personnel: (Shared costs/proportioned with 3-5 projects)

- ✚ (1) Administrative Officer (FTE) - Shared personnel to assist with administrative tasks with (3) projects: #1 College, Career, Civic Engagement, and Life Readiness, #2 Curriculum, Instructional Quality and Development, and #3 Classroom Supports and Academic Interventions, and other related administrative duties.
- ✚ (1) Administrative Assistant (FTE)- Shared personnel will be responsible for providing supports to project personnel such as record keeping, data compilation, requisition entry, drafting memos, scheduling events, and other related administrative duties. Shared with (3) projects: #1 College, Career, Civic Engagement, and Life Readiness, #2 Curriculum, Instructional Quality and Development, and #3 Classroom Supports and Academic Interventions, and other related administrative duties.
- ✚ (2) Computer Technicians II (FTE) – Shared personnel will provide Information Technology (IT) support to Consolidated Grant activities. This includes (1) formatting, disseminating, and maintaining technology equipment, (2) maintaining basic infrastructure, (3) equipment monitoring and updates, and (4) maintain internet connectivity and computer labs. Services provided to participating public, charter and private-non-public schools. (Shared costs/proportioned with 5 project)
- ✚ (2) Computer Technicians I (FTE) – Shared personnel will provide Information Technology (IT) support to Consolidated Grant activities. This includes (1) formatting, disseminating, and maintaining technology equipment, (2) maintaining basic infrastructure, (3) equipment monitoring and updates, and (4) maintain internet connectivity and computer labs. Services provided to participating public, charter and private-non-public schools. (Shared costs/proportioned with 5 projects)
- ✚ (1) Program Coordinator IV (PCIV) | State Data Officer (FTE) – Shared personnel to review, advise and provide technical assistance as it relates to data collection, analysis and reporting for Consolidated Grant activities. Supports all projects and participating schools (e.g. Public, PNP, Charter) in the development and review of data collection practices, data tools and reporting procedures (Shared costs/proportioned with 5 project)
- ✚ **MODIFIED:** (1) Program Coordinator III (PCIII) | State Technology Officer (FTE) – Shared personnel to align, support, review and monitor the technology equipment infrastructure of Consolidated Grant activities. Tasked with all duties as it relates to the review, system integration and use of technology across the state administration, projects and participating schools. Provides insight

as it relates to innovative technology and use strategies. In collaboration with state stakeholders, develops policies and procedures that enhance and encourage the use of technology and use strategies. (Shared costs/proportioned with 5 project)

Funds requested to support key project personnel and project activities with tools, supplies, equipment, resources and services necessary to implement and oversee all aspects of the project activities:

- ✚ Procure **EXPANDED:** administrative, instructional, and training supplies and materials, internet communication services (Wi-Fi, MiFi) mileage reimbursement, for key project personnel;
- ✚ Procure contractual services, resource materials, and equipment (mobile carts, software, laptops, tablets, interactive whiteboards, sound bar & stand, wireless routers/access points, and band equipment) for teachers and students; (All GDOE - CGA procured equipment are marked and tracked for accountability, and remains the property of GDOE (Reference: GDOE SOP# 200-019)
- ✚ **EXPANDED:** Mileage reimbursement for Computer Technicians I and II will be shared among the five (5) projects. Technicians conduct activities as it pertains to delivery of supports, services, and project implementation and may be required to conduct on-site tech support services to participating public, charter and private-non-public schools.
- ✚ Funding to pay for printing/advertising (announcement IFB/RFP), necessary and required for bid publication for professional services will be provided through this project.
- ✚ **31st Pacific Educational Conference: MODIFIED:** Procure professional development registration for project personnel, participating school CTE, Pre-AP, AP, Honors Teachers, Visual Performing Arts Teachers, Advisors/Coaches, School Counselors, and students - December 2021.
- ✚ **NEW:** Procure professional development registration and course fees for project personnel to participate in Procurement Module 1 course necessary for the entering and review of project requisitions.

Shared professional services (with 3- 5 projects):

- ✚ **MODIFIED:** Procure digital subscriptions (Video-web-conferencing - online team collaborations) (Shared costs/proportioned with 6 project)
- ✚ Procure remote support software for Computer Technicians to provide desktop support and streamline systems management at schools (i.e. GOVERLAN) (Shared costs/proportioned with 5 project)

- ✚ Procure student-teacher distance learning supports/platforms to include software and licenses for online teaching and learning platforms to promote eLearning, as well as provide resources and computer equipment for teachers and students. (Shared costs/proportioned with 5 project)
- ✚ Procure distance learning supports to expand internet capabilities at designated community sites for students with limited to no connectivity, including large capacity internet devices and services. (shared costs/proportioned with 3 projects)
- ✚ Procure educator Distance Learning Management System platform to support the administration, documentation, tracking, reporting and delivery of educational courses including necessary software, licenses and services. (shared costs/proportioned with 3 projects)
- ✚ Procure professional development services for teachers and administrators in implementing distance learning instructional practices and lesson plan development in conjunction with the utilization of the Learning Management System platform. (shared costs/proportioned with 3 projects)
- ✚ **MODIFIED:** Procure consultative services for Effective Leadership & Communication, Automated Employee Time Tracking for Consolidated Grant personnel, and Fixed Asset Management for Consolidated Grant assets, and External Evaluator. (Shared costs/proportioned with 5 projects)
- ✚ **MODIFIED:** Effective Leadership & Communication Professional Development (Shared costs/proportioned with 6 projects) The procurement of professional services to improve grant funding accountability, improve communications and collaboration, improve stakeholder conversations, internal monitoring, management processes and accountability to stakeholders, consultation processes and collaboration through effective decision making and advance workplace productivity through the Crucial Conversations framework or similar training model.
- ✚ **MODIFIED:** Automated Employee Time Tracking (Shared costs/proportioned with 5 projects) The procurement and implementation of the Automated Employee Time Tracking will support project administration, allowing the project to analyze and improve Consolidated Grant employees' productivity and accountability. Automation will help to improve efficiency with monitoring time spent by Consolidated Grant project funded central personnel. GDOE provides assurances that these funds will only be used for CGA funded activities and will supplement and not supplant state and local funds, inclusive of the Automated Employee Time Tracking and Automated Fixed Assets Management Systems.
- ✚ **MODIFIED:** Automated Fixed Assets Management System (Shared costs/proportioned with 6 projects) The procurement and implementation of the Fixed Assets Management System will help the project to improve the administration and management of Consolidated Grant project funded fixed assets that are located at the State Administration Office. The system will help with the

oversight, tracking, reporting and accuracy of real-time inventory to include acquisition, funding source, location, quality, condition, depreciation and survey of equipment information, and support state monitoring activities. GDOE provides assurances that these funds will only be used for CGA funded activities and will supplement and not supplant state and local funds, inclusive of the Automated Employee Time Tracking and Automated Fixed Assets Management Systems.

✚ **MODIFIED:** External Evaluator (Shared costs/proportioned with 6 projects) Procure professional consultative services to conduct an evaluation on the effectiveness of project activities and impact on project goals to improve student achievement. Consultant will use qualitative and quantitative data and provide an analysis of the data, written report to State Administration/Federal Programs Administrator. Evaluation will allow the State Administration to identify areas of concerns, areas for improvement and successes for all Consolidated Grant projects, inclusive of private-non-public and State Administration.

✚ **NEW:** Technology Support Services/Help Desk (Shared costs/proportioned for 5 projects) Procure professional services to provide support and assistance for students, teachers and staff in the use of technology supplies and equipment. Contractual service provider will establish and operate a system to track, troubleshoot and remediate all issues related to the operation of CGA funded technology supports. Services necessary to support the growing technology and internet needs of the education community (public, participating charter and private-non-public schools). GDOE provides assurances that these funds will only be used for CGA funded activities and will supplement and not supplant state and local funds. Estimated 6,000 students, parents, teachers and school personnel to be supported.

1.0 Increasing Rigorous Academic and Technical Courses with High Quality Instruction – Annual Request

GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.

Procure professional services for professional development (PD), equipment, instructional and training supplies, kits, printing of resource materials, venue and other related supplies, materials, equipment, resources and services to implement the following project activities:

1.1 National Career Academies Training: Procure professional services for training and updated methodologies for participating school educators for CTE Career Academies. Project staff will work in collaboration with CTE teacher and administrator cohorts and consultants to develop effective and up-to-date curricula to effectuate an effective CTE program of study. Contractual for professional development in best practices in Career Academies that helps prepare students for college and careers. Includes funding for

training supplies to conduct the PD for public, PNP, and Charter secondary schools and cost for venue for more than 180 participants.

- 1.2 Association for Career and Technical Education (ACTE):** Procure professional services for printing and binding of resource materials for workshops, for educators, Fall 2021 and Spring 2022. Supports for a professional development experience that will advance administrator, teacher, and school counselor knowledge and skills in CTE and leadership development.
- 1.3 Projects Based Learning (PBL): MODIFIED:** Procure professional services for PBL professional development for up to 60 elementary, secondary for participating school teachers to enhance their repertoire of teaching strategies with skills that engages students in learning through real-world projects. Charter School no longer requested the activity.
- 1.4 Visual Communication/ Video Production & Broadcasting Program with Media Camera Equipment (Visual and Video Production/Broadcasting):** Procure professional services for professional development to develop visual/video production/broadcasting program course of study for secondary schools to include procurement of relevant audio/video recording and camera supplies/equipment for classroom instruction and associated equipment training for 7 high schools.
- 1.5 Computer Science/ Information Technology Program:** Procure professional services for developing a Computer Science Program of Study that includes updated standards and relevant courses to prepare students for a computer science /technology pathway for participating teachers.
- 1.6 Engineering/Robotics:** Procure professional services for professional development for teachers in Engineering/Robotics for cadre of teachers on the implementation of various Engineering/Robotics curricula and learning strategies.
- 1.7 Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP) Summer Institute (APSI):** Procure professional services for professional development for APSI, for up to 106 participating secondary school teachers, counselors, and administrators to learn about ~~the APSI~~, AP and Pre-AP strategies and the AP curriculum in the following content areas **including, but not limited to:** Pre-AP Strategies AP Vertical Teams in English, Pre-AP Strategies: AP Vertical Teams in Mathematics, AP Vertical Teams in History and Social Sciences, AP Calculus AB and BC combined, AP Computer Science, AP Biology, AP Chemistry, AP English Language and Literature.
- ✚ Increase the number of course offerings in the Advanced Placement Program and provide appropriate instructional supplies and materials.
- ~~**1.8 Career and Technical Education (CTE) Workshop – Career Exploration:** Procure professional services for CTE curriculum development for up to 180 teachers, counselors and administrators; Procure professional services for resource materials printing. Exploration topics, create resource~~

~~materials such as planning guides and handbook of strategies on these topics for K-12 students, and provide training for English, Math, Science, Social Studies teachers on implementing these resources. Teacher standard service agreement for teachers to create and train on additional Career Exploration curricular resources on CTE careers, planning guides for students, a handbook of strategies for implementing Career & Technical Education in K-12 English, Math, Science & Social Studies classrooms.~~

1.9 STEAM: EXPANDED: Procure professional services for STEAM Professional Development. Training for teachers on Underwater Robotics, STEAM Aquaponics, STEAM K-12 education for sustainability, Climate Change & STEAM Education and Instructional Strategies.

- ✚ Teacher professional development toward mastery of academic and career standards to enable them to provide quality instruction to all-ability level students throughout academic year with students engaged in creative problem solving and critical thinking.

1.10 Travel:

- ✚ Key project personnel and CTE, AP/Honors and VPA teachers will participate in off-island training and conferences annually to assist in improving CTE, AP/Honors and VPA curriculum, identify methods for improving services to students, learn about innovative methods for infusing technology in CTE, AP/Honors and VPA classrooms, and build content knowledge and skills
 - i. Travel in June 2023, International Society for Technology in Education (ISTE) – 3 travelers
 - ii. Travel in November 2022, Association for Career and Technical Education (ACTE) Vision Conference – 2 travelers
 - iii. Travel in November 2022, National Career Academy Coalition (NCAC) Annual Conference – 2 travelers
 - iv. Travel in January 2023, Musical Theater Educators’ Alliance – 2 travelers
 - v. Travel in September 2023, National Association for College Admission Counseling (NACAC) Conference – 3 travelers

2. Career Oriented Programs and Assessments – Annual Request

GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.

Procure professional services for bus transportation, procure equipment, supplies, software, reference books/materials/kits and other relative supplies, materials, equipment, resources and services to implement project activities.

- ✚ **EXPANDED:** Procure CTE-related reference books and instructional materials/supplies, kitchen utensils and equipment (stoves, mixers, and other equipment/appliances for CTE courses of study),

Family & Consumer Sciences supplies and equipment, software (e.g. Microsoft Office Suite, Adobe, and other up-to-date business and finance-related computer software) for GDOE classes.

✚ **MODIFIED:** Procure commercial grade washers, dryers and necessary laundry supplies for secondary schools. Purchase of equipment will include additional parts and labor, warranties and servicing agreements. Estimated 600+ students. Services will be available to students for use during GDOE Career and Technical Education courses such as Allied Health, Pro-Start, and Cosmetology during the regular school day, and during break and summer sessions. GDOE provides assurances that funds requested for this activity will supplement and not supplant state and local funds.

✚ Washers and Dryers will be shared with Project #4: School Climate, Culture, & Engagement (SCCE) - iClean Initiative to support economically disadvantaged students with the basic and necessary tools to be able to function in the daily school setting, reducing salience of economic equality thereby focusing on improving academics, attendance, behavior, and reducing discipline issues. The initiative to provide education supplies, uniforms and clean clothes supports character building efforts and promotes self-confidence by giving kids access.

✚ Procure professional services to retro-fit and upgrade of existing school classrooms unable to be used as CTE computer labs or other CTE coursework equipment due to insufficient electrical circuits/capacity. Work inclusive of assessment of work, materials, supplies, and equipment to provide adequate infrastructure to support connectivity necessary for classrooms to access and utilize computer labs/classroom computer work stations. Estimated to occur Fall 2021/Spring 2022. This is an allowable use of funds as an effective use of technology are minor remodeling to address the extension of utility lines (electricity) from beyond the confines of space in which minor remodeling is undertaken, but within the confines of the previously completed building (34 CFR 77.1).

✚ **MODIFIED:** Procure laptops and software, mobile laptop carts, wireless routers/access points for mobile laptop carts for the participating schools to implement the Career Assessment System.

✚ **MODIFIED:** Procure Interactive White Boards and accessories (mobile stand, sound bar, cords, etc.) for Elementary and Secondary Schools to enhance CTE classroom instruction by increasing access to technology, improving access to online resources in CTE

1.2.1 Career, Technical Education (CTE) Academies | ACT WorkKeys: For students (combined activities) served for all participating schools.

✚ **EXPANDED:** Procure professional services renewal to support activities with an institute of higher education, such as Guam Community College (GCC), with CTE Academies (courses) including but not limited to: allied health, automotive technology, (carpentry and AutoCAD),

early childhood education, electronics, computer networking, marketing, tourism, visual communications, and telecommunications during the regular school year, after-school summer and breaks, and work experience opportunities during the summer. Courses, taught by instructors, provide students with industry training and experience in their field of study and must acquire 180 hours of work experience to receive a Certificate of Mastery (renewal of GCC contract noted earlier).

✚ **EXPANDED:** Procure professional services for the ACT *WorkKeys* Curriculum and corresponding Assessment, a job skills assessment tool to gauge student skills. The data will help to determine the level of career readiness of its senior population and help measure the effectiveness of the CTE academies.

✚ *WorkKeys* Curriculum computer program: 10th-12th grade (GDOE)

✚ *WorkKeys* Assessments: Approximately 13,000+ GDOE and Charter school seniors.

1.2.2 Skilled Labor and Trades Academy: EXPANDED: Procure annually professional services renewal with local trades/labor schools, Guam Contractors Association Trades Academy, to provide public and charter high school students with specific trades or skilled labor occupation courses, inclusive of the course text and guiding resources and work experience opportunities to estimated 115 9th through 12th grade students from participating schools. Providing students the opportunity to take courses in trades or skilled labor occupations with other trades schools will supplement the existing CTE programs of study. Students can benefit greatly by the flexibility of course offerings which are available after-school at one of the pilot schools from a contracted instructor, or courses can be taken at night at the trade school. Students are provided the opportunity to take CTE courses at their own pace after-school hours, allowing all students to take courses until successful completion without additional cost to the project. Upon completion of all courses, students receive a certificate from the National Center for Construction Education and Research (NCCER), not offered through GCC, further increasing their potential for career opportunities.

✚ Procure monthly public bus passes or gas coupons to allow for students to attend trades school after school hours and return home.

1.2.3 Specialized Trainings and Career, Technical Education (CTE) Courses: Procure annually professional services for specialized programs of study for students to explore and enroll in courses leading to certification, to include texts and manuals, associated with **EXPANDED:** Cosmetology (such as esthetics, cosmetology and nails, etc.) **MODIFIED:** allied health (such as nursing assistant, pharmacy technician, phlebotomy technician, physical therapy assistant, caregiving, home health aide, and other) and **EXPANDED:** business & technology (such as accounting, bookkeeping with QuickBooks, bank teller, Intro to Computers, Microsoft Office Specialist, Adobe and other).

Approximately 125 students.

1.2.4 Career Interest Inventory Management & Assessment System: EXPANDED: Procure professional services for a system for elementary and secondary schools that can provide information on each student's strengths and formative data to aid in career guidance, planning and remediation for students. Career interest management & assessment system will be procured by the project and maintained by locally funded school counselors or teachers.

1.3 Specialized Events and Opportunities – Annual Request

GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.

Funds requested to procure the following professional services, equipment, supplies, kits and other relatives supplies, materials, equipment, resources and services to implement project activities:

1.3.1 STEAM Enrichment Kits: EXPANDED: Procure kits, competition, instructional supplies and equipment, interactive whiteboard, sound bars & stand, 3D printers with supplies & **EXPANDED:** software, and laptops/tablets with software and accessories for teachers/classrooms to include updated versions or equivalent/comparable models for the following programs: Underwater robotics, *Lego League*, *KIBO (K-1st grade)*, *WeDO (2nd-5th grade)*, *EV3(6th-12th grade)*, **EXPANDED:** Drones (5th-12th grade), and competition fees to expand STEAM Engineering Lego League Robotics and Drones:

1.3.2 Engineering Robotics: Procure Team registration fees (Scout and Navigator) for MATE Underwater Robotics Competition and for Arena Drone competition.

1.3.3 STEAM Engineering Robotics | Arena Drones: Procure professional services for T-shirts, trophies, ribbons/medals & supplies for on island competition as well as rental of canopies/tables/chairs. GDOE provides assurances that funds requested for this activity will supplement and not supplant state and local funds.

1.3.4 E-sports: Procure professional services for gaming system equipment, professional development for teachers, and **MODIFIED:** provide a standard service agreement for eligible coaches/advisors. Open to all high school students in good standing within the school district, up to 1,000 students | 15 advisors/coaches.

1.3.5 Academic Special Events: EXPANDED: Provide a standard service agreement for eligible Coaches to promote academic excellence and support GDOE/Charter school students. Coaches for Math Olympiad, Math Counts, Academic Challenge Bowl, National Forensic League, under water robotics and arena competitions (coaches may be teachers) are identified by principals and prepare students for

competitions after school and on Saturdays. Coaching and competitions are held outside regular school day. An annual island wide awards ceremony will be held in May at venue (funded) to award all Academic Special Events winners (funds for trophies/medals/ribbons). Special events include:

- ✦ **Math Olympiad:** (math competition for 4th-5th grade students) Procure professional services for a venue to allow an estimated 250 participants (GDOE/Charter school), to compete annually and to hold the Awards Ceremony.
- ✦ **Math Counts:** (a national math program) Procure professional services for registration fees for approximately 140 middle school students from (GDOE/Charter school) to develop math skills; Not to exceed 10 students per participating school.
- ✦ **Academic Challenge Bowl (ACB):** Procure professional services for broadcast & taping of weekly studio competition from October 2020-April 2021, up to 10 taping sessions. Curriculum-based program for middle and high school students is trivia-type competition based on criterion-referenced questions and allows students to broaden their knowledge, highlighting student skills in Arts, Mathematics, Social Studies, and Science. Content areas integrated into a variety of competitions require advanced skills in mathematics, language arts and English, which annually showcase talent and supplement regular curriculum.
- ✦ **MODIFIED: National Forensic League (NFL):** Provide coach standard service agreements and procure professional services for registration fees for NFL judges for regular, semi-finals and finals competitions (GDOE/Charter school) and NFL team registration fees, per team. Speech and debate activities enhance students' communication, leadership, cognitive, and presentational skills.

1.3.6 Visual Performing Arts (VPA): Procure professional services, supplies and materials, theatre tools, supplies and resources, and standard service agreement.

- ✦ VPA K-12 teachers/classrooms with **MODIFIED:** instructional supplies/materials annually;
- ✦ Professional services for printing or digital version and binding student art/calendar, pamphlets/poetry book, framing & matting for students work.
- ✦ Theater supplies, production rights, audio visual equipment (video/recording, etc.), **MODIFIED:** music band equipment, theater rental cost, **MODIFIED:** lights & sounds rental, bus transportation, and event advertising. Theatre supplies are needed for stage setting and/or production.

GDOE provides assurance that requested transportation services are reasonable and necessary in order for students to attend the following events under the Project: Visual Performing Arts, college fairs,

career-based field trips, career academy partnerships (and work), and Career and Technical Education after school programs and field trips.

GDOE provides assurance that funding will only support CG activities, and will supplement, not supplant state and local funds

- ✦ Standard service agreements for Dance and Music instructors (after-school VPA activities) - instructional strategies to engage students to promote creativity. Visual Arts, Theater, Music Programs engage students to promote creativity, self-motivation, self-discipline, and confidence for student's 4th-12th grades. The Arts enhance perceptual/cognitive skills; forms of arts enhance and complement reading, language development and writing skills; drama, visual arts and music assist student in achieving literacy goals by engaging them in their learning process. Auditions are announced for productions, allowing students from various schools the opportunity to participate under VPA program. Up to 2,000 students receive services.
- ✦ Online subscription for STEAM and VPA classroom lessons to enhance delivery of distance learning instruction.

1.3.7 Interscholastic Sports:

- ✦ Procure professional services for Professional Development for the Interscholastic Sports Program in the areas of effective sports administration, principles of effective coaching, student health and safety in sports, and athlete leadership development, for Administrators, Athletic Directors, Coaches and Student Athletes from participating schools.
- ✦ **EXPANDED:** Procure sports equipment and/or supplies and materials and uniforms for students who are economically challenged (such as football, volleyball, soccer, track and field, basketball, tennis, wrestling, etc.) will promote positive athletic competitions among schools, specific sports awareness, skills development, leadership development and healthy living in its athletes.

1.3.8 Travel:

- ✦ Travel for off-island student competitions in the following:
 - June 2023 National Academic Championship for Middle and High School Competitions**– estimated 16 travelers (middle school team: 2 advisors & 6 students; high school team: 2 advisors & 6 students)
 - June 2023 National Speech and Debate Tournament (NFL)**– estimated 8 travelers: 2 advisors/coaches & 6 students)
 - April 2023 Real World Design competition** – estimated 8 travelers (2 advisors & 6 students)
 - June 2023 Underwater Robotics** – estimated 8 travelers (2 advisors and 6 students)
 - March 2023 Musical Theater Competition of America** – estimated 8 travelers: 2 advisors & 6 students)

1.4 Academic, College and Career Readiness – Annual Request

GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.

Funds requested annually to procure the following professional services, equipment, supplies, kits and other relative supplies, materials, equipment, resources and services to implement project activities:

1.4.1 Pre-Advanced Placement | Advanced Placement: Procure professional services, equipment and supplies, materials and resources.

- ✚ **MODIFIED:** Procure laptops, mobile laptop carts, software, wireless routers/access points for mobile laptop carts, interactive whiteboards, sound bars and stand, and supplemental supplies/materials to enhance learning & access online modules in Pre-AP, AP, and other advanced level courses. Funds for computer repair where necessary.
- ✚ Procure AP supplies and related instructional resources to provide up-to-date materials for classroom instruction
- ✚ Procure AP Exams test fees for participating high school students.

1.4.2 College Exploration and Readiness Opportunities: Procure professional services and supplies, materials and resources.

1.4.2.1 College Fair

- ✚ Procure professional services for venue to host annual College Fair (or virtual event).
- ✚ Procure supplies, transportation fees, materials for workshops, for participating high school students (9th – 12th) geared towards the learning the process of admission, financial aid, residential/dormitory, and student college life and meeting with different Colleges/Universities of both on and off-island campus recruiters. Up to 1,200 student participants.
- ✚ Procure professional services for College Fair professional development workshops/trainings for up to 175 high school counselors and teachers, procure professional services, venue or virtual event, and supplies and materials. Counselor & Teacher professional development on College Readiness.

1.4.2.2 Science, Technology, Engineering, Arts and Math (STEAM) Mentoring

- ✚ Procure professional services for STEAM Youth Development Mentoring Program, for up to 415 secondary students (6th-12th) from GDOE and Charter school students will be mentored. Students will engage with hands-on instructional skills that will help express interest/demonstrate aspirations in STEAM activities.

1.4.2.3 College Readiness Math and English Camp:

- ✚ **MODIFIED:** Procure professional services for Math and English Camp to prepare students to take UOG and/or GCC placement test to include funds for tuition, textbooks and student fees of targeted students testing into remedial Mathematics and English through the Dual Enrollment Program between GDOE and the University of Guam and Guam Community College for 45 GDOE students.
- ✚ **MODIFIED:** Procure professional services for Math and English Camp for GDOE educators (teachers/administrators) for online technology courses for English and Math. A series of online technology courses for 55 participating school teachers.

1.4.2.4 SAT | ACT Preparation: MODIFIED: Procure professional services for SAT & ACT Preparation for an estimated 250 high school students (10th-12th) with face-to-face or online tutorials.

1.4.2.5 National Technical Honor Society: Procure professional services for membership fees to the National Technical Honor Society to promote student excellence in Career & Technical Education for high schools for an estimated 120 high school students from participating schools.

1.4.2.6 Career Fairs: Procure supplies and materials, and professional services for career centered fieldtrips and workshops for participating middle and high school to hold a Career Fair or virtual events. Topics and sessions at the Career Fair will include but not limited to information on career exploration, career readiness, different employment opportunities, workforce data and other pertinent information. Promote awareness and provide information to secondary level students on careers as they explore the various opportunities available to them. Bus transportation services or gas coupons for career-based field trips, career academy partnerships, and work experience.

GDOE provides assurance that requested transportation services are reasonable and necessary in order for students to attend the following events under the Project: Visual Performing Arts, college fairs, career-based field trips, career academy partnerships (and work), and Career and Technical Education after school programs and field trips.

	<p>1.4.2.7 National Career Academy Coalition (NCAC) Certification: Procure professional services to support progressions for high schools to obtain NCAC Certification for Career Academies within the next 3-5 years. Estimated for 3 high school CTE Academies.</p> <p>1.4.2.8 Skills USA: Procure professional services to establish Skills USA Guam chapters to provide structure and organization and avail of resources to prepare for CTE competition. Skills USA Membership for GDOE/Charter schools, for up to 2,000 students and 20 instructors, and state dues.</p> <p>1.4.2.9 Health Certifications: EXPANDED: Procure professional services for Health Certificate Training Course for an estimated 224 high school students enrolled in Family and Consumer Sciences or other courses which require a Health Certificate prior to the student participating in a School-to-Work or Work Experience Program in which food products are involved. Training cost shall include the fees for the health certificate upon successful completion of the course.</p>
5.	

7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)
(1) Program Coordinator IV (PCIV) | Co-Project Lead (FTE)	Responsible for directing the implementation of the Project activities related to Career and Technical Education (CTE), and Visual and Performing Arts (VPA) Programs; Lead in designing all relevant professional development plans, manage contractual activities for professional services, act as the point of contact for project inquiries; Supervise the Program Coordinator III, Program Coordinator II and	Responsible for directing the implementation of the Project activities related to Career and Technical Education (CTE), and Visual and Performing Arts (VPA) Programs;	100%

	support staff to ensure full implementation of activities and collection of relevant data.		
(1) Program Coordinator IV – (FTE)	Responsible for directing the implementation of the Project activities related to College Readiness and Specialized Events; Lead in designing all relevant professional development plans; Manage contractual activities for professional services, act as the point of contact for project inquiries; Assist with supervising Program Coordinator III, Program Coordinator II and support staff to ensure full implementation of activities and collection of relevant data; Manage project specific records, data and expenditures and all duties as it relates to the timely collection, analysis and reporting of project data.	Responsible for directing the implementation of the Project activities related to College Readiness and Specialized Events	100%
(2) Program Coordinator III – (FTE)	Responsible for supporting the implementation of all project activities including working directly with the teachers & students; Providing the related supports; Coordinate the implementation of the learning resources; Data collection efforts for project reporting; Carry out all necessary project-specific technical tasks, and assist in all duties related to supporting Program Coordinator IVs.		100%
(1) Program Coordinator II – (FTE)	Responsible for the supporting the implementation of all project activities including working directly		100%

	with the teachers & students; Providing the related supports; Coordinate the implementation of the learning resources; Data collection efforts for project reporting; Carry out all necessary project-specific technical tasks, and assist in all duties related to supporting Program Coordinator IIIs and IVs.		
(1) VPA Art Teacher – (FTE)	The teacher has specialized training in Art and will service multiple schools and serve as a resource and support for teachers in the classroom. The individual will model and demonstrate best practices in teaching, provide guidance about effective lessons and activities that are content specific and age-appropriate to the various elementary level learners.		100%
(1) VPA Music Teacher – (FTE) (VACANT)	The teacher has specialized training in Music and will service multiple schools and serve as a resource and support for teachers in the classroom. The individual will model and demonstrate best practices in teaching, provide guidance about effective lessons and activities that are content specific and age-appropriate to the various elementary level learners.		100%
(1) VPA Audio Visual Production and Broadcasting Teacher - (FTE) (NEW/VACANT)	The teacher has specialized training in Audio Visual Production and Broadcasting and will service multiple schools and serve as a resource and support for teachers in		100%

	the classroom. The individual will model and demonstrate best practices in teaching, provide guidance about effective lessons and activities that are content specific and age-appropriate to the various elementary level learners.		
(1) Administrative Assistant - (FTE) (Proportioned shared cost with 3 Projects)	Shared personnel will be responsible for providing supports to project personnel such as record keeping, data compilation, requisition entry, drafting memos, scheduling events, etc.		33%
(1) Administrative Officer - (FTE) (Proportioned shared cost with 3 Projects)	Shared personnel to assist with administrative tasks to the following projects: #1 College, Career, Civic Engagement, and Life Readiness, #2 Curriculum, Instructional Quality and Development, and #3 Classroom Supports and Academic Intervention.		33%
(2) Computer Technicians II (Shared with 5 Projects)	Ensures all project equipment are maintained and operating to its maximum potential, to include software, operating systems, installation, access and hardware.		20%
(2) Computer Technicians I (Shared with 5 Projects)	Provides support in ensuring that all project equipment are maintained and operating to its maximum potential, to include software, operating systems, installation, access, and hardware.		20%
(1) Program Coordinator III (PC III)	State Technology Officer to oversee and manage project technology purchases, uses and reporting.		20%

State Technology Officer (Shared with 5 Projects)			
(1) Program Coordinator IV (PC IV)| State Data Officer (Shared with 5 Projects)	State Data Officer to oversee and coordinate all data compilations, collection, analysis and reporting.		20%

Attachment 5

On Fri, Oct 15, 2021 at 4:38 PM Sylvia Calvo <stcalvo@gdoe.net> wrote:
Hi Shandice,

Please see attachments for Project 1 (CCCLR) 's 4th quarter report with associated attachments, Personnel Certification and Program Budget Staffing and Fixed Assets.

Please let me know if you have any questions.

Thank you,
Sylvia
Sylvia Taitano Calvo
Curriculum & Instruction Division
Guam Department of Education
501 Mariner Avenue
Barrigada, Guam 96913
Tel: (671) 300-1388

----- Forwarded message -----
From: **Sylvia Calvo** <stcalvo@gdoe.net>
Date: Mon, Oct 18, 2021 at 12:54 AM
Subject: Re: CCCLR 4th Quarter Report
To: Shandice Jenniel Calano <sjcalano@gdoe.net>
Cc: CCCLR <ccclr@gdoe.net>

Hi Shandice,

Please replace Project 1's 4th quarter report that I sent you on Friday with this one. I've attached the Word file but the signed documents will be in PDF. Please review and provide feedback on changes that need to be made. The other documents will be forwarded to you pending Deputy Joe's signature.

Thank you,
Sylvia

Sylvia Taitano Calvo
Curriculum & Instruction Division
Guam Department of Education
501 Mariner Avenue
Barrigada, Guam 96913
Tel: (671) 300-1388

----- Forwarded message -----
From: **Shandice Jenniel Calano** <sjcalano@gdoe.net>
Date: Tue, Oct 19, 2021 at 8:18 AM
Subject: Fwd: CCCLR 4th Quarter Report
To: Ana O. Aguon <aoaguon@gdoe.net>
Cc: Franklin J. Cruz <fjcruz@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>, Federal Programs <federal-programs@gdoe.net>

Hafa Adai Ana,

Please see attached CCCLR 4th Quarter Report with my review and comments. Please use this file (should there be a need to) to provide your feedback to send to Sylvia.

Thank you!

Regards,

Shandice J.T.D. Calano
State Program Officer
Federal Programs Division
Guam Department of Education
State Agency for US-Ed Federal Grants
500 Mariner Avenue,
Barrigada, GU 96910-1608
Tel: (671) 300-1266
Email: sjcalano@gdoe.net

----- Forwarded message -----

From: **Ana O. Aguon** <aoaguon@gdoe.net>
Date: Mon, Dec 13, 2021 at 12:05 PM
Subject: CCCLR's Reviewed 3rd & 4th Quarter Reports, Reviewed Initial APR Submission, and Updated CG'20 APR Template
To: Sylvia Calvo <stcalvo@gdoe.net>
Cc: Shandice Calano <shandicecalano@gmail.com>

Hafa Adai Sylvia,

Attached are the following:

- 1. CCCLR's Reviewed CG'20 3rd Quarter Report;**
- 2. CCCLR's Reviewed CG'20 4th Quarter Report;**
- 3. CCCLR's Reviewed Initial APR Submission; and**
- 4. Updated CG'20 Annual Performance Report (APR) Template.**

The APR Template had to be modified since the initial one sent by the US-Ed had some formatting issues on the second table (*on project objectives, activities, performance measures, quarterly performance targets, etc.*) so those had to be fixed. Please ensure to use the updated one in revising/updating the CCCLR's CG'20 APR.

In revising the APR, please use as reference the **Reviewed CCCLR's CG'20 4th Quarter Report**. For any questions or concerns you may have, don't hesitate to contact me or Shandice.

Kind Regards,

Ana O. Aguon
State Data Officer
Federal Programs Division
Guam Department of Education
State Agency for U.S. Federal Grants
Tel: (671)300-1350
Email: aoaguon@gdoe.net

**FFY 2020 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A200002**

Grant Name: <u>Consolidated Grant FFY 2020</u> Grant#: <u>S403A200002</u>		What quarter is this report filed? Mark an "X"						
PROJECT TITLE: College, Career, Civic Engagement & Life Readiness	10/ 01/20- 12/31/20	01/01/21- 03/31/21	04/01/21- 06/30/21	07/01/21- 09/30/21				
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr				
PROJECT COORDINATOR: Sylvia T. Calvo				X				
PROJECT MANAGER: Joseph L.M. Sanchez	REPORT DUE: 1/11/21	REPORT DUE: 04/12/21	REPORT DUE: 07/12/21	REPORT DUE: 10/11/21				
STATE PROGRAM OFFICER: Shandice Calano	ANNUAL REPORT DUE: 11/19/2021							
AMOUNT BUDGETED (FFY 2020): \$ <u>5,166,472.89</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>718,606.02</u>		PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) _____ <u>14</u> %					
AMOUNT BUDGETED (FFY 2019): \$ <u>5,374,649.30</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>4,255,878.10</u>		PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) _____ <u>79</u> %					
GRADE LEVEL(S) and NUMBER of <u>TARGETED</u> POPULATION to RECEIVE SERVICES								
Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
Pre-K - 5	n/a	n/a	n/a	n/a	13,435	n/a	890	29
6 - 8	n/a	n/a	n/a	n/a	6,904	n/a	411	22
9 - 12	n/a	n/a	n/a	n/a	9,317	n/a	506	30
LIST THE PROJECT GOALS:	<ul style="list-style-type: none"> • Goal 1: By 2023, 70% 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 observations. • Goal 2: By 2023, 70% of students will earn a "C" or better in the CTE, AP/Honors, and STEAM classes taken, and students who earn a passing score of 3 or better in AP exams will increase by 6% from baseline data of SY18-19 AP Results. • Goal 3: By 2023, 70% of seniors from GDOE schools will have the basic job-entry knowledge and skills as evidenced by a score of Bronze or higher in the WorkKeys assessments and achieve a NRC certificate. 							

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	<ul style="list-style-type: none"> • Goal 4: By 2023 Students scoring into college-level English and Math on the UOG Placement Test will increase by 6% from baseline data of SY18-19 Placement Test Results. • Goal 5: By 2023, 40% of students participating in specialized events (academic and non-academic) and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys, and report an increase in their knowledge and interest in pursuing related careers.
<p>LIST THE PROJECT OBJECTIVES:</p>	<p>Goal 1:</p> <ul style="list-style-type: none"> • YEAR 1: 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. • YEAR 2: 65% 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. • YEAR 3: 70% 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>Goal 2:</p> <ul style="list-style-type: none"> • Year 1: 50% of students will earn a “C” or better in the CTE, AP/Honors, and STEAM classes taken; and AP test takers scoring a 3 or higher will increase by 2% from baseline data. • Year 2: 60% of students will earn a “C” or better in the CTE, AP/Honors, and STEAM classes taken; and AP test takers scoring a 3 or higher will increase by 4% from baseline data. • Year 3: 70% of students will earn a “C” or better in the CTE, AP/Honors, and STEAM classes taken; and AP test takers scoring a 3 or higher will increase by 6% from baseline data. <p>Goal 3:</p> <ul style="list-style-type: none"> • YEAR 1: 50% of test takers pass the WorkKeys Assessment with a bronze score or higher and achieve a NCRC certificate. • YEAR 2: 60% of test takers pass the WorkKeys Assessment with a bronze score or higher and achieve a NCRC certificate. • YEAR 3: 70% of test takers pass the WorkKeys Assessment with a bronze score or higher and achieve a NCRC certificate. <p>Goal 4:</p>

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	<ul style="list-style-type: none"> • Year 1: Students scoring into college-level English and Math on the UOG Placement Test will increase by 2% from baseline data of SY18-19 Placement Test Results. • Year 2: Students scoring into college-level English and Math on the UOG Placement Test will increase by 4% from baseline data of SY18-19 Placement Test Results. • Year 3: Students scoring into college-level English and Math on the UOG Placement Test will increase by 6% from baseline data of SY18-19 Placement Test Results. <p>Goal 5:</p> <ul style="list-style-type: none"> • YEAR 1: 30% of students who participate in Academic Special Events, Visual Performing Arts, theater and music programs, STEAM, and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys, and will increase their knowledge and interest in related careers. • YEAR 2: 35% of students who participate in Academic Special Events, Visual Performing Arts, theater and music programs, STEAM and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys, and will increase their knowledge and interest in related careers. • YEAR 3: 40% of students who participate in Academic Special Events, Visual Performing Arts, theater and music programs, STEAM and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys, and will increase their knowledge and interest in related careers.
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PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>1. Increasing Rigorous Academic and Technical Courses with High Quality Instruction</p> <p>Goal 1: By 2023, 70% of participating teachers will report improved teaching practices and consistent implementation of high-</p>	<ul style="list-style-type: none"> ➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why. ➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”. <p align="center"><i>Provide bullet form listing below:</i></p>	<ul style="list-style-type: none"> ➤ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc. ➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)

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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 observations.

1.1.1 National Career Academies Training- (100%)

REQ20215279 was not renewed by the end of the fiscal year. Project staff will work on executing a new contract for this activity once Mumis is back online.

1.1.1 Professional development training on Career Academies for Tiyan High School administrators and teachers was conducted on August 10, 2021 as part of the school’s professional development day. 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, on September 8-29, 2021. Training evaluations showed that participants gained more knowledge about the topics and had a positive experience with the asynchronous method of training. (Attachment 1. Final Report. Career Academies Training)

Commented [SC1]: Are you able to include the topics in the report?

1.1.2 Association for Career and Technical Education (ACTE) – 0%

1.1.2 In-person instruction was suspended again on August 30, 2021 per the Governor’s Executive Order 2021-21 as a result of the spike in positive cases and hospitalizations due to COVID-19, hence the activity did not start. Project personnel will work to implement the activity in the 1st quarter (Attachment 2. Press Release on Suspension of In-person instruction).

**1.1.3 Projects Based Learning (PBL) Ongoing – 25%
 Req 20210448**

- *REQ 20210448-01 internal contract routing*

1.1.3 Due to updates in standard Federal funding language for contracts, the Office of the Attorney General sent back the contract to be revised and updated. The Project received the revised Internal Contract documents on October 7, 2021 Documents have been reviewed and routed for approval. (Attachment 3. Internal Tracker)

1.1.4 Visual Communication/ Video Production & Broadcasting Program with Media Camera Equipment (Visual and Video Production/Broadcasting) – Ongoing (50%)

1.1.4 The Project successfully extended the Agreement to complete services by Dec. 31, 2021. The vendor has been meeting with the Project staff to work on securing and confirming final onsite locations for remaining schools. The

Commented [SC2]: Please specify what kind of Agreement and activity.

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	<ul style="list-style-type: none"> • <i>PO 20211353</i> <p>1.1.5 Computer Science/ Information Technology Program – Ongoing (50%)</p> <ul style="list-style-type: none"> • <i>PO20211640 – Planning phase with the vendor.</i> <p>1.1.6 Engineering/Robotics – Ongoing (25%)</p> <ul style="list-style-type: none"> • <i>RFP 010-2021 P20213312 and Agreement sent to vendor 09/29/2021</i> <p>1.1.7 Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP) Summer Institute (APSI) – Ongoing (75%)</p> <p>1.1.8 Career and Technical Education (CTE) Workshop - Career Exploration – Completed (100%)</p>	<p>vendor has also created the curriculum, project training timeline, and asynchronous instructional videos for training. High school administrators have been contacted and are in the process of choosing representatives from their schools to attend training sessions. (Attachment 4. Training schedule)</p> <p>1.1.5 Project has begun the planning process with the vendor. List of Computer Science and course descriptions were sent to the vendor. Project is working on recruiting teachers to implement this activity.</p> <p>1.1.6 Project personnel will begin the implementation planning process with the vendor. (Attachment 5. PO20213312 STEM Engineering Professional Development)</p> <p>1.1.7 Thirty four (34) teachers and counselors from the public and private schools participated in Advanced Placement workshops on <i>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</i> The number of individual AP courses offered at the public schools ranged from 1 course offered at Southern High School to 7 courses offered at John F. Kennedy High School. Advanced Placement training for teachers and counselors are provided by the Project to increase content knowledge and pedagogical skills to deliver quality instruction for the students’ academic success.</p> <p>1.1.8 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</p>
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	<p>1.1.9 STEAM - Ongoing (25%) <i>Requisition was rejected due to year-end closing. New requisition will be re-entered for PO conversion.</i></p>	<p>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. (Attachment 6. Career Exploration Final Report)</p> <p>1.1.9 As of September 30, 2021, the Agreement was at the Governor’s office for review. Once the Munis system is back online, project will re-enter a new requisition to generate a Purchase Order.</p>
<p>33</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT’S EFFECTIVENESS</p>
<p>GOAL/COMPONENT</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH. ➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT’S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE. <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a ‘count’. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p>Insert Primary Data Here:</p> <p>Data on impact of implementing the resources and/or skills in the classroom will be provided in the 2nd quarter to allow participants time to use them for instruction.</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT’S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT. <p>1.1.8 Training on implementing the Teacher Resource Guides in November 2021– January 2022 is being coordinated by the Project Staff and the workshop consultant and teachers who developed the lessons.</p>

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Component 1. Increasing Rigorous Academic and Technical Courses with High Quality Instruction A. By the end of SY2020-21, 60% of teacher participants in PD activities will indicate they are more knowledgeable and feel better prepared to teach a. CTE b. AP/Honors c. STEAM B. By the end of SY2020-21, 50% of CTE, AP/Honors, and STEAM students will earn a "C" or better	Web-based survey from post PD on change in teaching practices District data on CTE and AP student grades	Percentage of teachers who self-report as feeling "well prepared" and "more than well prepared" to teach the content Percentage of "C" grades or better reported in PowerSchool	Yes Yes	60% of teacher self-reported feeling "well prepared" to teach the content 50% of students earn a "C" or better	Target: 50% (If survey administered at this time.) Actual: Training not held so survey was not administered	Target: 55% (If survey administered at this time.) Actual: CTE Training is ongoing and AP & STEAM Training will be held in the 3 rd quarter so the survey was not administered	Target: 60% (If survey administered at this time.) Actual: CTE Training is ongoing and AP & STEAM Training will be held in the 4 th quarter so the survey was not administered	Target: 60% (If survey administered at this time.) Actual: CTE Training implementation survey will be administered in the FY'21 2 nd quarter. AP & STEAM Training have not been held so the survey was not administered.
					Target: Ongoing instruction.	Target: Ongoing instruction.	Target: 50% of students earn a "C" or better	Target: 50% of students earn a "C" or better This marks the start of a new school year.

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<p>C. By the end of SY2020-21, there will be a 2% increase of AP test takers who score a 3 or better from baseline of SY18-19 AP Test Results</p>	<p>AP Test Results</p>	<p>Percentage of AP test takers who score a 3 or better</p>	<p>Yes</p>	<p>Baseline % of AP test takers who scored a 3 or higher in SY18-19</p> <p>Baseline % of AP test takers who scored a 3 or higher in SY19-20 = 26%</p>	<p>Actual: Ongoing instruction</p> <p>Target: AP Test not administered at this time.</p> <p>Actual: AP Test not administered at this time.</p>	<p>Actual: Ongoing instruction</p> <p>Target: AP Test not administered at this time.</p> <p>Actual: AP Test not administered at this time. Will take place in April 2021.</p>	<p>Actual: 78% 61% or 1703 of 2814 CTE students earned a C or better at the end of the 2nd semester.</p> <p>Target: AP Tests were administered in April 2021.</p> <p>Actual: AP Test results are expected in August 2021</p>	<p>Actual: Grades are not given during this reporting period as the semester does not end until January 2022.</p> <p>Test taker</p> <p>Actual: Nine different AP courses were offered and the average percent of students who scored a 3 or better ranged from 1% in AP Stats to 38% in AP Biology</p> <p>Target: UOG Placement Tests available for Fall 2021</p> <p>Actual: 499/505 = 98.8% freshmen who took English Placement placed into EN110; 6/505 = 1.2% placed into EN111; 143/505 = 35.0% 28.3% freshmen who took Math</p>
<p>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</p>	<p>UOG data on Placement Test</p>	<p>Percentage of test takers who score into college-level Math and English courses</p>	<p>Yes</p>	<p>In Fall SY18-19: 61.1% placed in EN110, 0.9% placed in EN111, 22.2% placed in MA110, MA151 and</p>	<p>Target: UOG Placement Tests not given at this time.</p> <p>Actual: UOG Placement Tests not given at this time.</p>	<p>Target: UOG Placement Tests not given at this time.</p> <p>Actual: UOG Placement Tests not given at this time.</p>	<p>Target: UOG Placement Tests not given at this time.</p> <p>Actual: UOG Placement Tests not given at</p>	<p>Actual: 499/505 = 98.8% freshmen who took English Placement placed into EN110; 6/505 = 1.2% placed into EN111; 143/505 = 35.0% 28.3% freshmen who took Math</p>

Commented [WU3]: Need only one overall percentage of tests with scores of 3 or better, not per test subject

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				2.1% placed in MA161A, MA165				Placement placed into MA110/151; 27/505 = 6.6% 5.3% placed into MA161A/MA165.
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>2. Career Oriented Programs and Assessments</p> <p>Goal 2: By 2023, 70% of students will earn a “C” or better in the CTE, AP/Honors, and STEAM classes taken, and students who earn a passing score of 3 or better in AP exams will increase by 6% from baseline data of SY18-19 AP Results.</p> <p>Goal 3: By 2023, 70% of seniors from GDOE schools will have the basic job-entry knowledge and skills as evidenced by a score of Bronze or higher in the WorkKeys assessments and achieve a NRC certificate.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p style="text-align: center;"><i>Provide bullet form listing below:</i></p> <p>1.2.1 Career, Technical Education (CTE) Academies – Ongoing (50%)</p> <ul style="list-style-type: none"> <i>Guam Community College Continuing Education & Workforce Development (CEWD) Personnel work with public and PNP schools to establish accounts for Choices 360 and WorkKeys Curriculum & Assessment and provide technical support to facilitate the implementation at the schools.</i> <p>1.2.2 Skilled Labor and Trades Academy – (100%)</p> <p>1.2.3 Specialized Trainings and Career, Technical Education (CTE) Courses – Ongoing (25%) <i>Specialized Training in Cosmetology, Allied Health, and Business</i></p>	<p>➤ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants, etc.</i></p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>1.2.1 During this reporting period, 284 DOE and PNP students actively used the WorkKeys curriculum. (Attachment 7. Jul-Sep ‘21 Choices 360 & WorkKeys Activities Report)</p> <p>1.2.2 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. (Attachment 8. Guam Trades Academy Summer Roster)</p> <p>1.2.3 Contractual requisitions for these activities did not make it to contract formation due to the overwhelming volume of contracts being processed by the Procurement</p>

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	<p><i>Technology RFP process in requisition workflow. Requisitions were rejected due to year-end closing. New requisitions will be re-entered for PO conversion.</i></p> <p>1.2.4 Career Interest Inventory Management & Assessment System – Ongoing – (25%) <i>Requisition # 20211782</i></p>	<p>Office. These will be re-entered once Munis is back online.</p> <p>1.2.4 Contractual requisitions for these activities did not make it to contract formation due to the overwhelming volume of contracts being processed by the Procurement Office. These will be re-entered once Munis is back online.</p>																																																																								
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS</p>																																																																								
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'.</small></p> <p><small>²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p>Table 1. Number of NCRCs Earned by School During the 4th Quarter</p> <table border="1"> <thead> <tr> <th>SCHOOL</th> <th>Assessed</th> <th>Bronze</th> <th>Silver</th> <th>Gold</th> <th>Platinum</th> </tr> </thead> <tbody> <tr><td>GWHS</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>JPTSA</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>JFKHS</td><td>2</td><td>0</td><td>0</td><td>1</td><td>1</td></tr> <tr><td>OHS</td><td>1</td><td>0</td><td>0</td><td>1</td><td>0</td></tr> <tr><td>SSHS</td><td>2</td><td>0</td><td>0</td><td>1</td><td>0</td></tr> <tr><td>SHS</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>THS</td><td>1</td><td>0</td><td>1</td><td>0</td><td>0</td></tr> <tr><td>GHS</td><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>SPCS</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>GACS</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>Total</td><td>6</td><td>0</td><td>1</td><td>3</td><td>1</td></tr> </tbody> </table>	SCHOOL	Assessed	Bronze	Silver	Gold	Platinum	GWHS	0	0	0	0	0	JPTSA	0	0	0	0	0	JFKHS	2	0	0	1	1	OHS	1	0	0	1	0	SSHS	2	0	0	1	0	SHS	0	0	0	0	0	THS	1	0	1	0	0	GHS	1	0	0	0	0	SPCS	0	0	0	0	0	GACS	0	0	0	0	0	Total	6	0	1	3	1	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i> <p>As the SY20-21 Summer School Program concluded in July only 6 students were eligible to take the WorkKeys Assessment. Of those who were assessed, 1 (17%) earned a Silver, 3 (50%) earned a Gold, and 1(17%) earned a Platinum. One (1) student did not earn a NCRC.</p> <p>For the first month and a half of SY21-22, there were 284 Public School and PNP School students who engaged in the WorkKeys Curriculum to prepare to take the Assessment.</p>
SCHOOL	Assessed	Bronze	Silver	Gold	Platinum																																																																					
GWHS	0	0	0	0	0																																																																					
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					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Component 2. Career-oriented Programs and Assessments A. By the end of SY2020-21, 50% of WorkKeys testers will score a Bronze or higher	District data on WorkKeys assessment results	Percentage of test takers who score "Bronze" or higher	Yes	50% of test takers score a Bronze or higher	Target: Students practice on WorkKeys curriculum at this time, in preparation for the assessment. Actual: WorkKeys practice and assessment could not be administered as schools were prohibited from onsite instruction.	Target: Students practice on WorkKeys curriculum at this time. 50% of test takers will score a Bronze or higher. Actual: 12 out of 15 (80%) students who took the WorkKeys Assessment scored a Bronze or higher, exceeding the target goal.	Target: Students practice on WorkKeys curriculum at this time. 50% of test takers will score a Bronze or higher. Actual: 69 out of 78 (88%) students who took the WorkKeys Assessment scored a Bronze or higher, exceeding the target goal.	Target: Students practice on WorkKeys curriculum at this time. 50% of test takers will score a Bronze or higher. Actual: 5 out of 6 (83%) students who took the WorkKeys Assessment scored a Bronze or higher, exceeding the target goal.

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3.Specialized Events and Opportunities</p> <p>Goal 4: By 2023 Students scoring into college-level English and Math on the UOG Placement Test will increase by 6% from baseline data of SY18-19 Placement Test Results.</p> <p>Goal 5: By 2023, 40% of students participating in specialized events (academic and non-academic) and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys, and report an increase in their knowledge and interest in pursuing related careers.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <p>1.3.1 STEAM Enrichment Kits – Ongoing (25%)</p> <ul style="list-style-type: none"> • <i>LEGO EV3</i> • <i>iPads, iPads Pen and Keyboards</i> • <i>LEGO Spike</i> <p>1.3.2 STEAM Engineering Robotics – Ongoing (100%) PO 20210827</p> <ul style="list-style-type: none"> • <i>Weekly planning meetings for the MATE Robotics Competition were held</i> • <i>Planning meetings were held for the Texas Computer Education Association (TCEA) Robotics Competition in April 2021</i> <p>1.3.3 STEAM Engineering Robotics Arena Drones – 0%</p>	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>1.3.1 Project staff are developing the distribution plan for 100 pcs of LEGO Spike and 65 iPads (PO 20211347).</p> <p>1.3.2 TCEA Competition was held in March and competition fees were paid for 30 teams.</p> <p>1.3.3. Supply requisitions for these activities did not make it to purchase order formation due to the overwhelming volume of supplies & equipment being processed by the Procurement Office. These will be re-entered once Munis is back online.</p>

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<p>1.3.4 E-sports - Ongoing (25%) <i>Requisition was rejected at year-end closing.</i></p> <p>1.3.5 Academic Special Events-Ongoing (25%)</p> <ul style="list-style-type: none"> • <i>Planning is ongoing to conduct the Academic Special Events (ASE) e.g. Academic Challenge Bowl, National Forensic League, in May 2021</i> <p>1.3.6 National Forensic League (NFL) – Ongoing (25%)</p> <p>1.3.7 Visual Performing Arts (VPA) – Ongoing (25%)</p> <ul style="list-style-type: none"> ○ Theatre: <i>GATE Production: Little Shop of Horror – Postponed due to COVID 19 Pandemic.</i> ○ Music (Choir): <i>GATE Music continues to work with selected students for GATE All-Star Virtual Honor Choir from Carbullido elementary schools.</i> ○ Art: <i>GATE Art Teachers providing services to 2 schools.</i> ○ Dance: <i>Dance workshops were held for students from 3 schools.</i> <p><i>Note: Schools covered for Music/Art program are limited due to number of instructional days.</i></p>	<p>1.3.4 Requisition was cancelled due to the need to change pertinent info in the scope of work. (Attachment 9. Notice of Cancellation letter to the vendor)</p> <p>1.3.5 Contractual Service Agreements have been reviewed and are in the process of rewrites. Contracts for coaches have been consolidated by Federal Programs Office. Upon approval, contracts will be sent to teachers and coaches to facilitate the commencement of practices for these competitions.</p> <p>1.3.6 Stipend Deliverables for judges are being reviewed for compliance by the Federal Programs Office Contractual Service Agreement for NFL Coach – status remains the same for 3rd quarter.</p> <p>1.3.7 Stipend Deliverables for VPA part-time teachers, ASE coaches are being reviewed for compliance by the Federal Programs Office</p> <ul style="list-style-type: none"> • Theatre: Project staff took inventory of and organized Theater props and costumes to prepare for future productions. • Music (Choir): Music Teacher provided services to 54 students from Carbullido elementary school. • Art: Art Teachers provided services to 2 elementary schools; Astumbo (23), Machananao (17) (Attachments 10 & 11. VPA. Art) 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 • Dance: Virtual/Face to Face dance workshops were provided to 11 students from Simon Sanchez HS, 48 from Benavente MS and 22 from MU Lujan elementary school. (Attachment 12. VPA Dance)
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Commented [SC4]: Will this be re-entered?

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	<p>1.3.8 Interscholastic Sports – Ongoing (25%) <i>Interscholastic Sports Professional Development – PO20212244</i> <i>Interscholastic Sports Uniforms and Supplies – PO20212178</i></p>	<p>1.3.8 Requisition 20211743 was converted to Purchase Order 20212244 for professional development training of coaches and athletics directors. PO 20212178 for the procurement of team uniforms is pending delivery.</p>								
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT’S EFFECTIVENESS</p>								
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT’S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a ‘count’. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p>Insert Primary Data Here:</p> <table border="1" data-bbox="478 1013 978 1182"> <thead> <tr> <th align="center">GATE Activity (Visual Arts/Theatre/Music)</th> <th align="center"># of Student Participants</th> </tr> </thead> <tbody> <tr> <td>1. GATE Honor Choir at 8 Elementary Schools</td> <td align="center">35 participated</td> </tr> <tr> <td>2. Art Program 2 Elementary Schools</td> <td align="center">67 participants</td> </tr> <tr> <td>3. Dance Workshops</td> <td align="center">123 participants</td> </tr> </tbody> </table>	GATE Activity (Visual Arts/Theatre/Music)	# of Student Participants	1. GATE Honor Choir at 8 Elementary Schools	35 participated	2. Art Program 2 Elementary Schools	67 participants	3. Dance Workshops	123 participants	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT’S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i> <p>Activities under the Visual Arts/Theatre/Music Program foster creativity, self-expression, and talent development. Cultivating and supporting these types of undertaking may help enhance student engagement & confidence in their academic work.</p>
GATE Activity (Visual Arts/Theatre/Music)	# of Student Participants									
1. GATE Honor Choir at 8 Elementary Schools	35 participated									
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Component 3. Specialized Events and Opportunities A. By the end of SY2020-21, 30% of students who participate in ASE, VPA, STEAM programs and sports opportunities will indicate being more engaged in learning and confident in their academic work.	Web-based survey on post ASE, VPA, STEAM events and sports opportunities	Percentage of student participants who indicate being "more engaged" and "confident" in their work	Yes	40% of students indicate being more engaged in learning and confident in their work	Target: Ongoing activities Actual: Events delayed due to health pandemic that prohibited in-person instruction	Target: Ongoing activities Actual: Events delayed due to health pandemic that prohibited in-person instruction	Target: Student Engagement Survey administered to VPA participants. Actual: The VPA survey analysis is pending the organizing and inputting of filled-out survey forms, and will be reported in the 4 th quarter	Target: Results of survey will indicate at least 30% of VPA participants engaged in learning and confident in their academic work. Actual: Survey results show that 88% of VPA students are engaged in learning and confident in their academic work.

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>4. Academic, College and Career Readiness</p> <p>Goal 4: By 2023 Students scoring into college-level English and Math on the UOG Placement Test will increase by 6% from baseline data of SY18-19 Placement Test Results.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in <u>bullet form</u>. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <p>1.4.1 Pre-Advanced Placement Advanced Placement – Ongoing (25%)</p> <p>1.4.2 College Exploration and Readiness Opportunities:</p> <p>1.4.2.1 College Fair – 0%</p> <p>1.4.2.2 STEAM Mentoring – 25%</p> <ul style="list-style-type: none"> • <i>Requisition # 20211863</i> <p>1.4.2.3 College Readiness Math and English Camp – Ongoing</p>	<p>➤ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>1.4.1 AP exams were administered during April 2021. Results are being gathered from each school and will be reported in the 1st Quarter Report. (Attachment 13.AP Test Results Spring 2021)</p> <p>1.4.2.1 Due to the modifications on the instructional formats for SY20-21 that limited in-person instruction as a result of the COVID-19 pandemic, this activity was delayed. Project personnel will work to implement it in the 4th quarter.</p> <p>1.4.2.2. Project personnel will re-enter STEAM Mentoring requisition for contractual services once Munis is back online.</p> <p>1.4.2.3 Thirty two (32) students participated in the</p>

Commented [SC7]: Did you forget the status of this activity?

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	<p>(50%)</p> <ul style="list-style-type: none"> • <i>Requisition # 20210170 became Purchase Order 20200174</i> <p>1.4.2.4 SAT/ACT Preparation (ongoing-25%)</p> <ul style="list-style-type: none"> • <i>Requisition # 20211749 was successfully renewed on 09/29/2021. Once Munis is back online, PO will be sent to the vendor.</i> <p>1.4.2.5 National Technical Honor Society – 0%</p> <p>1.4.2.6 Career Fairs – 0%</p> <p>1.4.2.7 National Career Academy Coalition (NCAC) Certification – 0%</p> <p>1.4.2.8 Skills USA – 0%</p> <p>1.4.2.9 Health Certifications – Ongoing (25%)</p> <ul style="list-style-type: none"> • <i>PO20201372 was canceled due to school closure on Aug. 27, prompting all students to online learning on Sep. 7. A new requisition will be entered for training to take place in the Spring of SY21-22.</i> 	<p>College Readiness Program from June 14-August 7, 2021.</p> <p>1.4.2.4 Project will work on disseminating information out to the high schools to inform students of the preparation dates and anticipated test dates. (Attachment 14. Renewal Agreement)</p> <p>1.4.2.5 Contractual requisitions for this activity did not make it to contract formation due to the overwhelming volume of contracts being processed by the Procurement Office. These will be re-entered once Munis is back online.</p> <p>1.4.2.6 Due to the modifications on the instructional formats for SY20-21 as a result of the COVID-19 pandemic, this activity was delayed. Project personnel will enter requisitions in the 1st quarter.</p> <p>1.4.2.7 Contractual requisitions for this activity did not make it to contract formation due to the overwhelming volume of contracts being processed by the Procurement Office. These will be re-entered once Munis is back online.</p> <p>1.4.2.8 Contractual requisitions for this activity did not make it to contract formation due to the overwhelming volume of contracts being processed by the Procurement Office. These will be re-entered once Munis is back online.</p> <p>1.4.2.9 The project and vendor had dates scheduled for on-site training in the month of September. However, due to the suspension of in-person learning, the PO was canceled. Project will re-enter a</p>
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	<ul style="list-style-type: none"> PO20213020 was converted to pay for health certificates once students pass the exam. 	<p>new requisition once Munis is back online. (Attachment 15. PO20213020)</p>																																																																																
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS</p>																																																																																
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH. USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE. <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p>Insert Primary Data Here:</p> <p>Table 1. Percent of Students who Scored 3 or Better in AP Exam</p> <table border="1"> <thead> <tr> <th></th> <th>AP Bio</th> <th>AP Calc</th> <th>AP Chem</th> <th>AP Lang & Comp</th> <th>AP Lit & Comp</th> <th>AP Psych</th> <th>AP Stats</th> <th>AP US Govt & Pol</th> <th>AP US Hist</th> </tr> </thead> <tbody> <tr> <td>GWHS</td> <td>38%</td> <td>0%</td> <td></td> <td>17%</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>JFKHS</td> <td></td> <td>13%</td> <td>14%</td> <td>26%</td> <td>26%</td> <td></td> <td>2%</td> <td>0%</td> <td>44%</td> </tr> <tr> <td>OHS</td> <td></td> <td>50%</td> <td></td> <td>31%</td> <td>5%</td> <td></td> <td></td> <td>43%</td> <td>8%</td> </tr> <tr> <td>SSHS</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SHS</td> <td></td> <td></td> <td></td> <td></td> <td>13%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>THS</td> <td></td> <td>9%</td> <td></td> <td>14%</td> <td>17%</td> <td>0%</td> <td></td> <td></td> <td>18%</td> </tr> <tr> <td>Average</td> <td>38%</td> <td>24%</td> <td>14%</td> <td>25%</td> <td>15%</td> <td>17%</td> <td>1%</td> <td>22%</td> <td>23%</td> </tr> </tbody> </table>		AP Bio	AP Calc	AP Chem	AP Lang & Comp	AP Lit & Comp	AP Psych	AP Stats	AP US Govt & Pol	AP US Hist	GWHS	38%	0%		17%						JFKHS		13%	14%	26%	26%		2%	0%	44%	OHS		50%		31%	5%			43%	8%	SSHS										SHS					13%					THS		9%		14%	17%	0%			18%	Average	38%	24%	14%	25%	15%	17%	1%	22%	23%	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT. <p>All 6 high schools offered Advanced Placement (AP) courses indicating that students from all schools have access to advanced level courses and are given the opportunity to take the associated AP exam for the courses that were offered.</p>
	AP Bio	AP Calc	AP Chem	AP Lang & Comp	AP Lit & Comp	AP Psych	AP Stats	AP US Govt & Pol	AP US Hist																																																																									
GWHS	38%	0%		17%																																																																														
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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures <i>(Actual vs. Target)</i>			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
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	Yes	40% of students indicate an interest in STEAM for college	<u>Target:</u> 30% <i>(If College Fair held at this time.)</i>	<u>Target:</u> 30% <i>(If College Fair held at this time.)</i>	<u>Target:</u> 30% <i>(If College Fair held at this time.)</i>	<u>Target:</u> 30% <i>(If College Fair held at this time.)</i>
					<u>Actual:</u> College Fair was delayed and survey not administered at this time.	<u>Actual:</u> College Fair was delayed and survey not administered at this time.	<u>Actual:</u> College Fair was delayed and survey not administered at this time.	<u>Actual:</u> College Fair was delayed and survey not administered at this time.
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, STEAM events and sports opportunities	Percentage of participating students indicating an “increased interest” or “strong interest” in pursuing CTE path	Yes	40% of students indicate an interest in pursuing CTE	<u>Target:</u> 30% <i>(If Career Fair held at this time.)</i>	<u>Target:</u> 30% <i>(If Career Fair held at this time.)</i>	<u>Target:</u> 30% <i>(If Career Fair held at this time.)</i>	<u>Target:</u> 30% <i>(If Career Fair held at this time.)</i>
					<u>Actual:</u> Career Fair was delayed and	<u>Actual:</u> Career Fair was delayed	<u>Actual:</u> Career Fair was delayed	<u>Actual:</u> Career Fair was delayed

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					survey not administered at this time.	and survey not administered at this time.	and survey not administered at this time.	and survey not administered at this time.
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PART II:	
LIST TRAVEL ACTIVITIES COMPLETED.	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT</p> <p>Not applicable. The Project does not have any off-island travel budgeted in the FY20 Application.</p>
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p>Not applicable. The Project does not have any off-island travel budgeted in the FY20 Application.</p>

PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	<p>(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT</p> <p>Project personnel continued to work with procurement office to convert contractual, supplies and equipment requisitions to purchase orders and execute contracts. Instructional supplies and equipment for Career & Technical Education (CTE) classes were procured and distributed to the classrooms as they arrived. Project staff were successful in changing the available funding period to allow activities to be carried out until 2022. Purchase Orders and/or contract for professional development training for Projects Based Learning (PBL), STEAM Engineering, Computer Science Curriculum Development, Interscholastic sports and Audio Visual Broadcasting were executed.</p> <p>Project staff also collaborated with contracted vendors (Guam Community College and Guam Trades Academy) to implement programs in the new school year. Meetings to develop the course schedule and program design were held with Project staff and vendor representatives.</p>
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS,	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>Professional Development activities in Component 1 are on-going, or in the planning stages of implementation. As such, Project</p>

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<p>DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</p>	<p>data is unavailable as of this reporting period.</p> <p>Under Component 2, schools continue to administer <i>Choices 360</i> and <i>WorkKeys</i> Curriculum despite the challenges of operating with limited in-person instructional time under the alternating Cohort A-B schedule. During this period, schools continue to establish student accounts and provide as much time for students to work on the curriculum.</p> <p>The Project has been working to execute the activities in Components 3 and 4 but most of them are still in various stages of the procurement process. The Project anticipates carrying out the activities during the 4th quarter.</p>
<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>Funds from CCCLR Project support activities that provide students with opportunities to explore and gain knowledge and skills that will help them make more informed decisions about what they want to pursue after graduation. The online curriculum and assessment tools help to measure the foundational skills required to be successful in a career. Technology equipment help make information & resources more accessible to students and enables them to become confident in their ability to use information to make decisions and solve problems. In addition, the professional development for teachers help build their content knowledge in Career & Technical Education (CTE), Science, Technology, Engineering, Art and Math (STEAM) so that lessons are relevant and meaningful and can help build student competencies necessary for the college or career.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <p>Challenges with processing procurement items in a timely manner continue as the Department manages Consolidated Grant activities in addition to the Education Stabilization Fund (ESF) I and ESF II and American Recovery Plan grant activities with budgets amounting to over \$400 million. These challenges are compounded by the delays in the procurement process and with the restrictions of in-person instruction caused by the COVID-19 pandemic. Although Project personnel meet weekly with the Superintendent, procurement buyers, Project Leads & Managers, Federal Programs staff and Legal Counsel to help track priority procurement items and address issues that are causing delays there is just a tremendous amount of requisitions for the large amount of funds from these 3 grants with multiple steps that require time to process. Project personnel will continue to work closely with the Procurement Office to ensure that all requisitions are addressed.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 RD COUNT</p> <p>The Project Staff will continue to collaborate with GCC for WorkKeys and Choices 360 program implementation strategies for the new school year 2021-2022, including increasing the numbers of proctors trained, providing additional technical assistance and tutorial videos to facilitate distance learning access and providing access to the</p>

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	<p>WorkKeys curriculum & assessments for students who graduated. Project staff will continue to meet monthly with vendors and the CTE teachers and counselors to strengthen the outreach efforts with administrators, teachers and students to increase participation.</p> <p>Project staff will continue to work closely with the State Program Officer to finalize the Standard Service Agreements for the academic special events and the VPA part-time teacher positions by the end of the Summer to ensure a smooth implementation of activities at the onset when the new school year begins. Relatedly, VPA Teachers (Music (Choir), Art, Dance and Theater) will update lessons and gather necessary supplies and materials to prepare for the school year.</p> <p>Project staff will continue to follow up on requisitions, budget modifications, and contract development and execution of pending procurement items.</p>
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>100 WORD COUNT Email correspondences with CTE, STEAM and VPA teachers provide updates on the status of program activities, obtain information about the implementation of these activities or programs in their classrooms, collect data and get feedback about the usefulness and effectiveness of the programs and disseminate information and collaborate and plan for upcoming events.</p> <p>Program contractors for CTE also continue to provide monthly reports on progress being made on the implementation of activities. Information will be used at meetings with CTE teachers and administrators to help improve implementation practices.</p>

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #1. College, Career, Civic Engagement and Life Readiness

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named project. It is understood that any willful misrepresentation or fraud is subject to applicable penalties, as it relates to federal funds.

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Sylvia T. Calvo
 PROJECT COORDINATOR NAME (PRINT)

 PROJECT COORDINATOR NAME (SIGNATURE)

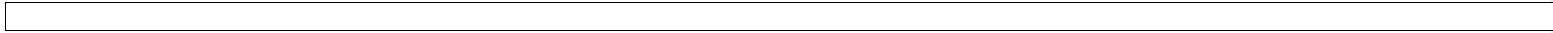
 DATE

Joseph L.M. Sanchez
 PROJECT MANAGER NAME (PRINT)

 PROJECT MANAGER (SIGNATURE)

 DATE

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DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Annual Performance Report (APR)

Project No. 1

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

December 29, 2021

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2020-2021]

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

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) - 5,024 (9 th -12 th) - 10,586	(Elem) 831 (Middle) 354 (High) 429	Elem – 28 Middle – 136 High - 225	(Elem) 29 (Middle) 22 (High) 30	Elem – 2 Middle – 9 High - 12
Private	Private		Group: [Grade Level(s)]						
Total Population 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	
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 SY18-19 AP Test Results	Advanced Placement (AP) instruction, & AP Testing	Percentage of AP test takers who scored a 3 or higher	26% of AP test takers scored a 3 or higher in SY19-20	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.

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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	
<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 a 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>	ASE, VPA, STEAM programs and sports opportunities	Percentage of students indicating being more engaged in learning and feeling more confident in their academic work	86% of participating students indicate being more engaged in learning and confident in their work	<p>preparation for the assessment.</p> <p>Target: Ongoing activities</p>	<p>score a Bronze or higher.</p> <p>Target: Ongoing activities</p>	<p>a Bronze or higher.</p> <p>Target: Student Engagement Survey administered to VPA participants</p>	<p>of test takers will score a Bronze or higher.</p> <p>Target: Results of survey will indicate at least 30% of VPA participants engaged in learning and confident in their academic work.</p>	<p>scoring a bronze or higher.</p> <p>During the 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	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	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

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2020-2021]

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
							resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective. During SY 20-21, in-person instruction was allowed only in the 2 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	<u>Target:</u> College/Career Fair not conducted at this time	<u>Target:</u> College/Career Fair not conducted at this time	<u>Target:</u> 60% (If College/Career Fair is conducted at this time)	<u>Target:</u> 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.

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Annual Performance Report [FFY 2020-2021]

Evidence of Success/ Progress (bullet points)

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

Please add more bullet points if necessary.

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

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

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

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Annual Performance Report [FFY 2020-2021]

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



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Evaluation

Question #1 & Question #3 Attachment #2
Question #2 Attachment #3

May 04, 2022

**FFY 2020 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A200002**

Grant Name: Consolidated Grant FFY 2020 **Grant#:** S403A200002

What quarter is this report filed? Mark an "X"

PROJECT TITLE: Project #3: Classroom Supports & Academic Interventions (CSAI)

PROJECT COORDINATOR: Joshua C. Blas

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Christopher Surla

10/01/20- 12/31/20	01/01/21- 03/31/21	04/01/21- 06/30/21	07/01/21- 09/30/21
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
			X
REPORT DUE: 1/11/21	REPORT DUE: 04/12/21	REPORT DUE: 07/12/21	REPORT DUE: 10/11/21
ANNUAL REPORT DUE: 11/19/2021			

AMOUNT BUDGETED (FFY 2020): \$ <u>11,653,576.04</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$1,928,117.07	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 16%
AMOUNT BUDGETED (FFY 2019): \$ <u>11,337,432.05</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$5,431,030.01	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 48%

GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
Pre-K - 5					SSIP 0		SSIP 300	SSIP 10
					ESL 1220		ESL 120	
					Classroom Support 300(GDOE) 25 (GACS)		Classroom Support 1003 250 (TAs)	
					Kinder Learn 3507		Kinder Learn 135	Kinder Learn 18
					ASPIRE 800 (GDOE) 25 (GACS)	0	ASPIRE 136 (GDOE)	ASPIRE

**FFY 2020 CONSOLIDATED GRANT
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							25 (1:1s)	
6 - 8					ESL 289 Summer School 500 (GDOE) 10 (GACS)	0	ESL 1220 Summer School 40	ESL 1220
9 - 12					ESL 431 SAM 600 EP 1200 (GDOE) 40 (GACS) Summer School 1450 (GDOE) 10 (GACS) Second Chance 100 Alt. Pathways 100	0	ESL 1220 SAM 40 EP 75 Summer School 75 Second Chance 9 (Teachers) 1 (Clerk)	ESL 1220 Second Chance 1 Alt. Pathways 1
LIST THE PROJECT GOALS:	<p>3.1: By 2023, 70% of participating teachers will improve teaching practices through the implementation of instructional strategies trained through self-reporting evaluations.</p> <p>3.2: By 2023, 75% of participating students, K-8 will be at or above grade level in Reading & Math on AIMSweb benchmark formative assessment.</p> <p>3.3: By 2023, graduation rates will increase by 1% and dropout rates will reduce by 1%.</p> <p>3.4: By 2023, the percent of high school students 17-21 years of age and two or more years behind, will be reduced by at least 5% from baseline.</p>							
LIST THE PROJECT OBJECTIVES:	<p>3.1.1 Professional Development (SSIP)/ English as a Second Language (ESL):</p> <ul style="list-style-type: none"> 20-21: 50% of teachers attending the training will self-report implementing strategies in the K-12 classroom and feeling better prepared to teach students. 							

**FFY 2020 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A200002**

	<p>3.2.1 Classroom Support (Teacher Assistants (TAs)/ Instructional Program Aides (IPAs))</p> <ul style="list-style-type: none"> 20-21: 50% of teachers report classroom support helpful in meeting the needs of special populations; will report more than 50% of time spent supporting classroom instruction <p>3.3.1 After School Program for Instructional Remediation & Enrichment (ASPIRE)/ Summer School</p> <ul style="list-style-type: none"> 20-21: 50% of those in ASPIRE/ Summer School K-8 will increase AIMSweb benchmark scores by 10 points in reading and math. <p>3.3.2 Student Advocate & Mentor (SAM)</p> <ul style="list-style-type: none"> 20-21: 50% of 9th-grade students mentored will be on grade level. <p>3.3.3 Credit Recover (EP/ Summer School)</p> <ul style="list-style-type: none"> 20-21: 80% of participating high school students will earn credits towards graduation with a passing rate of 70% <p>3.4.1 Second Chance</p> <ul style="list-style-type: none"> 20-21: 80% of Seniors enrolled will graduate, 80% of Freshmen, Sophomores, and Juniors will progress to the next grade level, and 10% of incarcerated students housed in Youth Shelter will advance by 1-grade level. <p>3.4.2 Alternative Pathways</p> <ul style="list-style-type: none"> 20-21: Increase by 1-grade level at least 65% of high school students 17-21 years of age or more years behind in credits to graduate.
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PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3.1.1 Professional Development (SSIP/ ESL): By end of SY2020-21, 50% of teachers will self-report as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in <u>bullet form</u>. Specify the status of each activity (completed, ongoing, or delayed). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p>3.1.1 State Systemic Improvement Plan (SSIP) SSIP is researched-based instructional strategies to improve early identification and supports for students with learning needs in the areas of reading and math. (Ongoing 30%)</p>	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include a copy of proof as an attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>3.1.1 State Systemic Improvement Plan (SSIP)</p> <ul style="list-style-type: none"> The SSIP schools monthly meeting with school administrators and project personnel to plan

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	<p>3.1.2 English as a Second Language (ESL) Researched based instructional strategies to improve teacher quality for the instruction of English Language Learners. (Ongoing 10%)</p>	<p>activities and training for upcoming school year, SY2021-2022.</p> <ul style="list-style-type: none"> Contract between GDOE & UOG CEEDERS was approved for a no cost extension for one year to end on September 30, 2022. <p>3.1.2 English as a Second Language (ESL) Cultural Awareness and Sensitivity Awareness and Second Language Acquisition trainings for ESL teachers have been converted into a purchase order. However, the project was not able to extend the services past September 30, 2021. Therefore, this process has to be redone under the next CG FY21 funding.</p> <ul style="list-style-type: none">
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>3.1.1 State Systemic Improvement Plan (SSIP) Refresher trainings were conducted on Aimsweb for participating schools.</p> <p>3.1.2 English as a Second Language (ESL) No training was conducted during 4th quarter.</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <p>➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p> <p>3.1.1 State Systemic Improvement Plan (SSIP) SSIP held refresher trainings on Aimsweb on September 23, 2021 for teacher leaders and training on September 29, 2021 Refresher on Administration & Scoring for Early Literacy & Early Numeracy. No training was conducted during 3rd quarter.</p> <p>3.1.2 English as a Second Language (ESL) No training was conducted during 4th quarter.</p>

**FFY 2020 CONSOLIDATED GRANT
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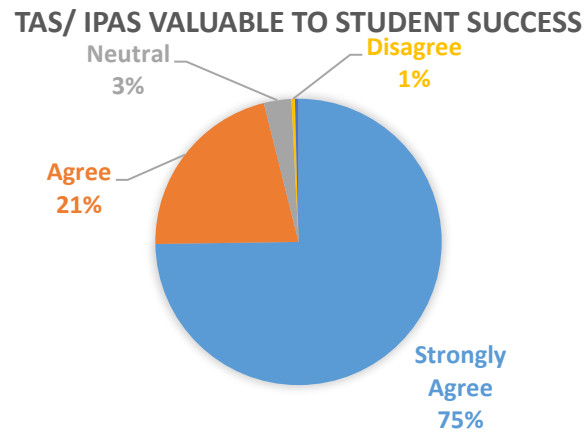
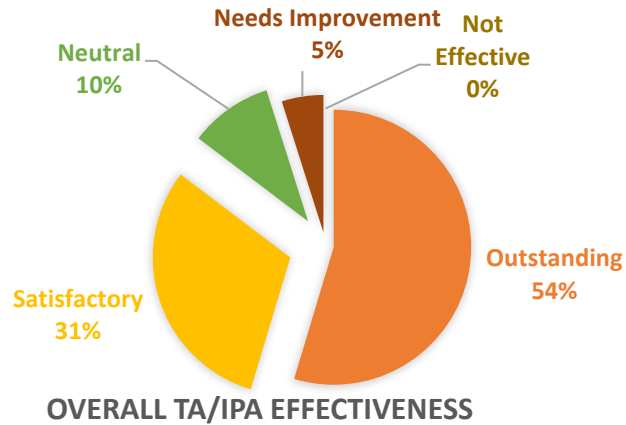
Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
3.1.1 Professional Development (SSIP/ ESL): By end of SY2020-21, 50% of teachers will self-report as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.	Surveys from post professional development on types of strategies trained.	Percentage of teachers who self-report as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.	Yes	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 Actual: Pending SSIP training in 2 nd quarter to collect data. Pending data collection for ESL on teachers implementing strategies from Cultural Sensitivity Training.	Target: 40% of participating teachers will implement strategies trained Actual: 50% of participating teachers are implementing strategies trained (SSIP). 58% of participating teachers are implementing strategies trained (ESL).	Target: 50% of participating teachers will implement strategies trained Actual: No training was conducted this quarter due to pending RFP.	Target: This marks the start of a new school year. Actual: No survey conducted since no recent training conducted.

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3.2.1 Classroom Support (TAs/IPAs):</p> <p>By end of SY2020-21, 50% of teachers will report classroom supports (TAs/IPAs) were helpful in meeting needs of special populations.</p> <p>By end of SY2020-21 50% of teachers will report TAs provide at least 50% of time in supporting classroom instruction.</p>	<p>3.2.1 Teacher Assistants & Instructional Program Aides Teacher Assistants and Instructional Program Aides provide classroom instructional and behavioral support to at-risk students through small group instruction, tutoring, 1:1, during the regular day, and after school.</p> <p>3.2.2 Kinder Learn Kinder Learn supplements classroom instruction in the areas of reading and math. It is an online subscription that provides personalized learning for students in grades K-2. It also increases student competency with the use of technology.</p>	<p>3.2.1 Teacher Assistants & Instructional Program Aides</p> <ul style="list-style-type: none"> • The CSAI Project conducted interviews for School Aide I part time limited term (Teacher Assistants) on September 23-24, 2021. A total of 242 applicants. These will fill any vacant positions from last school year 2020-2021. • TAs/ IPAs provided support to teachers and students during the extended Summer School Program. They are currently supporting classroom instruction for the current school year. <p>3.2.2 Kinder Learn</p> <ul style="list-style-type: none"> • Students for SY21-22 have been rostered into IXL. Teachers have also been assigned their new class. • All participating schools were able to have students access the material during the summer. <p>Other Requisitions for equipment, software and license have been entered to support this component.</p> <ul style="list-style-type: none"> • PO20210363 – Whiteboards – Items have been delivered and installed. • PO20210362 – Chromebooks issues to various schools.
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input checked="" type="checkbox"/> COMPLETED 50% OR MORE</p>	<p>3.2.1 Teacher Assistants & Instructional Program Aides Surveys were conducted on the satisfaction of classroom support by TAs and IPAs. 225 teachers responded, below are the results. Note the survey results reflect August to September 2021.</p>	<p>3.2.1 Teacher Assistants & Instructional Program Aides Based on the results of the TA/IPA survey, TAs/IPAs are valued and have an impact on classroom instructional support. 96% of teacher Strongly Agree/ Agree that TAs/ IPAs are valuable to student success.</p>

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□ FULLY COMPLETED



3.2.2 Kinder Learn

Data below reflects aggregate information on students that used IXL from August to September 2021. Currently 6,510 student have been rostered, 439 teachers have access of that 217 (49%) are actively using it. A total 14 schools (13 elementary and 1 middle) are using IXL to supplement instruction.

Unfortunately, the information provided by IXL does not include the *'number of students'* who generated the data below:

92% of TAs/ IPAs support Face to Face instruction while 42.7% support online instruction. 41% of TAs spend 81%-100% of time supporting face to face instruction.

Schools have also indicated the types of trainings they would like the project to provide, such as Classroom Management, Grading, and Distance Learning to name a few.

3.2.2 Kinder Learn

The data shows that majority of students are utilizing IXL. Math is used more over Language Arts with an overall 1106 hours spent on Math and 868 in Language Arts. A total of 8,021 skills were mastered during this period.

The project will be working with schools to address the low number of teachers using the system.

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Kinder Learn Teacher Implementation 4th Quarter			
	Math	LA	Total
Problems Attempted	188,611	166,179	354,790
Skills Practiced	7,520	4,786	12,306
Skills Mastered	4,989	3,032	8,021
% of Participating Students	18%	14%	21%
Number of Hours	1,106	868	1,974

*Data Source: IXL District Summary – August 2021 – September 2021

Other

Moby Max

Data below reflects aggregate information on students that used Moby Max from August to September 2021. Currently 4,217 students are actively using Moby Max. 371 teachers are actively using Moby Max to supplement instruction while 548 teachers are inactive (59%). A total 18 schools (11 elementary and 7 middle).

Average Time Per Day	365
Average Time Per Week	628
Active Students	4,217
Active Teachers	371
Inactive Teachers	548

Data reports also provide recommendations to teachers.

It is recommended that teachers:

1. Review student progress in the live classroom.
2. Assess individualized plans and use the recommended skills that are tailored to student needs.

These recommendations will help teachers be more proactive in the student’s learning experience along with supporting students to increase skills.

Other

Moby Max. The data shows that majority of students are utilizing Moby Max. However the project will be working with schools to address the low number of teachers using the system.

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
<p>3.2.1 Classroom Support (TAs/IPAs):</p> <p>By end of SY2020-21, 50% of teachers will report classroom supports (TAs/IPAs) were helpful in meeting needs of special populations.</p> <p>By end of SY2020-21 50% of teachers will report TAs provide at least 50% of time in supporting classroom instruction.</p>	<p>Quarterly Surveys from teachers receiving services from TAs/ IPAs.</p>	<p>Percentage of teachers who report Satisfactory or Outstanding on services TAs/IPAs provide in the classroom.</p> <p>Percent of teachers who report amount of time spent on instructional/ classroom activities.</p>	<p>Yes</p>	<p>81% of teachers reported TAs/IPAs helpful in meeting the needs of special population.</p> <p>37% teachers reported they feel TAs provide 81%-100% of time supporting classroom</p>	<p>Target: 30% of teachers will report TAs/IPAs helpful in meeting needs of special populations</p> <p>Actual: 86% of teachers reported TAs/IPAs helpful in meeting needs of special populations</p> <p>Target: 30% of teachers will report TAs/IPAs supporting classroom instructional activities.</p> <p>Actual: 83% of teachers</p>	<p>Target: 40% of teachers will report TAs/IPAs helpful in meeting needs of special populations</p> <p>Actual: 92% of teachers reported TAs/IPAs helpful in meeting needs of special populations</p> <p>Target: 40% of teachers will report TAs/IPAs supporting classroom instructional activities.</p> <p>Actual:</p>	<p>Target: 50% of teachers will report TAs/IPAs helpful in meeting needs of special populations</p> <p>Actual: 92% of teachers reported TAs/IPAs helpful in meeting needs of special populations</p> <p>Target: 50% of teachers will report TAs/IPAs supporting classroom instructional activities.</p> <p>Actual:</p>	<p>Target: This marks the start of a new school year.</p> <p>Actual: 96% of teachers reported TAs/IPAs helpful in meeting needs of special populations</p> <p>Target: This marks the start of a new school year.</p> <p>Actual: 85% of teachers reported TAs/</p>

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					reported TAs/ IPAs supporting classroom instructional activities. <i>Note that the amount of time TA/IPA was used was 41%- 100% of time in the classroom.</i>	87% of teachers reported TAs/ IPAs supporting classroom instructional activities. <i>Note that the amount of time TA/IPA was used was 41%- 100% of time in the classroom.</i>	87% of teachers reported TAs/ IPAs supporting classroom instructional activities. <i>Note that the amount of time TA/IPA was used was 41%-100% of time in the classroom.</i>	IPAs supporting classroom instructional activities.
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3.3.1 ASPIRE/ 3.3.3 Summer School: 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>	<p>3.3.1 ASPIRE ASPIRE provides instruction after school for students performing below grade level in core content subjects who need remediation on key skills to get back on track with grade level. (As a result of the COVID-19 pandemic this activity has not started, 0%).</p> <p>3.3.3 Summer School Summer School provides classroom instruction during the summer for students performing below grade level in core subjects who need remediation on key skills to get back on track with grade level (K-8th). The expanded summer school is open to all students to address learning and instructional loss as a result of the COVID-19 pandemic. (Complete, 100%).</p>	<p>3.3.1 ASPIRE The activity was not able to begin this 4th quarter due to the Executive Order 2021-21 signed on August 27, 2021 suspending in-person learning effective August 30, 2021. However, the project has continued to plan for the activities in anticipation of the return to face to face instruction. ASPIRE is anticipated to be implemented for elementary and middle school in October 2021. Note, all funds for this activity has been requested and approved to support the expanded Summer School program to address learning loss and loss of instructional time as a result of the pandemic.</p> <p>3.3.3 Summer School Summer School program for elementary and middle school was implemented from June 7 to July 15, 2021 at all elementary and middle schools.</p> <p>As a result of the COVID-19 pandemic and various executive orders that restricted face to face instruction.</p>

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		<p>Schools had to design their summer school programs in a way to address learning and instructional time loss, allow for enrichment activities, include character education and social emotional wellness for participating students.</p> <p>Transportation was provided to all participating students, in addition to breakfast and lunch. Transportation was funded by the Governor’s allotment of the Education Stabilization Fund (ESF).</p>																																																
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT’S EFFECTIVENESS</p>																																																
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input checked="" type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>3.3.1 ASPIRE No data were available at this time. The project anticipates the implementation for ASPIRE in October 2021.</p> <p>3.3.3 Summer School A total of 4,355 students completed the summer school program; 3,376 elementary and 959 middle. Note that this does not include students that dropped. The data below shows the breakdown of grade for participants in elementary and middle school for Reading and Math.</p> <table border="1" data-bbox="562 881 1310 1162"> <thead> <tr> <th colspan="3">Elementary Reading</th> </tr> <tr> <th>Grade</th> <th>Number</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>538</td> <td>21%</td> </tr> <tr> <td>3</td> <td>907</td> <td>36%</td> </tr> <tr> <td>2</td> <td>696</td> <td>28%</td> </tr> <tr> <td>1</td> <td>337</td> <td>13%</td> </tr> <tr> <td>0</td> <td>45</td> <td>2%</td> </tr> <tr> <td>Total</td> <td>2,523</td> <td>85% Passing</td> </tr> </tbody> </table> <table border="1" data-bbox="562 1195 1310 1476"> <thead> <tr> <th colspan="3">Elementary Math</th> </tr> <tr> <th>Grade</th> <th>Number</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>484</td> <td>21%</td> </tr> <tr> <td>3</td> <td>914</td> <td>39%</td> </tr> <tr> <td>2</td> <td>576</td> <td>24%</td> </tr> <tr> <td>1</td> <td>354</td> <td>15%</td> </tr> <tr> <td>0</td> <td>30</td> <td>1%</td> </tr> <tr> <td>Total</td> <td>2,358</td> <td>84% Passing</td> </tr> </tbody> </table>	Elementary Reading			Grade	Number	Percentage	4	538	21%	3	907	36%	2	696	28%	1	337	13%	0	45	2%	Total	2,523	85% Passing	Elementary Math			Grade	Number	Percentage	4	484	21%	3	914	39%	2	576	24%	1	354	15%	0	30	1%	Total	2,358	84% Passing	<p>3.3.1 ASPIRE Reporting will be done once the activity commences.</p> <p>3.3.3 Summer School The expanded summer school saw more than triple student participation compared to previous summer school programs. This showed a need to face to face instruction to address learning and instructional loss as a result of the COVID-19 pandemic.</p> <p>Please note that although Aimsweb was not used by all student last school year (SY20-21) teachers were able to assess student progress and growth by using a pre and post formative assessment. Teachers tracked the number of students that gained 5 or more points from the pre and post test. In addition, teachers also provided an overall summer grade. Students that were at risk of failing the summer school, monitoring plans were put in place to support students.</p> <p>Over 2,441 students in elementary and middle school increased post test assessment scores by 5 or more points.</p> <ul style="list-style-type: none"> Overall Passing Rate for elementary Reading was 85%.
Elementary Reading																																																		
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Middle School Reading		
Grade	Number	Percentage
4	81	10%
3	394	47%
2	220	26%
1	106	13%
0	35	4%
Total	836	83% Passing

Middle School Math		
Grade	Number	Percentage
4	115	17%
3	341	50%
2	166	24%
1	47	7%
0	16	2%
Total	685	91% Passing

- Overall Passing Rate for elementary Math was 84%.
- Overall Passing Rate for middle school Reading was 83%.
- Overall Passing Rate for middle school Math was 91%.

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
3.3.1 ASPIRE/ 3.3.3 Summer School: 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.	AIMSweb Scored for Oral Reading Fluency and Number Sense Fluency	Percent of students that increase AIMSweb scores in ORF & NSF by 10 points.	Yes	Fall Benchmark 76% participating students Tier 1 on AIMSweb Oral Reading Fluency 25% participating students Tier 1 on AIMSweb Number Sense Fluency	Target: 30% ASPIRE participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math - Fall Benchmark Actual: No data available at this time, as guidance for implementation is still pending.	Target: 40% ASPIRE participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math - Fall Benchmark Actual: No data available at this time, as guidance for implementation is still pending.	Target: 50% ASPIRE participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math - Fall Benchmark Actual: No data available at this time, as guidance for implementation is still pending (for ASPIRE) and activity is still ongoing (for Summer School).	Target: This marks the start of a new school year. Actual: (Summer School) <i>Note: Aimsweb was not used; instead, pre and post formative assessments.</i> Elementary Increased scores by 5 or more points in Reading and Math Reading Increased by 5-9 points = 336 (13%) Increased by at least 10 points = 1,645 (65%)

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									<p><u>Math</u> Increased by 5-9 points = 323 (14%)</p> <p>Increased by at least 10 points = 1,531 (65%)</p> <p><u>Middle</u> Increased scores by 5 or more points in Reading and Math</p> <p><u>Reading</u> Increased by 5-9 points = 113 (14%)</p> <p>Increased by at least 10 points = 312 (37%)</p> <p><u>Math</u> Increased by 5-9 points =165 (24%)</p> <p>Increased by at least 10 points = 295 (43%)</p>
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GOAL/COMPONENT		ACTIVITIES			WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION				
3.3.2 SAM: By end of SY2020-21, 50% of 9th-grade students mentored will be on grade level to graduate.		3.3.2 Student Advocate & Mentor (SAM) Student advocate and mentor for top tier 3 students (students in need of immediate interventions) to track student progress, graduation requirements, attendance, interventions, and behavior. (Not started, 0%)			3.3.2 Student Advocate & Mentor (SAM) The Project has requested funds for this activity be modified to support an expanded Summer School Program.				
GOAL/COMPONENT		DATA GENERATED FROM ACTIVITIES			NARRATIVE ON COMPONENT'S EFFECTIVENESS				
STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓ <input checked="" type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED		3.3.2 Student Advocate & Mentor (SAM) No data at this time. The Project has requested that funds for this activity be moved to support an expanded Summer School Program to address learning loss as a result of the pandemic.			3.3.2 Student Advocate & Mentor (SAM) The Project has requested funds for this activity be modified to support an expanded Summer School Program.				
Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence -Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)				
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<p>3.3.2 SAM: By end of SY2020-21, 50% of 9th grade students mentored will be on grade level to graduate.</p>	<p>List of students mentored graduation status report</p>	<p>Percent of students mentored who are on track with grade level</p>	<p>Yes</p>	<p>Participation of 10 or more students in the SAM program per school</p>	<p>Target: 30% of students mentored will be on track to graduate Actual: No data available at this time</p>	<p>Target: 40% of students mentored will be on track to graduate Actual: No data available at this time</p>	<p>Target: 50% of students mentored will be on track to graduate Actual: No data available at this time</p>	<p>Target: This marks the start of a new school year. Actual: No data available at this time</p>
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3.3 Credit Recovery (EP/ Summer): 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%.</p>	<p>3.3 Eskuelan Puengi (EP) EP is designed as a course by conference for high school students in grades 9-12, lacking 0.5 or more credits to graduate or be on track to graduate. This activity will be conducted in the 2nd quarter (Complete, 100%)</p> <p>3.3 Summer School Summer School provides classroom instruction during the summer for students performing below grade level in core subjects who need remediation on key skills to get back on track with grade level (K-8th). The expanded summer school is open to all students to address learning and instructional loss as a result of the COVID-19 pandemic. High school was designed to allow students an opportunity to earn 0.5 to 2 credits during the program. High school offered courses for credit recovery in Sessions A, B, C, & D. (Complete, 100%).</p>	<p>3.3 Eskuelan Puengi This activity has completed.</p> <p>3.3 Summer School High School Summer School ran from June 7 through July 22, 2021 with 4 sessions being offered. Summer School is completed the activity on July 22, 2021. Two models of learning were being implemented, face to face and online instruction. .</p> <p>Transportation was provided to all participating students, in addition to breakfast and lunch. Transportation was funded by the Governor’s allotment of the Education Stabilization Fund (ESF).</p>

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS																																																												
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input checked="" type="checkbox"/> COMPLETED 50% OR MORE <input checked="" type="checkbox"/> FULLY COMPLETED</p>	<p>3.3 Eskuelan Puengi Activity was reported I 3rd quarter.</p> <p>3.3 Summer School A total of 5,827 students completed the summer school program. Note that this does not include students that dropped. The data below shows the breakdown of participants for each session along with the Session Marks Analysis.</p> <table border="1" data-bbox="562 581 1341 792"> <thead> <tr> <th>Session</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Session A</td> <td>1,580</td> </tr> <tr> <td>Session B</td> <td>1,587</td> </tr> <tr> <td>Session C</td> <td>1,397</td> </tr> <tr> <td>Session D</td> <td>1,263</td> </tr> <tr> <td>Total</td> <td>5,827</td> </tr> </tbody> </table> <table border="1" data-bbox="562 889 1310 1172"> <thead> <tr> <th colspan="3">Session A Marks Analysis</th> </tr> <tr> <th>Grade</th> <th>Number</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>713</td> <td>45%</td> </tr> <tr> <td>B</td> <td>363</td> <td>23%</td> </tr> <tr> <td>C</td> <td>251</td> <td>16%</td> </tr> <tr> <td>D</td> <td>159</td> <td>10%</td> </tr> <tr> <td>F</td> <td>94</td> <td>6%</td> </tr> <tr> <td>Total</td> <td>1,580</td> <td>84% Passing</td> </tr> </tbody> </table> <table border="1" data-bbox="562 1205 1310 1481"> <thead> <tr> <th colspan="3">Session B Marks Analysis</th> </tr> <tr> <th>Grade</th> <th>Number</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>634</td> <td>40%</td> </tr> <tr> <td>B</td> <td>424</td> <td>27%</td> </tr> <tr> <td>C</td> <td>279</td> <td>18%</td> </tr> <tr> <td>D</td> <td>153</td> <td>10%</td> </tr> <tr> <td>F</td> <td>97</td> <td>6%</td> </tr> <tr> <td>Total</td> <td>1,587</td> <td>85% Passing</td> </tr> </tbody> </table>	Session	Number of Students	Session A	1,580	Session B	1,587	Session C	1,397	Session D	1,263	Total	5,827	Session A Marks Analysis			Grade	Number	Percentage	A	713	45%	B	363	23%	C	251	16%	D	159	10%	F	94	6%	Total	1,580	84% Passing	Session B Marks Analysis			Grade	Number	Percentage	A	634	40%	B	424	27%	C	279	18%	D	153	10%	F	97	6%	Total	1,587	85% Passing	<p>3.3 Eskuelan Puengi Activity was reported in 3rd Quarter.</p> <p>3.3 Summer School A total of 5,827 students completed the summer school program for Session A, B, C, and D. A total of 5,486 students earned 0.5 to 2 credits during the expanded summer school program. A total of 111 high school teachers taught in the program.</p> <p>Of the 1,580 students in Session A, 84% passed; 85% of students also passed among the 1,587 students in Session B and 85% of 1,397 students in Session C; while 84% of 1,263 students in Session D passed.</p> <p>Rainbows Graduation was held on July 27, 2021. As a result of participation, a total of 192 received their high school diploma.</p>
Session	Number of Students																																																													
Session A	1,580																																																													
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Session C Marks Analysis		
Grade	Number	Percentage
A	588	42%
B	358	26%
C	231	17%
D	136	10%
F	84	6%
Total	1,397	85% Passing

Session D Marks Analysis		
Grade	Number	Percentage
A	520	41%
B	341	27%
C	207	16%
D	129	10%
F	66	5%
Total	1,263	84% Passing

Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
3.3 Credit Recovery (EP/ Summer): 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%.	Grades in credit recovered courses taken.	Percent of students that received a passing grade of 70% or higher to earn credit	Yes	Session A 80% Passing Rate A-37% B-26% C-17% D-17% F-3%	Target: 60% of participating high school students will be on track to pass course(s) with passing rate of 70%	Target: 70% of participating high school students will be on track to pass course(s) with passing rate of 70%	Target: 80% of participating high school students will be on track to pass course(s) with passing rate of 70%	Target: 80% of participating high school students will be on track to pass course(s) with passing rate of 70%

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				Session B 87% Passing Rate A-43% B-26% C-18% D-12% F-1%	Actual: No data available at this time. Activity will begin 2 nd quarter.	Actual: No data available at this time. Activity ongoing and will be completed by May 2021.	Actual: Overall passing rate of 64%. Session A 66% and Session B 62%. Summer School is currently ongoing and will be completed by July 2021.	Actual Overall passing rate of 85%. Session A 84% Session B 85% Session C 85% Session D 84%
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3.4.3 Second Chance: By end of SY2020-21, 80% of 17-21 or 2 years or more behind enrolled will graduate or earn credits to progress to next grade level.</p> <p>By end of SY2020-21, at least 10% of incarcerated students housed in Youth Shelters will advance by 1 grade level.</p>	<p>3.4.3 Second Chance Second Chance provides at-risk students aged 17-21 and students housed at alternative youth facilities with the opportunity to recover credit through monitored instruction with the certified teacher(s). Students are at least more than two grades below grade level to graduate. (Completed, 100%).</p>	<p>3.4.3 Second Chance Second Chance completed its activities for School Year 2020-2021. The new school year (2021-2022) will start the implementation and services for the new cohort of students.</p> <p>Teachers, Teacher Assistants, and Instructional Program aides assigned to the school provide interventions, tutoring, make contact with students, and tailoring instruction to ensure they are passing courses.</p>
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p>	<p>3.4.3 Second Chance</p>	<p>3.4.3 Second Chance</p>

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<ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input checked="" type="checkbox"/> FULLY COMPLETED 	<p>The date below reflects SY2021-2022 current enrollment. A total of 168 students grades 9-12 are currently enrolled at JP Torres Success Academy, Youth Correctional Facility, and Youth Shelters. Breakdown in table below:</p> <p align="center">Second Chance Student Count</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #00a0e3; color: white;">Grade</th> <th style="background-color: #00a0e3; color: white;">JP Torres Success Academy</th> <th style="background-color: #00a0e3; color: white;">Youth Correctional Facility</th> <th style="background-color: #00a0e3; color: white;">Youth Shelter</th> </tr> </thead> <tbody> <tr> <td>9th</td> <td>9</td> <td>6</td> <td>0</td> </tr> <tr> <td>10th</td> <td>19</td> <td>6</td> <td>1</td> </tr> <tr> <td>11th</td> <td>57</td> <td>4</td> <td>2</td> </tr> <tr> <td>12th</td> <td>58</td> <td>4</td> <td>0</td> </tr> <tr style="background-color: #ffff00;"> <td>TOTAL</td> <td>143</td> <td>22</td> <td>3</td> </tr> </tbody> </table>	Grade	JP Torres Success Academy	Youth Correctional Facility	Youth Shelter	9 th	9	6	0	10 th	19	6	1	11 th	57	4	2	12 th	58	4	0	TOTAL	143	22	3	<p>Data on grades are not available as the current quarter is still ongoing for this reporting period. Data on student progress will be reported next quarter.</p>
Grade	JP Torres Success Academy	Youth Correctional Facility	Youth Shelter																							
9 th	9	6	0																							
10 th	19	6	1																							
11 th	57	4	2																							
12 th	58	4	0																							
TOTAL	143	22	3																							

Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
<p>3.4.3 Second Chance:</p> <p>By end of SY2020-21, 80% of 17-21 or 2 years or more behind enrolled will graduate or earn credits to progress to next grade level.</p>	<p>Graduation status report for enrolled students</p>	<p>Percent of students that graduate and/or on track to graduate</p>	<p>Yes</p>	<p>73% of students 17-21 and 2 or more years behind who earn credits to progress to next grade level</p>	<p>Target: At least 70% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p>	<p>Target: At least 75% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade</p>	<p>Target: At least 80% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade</p>	<p>Target: This marks the start of a new school year.</p>

**FFY 2020 CONSOLIDATED GRANT
 QUARTERLY REPORT
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				79% (19) – 11 th 50% (20) – 10 th 75% (4) – 9 th	Actual: 19% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level	level	level	Actual: 15% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level	level	Actual: 60% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level	Actual: Grades are not tracked this quarter.
Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)							
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021			
By end of SY2020-21, at least 10% of incarcerated students and those housed in Youth Shelters will advance by 1 grade level.	Student Status report for students housed in Youth Shelters	Percent of students that increased by 1 grade level	Yes		Target At least 4% of participating 17-21 and 2 or more years behind on track to graduate or progress to next grade level	Target At least 6% of participating 17-21 and 2 or more years behind on track to graduate or progress to next grade level	Target At least 10% of participating 17-21 and 2 or more years behind on track to graduate or progress to next grade level	Target: This marks the start of a new school year.			

**FFY 2020 CONSOLIDATED GRANT
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					Actual 100% of participating 17-21 and 2 or more years behind on track to graduate or progress to next grade level	Actual 72% of participating 17-21 and 2 or more years behind on track to graduate or progress to next grade level	Actual 43% of participating 17-21 and 2 or more years behind on track to graduate or progress to next grade level	Actual: Grades are not tracked this quarter.
--	--	--	--	--	--	---	---	--

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3.5 Alternative Pathways: 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>3.5 Alternative Pathways Alternative Pathways provides at-risk students with the opportunity to recover credit through monitored self-paced instruction outside the regular school day on flexible hours for students. (Ongoing, 95%)</p>	<p>3.5 Alternative Pathways There are currently 12 students enrolled in <i>Asmuyao</i> Community School receiving instruction to help them earn credits towards graduation.</p> <p>Project is currently working with high schools on the referral and application process for students to participate in Alternative Pathways.</p> <p>RFP 017-2019 contract between GDOE and <i>Asmuyao</i> Community School has been extended until September 30, 2022. This is the second renewal for services.</p>
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p>	<p>3.5 Alternative Pathways A total of 12 students are currently enrolled at <i>Asmuyao</i> Community School. The referral and registration process is currently ongoing with the high schools.</p>	<p>3.5 Alternative Pathways The data on grades are not yet available, as the first quarter for the new school year is currently ongoing.</p>

**FFY 2020 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A200002**

<input type="checkbox"/> LESS THAN 50% COMPLETED <input checked="" type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED										
Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)					
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021		
3.5 Alternative Pathways: 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.	Graduation status report for enrolled students	Percent of students that graduate and/or on track to graduate	Yes	73% 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	<u>Target</u> At least 55% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level <u>Actual</u> 78% of participating 17-	<u>Target</u> At least 60% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level	<u>Target</u> At least 65% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level	<u>Target:</u> This marks the start of a new school year. <u>Actual:</u> Grades are not tracked this quarter.		

**FFY 2020 CONSOLIDATED GRANT
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					21 and 2 or more years behind on track to graduate or advance to next grade level	<u>Actual</u> 68% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level	<u>Actual</u> 79% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level	
--	--	--	--	--	---	--	--	--

PART II:

LIST TRAVEL ACTIVITIES COMPLETED.

No travel had been requested and approved within CSAI Project application. Also note that due to COVID-19, all travel activities have been suspended.

FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.

No travel had been requested and approved within CSAI Project application. Also note that due to COVID-19, all travel activities have been suspended.

PART III:

**FFY 2020 CONSOLIDATED GRANT
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<p>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.</p>	<p>Executive Order 2021-16 allowed schools to open for face-to-face instruction effective August 1, 2021. EO 2021-21 issued on August 27, 2021 suspended in person learning for all schools effective August 30, 2021. EO2021-23 issued on September 16, 2021 authorized the return to in person learning for all schools effective September 16, 2021.</p> <p>These executive orders has changed a lot of the projects planning for implementation. The most recent executive order has divided the school population into cohorts, so much of the new planning has been focused around that. Activities that were not implemented last school year will be implemented this new school year. These activities will be open to all students, to address learning loss as a result of the COVID-19 pandemic.</p> <p>Planning meeting with stakeholders was held over the summer in preparation of the start of the new school year. The Project continued to provide support and guidance to all stakeholders.</p>
<p>USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</p>	<p>As a result of Executive Order 2020-28 issued on August 21, 2020 relative to responding to confirmed cases of novel coronavirus (COVID-19) which closed all face to face instruction, the Project was not able to implement many of its activities. Although Executive Order 2021-01 allowed for face-to-face instruction on January 18, 2021, much of the after school activities have not been approved for implementation. Therefore, data was not collected this period as a result of delayed implementation of activities; with the exception of Summer School which completed in July 2021.</p>
<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>Project funds were used for personnel to support interventions for students and teacher supports through Teacher Assistants and Instructional Program Aides, State Systemic Improvement Plan (SSIP) training, teachers supporting Second Chance, contractual with Asmyuao for Alternative Pathways; procurement of online subscriptions (IXL & Moby Max), instructional supplies and materials and technology equipment for classroom usage. TA/ IPAs supported all models of learning through online, and face-to-face instruction. Teachers design lessons and intervention activities that address the needs of struggling students, provide additional support, and reinforce skills and concepts.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>The COVID-19 pandemic situation has presented a multitude of challenges affecting both the delivery of educational supports and project activity implementation/timelines:</p> <ul style="list-style-type: none"> • 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>All contractual and equipment activities have been entered in the requisition. Weekly meetings are held with the procurement to discuss the status and priorities of these items. The main program challenge would be not implementing some of its activates.</p>

**FFY 2020 CONSOLIDATED GRANT
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<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>The following activities will be implemented next quarter:</p> <ul style="list-style-type: none"> • Implementation of ASPIRE for elementary and middle schools in October 2021. • Implementation of <i>Eskuelan Puengi</i> for Fall Session. • SSIP – Aimsweb Screening and Raz Plus • Enrollment of students in <i>Asmuyao</i> Community College under Alternative Pathways. • Selection of new Teacher Assistants to fill any vacancies from last school year.
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>CSAI has used a variety of tools to evaluate the effectiveness of the Project and activities being implemented. This quarter CSAI has used perception surveys, project meetings, training evaluations, and student grades. Evaluation results will be used to improve the implementation of the project along with doing any recommended corrective actions. Also, collaborative meetings with administrators help ensure smooth implementation and school involvement in the design. CSAI continues to maintain communication with school administrators and all stakeholders. Stakeholders have been involved in planning the implementation of activities for the new school year.</p>

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #3: Classroom Supports & Academic Interventions (CSAI)

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named project. It is understood that any willful misrepresentation or fraud is subject to applicable penalties, as it relates to federal funds.

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Joshua C. Blas
 PROJECT COORDINATOR NAME (PRINT)

 PROJECT COORDINATOR NAME (SIGNATURE)

 DATE

Joseph L.M. Sanchez
 PROJECT MANAGER NAME (PRINT)

 PROJECT MANAGER (SIGNATURE)

 DATE

**FFY 2020 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A200002**

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Evaluation

Question #1 Attachment #3
& Question #2 Attachment #5

May 04, 2022



JON J. P. FERNANDEZ
 Superintendent of Education

IGNACIO C. SANTOS
 Administrator

Program Activity Observation and Monitoring Report

Consolidate Grant Title V, Part B RLIS

Project: FY18 Second Chance

Programmatic Monitoring: School Year: 2018-2019

Recipient Guam Department of Education Curriculum and Instruction Improvement Second Chance Project Santa Rita, Guam 96915	Director /Administrator of Schools Mr. Joseph L.M. Sanchez	
	Email jsanchez@gdoe.net	
Mailing Address 500 Mariner Avenue Barrigada, GU 96913	Telephone 300-5331	
	Fax	
Point of Contact (Project Coordinator) Jesse Pendon	Phone 565-5291	Fax
	Email: jesse.pendon@gdoe.net	
Address 500 Mariner Avenue Barrigada, GU 96913		
Assigned Project Manager and Project Coordinator Joseph L.M. Sanchez & Jesse Pendon		

FY18 Second Chance Project 8.1 Support Credit Recovery Improve its graduation rate by focusing on providing Credit Recovery to students ages 17-21 who are at least 2 years behind in graduation credits or who are unable to attend high school due to a life altering circumstance (homelessness, incarceration, need to become a family wage earner, etc.) Reduce class size to facilitate one-on-one interactions between teachers, instructional aides and students. The project places students into a small classroom environment with a student-teacher ratio of 15 to 1. Teachers will provide a variety of credit recovery options such as but not limited to face to face, course by conference, online, and blended learning. With this personalized support, the students will earn credits towards graduation at an accelerated pace. Instructional Aides provide additional support by providing supervised tutoring sessions outside the normal instruction time. 8.2 Alternative Pathways to Earn Credits Funds will be used for the contracting of an accredited, professionally monitored, and self-paced credit recovery service for Second Chance students:
--

- To be conducted outside normal school hours, semesters and days in order to provide maximum flexibility in scheduling for students.
- Students participating in this activity will be provided the opportunity to take High School courses at their own pace which will be facilitated and monitored by certified classroom teachers.
- The Department recognizes that some students find it difficult to succeed in our traditional district schools because of special circumstances (homelessness, work, primary caregiver of a family member etc.) and/or district schedules. This activity under the Second Chance project is meant to address their needs and offer them another option to earn high school credits.
- Through this activity, students can apply at the Second Chance project and be placed in this independent study pathway to either augment or replace their current school schedule.

OBSERVATION/MONITORING *(Report may include tables, graphs and pictures)*

May 1, 2019 – 8:00am: Ms. Stephanie Chargualaf, State Program Officer from the Federal Programs Division met with Mr. Jesse Pendon, Project Coordinator, to conduct the quarterly review of the FY18 Second Chance Project.

In the FY18 Consolidated Grant Application, the Second Chance Project submitted a project application with an approved budget allocation of \$1,548,844.00.

Records were reviewed, files of project application and other related documents were properly filed and maintained.

8.1 Support Credit Recovery - Class Size, Instructional Program Aides

I observed several classrooms with the teacher providing instructional lessons and also observed students being provided with computer equipment by the Instructional Program Aides (funded by ISLA Ayudante) for classroom and online learning assignments.

8.1 Support Credit Recovery - Credit Recovery

Goal 2 indicates that 58% of the students will recover enough credits to allow them to move to the next grade level, currently the progression rate is 74% of the students are passing all required courses.

Objective 1.1 indicates that on an annual basis the Project will graduate a minimum of the 85% of the seniors currently enrolled, currently there will be 70 students who will obtain the required credits to graduate.

Fiscal

The Project continues to implement the Employee's Daily Attendance Log with great improvement of the number of project staff that continue to sign in and out on a daily basis.

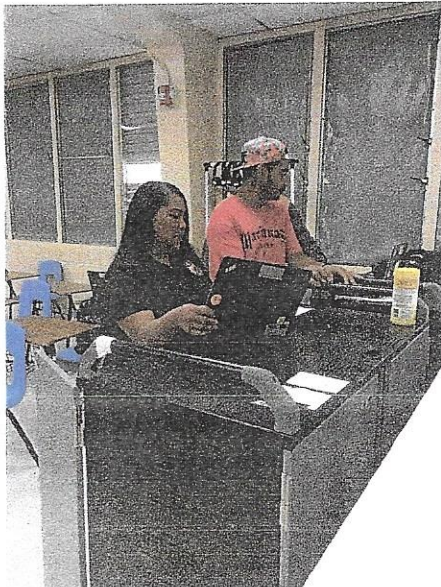
8.2 Alternative Pathways to Earn Credits

Requisition 20190121 for one of the Project's largest approved contractual activity was entered on December 4, 2019 and currently going through the workflow process. The requisition is for the contracting of an accredited, professionally monitored and self-paced credit recovery service, the current cost is at \$201,843.73. The RFP has been issued and it is currently in the negotiation process and pending a revised quote from the vendor.

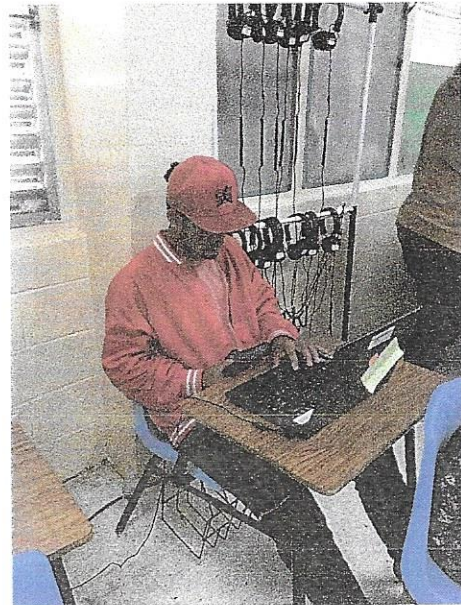
Revised 7/23/18

Most budget activities have been entered and going through the workflow process and the Project Lead will continue to enter additional requisitions using the FY17 Carryover funds and the current FY18 funds.

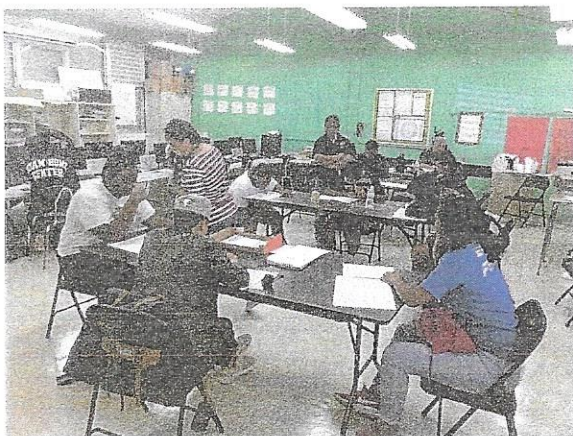
A ten percent (10%) review of the fixed asset inventory was conducted, all equipment checked are operable and in good condition, no missing equipment reporting during this period.



Instructional Program Aide issuing out computer equipment.



Student utilizing laptop for classroom online assignments.

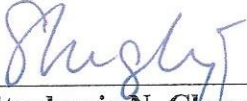


Students in class--- with Teacher – Ms...



Project staff reviewing student data.


Reviewed by:


MAY 08 2019

Stephanie N. Chargualaf Date
State Program Officer


MAY 09 2019

Rachel Lee Santos Duenas Date
Senior State Program Officer


MAY 08 2019

Ignacio C. Santos Date
Federal Programs Administrator

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Evaluation

Question #2
Attachment #2

May 04, 2022

----- Forwarded message -----

From: **Shandice Jenniel Calano** <sjcalano@gdoe.net>
Date: Sat, Apr 2, 2022 at 10:46 PM
Subject: Draft FY'22 Project #1 CCCLR as of 4/2/2022
To: Rachel Lee Santos Duenas <rlsduenas@gdoe.net>, Ana Aguon <aoaguon@gdoe.net>
Cc: Federal Programs <federal-programs@gdoe.net>

Hafa Adai Rachel,

Here's the draft FY'22 Project #1 CCCLR's application as of 4.2.2022.

Regards,

Shandice J.T.D. Calano
Senior State Program Officer
Federal Programs Division
Guam Department of Education
State Agency for US-Ed Federal Grants
500 Mariner Avenue,
Barrigada, GU 96910-1608
Tel: (671) 300-1266
Email: sjcalano@gdoe.net

----- Forwarded message -----

From: **Shandice Jenniel Calano** <sjcalano@gdoe.net>
Date: Mon, Apr 4, 2022 at 2:32 PM
Subject: FY2022 CCCLR
To: Ana O. Aguon <aoaguon@gdoe.net>

Hi Ana,

Please use the attached file to review the goals and objectives, and update the Performance Measures Chart.

Thank you!

Shandice J.T.D. Calano
Senior State Program Officer
Federal Programs Division
Guam Department of Education
State Agency for US-Ed Federal Grants
500 Mariner Avenue,
Barrigada, GU 96910-1608
Tel: (671) 300-1266
Email: sjcalano@gdoe.net

----- Forwarded message -----

From: **Ana O. Aguon** <aoaguon@gdoe.net>

Date: Mon, Feb 28, 2022 at 9:15 AM

Subject: CCCLR Baseline Data in the FY '22 1st Draft Application

To: Shandice Jenniel Calano <sjcalano@gdoe.net>

Cc: Sylvia Calvo <scalvo@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>

Hafa Adai Shandice,

Attached is the **CCCLR FY'22 1st Draft Application**, with my comments (in green) regarding the Baseline Data on the performance measures. I was able to speak with Sylvia early this morning and clarified with her regarding this matter. She is aware of the recommended changes based on the latest data of the project on these performance measures, as reported in CCCLR's FY '20 and FY'19 Quarterly Reports.

Also highlighted in red are corrections on the school year and percentages (annual, quarterly) to reflect the current application year timeline and targets.

Let me know if you have any questions.

Kind Regards,

Ana O. Aguon
State Data Officer
Federal Programs Division
Guam Department of Education
State Agency for U.S. Federal Grants
Tel: (671)300-1350
Email: aoaguon@gdoe.net

----- Forwarded message -----

From: **Ana O. Aguon** <aoaguon@gdoe.net>

Date: Tue, Apr 5, 2022 at 8:29 AM

Subject: Reviewed CCCLR FY '22 CG Application (3rd Draft)

To: Shandice Jenniel Calano <sjcalano@gdoe.net>

Cc: Sylvia Calvo <scalvo@gdoe.net>

Hafa Adai Shandice,

Please find attached the Reviewed CCCLR FY '22 CG Application (3rd Draft).

Kind Regards,

Ana O. Aguon
State Data Officer
Federal Programs Division
Guam Department of Education
State Agency for U.S. Federal Grants
Tel: (671)300-1350
Email: aoaguon@gdoe.net

DEPARTMENT OF EDUCATION
Government of Guam
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Guam Department of Education

Consolidated Grant Monitoring – May 2022
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Question #2 Attachment #4
& Question #3 Attachment #3

May 04, 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)

Project No. 1

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

December 29, 2021

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2020-2021]

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

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) - 5,024 (9 th -12 th) - 10,586	(Elem) 831 (Middle) 354 (High) 429	Elem – 28 Middle – 136 High - 225	(Elem) 29 (Middle) 22 (High) 30	Elem – 2 Middle – 9 High - 12
Private	Private		Group: [Grade Level(s)]						
Total Population 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	
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 SY18-19 AP Test Results	Advanced Placement (AP) instruction, & AP Testing	Percentage of AP test takers who scored a 3 or higher	26% of AP test takers scored a 3 or higher in SY19-20	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 a 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>Target: Ongoing activities</p>	<p>score a Bronze or higher.</p> <p>Target: Ongoing activities</p>	<p>a Bronze or higher.</p> <p>Target: Student Engagement Survey administered to VPA participants</p>	<p>of test takers will score a Bronze or higher.</p> <p>Target: Results of survey will indicate at least 30% of VPA participants engaged in learning and confident in their academic work.</p>	<p>scoring a bronze or higher.</p> <p>During the 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	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	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

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2020-2021]

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
							resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective. During SY 20-21, in-person instruction was allowed only in the 2 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	<u>Target:</u> College/Career Fair not conducted at this time	<u>Target:</u> College/Career Fair not conducted at this time	<u>Target:</u> 60% (If College/Career Fair is conducted at this time)	<u>Target:</u> 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.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

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

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

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



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Evaluation

Question #4
Attachment #1

May 04, 2022



JON J.P. FERNANDEZ
Superintendent of Education

DEPARTMENT OF EDUCATION
Curriculum and Instructional Improvement
Office of the Deputy Superintendent
501 Mariner Avenue, Barrigada, Guam 96913
Telephone: (671) 300-1635/1247
ciioffice@gdoe.net



Joseph L.M. Sanchez
Deputy Superintendent,
Curriculum and Instructional
Improvement

CURRICULUM, INSTRUCTIONAL QUALITY & DEVELOPEMENT (CIQD)
END-OF-YEAR PROJECT REPORT
SY 2020-2021

Mentor Name:	Judith Roberto		
School Site:	JFKHS		
Start Date:	August 2020	Completion Date:	May 2021
Please use the spaces below to answer the questions. As much as possible, please limit your answers to 200 words or less (per section). Your answers will be kept in confidence. Information collected will be used for program improvement.			
1. Please reference the CIQD Mentor Guidelines § II & III and describe your perception of:			
<ul style="list-style-type: none"> a. Were the stated goals of the school-based mentoring program achieved? b. Was this program needed? c. What do you perceive are possible long-term benefits of having a school-based mentoring program? 			
<p>Although the mentees may enter the DOE system with appropriate credentials, they are tasked with not only applying the skills they've learned in order to implement effective instruction but they also have to learn so many policies and procedures when it comes to the school system. In addition, school culture is another huge component that a mentee has to learn, adjust and assimilate into if they want to be part of the school community. The mentorship program is a good vehicle for this type of support. I see the retention of these teachers being a long term benefit of the mentor program.</p>			
2. Were the QAPs helpful to keep both mentors and mentees focused on areas of need? What challenges did you encounter <i>in regards to the submission of deliverables</i>?			
<p>The QAPs were helpful to structure areas of need. One challenge in regards to submission of deliverables was the Google Classroom. In the beginning, it was a challenge because I was not that familiar with using that platform. It did get better as the quarters progressed. I feel that email delivery should be an option (as it was).</p>			

“Every Student: Responsible, Respectful, and Ready for Life”

3. Please share with us any examples of how to better implement this project next year. Provide examples of what can be done better or differently.

I think the interaction logs were a good way to stay connected to the mentee but I found that the frequency was a challenge. I thought maybe that there should be more flexibility in the manner of consulting. For example, I found that for one mentee, the frequent two week period was needed in the beginning but as the year progressed, I felt that the teacher no longer needed to be consulted every two weeks. With the COVID situation already stressful, I felt like I was adding to the teacher's stress. Monthly or quarterly "check-ins" should be an option for those teachers that do not need that two week consult.

As for the monthly training, I feel that they were beneficial however, I think "informational" types of training should be provided as a separate platform (ie upload a video, etc.). I think that the sharing of case scenarios amongst the mentors would have been more beneficial. For example, "My mentee came to me with this question.....did I provide the right answer?" The group can then learn from each other's experiences and perhaps provide a different perspective.



JON J.P. FERNANDEZ
Superintendent of Education

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Joseph L.M. Sanchez
Deputy Superintendent,
Curriculum and Instructional
Improvement

CURRICULUM, INSTRUCTIONAL QUALITY & DEVELOPEMENT (CIQD)
END-OF-YEAR PROJECT REPORT
SY 2020-2021

Mentor Name:	Emmanuel Alvarez Balmeo		
School Site:	4031 - V.S.A. Benavente Middle School		
Start Date:	September 4, 2020	Completion Date:	May 27, 2021
Please use the spaces below to answer the questions. As much as possible, please limit your answers to 200 words or less (per section). Your answers will be kept in confidence. Information collected will be used for program improvement.			
1. Please reference the CIQD Mentor Guidelines § II & III and describe your perception of:			
<ul style="list-style-type: none"> a. Were the stated goals of the school-based mentoring program achieved? b. Was this program needed? c. What do you perceive are possible long-term benefits of having a school-based mentoring program? 			
<p>A. In regards to the stated goals being met, I would have to state that the goals were indeed met. Of course there were some that were a bit more easy to meet than others (induction of new teachers was easier to handle on our end versus enhancing their career opportunities. That being said, at the very least, the mentee was able to become aware of what is expected.</p> <p>B. This program I believe will always be needed, especially in conjunction with new teacher inductions and even more now with the current situation regarding the pandemic. This program is invaluable.</p> <p>C. Long term benefits result in a broad swath of new teachers having a head start on learning good practices and growing into their own. The biggest impact though was short term. Given the fact that we were all in it together and learning from one another (because yes, the mentors did pick up a thing or two from the fresh eyes we had), it enabled us to weather the worst of this year and grow as a group.</p>			
2. Were the QAPs helpful to keep both mentors and mentees focused on areas of need? What challenges did you encounter <i>in regards to the submission of deliverables</i>?			
<p>For the most part, the QAPs were helpful in keeping us focused on the areas of need. The nice thing about them, and especially the Bi-Weekly Logs was that they enabled the mentees to articulate varying topics/issues/areas they needed help with and/or clarification on and it helped the mentees formulate responses in an arranged format. The space for mentee reflection was also very useful as well.</p> <p>If there were any issues that needed further discussion/elaboration we took care of that by setting aside time to confer with one another over chat/video/in person.</p> <p>Maybe one suggestion is add more space for those sections on the QAP and BWL.</p>			

“Every Student: Responsible, Respectful, and Ready for Life”

3. Please share with us any examples of how to better implement this project next year. Provide examples of what can be done better or differently.

To be honest there really is nothing more that could be done to implement this project better next year. I am not sure if it is possible but can Google Classroom sessions be set up the way teachers do with students? Except for instead of just one student editing the document given, it can be two people? I am not sure if that is possible with the way GC is set up. Having to download files and then edit them then reupload them can be a bit confusing. Assigning the Bi-Weekly logs at specific intervals will also keep everyone on their toes and up to date. Also, rather than track and check everything at the end of each Quarter, there is a constant flow/update of mentoring going on. Other than that, if what is done next year is the same as this year, everything will still be well done and functional for next year.

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Evaluation

Question #4
Attachment #2

May 04, 2022

FFY 2022 Consolidated Grant Title V-B, RLIS
Virtual Consultative Workshop
Federal Programs Division | Grants Office
Guam Department of Education

Thursday, February 3, 2022
Virtual Conference Schedule

AGENDA
(DAY 1)

GDOE Public, Charter & Private-Non-Public Schools

Welcoming Remarks

- ✚ Ike C. Santos | Federal Programs Division Administrator

FFY 2022 Title V-B Rural Low-Income School (RLIS) Consolidated Grant Application (CGA) - Overview

- ✚ Ike C. Santos | Federal Programs Division Administrator

Eligibility, Allocation and Distribution

- ✚ Rachel L. Duenas | Senior State Program Officer – Team Leader, Federal Programs Division

Notice of Intent to Participate and Constitutionally Protected Prayer – *GDOE Public and Charter Schools*

- ✚ Stephanie N. Chargualaf | Senior State Program Officer, Federal Programs Division

Timelines

- ✚ Sean Rupley | Senior State Program Officer, Federal Programs Division

Allowable Uses of Funds | Supplement, not Supplant

- ✚ Shandice Calano | Senior State Program Officer, Federal Programs Division

Federal Programs Division Manual Guidance: 812-101 Quarterly and Annual Report | Programmatic and Administrative Monitoring and Risk Factors

- ✚ Ana O. Aguon | State Data Officer, Federal Programs Division
- ✚ Christopher Surla | Senior State Program Officer, Federal Programs Division
- ✚ Sean Rupley | Senior State Program Officer, Federal Programs Division

Federal Programs Division Manual Guidance: 812-102 Automated Employee Time Tracking

- ✚ Shandice Calano | Senior State Program Officer, Federal Programs Division
- ✚ Maria Blaz | Senior State Program Officer, Federal Programs Division

Standardized Service Agreements

- ✚ Shannon Bukikosa | Senior State Financial Officer, Federal Programs Division
- ✚ Simon San Nicolas | Administrative Aide, Federal Programs Division

Results – Effective Leadership & Communication Professional Development

- ✚ Maria Blaz | Senior State Financial Officer, Federal Programs Division

FFY 2022 Consolidated Grant Title V-B, RLIS
Virtual Consultative Workshop
Federal Programs Division | Grants Office
Guam Department of Education

Friday, February 4, 2022
Virtual Conference Schedule

AGENDA
(DAY 2)

GDOE Public, Charter & Private-Non-Public Schools

Welcoming Remarks

- ✚ Ike C. Santos | Federal Programs Division Administrator

Federal Programs Division Manual Guidance: 812-201 Procurement and Flowchart

- ✚ Shannon Bukikosa | Senior State Financial Officer, Federal Programs Division

Federal Programs Division Manual Guidance: 812-202 Invoicing and Drawdown | Programmatic Monitoring

- ✚ Maria Blaz | Senior State Program Officer, Federal Programs Division

FFY 2022 Consolidated Grant Project Presentation:

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

- ✚ Joseph L.M. Sanchez | Project Manager, Deputy Superintendent C& II
- ✚ Sylvia T. Calvo | Project Lead

Project #2: Curriculum and Instructional Quality and Development

- ✚ Joseph L.M. Sanchez | Project Manager, Deputy Superintendent C& II
- ✚ Michelle Camacho | Project Lead

Project #3: Classroom Supports & Academic Interventions

- ✚ Joseph L.M. Sanchez | Project Manager, Deputy Superintendent C& II
- ✚ Joshua Blas | Project Lead

Project #4: School Climate, Culture, and Engagement

- ✚ Erika Cruz | Project Manager, Deputy Superintendent ESCL
- ✚ Doris Bukikosa | Project Lead

Project #5: Private Non-Public Schools

- ✚ Stephanie Chargualaf | State Program Officer, Federal Programs Division

Timelines Recap

- ✚ Sean Rupley | Senior State Program Officer, Federal Programs Division

Workshop Evaluation

- ✚ Ana O. Aguon - State Data Officer, Federal Programs Division

FFY 2022 Consolidated Grant Title V-B, RLIS
Virtual Consultative Workshop
Federal Programs Division | Grants Office
Guam Department of Education

Friday, February 11, 2022
Web-Conference Schedule
9:00am – 12:00pm

AGENDA
(DAY 3)

GDOE Public & Charter Schools

Workshop Overview

✚ Mr. Ike C. Santos | Federal Programs Administrator

GDOE Public Elementary Schools & Charter Elementary Schools
9:00AM – 10:00AM

GDOE Public High Schools & Charter Middle & High Schools
10:00AM – 11:00AM

Private Non-Public Schools (PreK-12)
1:30PM

Office of Catholic Education (PreK-12)
3:00PM

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Evaluation

Question #5
Attachment #2

May 04, 2022



**GUAM DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION**

State Agency for USEd Grants
500 Mariner Avenue
Barrigada, Guam 96913-1608
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Fax: (671) 477-4587



Jon J. P. Fernandez
Superintendent of Education

Ike C. Santos
Federal Programs Administrator

Department of Education Office of the Superintendent	
Date: 3/21/19	Time: _____
Rec'd By: <i>[Signature]</i>	Signature
Print Name	

March 21, 2019

MEMORANDUM

TO: Teacher and Administrator Effectiveness Project Manager
(Deputy Superintendent, Educational Support and Community Learning)

FROM: Administrator, Federal Programs Division

SUBJECT: FY'18 Teacher and Administrator Effectiveness Corrective Action Plan Response

This memorandum is in response to the Teacher and Administrator Effectiveness (TAE) Project Corrective Action Plan (CAP) dated February 13, 2019, received by Federal Program Division (FPD) on February 13, 2019.

FPD reviewed the proposed corrective action plan (attachment) which describes the planning, development and execution of tasks; and implementation of plans and the management of tasks for the approved FY'18 TAE project activities within each component (1.1, 1.2 and 1.3) and how TAE will bring the project into compliance through coordinating and completing specific tasks. The approved budgeted cost per project activity is also included.

1.1 Teacher Recruitment, Induction and Retention

- Teacher Mentor Agreement (after hours stipend payments, wireless service, mileage, off-island conference, supplies and materials)
- Travel off island to attend Int'l Society for Technology in Education (ISTE)
- Praxis Preparatory Courses and College Course Work (Contract)
- Electronic observation and professional development (Contract)
- Effective leadership and communication professional development (Contract)
- External evaluator (Contract)
- Advertising services

RECOMMENDATION:

Within component 1.1 Teacher Recruitment, Induction and Retention, the procurement of supplies and materials should not be duplicated for teacher mentors, administrator mentors and instructional coaches. It is recommended to remove 6 administrator mentors and 16 instructional coaches.

1.1 Teacher Mentor

- Teacher Mentor (Stipend agreement for teacher mentors must be approved in order to complete after-hours stipend payments.) wireless service, mileage, off island conference, supplies and materials

1.2 Administrator Mentor

- Administrator Mentor (Stipend agreement for administrator mentors must be approved in order to complete after-hours stipend payments.) wireless service, mileage, off island conference, supplies and materials

RECOMMENDATION:

Within component 1.2 Administrator Mentor, the procurement of supplies and materials should not be duplicated for teacher mentors and instructional coaches. It is recommended to remove 10 teacher mentors and 16 instructional coaches.

1.3 Instructional Coaches

GDOE has a shortage of teachers, resulting in the inability to hire (8) elementary and (8) secondary instructional coaches. Request to modify activity-

- Option 1: Change full time teacher status to after-hours stipend paid teachers.
- Option 2: Expand teacher mentor responsibilities to include coaching responsibilities to include coaching responsibilities and increase opportunities to earn stipend payments

RECOMMENDATION

This CAP reflects the request to modify the design of component 1.3 through a couple of options. To bring the project into compliance, the project must determine how it will implement component 1.3 activities. The project must develop a corrective action plan to address the implementation of component 1.3 as soon as possible.

The Project Lead and Project Manager are responsible for reporting the progress of the corrective action plan on a weekly basis.

This written report will be submitted to the State Program Office to include the following:

- Mentoring activities
- Procurement process
- Stipend payment status
- Travel activities
- Professional development plans
- Collection of data associated with project activities
- Fiscal reporting associate with project activities

RECOMMENDATION

Progress reports will be submitted to the State Program Office, reporting corrective action activities during a five (5) day work week. The written report will be due every Thursday and an electronic report will be emailed to the State Program Office through the assigned State Program Officer.

The Project Manager will request for personnel to oversee proposed activities, collect data and prepare reports to ensure project compliance:

- One (1) School Program Consultant (SPC) or similar professional
- One (1) limited term project shared PC III to

The Project Lead and Project Manager will work closely with the State Program Office and the State Program Officer to ensure the proposed CAP is meeting weekly benchmarks and is working towards meeting compliance.

RECOMMENDATION

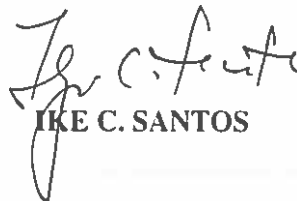
Additional personnel to implement the corrective action plan is encouraged. The FY'18 approved project application currently does not authorize funding for a PC III to be cost shared among other CG grant funded projects, therefore, it should be removed.

Federal Programs Division recommends to accept this CAP conditionally, provided that the following be agreed upon:

1. The CAP be revised to reflect the recommended corrections provided; and
2. The project must determine how component 1.3 will be implemented in writing. The implementation plan must include a section describing how corrective action is to be achieved by the Project. The revised CAP must be re-submitted to the State Program Office by 3:00PM Wednesday March 6, 2019 or sooner.

Thereafter, the State Program Office will review the CAP for compliance and approval. Should additional information be needed, please contact Maria Blaz, State Program Officer at 300-1251.

Thank you


IKE C. SANTOS

Cc: Superintendent



DEPARTMENT OF EDUCATION
Office of Deputy Superintendent
Educational Support & Community Learning



501 Mariner Avenue
 Barrigada, Guam 96913
 Telephone: (671) 300-1631
 Email: krsukola@gdoe.net

attachment 1

JON J. P. FERNANDEZ
 Superintendent of Education

KELLY R. SUKOLA
 Deputy Superintendent

February 13, 2019

RECEIVED



FEB 13 2019

FEDERAL PROGRAMS DIVISION
GUAM DEPARTMENT OF EDUCATION

MEMORANDUM

TO: Federal Program Division Administrator
FR: Deputy Superintendent, Educational Support & Community Learning
SUBJ: Teacher and Administrator Effectiveness (TAE) Project Corrective Action Plan

The letter is in response to your January 23, 2019 memorandum regarding Federal Programs Division's (FPD) findings for non-compliance for the lack of performance progress and fiscal expenditure activity of the Guam Department of Education (GDOE) Educational Support and Community Learning (ESCL): Teacher and Administrative Effectiveness (TAE) Project funded by the Consolidated Grant Award #S403A1700 (CFDA 84.403A) as authorized under 48 U.S.C. 1469a.

The following is the proposed Corrective Action Plan (CAP) for the TAE Project in Phases to address the cited lack of performance progress and fiscal expenditure activity:

Component	Activity	Completion - Description	Cost	Status and Reporting – WEEKLY UPDATES TO BE PROVIDED TO SPO
1.1 Teacher Recruitment, Induction and Retention	Phase I • Teacher Mentor (after-hours stipend payments, wireless service, mileage, off-island conference, supplies and materials)	Timeline • Draft Mentor Agreement – Electronic files submitted to SPO. Hard copy will be forthcoming for review and guidance. Once approved, school site teacher mentors can be paid stipends. (see attached) 19 Elementary, 8 Middle, 5 High School Site Mentors and 5 Chamorro Studies Mentors have been identified and are available to provide mentoring support services to 3 rd year and 2 nd year new teachers. (see attached) 3 rd year teachers (with expiring certificates in Dec 2018 – March 2019), 2 nd year teachers have been identified (expiring certificates through June 2019) (see attached)	• TEACHER MENTOR: \$300.00 per Mentee @ 5 mentee max per quarter	• COST: \$120,000.00
		• Two (2) teacher mentors have been identified to attend the International Society for Technology in Education (ISTE) Conference, Philadelphia, PA. Memo will be submitted for approval. Memo for substitute travel to be submitted for funds earmarked for the Pacific Educators Conference (PEC)	• Travel memo to be submitted Feb 2019	• COST: \$6,308.55

	<ul style="list-style-type: none"> • Praxis Prep Courses and College Course Work (CONTRACT) • Electronic Observation and Professional Development (CONTRACT) • CONTRACT: Effective Leadership & Communication Professional Development • CONTRACT: External Evaluator • CONTRACT: Advertising Services 	<ul style="list-style-type: none"> • Procure supplies and materials for identified 6 admin, 10 teacher mentors and 16 instructional coaches to complete mentoring supports • Wireless Service Contract – Requisition entered but held pending completion of RFP. Requisition converted into a PO (GDOE & PNP services) (see attached) • Praxis Prep and College Course work RFP Packet was submitted to Procurement 2/12/19. Requisition created and released with RFP attached. (see attached) • Increase and cost share with ISLA GIHA for Edivate subscription – Mentor will create a list of professional development sessions needed to complete improvement plan • Cost shared PD for all projects • Cost shared PD for all projects • Bid Announcements – for RFP, IFB, Public Notices, etc. 	<ul style="list-style-type: none"> • Requisition will be created and released Feb 2019. • Invoices to be paid monthly til the end of the project period. • Procurement will send out media announcement for interested individuals/vendors to submit proposals. Process could take two (2) months or more to complete the process. • Subscription is processed as a renewal and requisition will be created in April 2019 • State Office will create requisition using multi-project funding • State Office will create requisition using multi-project funding • Requisition to be created in Feb 2019 	<ul style="list-style-type: none"> • COST: \$91,772.00 • COST: \$16,038.00 • COST: \$255,760.00 • COST: \$47,500.12 • COST: \$2,802.30 • COST: \$25,000.00 • COST: \$3,846.77
<p>1.2 Administrative Mentor</p>	<ul style="list-style-type: none"> • Admin Mentor (after-hours stipend payments, wireless service, mileage, off-island conference, supplies and materials 	<ul style="list-style-type: none"> • Draft Admin Mentor Plan – Admin Mentors have been working on Admin Mentor Design and are expected to submit a DRAFT to the PM and FPD for review. Once approved, admin mentor supports will become available. An Admin Mentor Stipend Agreement also has to be created. 	<ul style="list-style-type: none"> • ADMIN MENTOR: \$500.00 per quarter @ maximum of \$2,000.00 per school year DRAFT Agreement to 	<ul style="list-style-type: none"> • COST: \$48,000.00 (GDOE) + \$8,000.00 (PNP)

		<ul style="list-style-type: none"> • Two (2) administrators have been identified to attend the National Principals' Conference, in Spokane, WA. Memo will be submitted for approval. Memo for substitute travel to be submitted for funds earmarked for the Pacific Educators Conference (PEC) • Procure supplies and materials for identified 6 admin, 10 teacher mentors and 16 instructional coaches to complete mentoring supports • Wireless Service Contract – Requisition entered but held pending completion of RFP. Requisition converted into a PO (GDOE & PNP services) • Praxis Prep and College Course work RFP Packet was submitted to Procurement 2/12/19. Requisition created and released with RFP attached. 	<ul style="list-style-type: none"> • be submitted by March 2019 • Travel memo to be submitted Feb 2019 • Requisition will be created and released Feb 2019. • Invoices to be paid monthly til the end of the project period. • Procurement will send out media announcement for interested individuals/vendors to submit proposals. Process could take two (2) months or more to complete the process. 	<ul style="list-style-type: none"> • COST: \$9,924.24 • COST: \$91,772.00 • COST: \$16,038.00 • COST: \$255,760.00
1.3 Instructional Coaches	GDOE continues to experience a shortage of certified teachers, resulting in the inability to hire (8) Elementary and (8) Secondary Instructional Coaches	<p>REQUEST TO MODIFIY ACTIVITY –</p> <p>Option 1: Change Full time teacher status to after-hours stipend paid teachers</p> <p>Option 2: Expand Teacher Mentor responsibilities to include coaching responsibilities and increase opportunities to earn stipend payments.</p>	Utilize salaries/benefits as stipend payments.	COST: \$819,621.00

Phase II:

- PL and PM will provide weekly updates to the SPO on mentoring activities, procurement processes, stipend payment status, travel activities and professional development plans.
- PL and PM will collect the data necessary to reassure that Project activities and fiscal spending are on-going and working towards compliance.

- PM will request for one (1) School Program Consultant or similar and one (1) Limited Term project shared PC III to oversee proposed activities, collect data and prepare reports to ensure project compliance.
- PL and PM will work closely with the State Program Office and State Program Officer to ensure proposed CAP is on track and Project is working towards meeting compliance.

Thank you for your continued support and assistance. Should you have any questions, please contact Ms. Doris Bukikosa, TAE Project Lead at 300-1625 or via email at ddbukikosa@gdoe.net



Dr. Kelly R. Sukola
Deputy Superintendent, ESCL

Attachments

/ /Compliant / /Non-compliant

/ /Approved / /Disapproved

Administrator, Federal Programs Division Date

Superintendent of Education Date

cc: TAE State Program Officer
Deputy Superintendent, C&II
TAE Project Lead



GUAM DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION
State Agency for USEd Grants
 501 Mariner Avenue, Barrigada, Guam 96913
 Telephone: (671) 475-0470/300-1267
 Fax: (671) 477-4587



JON J.P. FERNANDEZ
 Superintendent of Education

Barla
Rec'd
1/23/19

JAN 23 2019

H.C. SANTOS Department of Education Office of the Superintendent	
Date: <i>1/23/19</i>	Time: _____
Rec'd By: <i>[Signature]</i>	Signature: _____
Print Name: _____	Signature: _____

MEMORANDUM

To: Project Manager, Teacher and Administrator Effectiveness Project
From: Federal Programs Administrator
Subject: Serious Non-Compliance and Corrective Action for Teacher and Administrator Effectiveness Project

Buenas yan Hafa Adai! The Federal Programs Division (State/Grants Office) has conducted a comprehensive review of the Guam Department of Education (GDOE) Teacher and Administrator Effectiveness (TAE) Project funded by the Consolidated Grant Award #S403A17000 (CFDA 84.403A) as authorized under 48 U.S.C. 1469a. The State/Grants Office has identified serious areas of concerns pertaining to the lack of performance progress and fiscal expenditure activities that require immediate attention in order to bring the project into compliance with the Consolidated Grant Award #S403A17000 (CFDA 84.403A) as authorized under 48 U.S.C. 1469a.

As required under EDGAR 2 CFR Part §200.327 and §200.328 (State reporting requirements and sub-grantee reporting requirements), the State/Grant Office conducted on and off site monitoring reviews, provided technical assistance through meetings, and analyzed TAE expenditures through the GSRs.

EDGAR 2 CFR Part §200.327 and §200.328 (State reporting requirements and sub-grantee reporting requirements)

(2) (i) A comparison of actual accomplishments to the objectives of the Federal award established for the period. Where the accomplishments of the Federal award can be quantified, a computation of the cost (for example, related to units of accomplishment) may be required if that information will be useful. Where performance trend data and analysis would be informative to the Federal awarding agency program, the Federal awarding agency should include this as a performance reporting requirement.

(ii) The reasons why established goals were not met, if appropriate.

Based on the FY'16 Consolidated Grant Annual Performance Report (APR), the Teacher Administrator Effectiveness (TAE) Project reported that \$2,380,604.72 was expended. Moreover, the APR indicated that there was **NO Evidence of Success/Progress during the reported period**. In addition, the APR also reported that there were **NO Observations and/or Challenges for the TAE Project**. The report is very disturbing since USEd Program Office (Insular Areas Team Program Staff) must report the Quality of Project Implementation which may indicate **Unsatisfactory – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.**

Subject: Serious Non-Compliance and Corrective Action for Teacher and Administrator Effectiveness

Page 2 of 3.

Furthermore, the Comprehensive review of Quarterly Performance Reports, FY'17 3rd Quarter (April 1- June 30, 2018), FY'17 4th Quarter (July 1- September 30, 2018) and FY'18 1st Quarter (October 1- December 31, 2018) submitted by the Division of Educational Support and Community Learning (ESCL) and monthly Grants Status Reports (GSR's) between June 2018 and January 2019 indicates that the project failed to meet performance measures and expenditures as outlined by EDGAR CFR Part §200.301. Concerns include lack of progress in meeting goals and objectives and financial activity.

EDGAR CFR Part §200.301 Performance measurement

The recipient's performance should be measured in a way that will help the Federal awarding agency and other non-Federal entities to improve program outcomes, share lessons learned, and spread the adoption of promising practices. The Federal awarding agency should provide recipients with clear performance goals, indicators, and milestones as described in §200.210 information contained in the Federal award. Performance reporting frequency and content should be established to not only allow the Federal awarding agency to understand the recipient progress but also to facilitate identification of promising practices among recipients and build the evidence upon which the Federal awarding agency's program and performance decisions are made.

Outcome of the State/Grants Office review has determined that the TAE Project progress towards meeting approved project goals and objectives as outlined within the GDOE FY'17 Title V-B Consolidated Grant is deemed to be severely deficient.

State/Grants Officers held a meeting with the TAE Project Manager and Project Lead on January 3, 2019 at the Federal Programs Division to informally notify and discuss the impending issuance of a notice of non-compliance for following reasons.

The following summarizes the areas of concern and non-compliance and recommended corrective actions to bring this project into compliance.

FINDING #1: PROGRAMMATIC CONCERNS

- 1) FY'17 3rd Quarter Report (April 1 – June 1, 2018), FY'17 4th Quarter Report (July 1 – September 30, 2018) and the FY'18 1st Quarter Report (October 1, 2018 – December 31, 2018) indicates lack of significant progress toward the achievement of the approved FY'17 and FY'18 Consolidated Grant goals and objectives, and performance measures.
- 2) Where progress and accomplishments of the project can be quantified, correlating expenditures did not occur timely within the period; and insufficient or lack of justification as to why established goals and objectives could not be met.

Subject: Serious Non-Compliance and Corrective Action for Teacher and Administrator Effectiveness

Page 3 of 3.

FINDING #2: FISCAL CONCERNS


- 1) Grant Status Report for the period of April 2018 through January 5, 2018 indicates lack of significant progress towards expending project funds as it correlates to the approved project activities as outlined within the FY'17 and FY'18 Consolidated Grant.
- 2) If progress and accomplishments of the project can be quantified, correlating expenditures did not occur timely within the period; and insufficient or lack of justification as to why established goals and objectives could not be met.

CORRECTION ACTION PLAN RECOMMENDATION:

A corrective action plan is necessary to bring TAE Project activities back into compliance with Title V-B RLIS Grant requirements. **The TAE Project will have 10 working days, commencing Thursday, January 24, to submit a written plan of action outlining how the project will demonstrate to the State/Grants Office its plan, method, and strict timelines for meeting the Corrective Action Timelines set forth. The plan should indicate how it intends to meet the aforementioned requirements and provide assurances for meeting approved project goals, objectives and performance measures. Submission deadline for the responses is 2pm Thursday, February 7, 2019.**

Should you have any questions regarding this matter, please feel free to contact Ms. Maria Blaz, State Program Officer, at mablaz@edoe.net, or Ms. Rachel Lee Duenas, Senior State Program/ Financial Officer - Team Leader, at rsantos@edoe.net.

Please give this matter your immediate attention and action.


IKE C. SANTOS
Federal Programs Administrator

Attachments:

cc: Superintendent
TPFA, A&M

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Evaluation

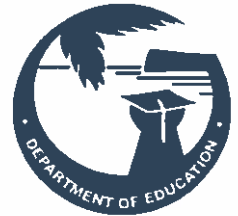
Question #6
Attachment #1

May 04, 2022



**GUAM DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION**

State Agency for USEd Grants
500 Mariner Avenue
Barrigada, Guam 96913-1608
Telephone: (671) 475-0470/300-1267
Fax: (671) 477-4587



JON J. P. FERNANDEZ
Superintendent of Education

IKE C. SANTOS
Federal Programs Administrator

November 16, 2017

Mr. Richard Alvia
Superintendent, Office of Catholic Education
196 Cuesta San Ramon Ste. B
Hagatna, Guam 96910

Re: Off-Site Review/Monitor – Academy of Our Lady of Guam

Dear Superintendent Alvia,

Buenas yan Hafa Adai! The Federal Programs Division (State Office) conducted an off-site monitor/review on November 15, 2017 of federally funded activities and equipment at the Academy of Our Lady of Guam. During the review, it was determined that corrective actions were necessary in order to bring activities back into compliance with Title V-A Grant requirements.

FINDING:

One (1) Samsung LCD 46" TV funded by Title V-A Consolidated Grant funds was located and used for unallowable, secular activities:

1. Lobby (Main Office – Waiting Area)

The funding of technological equipment with Federal funds must be used to support classroom instructional time and must be used for non-secular, neutral and nonideological services. (Section 6402(a)(1) of Part D of Title VI of ESEA).

CORRECTIVE ACTION:

The following actions require immediate attention in order to meet grant requirements.

1. Move/transfer Samsung LCD 46" TV to a classroom where core content instruction occurs.
2. Respond, in writing, to this action within ten (10) working days. Your written response is due on Friday, December 1, 2017.
 - Provide processes/methods for improved processes for ensuring compliance with Program requirements.
 - Provide formal supporting documentation to support the movement/transfer of aforementioned equipment.

Thank you for your continued support and understanding. Should you have any questions, please contact Ms. Stephanie N. Chargualaf at snchargualaf@gdoe.net or 300-1261.

Respectfully,


Ignacio C. Santos
Administrator, Federal Programs Division

cc: Superintendent, GDOE
Principal, AOLG

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Evaluation

Question #7
Attachment #1

May 04, 2022

FEDERAL PROGRAMS DIVISION



**FFY 2022 Title V, Part B, Subpart 2: Rural
and Low-Income Schools Program (RLIS)
Consolidated Grant for the Insular Areas
Grant Application Package Folder II:
Required Consolidated Grant Application Materials**

- **Project Narratives**
- **Means of Evaluating Program Outcomes Chart**
- **Budget Narratives**
- **Appendix 1: FY2022 Consolidated Grant
Application Budget Summary**

April 06, 2022

GUAM DEPARTMENT OF EDUCATION

FEDERAL PROGRAMS DIVISION

FFY 2022 Title V, Part B, Subpart 2: Rural and Low-Income Schools Program (RLIS)

Consolidated Grant for the Insular Areas Grant Application Package

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FEDERAL PROGRAMS DIVISION



**FFY 2022 Title V, Part B, Subpart 2: Rural and
Low-Income Schools Program (RLIS)
Consolidated Grant for the Insular Areas
Grant Application Package**

Project No. 1

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

April 06, 2022

Project Narrative

1. PROJECT TITLE	Project #1: College, Career, Civic Engagement, and Life Readiness (CCCLR)				
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	<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) 				
2b. SEA OR LEA SERVICES	Local Level – Local Education Agency (LEA)				
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES		
	Grade Level(s)	Number of Students		Participant Type(s)	Number of Participants
		<u>GDOE</u>	<u>Charter Schools</u>		<u>GDOE</u> <u>Charter Schools</u>
	K-5 th Elem	11,698	1,025	Elementary Teachers	831 56
	6 th -8 th	5,648	589	Middle School Teachers	354 29
	9 th -12 th	9,073	261	High School Teachers	429 11
				Counselors	86 0
				Administrators	98 6
				School to Work Coordinators	7 3

4. NEED(S) for PROJECT

Prompts: *(Limit response to 300 words or fewer)*

While GDOE offers general and advanced courses in core content areas and Career & Technical Education, access to such courses may not be available because of limited offerings and/or lack of qualified CTE teachers for the 15,306 public secondary school students (DOE SY20-21 Enrollment) and 1,566 charter school students. Further, although the basic curriculum serves many students, it does not always meet the needs of advanced students and teachers often lack training and/or classroom materials to meet their needs. The results are reflected in the University of Guam’s English and Math placement tests, for example, in Academic Years 2017-2018 and 2018-19, 31% of the DOE graduates who took the test placed in non-degree or transitional English and 68% placed in fundamental math courses. Even the high achieving AP students in 2017 struggled with making the grade to earn the college credit for the AP course taken. The *College Board’s AP Score Summary* of Guam students who took the AP exam showed only 33% of students scored 3 (average) or higher.

GDOE students have historically scored below the national average and current data from Guam’s Statewide Assessment (ACT ASPIRE) reflect the same results: 84% of 3rd – 10th grade students score in the “Close” and “In Need of Support” range in Reading and 91% in Mathematics (GDOE ASPER SY18-19). Similarly, participating Charter Schools report that over 75% of their students score in the “Close and “In Need of Support” range in Reading and Math (ACT ASPIRE) and many students who take the Iowa Assessments are performing below target in both reading and math.

This data is indicative of a need for interventions and supports to help close the achievement gap and provide students with the knowledge and skills to prepare them to be successful contributing citizens in the community. This Project proposes to address these areas of concern by focusing on 4 components:

- 1) Improving rigorous academic and technical courses with high quality instruction.
- 2) Career oriented programs and assessments.
- 3) Specialized Events and Skills Training Opportunities.
- 4) Academic, College and Career Readiness.

The project activities will focus on helping students develop academic knowledge and job skills to help them succeed in post-secondary education or their chosen career. It will provide supports and opportunities for students to explore, identify and build their competencies for a successful transition from high school or college into the workplace.

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement: *(Limit words to 300 or fewer)*

During the 3-year cycle, CCCLR's main goal is to provide professional development & curriculum development opportunities for teachers to facilitate the needs of all learners and afford students more experiences and opportunities to engage in their learning so they are better equipped with knowledge and skills that will increase their chances of reaching their academic goals and prepare them for higher education or a career.

The goal gives students the chance to explore, identify and build their competencies for a successful transition to college or the workplace.

5b. Annual Objectives: *(Limit words to 300 or fewer)*

"Due to the COVID-19 pandemic that created difficulty in data collection for Year 1, the annual targets for Year 2 and Year 3 have been revised. To make it more realistic for the project, the annual percentages/targets for Year 1 were maintained for Year 2, and Year 3 percentages were changed to reflect the original Year 2 percentages."

Annual Objective 1: Professional development on effective teaching strategies and the development of high quality and relevant curricula that will give teachers the skills to plan and implement lessons that meet the needs of all students.

- YEAR 1: 60% of participating teachers will report being more knowledgeable, having 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.
- YEAR 2: 60% of participating teachers will report being more knowledgeable, having 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.
- YEAR 3: 65% of participating teachers will report being more knowledgeable, having 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.

Annual Objective 2: Professional development on effective teaching strategies and the development of high quality and relevant curricula will afford students opportunities to engage in learning and increase their academic achievement as evidenced in their course grades, Work Keys Assessment scores and the increases in students placing into college-level English & Math.

- YEAR 1: 50% of students will earn a "C" or better in the CTE, AP/Honors, and STEAM classes taken; and AP test takers scoring a 3

or higher will increase by 2% from baseline data.

- YEAR 2: 50% of students will earn a “C” or better in the CTE, AP/Honors, and STEAM classes taken; and AP test takers scoring a 3 or higher will increase by 2% from baseline data.
- YEAR 3: 65% of students will earn a “C” or better in the CTE, AP/Honors, and STEAM classes taken; and AP test takers scoring a 3 or higher will increase by 4% from baseline data.

- YEAR 1: Students scoring into college-level English and Math on the UOG Placement Test will increase by 2% from baseline data.
- YEAR 2: Students scoring into college-level English and Math on the UOG Placement Test will increase by 2% from baseline data.
- YEAR 3: Students scoring into college-level English and Math on the UOG Placement Test will increase by 4% from baseline data.

- YEAR 1: 50% of test takers pass the WorkKeys Assessment with a bronze score or higher and achieve a NCRC certificate.
- YEAR 2: 50% of test takers pass the WorkKeys Assessment with a bronze score or higher and achieve a NCRC certificate.
- YEAR 3: 85% of test takers pass the WorkKeys Assessment with a bronze score or higher and achieve a NCRC certificate.

Annual Objective 3: Opportunities and Experiences in academic, visual performing arts and sports events give students more confidence in their academic work and more occasion to engage in their learning to help guide their decision about the path they want to pursue after high school.

- YEAR 1: 30% of students who participate in Academic Special Events, Visual Performing Arts, theater and music programs, STEAM, and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys and will increase their knowledge and interest in related careers.
- YEAR 2: 30% of students who participate in Academic Special Events, Visual Performing Arts, theater and music programs, STEAM and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys and will increase their knowledge and interest in related careers.
- YEAR 3: 90% of students who participate in Academic Special Events, Visual Performing Arts, theater and music programs, STEAM and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys and will increase their knowledge and interest in related careers.

- YEAR 1: 30% of participating students will indicate an interest in pursuing STEAM for college degree, and 30% will indicate an interest in pursuing a CTE path or a sports career.
- YEAR 2: 30% of participating students will indicate an interest in pursuing STEAM for college degree and 30% will indicate an interest in pursuing a CTE path or a sports career.
- YEAR 3: 45% of participating students will indicate an interest in pursuing STEAM for college degree and 45% will indicate an interest in pursuing a CTE path or a sports career.

5c. Means of Evaluating Program Outcome(s) Chart

Project Title: College Career Civic Engagement and Life Readiness (CCCLR)

Means of Evaluating Program Outcome(s) Chart #

Project Outcome <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement (i.e. metric) <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Baseline Data <i>(Current school year or more recent)</i> <i>If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2021-2022).</i>	Quarterly Performance Targets <i>Please focus on outcomes rather than outputs.</i> <i>(e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2021 versus 40% of teachers will participate in professional development.)</i>			
						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
Component 1. Increasing Rigorous Academic and Technical Courses with High Quality Instruction Professional Development Training	A. By the end of SY22-23, 65% of <u>teacher participants in PD</u> activities will indicate they are more knowledgeable, have improved their teaching practices and can consistently implement high-quality, rigorous curriculum and relevant strategies in (a) CTE (b)	Web-based survey from post PD on change in teaching practices	Percentage of teachers who self-report as feeling “more knowledgeable”, “well prepared” and “more than well prepared” to teach the content	Yes	60% (SY19-20)	55%	60%	65%	This marks the start of a new school year. Reporting will be done in the 1 st quarter of FY’22.

Project Outcome (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective Enter the annual objective from 5b that this project activity aligns with.	Data Source Enter where the data are located. Identify where the data will come from.	Unit of Measurement (i.e. metric) Enter the unit of measurement.	Evidence-Based Please indicate: Yes or No	Baseline Data (Current school year or more recent) If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2021-2022).	Quarterly Performance Targets <u>Please focus on outcomes rather than outputs.</u> (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2021 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
CTE Academies, AP/Honors, STEAM	B. By the end of SY22-23, 65% of CTE, AP/Honors, and STEAM students will earn a “C” or better	District data on CTE and AP student grades	Percentage of “C” Grades or better reported in PowerSchool	Yes	61% (SY20-21 3 rd Qtr.)	55%	60%	65%	This marks the start of a new school year. Reporting will be done in the 1 st quarter of FY’22.
AP Testing	C. By the end of SY22-23, there will be a 4% increase of AP test takers who score a 3 or better from baseline of SY18-19 AP Test Results	AP Test Results	Percentage of AP test takers who score a 3 or better	Yes	26% in SY19-20 (pending for SY20-21)	2%	3%	4%	This marks the start of a new school year. Reporting will be done in the 1 st quarter of FY ‘22.

Project Outcome (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective Enter the annual objective from 5b that this project activity aligns with.	Data Source Enter where the data are located. Identify where the data will come from.	Unit of Measurement (i.e. metric) Enter the unit of measurement.	Evidence-Based Please indicate: Yes or No	Baseline Data (Current school year or more recent) If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2021-2022).	Quarterly Performance Targets <u>Please focus on outcomes rather than outputs.</u> (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2021 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
English and Math College Placement	D. By the end of SY22-23, % GDOE students who test into college-level English and Math on UOG Placement Test will be 90% or more (in English) or increase by 4% from baseline of SY18-19 Placement Test Results	UOG data on Placement Test	Percentage of test takers who score into college-level Math and English courses	Yes	99% for English 28% for Math (in SY20-21)	UOG Placement Test not administered at this time	UOG Placement Test not administered at this time but results out next quarter	At least 90% (in English) or 4% increase from 2018-19 (in Math)	This marks the start of a new school year. Reporting will be done in the 1 st quarter of FY '22.
Component 2. Career-oriented Programs and Assessments WorkKeys Assessment	A. By the end of SY22-23, 85% of WorkKeys testers will score a Bronze or higher	District data on WorkKeys assessment results	Percentage of test takers who score “Bronze” or higher	Yes	At least 80% (in SY20-21)	75%	80%	85%	This marks the start of a new school year. Reporting will be done in the 1 st

Project Outcome <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement (i.e. metric) <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Baseline Data (Current school year or more recent) <i>If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2021-2022).</i>	Quarterly Performance Targets <u>Please focus on outcomes rather than outputs.</u> (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2021 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
Component 3. Specialized Events and Opportunities Academic Special Events, Visual Performing Arts, Sports	A. By the end of SY22-23, 90% of students who participate in ASE, VPA, STEAM programs and sports opportunities will indicate being more engaged in learning and confident in their academic work.	Web-based survey on post ASE, VPA, STEAM events and sports opportunities	Percentage of student participants who indicate being “more engaged” and “confident” in their work	Yes	88% (in SY20-21)	80% (If survey conducted at this time)	85% (If survey conducted at this time)	90% (If survey conducted at this time)	quarter of FY '22. This marks the start of a new school year. Reporting will be done in the 1 st quarter of FY '22.

Project Outcome (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective Enter the annual objective from 5b that this project activity aligns with.	Data Source Enter where the data are located. Identify where the data will come from.	Unit of Measurement (i.e. metric) Enter the unit of measurement.	Evidence-Based Please indicate: Yes or No	Baseline Data (Current school year or more recent) If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2021-2022).	Quarterly Performance Targets <u>Please focus on outcomes rather than outputs.</u> (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2021 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
Component 4. Academic & Career Planning College Fair, Career Fair	By the end of SY22-23, 45% 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	Yes	40% (in SY19-20)	35%	40%	45%	This marks the start of a new school year. Reporting will be done in the 1 st quarter of FY ‘22.
	By the end of SY22-23, 45% of participating students will indicate an interest in pursuing a CTE path	Web-based survey on post ASE, VPA, STEAM events and sports opportunities	Percentage of participating students indicating an “increased interest” or “strong interest” in pursuing CTE path	Yes	40% (in SY19-20)	35%	40%	45%	This marks the start of a new school year. Reporting will be done in the 1 st quarter of FY ‘22.

<p>6. PROJECT DESCRIPTION</p>	<p>6a. BASIC PROGRAM OF INSTRUCTION: <i>(Limit words to 150 or fewer)</i></p> <p>The Guam Department of Education (GDOE) provides core instructional programs in the areas of English, Reading, Language Arts, Math, Science, and Social Studies, Career and Technical Education and other subject courses to students in grades Pre-K through 12 to enable them to successfully progress from grade to grade and prepare students for college and career. Curriculum, Instruction, Assessment, and Interventions are also provided to ensure ongoing improvement and development at the school and district levels that support and strengthen the academic programs.</p> <p>GDOE provides support and basic training to teachers, administrators and other educators in research proven instructional strategies, curriculum and leadership that include the effective use of technology and teaching of 21st century skills.</p>
	<p>6b. SUPPLEMENTAL PROJECT AND MANAGEMENT: <i>(Limit words to 850 or fewer)</i></p> <p>College, Career, Civic Engagement and Life Readiness – Annual Request</p> <p><i>GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.</i></p> <p>Project will be responsible for providing and supporting secondary students to prepare them for post-secondary education or a career, and promote Science, Technology, Engineering, Arts and Math (STEAM) activities within all participating Pre-k – 12 schools. (1) Locally funded School Program Consultant and (1) Consolidated Grant funded Program Coordinator (PC/IV)/Project Lead will be responsible for overall implementation and design of all aspects of the project activities, data compilation, review, managing and reporting expenditures and all relative roles and responsibilities necessary to execute activities, accomplish goals and objectives, and ensure all relative requirements are met.</p> <p>Funding requested for the following personnel annually:</p> <ul style="list-style-type: none"> ✚ (1) Program Coordinator (PC) IV | Co-Project Lead (FTE) will be responsible for directing the implementation of the Project activities related to Career and Technical Education (CTE), and Visual and Performing Arts (VPA) Programs; Lead in designing all relevant professional development plans, manage contractual activities for professional services, act as the point of contact for project inquiries; Supervise the Program Coordinator III, Program Coordinator II and support staff to ensure full implementation of activities and collection of relevant data, other related duties.

~~✦ (1) Program Coordinator (PC) IV (FTE) will be responsible for directing the implementation of the Project activities related to College Readiness and Specialized Events; Lead in designing all relevant professional development plans; Manage contractual activities for professional services, act as the point of contact for project inquiries; Assist with supervising Program Coordinator III, Programs Coordinator II and support staff to ensure full implementation of activities and collection of relevant data; Manage project specific records, data and expenditures and all duties as it relates to timely collection, analysis and reporting of project data, other related duties. PC IV position was converted to a Program Coordinator III.~~

✦ **MODIFIED:** (2)(3) Program Coordinator IIIs (FTE) will be responsible for supporting the implementation of all project activities including working directly with the teachers & students; Providing the related supports; Coordinate the implementation of the learning resources; Data collection efforts for project reporting; Carry out all necessary project-specific technical tasks, and assist in all duties related to supporting Program Coordinator IVs, and other related duties.

✦ (1) Program Coordinator II (FTE) will be responsible for the supporting the implementation of all project activities including working directly with the teachers & students; Providing the related supports; Coordinate the implementation of the learning resources; Data collection efforts for project reporting; Carry out all necessary project-specific technical tasks and assist in all duties related to supporting Program Coordinator IIIs and IVs, other related duties.

✦ (1) Teacher IV VPA Art (FTE) will be responsible for providing instructional strategies in age-appropriate lessons and activities in Art for identified elementary students. With specialized training in Art, will service multiple schools and serve as a resource and support for teachers in the classroom. The individual will model and demonstrate best practices in teaching, provide guidance about effective lessons and activities that are content specific and age-appropriate to the various elementary level learners.

✦ (1) Teacher IV VPA Music (FTE) will be responsible for providing instructional strategies in age-appropriate lessons and activities in music for identified students in middle and high school. With specialized training in Music, will service multiple schools and serve as a resource and support for teachers in the classroom. The individual will model and demonstrate best practices in teaching, provide guidance about effective lessons and activities that are content specific and age-appropriate to the various elementary level learners.

✦ (1) Teacher IV Audio Visual Production and Broadcasting (FTE) will be responsible for providing instructional strategies in age-appropriate lessons and activities in audio visual production and broadcasting for identified students. With specialized training in Audio Visual Production and Broadcasting, will service multiple schools and serve as a resource and support for teachers in the

classroom. The individual will model and demonstrate best practices in teaching, provide guidance about effective lessons and activities that are content specific and age-appropriate to the various elementary level learners.

Shared Personnel: (Shared costs/proportioned with 3-5 projects)

- ✚ (1) Administrative Officer (FTE) - Shared personnel to assist with administrative tasks with (3) projects: #1 College, Career, Civic Engagement, and Life Readiness, #2 Curriculum, Instructional Quality and Development, and #3 Classroom Supports and Academic Interventions, and other related administrative duties.
- ✚ (1) Administrative Assistant (FTE)- Shared personnel will be responsible for providing supports to project personnel such as record keeping, data compilation, requisition entry, drafting memos, scheduling events, and other related administrative duties. Shared with (3) projects: #1 College, Career, Civic Engagement, and Life Readiness, #2 Curriculum, Instructional Quality and Development, and #3 Classroom Supports and Academic Interventions, and other related administrative duties.
- ✚ **NEW: (1) Administrative Aide (FTE)-** Shared personnel will be responsible for providing supports to project personnel such as record keeping, data compilation, requisition entry, drafting memos, scheduling events, and other related administrative duties. Shared with (3) projects: #1 College, Career, Civic Engagement, and Life Readiness, #2 Curriculum, Instructional Quality and Development, and #3 Classroom Supports and Academic Interventions, and other related administrative duties.
- ✚ (2) Computer Technicians II (FTE) – Shared personnel will provide Information Technology (IT) support to Consolidated Grant activities. This includes (1) formatting, disseminating, and maintaining technology equipment, (2) maintaining basic infrastructure, (3) equipment monitoring and updates, and (4) maintain internet connectivity and computer labs. Services provided to participating public, charter and private-non-public schools. (Shared costs/proportioned with 5 project)
- ✚ (2) Computer Technicians I (FTE) – Shared personnel will provide Information Technology (IT) support to Consolidated Grant activities. This includes (1) formatting, disseminating, and maintaining technology equipment, (2) maintaining basic infrastructure, (3) equipment monitoring and updates, and (4) maintain internet connectivity and computer labs. Services provided to participating public, charter and private-non-public schools. (Shared costs/proportioned with 5 projects)
- ✚ (1) Program Coordinator IV (PCIV) | State Data Officer (FTE) – Shared personnel to review, advise and provide technical assistance as it relates to data collection, analysis and reporting for Consolidated

Grant activities. Supports all projects and participating schools (e.g., Public, PNP, Charter) in the development and review of data collection practices, data tools and reporting procedures (Shared costs/proportioned with 5 project)

- ✚ (1) Program Coordinator III (PCIII) | State Technology Officer (FTE) – Shared personnel to align, support, review and monitor the technology equipment infrastructure of Consolidated Grant activities. Tasked with all duties as it relates to the review, system integration and use of technology across the state administration, projects, and participating schools. Provides insight as it relates to innovative technology and use strategies. In collaboration with state stakeholders, develops policies and procedures that enhance and encourage the use of technology and use strategies. (Shared costs/proportioned with 5 project)

1.0 Funds requested to support key project personnel and project activities with tools, supplies, equipment, resources, and services necessary to implement and oversee all aspects of the project activities:

- ✚ Procure administrative, instructional, and training supplies and materials, internet communication services (Wi-Fi, MiFi) **MODIFIED:** mileage reimbursement for key project personnel.
- ✚ **MODIFIED:** Mileage reimbursement for Computer Technicians I and II will be shared among the five (5) projects. Technicians conduct activities as it pertains to delivery of supports, services, and project implementation and may be required to conduct on-site tech support services to participating public, charter and private-non-public schools.
- ✚ Funding to pay for printing/advertising (announcement IFB/RFP), necessary and required for bid publication for professional services will be provided through this project.
- ✚ **31st Pacific Educational Conference:** Procure professional development registration for project personnel, participating school CTE, Pre-AP, AP, Honors Teachers, Visual Performing Arts Teachers, Advisors/Coaches, School Counselors, and students – Summer 2023.
- ✚ Procure professional development registration and course fees for project personnel to participate in Procurement Module 1 course necessary for the entering and review of project requisitions.

Shared professional services (with 3- 5 projects):

- ✚ Procure distance learning digital subscriptions (PD & software and licenses (Video-web-conference services - online team collaborations) (Shared costs/proportioned with 6 project).

- ✚ Procure remote support software for Computer Technicians to provide desktop support and streamline systems management at schools (i.e., GOVERLAN) (Shared costs/proportioned with 5 project)
- ✚ Procure student-teacher distance Learning Management System (LMS) platforms to include software and licenses for online teaching and learning platforms to promote eLearning.-(Shared costs/proportioned with 3 projects)
- ✚ Procure distance learning supports to expand internet services at designated community sites for students with limited to no connectivity, including large capacity internet devices (including warranties/service agreements) and internet service. (shared costs/proportioned with 3 projects)
- ✚ Procure educator Distance Learning Management System platform to support the administration, documentation, tracking, reporting and delivery of educational courses including necessary software, licenses, and services. (shared costs/proportioned with 3 projects)
- ✚ Procure professional development services for teachers and administrators in implementing distance learning instructional practices and lesson plan development in conjunction with the utilization of the Learning Management System platform. (shared costs/proportioned with 3 projects)
- ✚ Effective Leadership & Communication Professional Development (Shared costs/proportioned with 6 projects) The procurement of professional services to improve grant funding accountability, improve communications and collaboration, improve stakeholder conversations, internal monitoring, management processes and accountability to stakeholders, consultation processes and collaboration through effective decision making and advance workplace productivity through the Crucial Conversations framework or similar training model.
- ✚ Automated Employee Time Tracking (Shared costs/proportioned with 5 projects)
The procurement and implementation of the Automated Employee Time Tracking will support project administration, allowing the project to analyze and improve Consolidated Grant employees' productivity and accountability. Automation will help to improve efficiency with monitoring time spent by Consolidated Grant project funded central personnel. GDOE provides assurances that these funds will only be used for CGA funded activities and will supplement and not supplant state and local funds, inclusive of the Automated Employee Time Tracking and Automated Fixed Assets Management Systems.
- ✚ Automated Fixed Assets Management System (Shared costs/proportioned with 6 projects) The procurement and implementation of the Fixed Assets Management System will help the project to improve the administration and management of Consolidated Grant project funded fixed assets that are located at the State Administration Office. The system will help with the oversight, tracking, reporting and accuracy of real-time inventory to include acquisition, funding source, location,

quality, condition, depreciation and survey of equipment information, and support state monitoring activities. GDOE provides assurances that these funds will only be used for CGA funded activities and will supplement and not supplant state and local funds, inclusive of the Automated Employee Time Tracking and Automated Fixed Assets Management Systems.

- ✚ External Evaluator (Shared costs/proportioned with 6 projects) Procure professional consultative services to conduct an evaluation on the effectiveness of project activities and impact on project goals to improve student achievement. Consultant will use qualitative and quantitative data and provide an analysis of the data, written report to State Administration/Federal Programs Administrator. Evaluation will allow the State Administration to identify areas of concerns, areas for improvement and successes for all Consolidated Grant projects, inclusive of private-non-public and State Administration.
- ✚ Technology Support Services/Help Desk (Shared costs/proportioned for 5 projects) Procure professional services to provide support and assistance for students, teachers, and staff in the use of technology supplies and equipment. Contractual service provider will establish and operate a system to track, troubleshoot and remediate all issues related to the operation of CGA funded technology supports. Services necessary to support the growing technology and internet needs of the education community (public, participating charter and private-non-public schools). GDOE provides assurances that these funds will only be used for CGA funded activities and will supplement and not supplant state and local funds. Estimated 6,000 students, parents, teachers, and school personnel to be supported.

1.1 Increasing Rigorous Academic and Technical Courses with High Quality Instruction – Annual Request

GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.

1.1.1 National Career Academies Training: Procure professional services for training and updated methodologies for participating school educators for CTE Career Academies. Project staff will work in collaboration with CTE teacher and administrator cohorts and consultants to develop effective and up-to-date curricula to effectuate an effective CTE program of study. Career Academies help prepare students for college and careers. Includes funding for training supplies to conduct the PD for public, PNP, and Charter secondary schools and cost for venue for more than 180 participants.

1.1.2 Association for Career and Technical Education (ACTE): Procure professional services for printing and binding of resource materials for workshops, for educators, Fall 2021, 2022 and Spring 2023. Supports for a professional development experience that will advance administrator, teacher, and school counselor knowledge and skills in CTE and leadership development.


1.1.3 Projects Based Learning (PBL): Procure professional services for PBL professional development for up to 60 elementary, secondary for participating teachers to enhance their repertoire of teaching strategies with skills that engages students in learning through real-world projects. Charter School no longer requested the activity.

1.1.4 EXPANDED: Visual Communication/ Video Production & Broadcasting Program with Media Camera Equipment (Visual and Video Production/Broadcasting): Procure professional services for professional development to develop visual/video production/broadcasting program course of study for secondary schools to include procurement of relevant audio/video recording and camera supplies/equipment for classroom instruction and associated equipment training for GDOE and PNP high schools.

1.1.5 EXPANDED: Computer Science/ Information Technology Program: Procure professional services for expanding the Computer Science Program of Study that includes aligning standards to relevant courses to prepare students for a computer science /technology pathway for participating teachers. **MODIFIED: Teacher standard service agreement for teachers to create and train on Computer Science standards and curriculum.**

1.1.6 EXPANDED: Engineering/Robotics: Procure professional services for professional development for teachers in Engineering/Robotics for cadre of teachers on the implementation of various Engineering/Robotics curricula and learning strategies.

1.1.7 MODIFIED: Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP) Summer Institute (APSI): Procure professional services for professional development for APSI, for up to 106 participating secondary school teachers, counselors, and administrators to learn about AP and Pre-AP strategies and the AP curriculum in the following content areas including, but not limited to: Pre-AP Strategies AP Vertical Teams in English, Pre-AP Strategies: AP Vertical Teams in Mathematics, AP Vertical Teams in History and Social Sciences, AP Calculus AB and BC combined, AP Computer Science, AP Biology, AP Chemistry, AP English Language and Literature.

 Increase the number of course offerings in the Advanced Placement Program and provide appropriate instructional supplies and materials.

1.1.8 MODIFIED: Career and Technical Education (CTE) Workshop - Career Exploration: Procure professional services for CTE curriculum development for up to ~~180~~ 90 teachers, counselors, and administrators; including services for printed and/or online resource materials. Exploration topics, create resource materials such as planning guides and handbook of strategies on these topics for K-12 students, and provide training for English, Math, Science, Social Studies teachers on implementing these resources. Teacher standard service agreement for teachers to create and train on additional Career Exploration curricular resources on CTE careers, planning guides for students, a handbook of strategies

for implementing Career & Technical Education in K-12 English, Math, Science & Social Studies classrooms.

1.1.9 EXPANDED: STEAM: Procure professional services for STEAM Professional Development. Training for teachers on Underwater Robotics, STEAM Aquaponics, STEAM K-12 education for sustainability, Climate Change & STEAM Education, and Instructional Strategies. Teacher professional development toward mastery of academic and career standards to enable them to provide quality instruction to all-ability level students throughout academic year with students engaged in creative problem solving and critical thinking.

1.1.10 NEW Travel:

- ✚ Key project personnel and CTE, STEAM, AP/Honors and VPA teachers will participate in off-island training and conferences annually to assist in improving CTE, STEAM, AP/Honors and VPA curriculum, identify methods for improving services to students, learn about innovative methods for infusing technology in CTE, STEAM, AP/Honors and VPA classrooms, and build content knowledge and skills
 - i. Association for Career and Technical Education (ACTE) Vision Conference on November 2022 for an estimated 4 travelers
 - ii. National Career Academy Coalition (NCAC) Annual Conference on November 2022 for an estimated 2 travelers
 - iii. National Association for Gifted Children (NAGC) Annual Convention on November 2022 for an estimated 2 travelers
 - iv. Musical Theater Educators' Alliance on January 2023 for an estimated 2 travelers
 - v. International Society for Technology in Education (ISTE) on June 2023 for an estimated 3 travelers
 - vi. National Association for College Admission Counseling (NACAC) Conference on September 2022 for an estimated 3 travelers

1.2. Career Oriented Programs and Assessments – Annual Request

GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.

1.2.1 Procure CTE-related **MODIFIED:** reference books and instructional materials/supplies, kitchen utensils and **MODIFIED:** equipment (stoves, mixers, and other equipment/appliances for CTE courses of study), Family & Consumer Sciences supplies and equipment, software (e.g.,

Microsoft Office Suite, Adobe, and other up-to-date business and finance-related computer software) for GDOE classes.

~~✦ Procure commercial grade washers, dryers, and necessary laundry supplies for secondary schools. Purchase of equipment will include additional parts and labor, warranties, and servicing agreements. Estimated 600+ students. Services will be available to students for use during GDOE Career and Technical Education courses such as Allied Health, Pro Start, and Cosmetology during the regular school day, and during break and summer sessions. GDOE provides assurances that funds requested for this activity will supplement and not supplant state and local funds.~~

~~✦ Washers and Dryers will be shared with Project #4: School Climate, Culture, & Engagement (SCCE) iClean Initiative to support economically disadvantaged students with the basic and necessary tools to be able to function in the daily school setting, reducing salience of economic equality thereby focusing on improving academics, attendance, behavior, and reducing discipline issues. The initiative to provide education supplies, uniforms and clean clothes supports character building efforts and promotes self confidence by giving kids access. Activity is no longer requested.~~

1.2.2. Procure professional services to retrofit and upgrade of existing school classrooms unable to be used as CTE computer labs or other CTE coursework equipment due to insufficient electrical circuits/capacity. Work inclusive of assessment of work, materials, supplies, and equipment to provide adequate infrastructure to support connectivity for classrooms to access and utilize computer labs/classroom computer work-stations. Estimated to occur Fall 2022/Spring 2023. This is an allowable use of funds as an effective use of technology are minor remodeling to address the extension of utility lines (electricity) from beyond the confines of space in which minor remodeling is undertaken, but within the confines of the previously completed building (34 CFR 77.1).

1.2.3. **MODIFIED:** Procure laptops and software, mobile laptop carts and laptops, wireless routers/access points for mobile laptop carts for the participating schools to implement the Career Assessment System and to utilize in career and technical education courses.

1.2.4 **MODIFIED:** Procure Interactive White Boards and accessories (mobile stand, sound bar, cords, etc.) for Elementary and Secondary Schools to enhance CTE classroom instruction by increasing access to technology, improving access to online resources in CTE

1.2.5 **MODIFIED: Career, Technical Education (CTE) Academies | ACT WorkKeys, Choices 360:** For students (combined activities) served for all participating schools.

✚ Procure professional services renewal to support activities with an institute of higher education, such as Guam Community College (GCC), with CTE Academies (courses) including but not limited to: allied health, automotive technology, (carpentry and AutoCAD), early childhood education, electronics, computer networking, marketing, tourism, visual communications, and telecommunications during the regular school year, after-school summer and breaks, and work experience opportunities during the summer. Courses, taught by instructors, provide students with industry training and experience in their field of study and must acquire 180 hours of work experience to receive a Certificate of Mastery (renewal of GCC contract noted earlier). **EXPANDED:** Services inclusive of the ACT *WorkKeys* Curriculum and corresponding Assessment, a job skills assessment tool to gauge student skills. The data will help to determine the level of career readiness of its senior population and help measure the effectiveness of the CTE academies.

✚ ~~WorkKeys Curriculum computer program: Choices 360 program~~ 14,921 6th - 12th grade (GDOE students)

✚ ~~WorkKeys Curriculum & Assessments: Approximately 13,656~~ 14,921 GDOE and ~~398 65~~ Charter school -9th – 12th grade students.

1.2.6 MODIFIED: Skilled Labor and Trades Academy: Procure annually professional services renewal with local trades/labor schools, Guam Contractors Association Trades Academy, to provide public and charter high school students with specific trades or skilled labor occupation courses, inclusive of the course text and guiding resources and work experience opportunities to estimated participating 9th through 12th grade students from participating schools. Providing students, the opportunity to take courses in trades or skilled labor occupations with other trades schools will supplement the existing CTE programs of study. Students can benefit greatly by the flexibility of course offerings which are available after-school at one of the pilot schools from a contracted instructor, or courses can be taken at night at the trade school. Students are provided the opportunity to take CTE courses at their own pace after-school hours, allowing all students to take courses until successful completion without additional cost to the project. Upon completion of all courses, students receive a certificate from the National Center for Construction Education and Research (NCCER), not offered through, further increasing their potential for career opportunities.

✚ Procure monthly public bus passes or gas coupons to allow students to attend trades school after school hours and return home.

1.2.7 Specialized Trainings and Career, Technical Education (CTE) Courses: Procure annually professional services for specialized programs of study for students to explore and enroll in courses leading to certification, to include texts and manuals, associated with Cosmetology (such as esthetics, cosmetology, and nails, etc.) allied health (such as nursing assistant, pharmacy technician, phlebotomy

technician, physical therapy assistant, caregiving, home health aide, and other) and business & technology (such as accounting, bookkeeping with QuickBooks, bank teller, Intro to Computers, Microsoft Office Specialist, Adobe and other). Approximately 225 students.

1.2.8 MODIFIED: Career Interest Inventory Management & Assessment System: Procure professional services for a system for elementary and secondary schools that can provide information on each student's strengths and formative data to aid in career guidance, planning and remediation for students. Career interest management & assessment system will be procured by the project and maintained by locally funded school counselors or teachers.

1.3 Specialized Events and Opportunities – Annual Request

GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.

1.3.1 STEAM Enrichment Kits: **EXPANDED:** Procure kits materials such as 3D printers, competition standard service agreement for coaches, instructional supplies and equipment, interactive whiteboard, sound bars & stand, **NEW: high precision laser cutter & engraving machine** with **EXPANDED: competition supplies** & **MODIFIED: software, and laptops/tablets with software and accessories** for teachers/classrooms to include updated versions or equivalent/comparable models for the following programs: Underwater robotics, *Lego League*, *KIBO (K-1st grade)*, *WeDO or Spike Essentials (2nd-5th grade)*, *EV3 or Spike Prime (6th-12th grade)*, **EXPANDED: Drones (5th-12th grade)**, and registration competition fees to expand STEAM Engineering Lego League Robotics and drones.

1.3.2 Engineering Robotics: Procure Team registration fees (Scout and Navigator) for MATE Underwater Robotics Competition and for Arena Drone competition.

1.3.3 STEAM Engineering Robotics | Arena Drones Competition: T-shirts, trophies, ribbons/medals & supplies for on island competition as well as rental of canopies/tables/chairs. *GDOE provides assurances that funds requested for this activity will supplement and not supplant state and local funds.*

1.3.4 E-sports: Procure professional services for gaming system equipment, professional development for teachers, and provide a standard service agreement for eligible coaches/advisors. Open to all high school students in good standing within the school district, up to 1,000 students | 15 advisors/coaches.

1.3.5 Academic Special Events: Provide a standard service agreement for eligible Coaches to promote academic excellence and support GDOE/Charter school students in Math Olympiad, Math Counts, Academic Challenge Bowl, National Forensic League; under water robotics and arena competitions (coaches may be teachers) are identified by principals and prepare students for competitions after

school and on Saturdays. Coaching and competitions are held outside regular school day. An annual island wide awards ceremony will be held in May at **MODIFIED: venue** to award all Academic Special Events winners (funds for trophies/medals/ribbons). Special events include:

- ✚ **Math Olympiad:** (math competition for 4th-5th grade students) Procure professional services for a venue to allow an estimated 250 participants (GDOE/Charter school), to compete annually and to hold the Awards Ceremony.
- ✚ **MODIFIED: Math Counts:** (a national math program) Procure professional services for registration fees for participating middle school students from (GDOE/Charter school) to develop math skills; Not to exceed 10 students per participating school.
- ✚ **MODIFIED: Academic Challenge Bowl (ACB):** Procure professional services for broadcast & taping of weekly studio competition from October 2022-April 2023, up to 10 taping sessions. Curriculum-based program for middle and high school students is trivia-type competition based on criterion-referenced questions and allows students to broaden their knowledge, highlighting student skills in Arts, Mathematics, Social Studies, and Science. Content areas integrated into a variety of competitions require advanced skills in mathematics, language arts and English, which annually showcase talent and supplement regular curriculum.
- ✚ **MODIFIED: National Forensic League (NFL):** Provide coach standard service agreements for NFL judges for regular, semi-finals and finals competitions (GDOE/Charter school) and **MODIFIED: NFL team registration fees, per team.** Speech and debate activities enhance students' communication, leadership, cognitive, and presentational skills.

1.3.6 Visual Performing Arts (VPA):

- ✚ Provide VPA K-12 teachers/classrooms with **MODIFIED: instructional supplies/materials** annually
- ✚ Professional services for printing or digital version and binding student art/calendar, pamphlets/poetry book, framing & matting for student work.
- ✚ Theater supplies, production rights, audio visual equipment (video/recording, etc.), **MODIFIED: music band equipment**, theater rental cost, lights & sounds rental, bus transportation, and event advertising. Theatre supplies are needed for stage setting and/or production.

GDOE provides assurance that requested transportation services are reasonable and necessary for students to attend the following events under the Project: Visual Performing Arts, college fairs, career-

based field trips, career academy partnerships (and work), and Career and Technical Education after school programs and field trips.

GDOE provides assurance that funding will only support CG activities, and will supplement, not supplant state and local funds

- ✚ Standard service agreements for Dance and Music instructors (after-school VPA activities) - instructional strategies to engage students to promote creativity. Visual Arts, Theater, Music Programs engage students to promote creativity, self-motivation, self-discipline, and confidence for student's 4th-12th grades. The Arts enhance perceptual/cognitive skills; forms of arts enhance and complement reading, language development and writing skills; drama, visual arts and music assist student in achieving literacy goals by engaging them in their learning process. Auditions are announced for productions, allowing students from various schools the opportunity to participate under VPA program. Up to 2,000 students receive services.
- ✚ Online subscription for STEAM and VPA classroom lessons to enhance delivery of distance learning instruction.

1.3.7 Interscholastic Sports:

- ✚ Procure professional services for Professional Development for the Interscholastic Sports Program in the areas of effective sports administration, principles of effective coaching, student health and safety in sports, and athlete leadership development, for Administrators, Athletic Directors, Coaches and Student Athletes from participating schools.
- ✚ **MODIFIED:** Procure sports supplies and materials and uniforms for students who are economically challenged (such as football, volleyball, soccer, track and field, basketball, tennis, wrestling, etc.) will promote positive athletic competitions among schools, specific sports awareness, skills development, leadership development and healthy living in its athletes.

1.3.8 NEW Travel:

- ✚ **National Art Education Association Convention (NAEAC) on April 2023** for an estimated 2 travelers: 2 Art teachers
- ✚ Travel for the following off-island student competitions:
 - i. **Musical Theater Competition of America on March 2023** for an estimated 8 travelers: 2 advisors & 6 students)

- ii. **Real World Design Competition on April 2023** for an estimated 8 travelers (2 advisors & 6 students)
- iii. **National Academic Championship for Middle and High School Competitions on June 2023** for an estimated 16 travelers (middle school team: 2 advisors & 6 students; high school team: 2 advisors & 6 students)
- iv. **National Speech and Debate Tournament (NFL) on June 2023** for an estimated 8 travelers: 2 advisors/coaches & 6 students)
- v. **Underwater Robotics on June 2023** for an estimated 8 travelers (2 advisors and 6 students)
- vi. **Mock Trial Association Regional Tournament on March 2023** for an estimated 8 travelers (2 advisors and 6 students)

1.4 Academic, College and Career Readiness – Annual Request

GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.

1.4.1 Pre-Advanced Placement | Advanced Placement: Procure professional services, equipment and supplies, materials and resources.

- ✚ Procure laptops, mobile laptop carts, software, wireless routers/access points for mobile laptop carts, **MODIFIED: interactive whiteboards, sound bars and stand**, and supplemental supplies/materials to enhance learning & access online modules in Pre-AP, AP, and other advanced level courses. Funds for computer repair where necessary.
- ✚ Procure AP supplies and related instructional resources to provide up-to-date materials for classroom instruction
- ✚ Procure AP Exams test fees for participating high school students.

1.4.2 College Exploration and Readiness Opportunities:

1.4.2.1 College Fair

- ✚ Procure supplies, transportation fees, materials for workshops, for participating high school students (9th – 12th) geared towards the learning the process of admission, financial aid, residential/dormitory, and student college life and meeting with different

Colleges/Universities of both on and off-island campus recruiters. Up to 1,200 student participants.

- ✚ Procure professional services for College Fair professional development workshops/trainings for up to 100 high school counselors and teachers, procure professional services for venue, or virtual event, and supplies and materials. Counselor & Teacher professional development on College Readiness.

1.4.2.2 EXPANDED: Science, Technology, Engineering, Arts and Math (STEAM) Mentoring

- ✚ Procure professional services for STEAM Youth Development Mentoring Program, for up to 415 secondary students (6th-12th) from GDOE and Charter school students will be mentored. Students will engage with hands-on instructional skills that will help express interest/demonstrate aspirations in STEAM activities.

1.4.2.3 College Readiness Math and English Camp:

- ✚ **MODIFIED:** Procure professional services for Math and English Camp to prepare students to take UOG and/or GCC placement test to include funds for tuition, textbooks and student fees of targeted students testing into remedial Mathematics and English through the Dual Enrollment Program between GDOE and the University of Guam and Guam Community College for 45 50 GDOE students.
- ✚ Procure professional services for Math and English Camp for GDOE educators (teachers/administrators) for online courses for English and Math. A series of online technology courses for 55 participating teachers.

1.4.2.4 SAT | ACT Preparation: Procure professional services for SAT & ACT Preparation for an estimated 250 high school students (10th-12th) with face-to-face or online tutorials.

1.4.2.5 National Technical Honor Society: Procure professional services for membership fees to the National Technical Honor Society to promote student excellence in Career & Technical Education for high schools for an estimated 120 high school students from participating schools.

1.4.2.6 Career Fairs: Procure supplies and materials, and professional services for career centered fieldtrips and workshops for participating middle and high school to hold a Career Fair or virtual events. Topics and sessions at the Career Fair will include but not limited to information on career exploration, career readiness, different employment opportunities, workforce data and other pertinent information. Promote awareness and provide information to secondary level students on careers as they explore the various opportunities available to them. Bus transportation

services or gas coupons for career-based field trips, career academy partnerships, and work experience.

GDOE provides assurance that requested transportation services are reasonable and necessary for students to attend the following events under the Project: Visual Performing Arts, college fairs, career-based field trips, career academy partnerships (and work), and Career and Technical Education after school programs and field trips.

1.4.2.7 National Career Academy Coalition (NCAC) Certification: Procure professional services to support progressions for high schools to obtain NCAC Certification for Career Academies within the next 3-5 years. Estimated for 3 high school CTE Academies.

~~1.4.2.8 Skills USA: Procure professional services to establish Skills USA Guam chapters to provide structure and organization and avail of resources to prepare for CTE competition. Skills USA Membership for GDOE/Charter schools, for up to 2,000 students and 20 instructors, and state dues. Activity is no longer requested.~~

1.4.2.8 NEW: Association of Career & Technical Education (ACTE) Membership: Procure professional services provide students opportunities to build their skills and knowledge in CTE industries and develop better communication, collaboration and problem-solving skills.

1.4.2.9 Health Certifications: EXPANDED: Procure professional services for Health Certificate Training Course for an estimated 224 high school students enrolled in Family and Consumer Sciences or other courses which require a Health Certificate prior to the student participating in a School-to-Work or Work Experience Program in which food products are involved. Training cost shall include the fees for the health certificate upon successful completion of the course.

7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)
(1) Program Coordinator IV (PCIV) | Co-Project Lead (FTE)	Responsible for directing the implementation of the Project activities related to Career and Technical Education (CTE), and Visual and Performing Arts (VPA) Programs; Lead in designing all relevant professional development plans, manage contractual activities for professional services, act as the point of contact for project inquiries; Supervise the Program Coordinator III, Program Coordinator II and support staff to ensure full implementation of activities and collection of relevant data.	Responsible for directing the implementation of the Project activities related to Career and Technical Education (CTE), and Visual and Performing Arts (VPA) Programs;	100%
(1) Program Coordinator IV— (FTE)	Responsible for directing the implementation of the Project activities related to College Readiness and Specialized Events; Lead in designing all relevant professional development plans; Manage contractual activities for professional services, act as the point of contact for project inquiries; Assist with supervising Program Coordinator III, Program Coordinator II and support staff to ensure full implementation of activities and collection of relevant data; Manage project specific records, data and expenditures and all duties as it relates to the timely collection, analysis and reporting of project data.	Responsible for directing the implementation of the Project activities related to College Readiness and Specialized Events	100%

<p>(2)(3) Program Coordinator III – (FTE)</p>	<p>Responsible for supporting the implementation of all project activities including working directly with the teachers & students; Providing the related supports; Coordinate the implementation of the learning resources; Data collection efforts for project reporting; Carry out all necessary project-specific technical tasks and assist in all duties related to supporting Program Coordinator IVs.</p>		<p>100%</p>
<p>(1) Program Coordinator II – (FTE)</p>	<p>Responsible for the supporting the implementation of all project activities including working directly with the teachers & students; Providing the related supports; Coordinate the implementation of the learning resources; Data collection efforts for project reporting; Carry out all necessary project-specific technical tasks and assist in all duties related to supporting Program Coordinator IIIs and IVs.</p>		<p>100%</p>
<p>(1) VPA Art Teacher – (FTE)</p>	<p>The teacher has specialized training in Art and will service multiple schools and serve as a resource and support for teachers in the classroom. The individual will model and demonstrate best practices in teaching, provide guidance about effective lessons and activities that are content specific and age-appropriate to the various elementary level learners.</p>		<p>100%</p>

(1) VPA Music Teacher – (FTE) (VACANT)	The teacher has specialized training in Music and will service multiple schools and serve as a resource and support for teachers in the classroom. The individual will model and demonstrate best practices in teaching, provide guidance about effective lessons and activities that are content specific and age-appropriate to the various elementary level learners.		100%
(1) VPA Audio Visual Production and Broadcasting Teacher - (FTE) (NEW/VACANT)	The teacher has specialized training in Audio Visual Production and Broadcasting and will service multiple schools and serve as a resource and support for teachers in the classroom. The individual will model and demonstrate best practices in teaching, provide guidance about effective lessons and activities that are content specific and age-appropriate to the various elementary level learners.		100%
(1) Administrative Assistant - (FTE) (Proportioned shared cost with 3 Projects)	Shared personnel will be responsible for providing supports to project personnel such as record keeping, data compilation, requisition entry, drafting memos, scheduling events, etc.		33%
(1) Administrative Officer - (FTE) (Proportioned shared cost with 3 Projects)	Shared personnel to assist with administrative tasks to the following projects: #1 College, Career, Civic Engagement, and Life Readiness, #2 Curriculum, Instructional Quality and Development, and #3 Classroom Supports and Academic Intervention.		33%

<p>(2) Computer Technicians II (Shared with 5 Projects)</p>	<p>Ensures all project equipment are maintained and operating to its maximum potential, to include software, operating systems, installation, access, and hardware.</p>		<p>20%</p>
<p>(2) Computer Technicians I (Shared with 5 Projects)</p>	<p>Provides support in ensuring that all project equipment is maintained and operating to its maximum potential, to include software, operating systems, installation, access, and hardware.</p>		<p>20%</p>
<p>(1) Program Coordinator III (PC III)| State Technology Officer (Shared with 5 Projects)</p>	<p>State Technology Officer to oversee and manage project technology purchases, uses and reporting.</p>		<p>20%</p>
<p>(1) Program Coordinator IV (PC IV)| State Data Officer (Shared with 5 Projects)</p>	<p>State Data Officer to oversee and coordinate all data compilations, collection, analysis, and reporting.</p>		<p>20%</p>

BUDGET NARRATIVE

1. PROJECT TITLE: Project #1: COLLEGE, CAREER, CIVIC ENGAGEMENT AND LIFE READINESS					
BUDGET SUMMARY PAGE					
BUDGET CATEGORIES		INDIRECT COSTS	FY 2021 CARRYOVER FUNDS SUBTOTAL	FY 2022 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries & Fringe Benefits		\$ 89,641.08	\$185,304.21	\$803,244.47	\$1,078,189.75
3. Travel			\$10,000.00	\$327,135.50	\$337,135.50
4. Equipment			\$5,600.00	\$34,891.18	\$40,491.18
7. Supplies			\$24,676.00	\$1,111,459.44	\$1,136,135.44
8. Contractual (Purchased Services)			\$456,275.62	\$3,797,192.60	\$4,253,468.22
9. Other			\$0.00	\$0.00	\$0.00
Indirect Cost Rate	Subtotals	\$ 89,641.08	\$681,855.83	\$6,073,923.18	\$6,845,420.09
10.60%				Grand Total:	\$6,845,420.09

1. PROJECT TITLE: Project #1: COLLEGE, CAREER, CIVIC ENGAGEMENT AND LIFE READINESS															
2. PERSONNEL SALARIES & 3. FRINGE BENEFITS															
Personnel			FY 2021 Carryover Funds				FY 2022 Funds				Total Funds for the Project				
Position Titles	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and Differential)	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and Differential)	Fringe	FY 2022 Totals	Salary	Wages (Includes Stipends and Differential)	Fringe	Totals	
(1) 1.0 Co-Project Lead Program Coordinator IV (PCIV)	Responsible for working alongside the Project Lead (locally funded) in all aspects of implementation of Project activities related to Career and Technical Education (CTE), and Visual and Performing Arts (VPA) Programs; Lead in designing all relevant professional development plans, manage contractual activities for professional services, act as the point of contact for project inquiries; Supervise the Program Coordinator III, Program Coordinator II and support staff to ensure full implementation of activities and collection of relevant data.	100%	\$ 15,000.00	\$ -	\$ 1,500.00	\$ 16,500.00	\$ 33,879.69	\$ -	\$ 16,530.68	\$ 50,410.37	\$ 48,879.69	\$ -	\$ 18,030.68	\$ 66,910.37	
MODIFIED: (1) 1.0 Program Coordinator IV (PCIV) Converted PC IV position to PC III.	Responsible for directing the implementation of the Project activities related to College Readiness and Specialized Events; Lead in designing all relevant professional development plans; Manage contractual activities for professional services, act as the point of contact for project inquiries; Assist with supervising Program Coordinator III, Program Coordinator II and support staff to ensure full implementation of activities and collection of relevant data; Manage project specific records, data and expenditures and all duties as it relates to the timely collection, analysis and reporting of project data.	100%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
MODIFIED: (2)(3) 1.0 Program Coordinator III (PCIII)	Responsible for implementing and/or supporting all project activities related to College Readiness and Specialized Events, including working directly with the teachers & students; Providing the related supports related to professional development; assist in carrying out contractual activities; coordinate the implementation of the learning resources; assist with data collection efforts for project reporting; Carry out all necessary project-specific technical tasks, and assist in all duties related to supporting Program Coordinator IV and Project Lead.	100%	\$ 20,000.00	\$ -	\$ 2,000.00	\$ 22,000.00	\$ 92,601.08	\$ -	\$ 51,585.98	\$ 144,187.06	\$ 112,601.08	\$ -	\$ 53,585.98	\$ 166,187.06	
(1) 1.0 Program Coordinator II (PCII)	Responsible for the supporting the implementation of all project activities including working directly with the teachers & students; Providing the related supports; Coordinate the implementation of the learning resources; Data collection efforts for project reporting; Carry out all necessary project-specific technical tasks, and assist in all duties related to supporting Program Coordinator IIIs and IVs	100%	\$ 20,000.00	\$ -	\$ 2,000.00	\$ 22,000.00	\$ 11,509.00	\$ -	\$ 11,811.60	\$ 23,320.60	\$ 31,509.00	\$ -	\$ 13,811.60	\$ 45,320.60	
(1) 1.0 VPA Art Teacher	The teacher has specialized training in Art and will service multiple schools and serve as a resource and support for teachers in the classroom. The individual will model and demonstrate best practices in teaching, provide guidance about effective lessons and activities that are content specific and age-appropriate to the various elementary level learners.	100%	\$ 15,000.00		\$ 1,500.00	\$ 16,500.00	\$ (13,539.52)		\$ 639.92	\$ (12,899.60)	\$ 1,460.48	\$ -	\$ 2,139.92	\$ 3,600.40	

1. PROJECT TITLE: Project #1: COLLEGE, CAREER, CIVIC ENGAGEMENT AND LIFE READINESS														
2. PERSONNEL SALARIES & 3. FRINGE BENEFITS														
Personnel			FY 2021 Carryover Funds				FY 2022 Funds				Total Funds for the Project			
Position Titles	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and Differential)	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and Differential)	Fringe	FY 2022 Totals	Salary	Wages (Includes Stipends and Differential)	Fringe	Totals
(1) 1.0 VPA Music Teacher (FTE) (VACANT)	The teacher has specialized training in Music and will service multiple schools and serve as a resource and support for teachers in the classroom. The individual will model and demonstrate best practices in teaching, provide guidance about effective lessons and activities that are content specific and age-appropriate to the various elementary level learners.	100%	\$ 20,000.00	\$ -	\$ 2,000.00	\$ 22,000.00	\$ 17,598.54	\$ -	\$ 9,518.59	\$ 27,117.13	\$ 37,598.54	\$ -	\$ 11,518.59	\$ 49,117.13
(1) 1.0 VPA Audio Visual Production and Broadcasting Teacher (FTE)(VACANT)	The teacher has specialized training in Music and will service multiple schools and serve as a resource and support for teachers in the classroom. The individual will model and demonstrate best practices in teaching, provide guidance about effective lessons and activities that are content specific and age-appropriate to the various elementary level learners.	100%	\$ 10,000.00	\$ -	\$ 1,000.00	\$ 11,000.00	\$ 26,803.77	\$ -	\$ 10,518.59	\$ 37,322.36	\$ 36,803.77	\$ -	\$ 11,518.59	\$ 48,322.36
(1) 1.0 Administrative Assistant (FTE) (Proportioned shared cost with 3 Projects)	Shared personnel will be responsible for providing supports to project personnel such as record keeping, data compilation, requisition entry,drafting memos, scheduling events, etc.	33%	\$ 15,000.00	\$ -	\$ 1,500.00	\$ 16,500.00	\$ 7,884.23	\$ -	\$ 2,497.59	\$ 10,381.82	\$ 22,884.23	\$ -	\$ 3,997.59	\$ 26,881.82
(1) 1.0 Administrative Officer (FTE) (Proportioned shared cost with 3 Projects)	Shared personnel to assist with administrative tasks to the following projects: #1 College, Career, Civic Engagement, and Life Readiness, #2 Curriculum, Instructional Quality and Development, and #3 Classroom Supports and Academic Intervention	33%	\$ 2,628.83	\$ -	\$ 262.88	\$ 2,891.71	\$ 26,049.32	\$ -	\$ 3,206.23	\$ 29,255.55	\$ 28,678.15	\$ -	\$ 3,469.11	\$ 32,147.26
(2) 1.0 Computer Technicians II (Shared with 5 Projects)	Ensures all project equipment are maintained and operating to its maximum potential, to include software, operating systems, installation, access and hardware.	20%	\$ 3,040.62	\$ -	\$ 304.06	\$ 3,344.68	\$ 76,015.38	\$ -	\$ 6,272.14	\$ 82,287.52	\$ 79,056.00	\$ -	\$ 6,576.20	\$ 85,632.20
(2) 1.0 Computer Technicians I (Shared with 5 Projects)	Provides support in ensuring that all project equipment are maintained and operating to its maximum potential, to include software, operating systems, installation, access, and hardware.	20%	\$ 2,265.96	\$ -	\$ 226.60	\$ 2,492.56	\$ 38,521.35	\$ -	\$ 4,370.23	\$ 42,891.58	\$ 40,787.31	\$ -	\$ 4,596.83	\$ 45,384.13
(1) 1.0 Program Coordinator III (PC III) State Technology Officer (Shared with 5 Projects)	State Technology Officer to oversee and manage project technology purchases, uses and reporting.	20%	\$ 15,000.00	\$ -	\$ 1,500.00	\$ 16,500.00	\$ (4,934.40)	\$ -	\$ 3,317.72	\$ (1,616.68)	\$ 10,065.60	\$ -	\$ 4,817.72	\$ 14,883.32
(1) 1.0 Program Coordinator IV (PC IV) State Data Officer (Shared with 5 Projects)	State Data Officer to oversee and coordinate all data compilations, collection, analysis and reporting.	20%	\$ 2,395.69	\$ -	\$ 239.57	\$ 2,635.26	\$ 40,726.77	\$ -	\$ 4,578.15	\$ 45,304.92	\$ 43,122.46	\$ -	\$ 4,817.72	\$ 47,940.18
NEW: 2.0 (1) Administrative Aide (AAide) (cost shared between Projects 1-3)	Shared personnel to support the overall administrative tasks for three projects: 1) College, Career, Civic Engagement, and Life Readiness, 2) Curriculum, Instructional Quality, and Development, and 3) Classroom Supports and Academic Interventions	33%	\$ -	\$ -	\$ -	\$ -	\$ 22,884.23	\$ -	\$ 3,997.59	\$ 26,881.82	\$ 22,884.23	\$ -	\$ 3,997.59	\$ 26,881.82
Subtotals			\$ 140,331.10	\$ 0.00	\$ 14,033.11	\$ 154,364.21	\$ 375,999.44	\$ 0.00	\$ 128,845.03	\$ 504,844.47	\$ 516,330.54	\$ 0.00	\$ 142,878.14	\$ 659,208.68
Grand Total											\$ 659,208.68			

1. PROJECT TITLE: Project #1: COLLEGE, CAREER, CIVIC ENGAGEMENT AND LIFE READINESS

3.TRAVEL

Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fee	Other Fees	FY 2021 Carryover Funds	FY 2022 Funds
MODIFIED: 1.0 On-Island Travel - Local Mileage Reimbursement <i>GDOE provides assurance that funding will only support CG activities, and will supplement, not supplant state and local funds. The CCCLR activities, goals and objectives remain intact.</i>	Mileage reimbursement based on 2022 GSA Privately Operated Vehicle (POV) rate to support five (5) project key personnel (CGA funded), five (5) locally funded teachers to facilitate and implement activities. 10 personnel X 2,500 miles per year X \$0.585	10	\$ -	\$ -	\$ -	\$ 14,625.00	\$ -	\$ -	\$ 3,000.00	\$ 11,625.00
MODIFIED: 1.0 On-Island Travel - Local Mileage Reimbursement <i>GDOE provides assurance that funding will only support CG activities, and will supplement, not supplant state and local funds. The CCCLR activities, goals and objectives remain intact.</i>	4 Computer Technicians X 2,000 miles per year X \$0.585 (shared cost/proportioned with 5 projects)	4	\$ -	\$ -	\$ -	\$ 936.00	\$ -	\$ -	\$ -	\$ 936.00
NEW: 1.1.10 National Career Academy Coalition (NCAC) Conference 2022 November 14-16, 2022 Atlanta, GA	Professional development/certification opportunities to strengthen knowledge and skills necessary to ensure participant is providing current and effective guidance and technical assistance to all stakeholders and all LEAs. Participants will have engaging and long-term experiences that can inspire and motivate students to learn more. GDOE Teacher and/or Project Personnel	1	\$ 3,000.00	\$ 815.00	\$ 481.00	\$ 75.00	\$ 600.00	\$ -	\$ 500.00	\$ 4,471.00
NEW: 1.1.10 National Association for Gifted Children (NAGC) Annual Convention November 17-20, 2022 Indianapolis, IN	Professional development/certification opportunities to strengthen knowledge and skills necessary to ensure participant is providing current and effective guidance and technical assistance to all stakeholders and all LEAs. Participants will have engaging and long-term experiences that can inspire and motivate students to learn more. Gifted and Talented Education (GATE) Teachers and/or Project Personnel	1	\$ 3,000.00	\$ 635.00	\$ 448.50	\$ 75.00	\$ 600.00	\$ -	\$ 500.00	\$ 4,258.50
NEW: 1.1.10 Association for Career & Technical Education (ACTE): Career Tech Vision 2022 Nov 30 - Dec 3, 2022 Las Vegas, Nevada	Professional development/certification opportunities to strengthen knowledge and skills necessary to ensure participant is providing current and effective guidance and technical assistance to all stakeholders and all LEAs. Participants will have engaging and long-term experiences that can inspire and motivate students to learn more. 2 GDOE & 2 Career Tech High Charter Teacher/Project personnel	4	\$ 2,500.00	\$ 600.00	\$ 448.50	\$ 75.00	\$ 600.00	\$ -	\$ 500.00	\$ 16,394.00
NEW: American Mock Trial Association Regional Tournament March 2023 Chapel Hill, North Carolina	Participants will have engaging and long-term experiences that can inspire and motivate students to learn more. Travelers will be solely based on competition outcomes with overall winners as travelers. Participants will have engaging and long-term experiences that can inspire and motivate students to learn more. 2 Advisors, 6 students	8	\$ 3,000.00	\$ 555.00	\$ 481.00	\$ 75.00	\$ 600.00	\$ -	\$ 500.00	\$ 37,188.00
NEW: 1.1.10 Musical Theater Educators' Alliance January 4-6, 2023 New York City, NY	Professional development/certification opportunities to strengthen knowledge and skills necessary to ensure participant is providing current and effective guidance and technical assistance to all stakeholders and all LEAs. Participants will have engaging and long-term experiences that can inspire and motivate students to learn more. GDOE Teacher and/or Project Personnel	1	\$ 3,000.00	\$ 1,430.00	\$ 513.50	\$ 75.00	\$ 600.00	\$ -	\$ 500.00	\$ 5,118.50
NEW: 1.3.8 Musical Theater Competition of America in 8 Travelers (2 Advisors & estimated 6 students) Mar 24-26, 2023. Orange County, CA Specialized Events and Opportunities	Participants will have engaging and long-term experiences that can inspire and motivate students to learn more. Travelers will be solely based on competition outcomes with overall winners as travelers. 2 Advisors, 6 students	8	\$ 2,500.00	\$ 910.00	\$ 425.50	\$ 75.00	\$ 600.00	\$ -	\$ 500.00	\$ 35,584.00

NEW: 1.3.8 Real World Design Competition 8 Travelers (2 Advisors, estimated 6 students) April 2023 in Washington, D.C. Specialized Events and Opportunities	Participants will learn effective uses of technology in order to strengthen students' knowledge and skills in the age of digital learning. Travelers will be solely based on competition outcomes with overall winners as travelers. Participants will have engaging and long-term experiences that can inspire and motivate students to learn more. Travelers will be solely based on competition outcomes with overall winners as travelers. 2 Advisors, 6 students	8	\$ 3,000.00	\$ 1,290.00	\$ 513.50	\$ 75.00	\$ 600.00	\$ -	\$ 500.00	\$ 43,328.00
NEW: 1.3.8 Annual National Academic Championship (Middle Schools) June 4-5, 2023 Chicago, IL	Participants will have engaging and long-term experiences that can inspire and motivate students to learn more. Travelers will be solely based on competition outcomes with overall winners as travelers. 2 Advisors, 6 students	8	\$ 3,000.00	\$ 1,080.00	\$ 513.50	\$ 75.00	\$ 600.00	\$ -	\$ 500.00	\$ 41,648.00
NEW: 1.3.8. Annual National Academic Championship (High Schools) June 4-5, 2023 Chicago, IL	Participants will have engaging and long-term experiences that can inspire and motivate students to learn more. Travelers will be solely based on competition outcomes with overall winners as travelers. 2 Advisors, 6 students	8	\$ 3,000.00	\$ 1,080.00	\$ 513.50	\$ 75.00	\$ 600.00	\$ -	\$ 500.00	\$ 41,648.00
NEW: 1.3.8 2023 National Speech and Debate Tournament 8 Travelers: 2 NFL High School Coach, Teacher or Program Coordinator, 6 High School NFL students June 11-16, 2023 Phoenix, AZ Specialized Events and Opportunities	Participants will have engaging and long-term experiences that can inspire and motivate students to learn more. Travelers will be solely based on competition outcomes with overall winners as travelers. 2 Advisors, 6 students	8	\$ 2,500.00	\$ 755.00	\$ 448.50	\$ 75.00	\$ 600.00	\$ -	\$ 500.00	\$ 34,528.00
NEW: 1.3.8 Underwater Robotics Competition 8 Travelers (2 Advisors & estimated 6 students) June 2023 Location TBD Specialized Events and Opportunities	Participants will have engaging and long-term experiences that can inspire and motivate students to learn more. Travelers will be solely based on competition outcomes with overall winners as travelers. 2 Advisors, 6 students	8	\$ 3,000.00	\$ 680.00	\$ 481.00	\$ 75.00	\$ 600.00	\$ -	\$ 500.00	\$ 38,188.00

			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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Travel Subtotals									\$ 10,000.00	\$ 327,135.50

1. PROJECT TITLE: Project #1: COLLEGE, CAREER, CIVIC ENGAGEMENT AND LIFE READINESS					
4. EQUIPMENT					
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2021 Carryover Funds	FY 2022 Funds	
1.2.3 & 1.4.1 Mobile Laptop Carts for GDOE	Provide supplemental technology tools to expand and enhance CTE and Advance Placement classroom instruction; Increase access to technology, improve access to research proven instructional strategies, mechanism for instructional strategies, allow teachers and students to utilize a variety of digital resources.	Mobile Laptop Carts \$ 2,195.00/cart per school including warranties and servicing agreements	\$ 500.00	\$1,695.00	
		GDOE SCHOOLS 1			
		1			\$2,195.00
1.2.3 & 1.4.1 Access point/wireless router for mobile laptop carts for GDOE	These access points / wireless router will be used to allow for Internet access when the laptops are being used in the classrooms.	Access points / wireless router \$1,088 including warranties and servicing agreements	\$ 500.00	\$588.00	
		GDOE SCHOOLS 1			
		1			\$1,088.00
MODIFIED: 1.2.4 & 1.3.1 & 1.4.1 Interactive White Boards for Elementary/Middle/High Schools Charter Schools	Provide supplemental technology tools to expand and enhance CTE and Advance Placement classroom instruction; Increase access to technology, improve access to research proven instructional strategies, mechanism for instructional strategies, allow teachers and students to utilize a variety of digital resources.	Electronic Whiteboards, 70" or equivalent (\$5,885.00) including warranties and servicing agreements	\$ 200.00	\$5,685.00	
		GDOE SCHOOLS			CHARTER SCHOOLS (GACS) 3
		1			0
		\$5,885.00		\$0.00	
MODIFIED: 1.2.4 & 1.3.1 & 1.4.1 Interactive Whiteboard Soundbars and Mobile Stands Career Oriented Programs and Assessments | Specialized Events and Opportunities | Academic, College and Career Readiness	Provide supplemental technology tools to expand and enhance CTE and Advance Placement classroom instruction; Increase access to technology, improve access to research proven instructional strategies, mechanism for instructional strategies, allow teachers and students to utilize a variety of digital resources.	Interactive whiteboard accessories: Soundbars and Mobile Stands estimated at \$1,348.00/whiteboard	\$ 200.00	\$1,148.00	
		GDOE SCHOOLS			CHARTER SCHOOLS (GACS) 3
		1			0
		\$1,348.00		\$0.00	
MODIFIED: 1.3.6 Visual Performing Arts (VPA): Band Equipment (K-12) Specialized Events and Opportunities	Visual Arts/Theater/Music Programs engage students to promote creativity, self-motivation, self-discipline, and confidence for student's 4th-12th grades. The use of the band equipment allows teachers to enrich classroom instruction in fine arts, choir, music and theater.	Examples of band equipment,accessories and theater equipment requested: MUSIC CLASSES: Piccolo; Oboe; Basson; Baritone Sax; Double French Horn; Euphonium (4 valve); Double Bb Tuba; Piano; Timpani (4 pcs); Glockenspiel; Xylophone; Marimba; Vibraphone; Tamtam (gong) 36 inch; Chime set; Upright Double Bass; music stand; choir riser or platform; Viola; Drum set (5pcs) w/cymbal,etc. Estimated cost varies with every band equipment. Portable professional recording microphones, portable professional recording lights, portable green screens, portable editing equipment and related software applications	\$ 200.00	\$15,775.18	
		GDOE SCHOOLS			
					\$15,975.18
MODIFIED: 1.2.1 Career Oriented Programs and Assessments: CTE Equipment	Provide the necessary tools, capable of high usage, to effectively implement CTE programs of study within the classrooms, as well as before and after school to support at-risk, disadvantage, homeless, indigent, and foster students.	Procure CTE equipment and commercial grade appliances including stoves, range hood, mixers, food prep table etc. and other equipment/appliances for CTE courses of study. Participating students to benefit including installation, warranties and servicing agreements. Estimated cost of each equipment varies.	\$ 2,000.00	\$3,000.00	
		GDOE SCHOOLS			
					\$5,000.00
NEW: 1.3.1. Specialized Events and Opportunities: STEAM and CTE Equipment	Provide tools for hands-on learning to support innovative projects and laboratory experiences that engages the learner and promote awareness of STEAM careers and entrepreneurship.	Procure high precision laser cutter and engraver machine that cuts through wood, acrylic and plastics for use in STEAM classrooms for projects and laboratory use. \$1,500 per school including shipping and handling.	\$ 2,000.00	\$7,000.00	
		GDOE SCHOOLS - 6 HS			
					\$9,000.00
Equipment Subtotals			\$ 5,600.00	\$ 34,891.18	

1. PROJECT TITLE: Project #1: COLLEGE, CAREER, CIVIC ENGAGEMENT AND LIFE READINESS				
5. SUPPLIES				
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds	
1.0 Administrative Supplies	Procure administrative supplies for project personnel such as: copy paper, paper shredders, pens, pencils, erasers, ink, folders, paper clips, correction tape, tape, staples, note pads, binders, binder clips, sheet protectors, flash drives, rubber bands, envelopes, highlighters, markers, glue, steno pads, labels. (\$500 x 8= \$4,000)	\$ 100.00	\$ 3,900.00	
1.1 - 1.4 Instructional/Training Supplies	Training supplies to support identified training activities. Training supplies include but are not limited to: Paper, folders, markers, printer ink, binders, surge protectors, flash drives, pens, chart paper, easel pads, binders, badges, CDs, mouse, keyboard, charts, etc. (\$10 per person) 100 participants per training (10 trainings) (\$10 x 100 x 8)	\$ 100.00	\$ 7,900.00	
1.0 Distance Learning Large Capacity Internet Devices (Cost shared \$3,600.00 between Projects 1, 2 and 3)	Estimated twelve (12) large capacity internet devices, including warranties and servicing agreements, to support distance learning activities in the community. 12 devices X \$300 per device / 3 projects	\$ 100.00	\$ 1,100.00	
	GDOE SCHOOLS			
	1			
	\$1,200.00			
MODIFIED: 1.1 & 1.2 Career Oriented Programs and Assessments: Instructional Supplies: (GDOE CTE Program) supplies to be distributed to CTE teachers for CTE curriculum in 7 GDOE high schools, 8 middle schools and participating charter school.	Instructional supplies to support CTE classroom instruction such as paper, technology and business course tools, supplies, materials and software, calculators, folders, notebooks, markers, binders, surge protectors, mouse, head phones, flash drives, printers, toner/ink, keyboards, culinary supplies such as cooking ingredients (such as spices, flour, meats, etc.), baking supplies, food storage containers, cooking utensils, pots & pans, portable gas stoves and butane canisters, sewing supplies, fabric, sewing machines, cosmetology supplies and materials, and laundry supplies. 2,998 800 students @ est. \$25/student	\$ 2,000.00	\$ 27,950.00	
	GDOE STUDENTS			CHARTER SCHOOL STUDENTS - GACS
	800			398
	\$20,000.00			\$9,950.00

1. PROJECT TITLE: Project #1: COLLEGE, CAREER, CIVIC ENGAGEMENT AND LIFE READINESS

5. SUPPLIES

Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds	
1.2.3 & 1.4.1 Laptops (for Mobile Laptop Carts) and PoE Injector for each mobile cart for CTE, advanced level students and key personnel at GDOE/Charter schools	Technology Support for CTE, Pre-AP, AP, Honors Courses, STEAM elementary/middle/high school classrooms (see mobile laptop carts): Laptops \$767/per laptop including warranties and servicing agreements; PoE injector \$49.44/per mobile cart including warranties and servicing agreements.	\$ 1,500.00	\$21,559.44	
	GDOE SCHOOL STUDENTS			
	30			
	\$23,059.44			
1.2.3 & 1.3.1 & 1.4.1 Software for laptops. CTE, advanced level students at GDOE school. Technology Support for CTE, Pre-AP, AP, STEAM school classrooms (see mobile laptop carts)	Software estimated WinPro Upgrade Software: WinPro Upgrade Software: \$105.45/each | Office Pro: \$122.55/ea. (\$105.45 + \$122.55 = \$228.00) | Security Software Absolute \$59 + Sentinelone \$95 = \$154(Software cost includes licenses, such as Microsoft Office, Adobe Acrobat Pro DC Student and Teacher Edition, Security and Avast Endpoint Protection Plan for GDOE CTE classroom.) software request for laptops and other necessary software, including warranties and servicing agreements.	\$ 1,500.00	\$ 9,960.00	
	GDOE SCHOOLS			
	30			
	\$11,460.00			
MODIFIED: 1.2.1 Career Oriented Programs and Assessments: CTE Reference Books, Instructional CTE Resources (2 CTE classrooms per school at 15 schools)	Reference books and supplemental printed hard copy instructional materials, finance related computer software, career financial supplies and materials for GDOE classes. Funds requested will procure printed & digital reference book titles for classes that have not received updated resources. \$4,350.00 \$3,000 X 2 classes X 15 GDOE and 2 Charter school	\$ 200.00	\$50,800.00	
	GDOE SCHOOLS			CHARTER SCHOOL STUDENTS - GACS HS
	15			2
	\$45,000.00			\$6,000.00
MODIFIED: 1.3.1 STEAM Enrichment Kits: Software | Lego EV3 or Spike Prime, WeDo or Spike Essentials, and Underwater Robotics	Software for a set of 6 Laptops or Tablets/Teacher for STEAM Program -Lego EV3 or Spike Prime, WeDo or Spike Essentials, and Underwater Robotics (estimated Upgrade Software: \$105.45/each | \$122.55/ea totaling to \$228.00 and | Security Software Absolute \$59 + Sentinelone \$95 = \$154. (Required Software and/or add ons, cost includes licenses, such as STEAM Professional, Student and Teacher Edition and Protection Plan.)	\$ 200.00	\$ 41,056.00	
	GDOE TEACHERS - 10 Elementary, 2 Middle and 2 High School			CHARTER SCHOOL TEACHERS - iLearn Elem (1), SIFA Middle (1), GACS Elem & Middle (2)
	14			4
	\$32,088.00			\$9,168.00

1. PROJECT TITLE: Project #1: COLLEGE, CAREER, CIVIC ENGAGEMENT AND LIFE READINESS

5. SUPPLIES

Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)		FY 2021 Carryover Funds	FY 2022 Funds
MODIFIED: 1.3.1 STEAM Enrichment Kits: Tablets - Purchase of the computer devices, software & accessories to support implementation of Lego EV3 WeDo, and Underwater Robotics	Tablets & security software & accessories (protective case, keyboard, pen, screen protector, etc) Estimated at \$800.00 per tablet		\$ 1,000.00	\$ 85,400.00
	GDOE TEACHERS - 20 Elementary, 8 Middle and 6 High School	CHARTER SCHOOL TEACHERS - iLearn Elem, SIFA Middle, GACS Elem & Middle		
	84	24		
	\$67,200.00	\$19,200.00		
EXPANDED: 1.3.1 STEAM Enrichment Kits: <u>Lego League Robotic competition supplies (kits)</u> , equipment, software for middle school students to carry out Robotics for the STEAM Program	EV3 or Spike Prime Core Set worth Software Pack and EV3 or Spike Prime Expansion Set @ \$500 each		\$ 200.00	\$ 53,800.00
	GDOE TEACHERS - 4MS	CHARTER SCHOOL TEACHERS - SIFA - 1MS, GACS-1MS		
	24	12		
	\$36,000.00	\$18,000.00		
EXPANDED: 1.3.1 STEAM Enrichment Kits: Underwater Robotics, WeDo, Kibo Materials & Resources and 3D printers	To procure STEAM enrichment kit materials including 3D printers for STEAM teachers participants. The STEAM Science and Math Education Kits will include resources such as: Elem: WeDo or Spike Essentials Lego, KIBO Lego, Teach Engineering, or updated robotics kits (@\$500) Middle & High: Underwater robotic kits, VEX robotic kits, Aquaponics (@ \$1500)		\$ 500.00	\$284,500.00
	GDOE TEACHERS - 20 elem x 2 tchrs x 3 kits; 4 middle x 2 teachers x 3 kits; 4 high x 2 tchrs x 3 kits (72 82)	CHARTER SCHOOL TEACHERS - GACS- 6 elem 7 6 sec; SIFA-6 sec; iLearn-6 elem		
	56	24		
	\$213,000.00	\$72,000.00		
EXPANDED: 1.3.1 STEAM Enrichment Kits: Drones	Drone Classroom Bundle Kits \$2,500/sets including warranties and servicing agreements. Elementary: \$300/drone kit Middle & High: \$3000/drone kit		\$ 1,000.00	\$294,200.00
	GDOE TEACHERS - 18 elem x 2 tchrs x 3 kits; 4 middle x 2 teachers x 3 kits; 4 high x 2 tchrs x 3 kits	CHARTER SCHOOL TEACHERS - GACS- 6 elem 6sec; SIFA-6 sec; iLearn-6 elem		
	52	24		
	\$176,400.00	\$118,800.00		

1. PROJECT TITLE: Project #1: COLLEGE, CAREER, CIVIC ENGAGEMENT AND LIFE READINESS			
5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
1.3.3 STEAM Engineering Robotics | Underwater Robotics | Arena, Drones: Competition Supplies	Competition Supplies: T-shirts, Trophies, Medals & Ribbons for STEAM Students/Teachers: \$975.00 for trophies, medals/ribbons T-Shirts for STEAM Students/Teachers: 185 t-shirts x \$15.00 (Underwater Robotics - Middle, High School) 500 t-shirts x \$15.00 (TCEA Arena - Elementary, Middle, High School) 250 t-shirts x \$15.00 (Drones - Elementary, Middle, High School)	\$ 2,000.00	\$ 12,025.00
1.3.5 Academic Special Events: Competition Supplies	Funds to procure supplies Trophies, ribbons, medals etc. (Year End Awards) for STEAM engineering robotics, Math Olympiad, Math Counts, Academic Challenge Bowl and National Forensic League.	\$ 2,000.00	\$ 5,500.00
MODIFIED: 1.3.6 Visual Performing Arts (VPA): Instructional Supplies/Materials Specialized Events and Opportunities	Academic/Math/Art/Music Instructional supplies such as ink cartridges, paints, paint brushes, stencils, tablets, games, puzzles, sketch pads, folders, paint supplies, ready made stretched canvas, glue, cabinets, locked cabinets, tables, chairs, etc. Approximately: 375 VPA teachers @ \$25 \$100 per teacher X 4 SY quarters.	\$ 3,500.00	\$34,000.00
	GDOE TEACHERS		
	375		
	\$37,500.00		
1.3.6 Visual Performing Arts (VPA): Theater supplies Specialized Events and Opportunities	Funds to procure theater supplies, lumber, screws, face masks, gloves, costumes, paint, tape, lumber, paint and other necessary supplies. Estimated \$24,316.00	\$ 316.00	\$ 24,000.00
MODIFIED: 1.3.7 Interscholastic Sports: Sports Supplies, Materials & Uniforms (Shared cost/proportioned with PNP) Specialized Events and Opportunities GDOE provides assurances that funds requested for this activity will supplement and not supplant state and local funds.	Procure sports supplies and materials/equipment (e.g., helmets, balls, ball carts, shoulder pads, leg pads, knee pads, net systems, and mats) and uniforms to supplement the GDOE Interscholastic Sports Program. Supplies and materials/equipment and uniforms to be issued to students who are economically challenged. Sports such as football, basketball, volleyball, golf, wrestling, soccer, rugby, track, etc. (i.e. helmets, balls, ball carts, shoulder pads, leg pads, knee pads, net systems, mats, paddles, etc) and uniforms (adult jersey, shorts or pants) for up to 35 players per team x 6 high schools. Estimated costs for supplies & materials/equipment, uniforms per school will vary based on student participation and needs.	\$ 1,000.00	\$ 34,809.00

1. PROJECT TITLE: Project #1: COLLEGE, CAREER, CIVIC ENGAGEMENT AND LIFE READINESS				
5. SUPPLIES				
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)		FY 2021 Carryover Funds	FY 2022 Funds
1.4.2.1 College Fair: Training/instructional supplies (College Fair for High School) Academic, College and Career Readiness	Procure supplies and materials such as paper, pencils, pens, tape, markers, printer ink, chart paper, roll up banner, and flash drives for students to participate in the college fair or virtual event. Digital and/or printed portfolio information may include various brochures, information about college/university admission, financial aid. \$10 per student.		\$ 2,000.00	\$ 10,000.00
	GDOE STUDENTS	CHARTER SCHOOL STUDENTS - GACS-		
	1186	14		
	\$11,860.00	\$140.00		
1.4.1 Pre-Advanced Placement | Advanced Placement | Honors Courses- Instructional Supplies	Instructional supplies for the Pre AP, AP and Honors Courses Program. Educational workbooks will include resources to enhance the teaching of Mathematics, Science and Technology. Software and digital workbooks and/or Workbooks such as the "STEAM Best Practices" will be provided to participating teachers. Workbooks for Pre-AP, AP and Honors Curriculum will be procured for students (\$70 per student).		\$ 3,460.00	\$ 65,000.00
	GDOE STUDENTS	CHARTER SCHOOL STUDENTS - GACS		
	922	56		
	\$64,540.00	\$3,920.00		
1.4.2.6 Career Fairs: Training/Instructional Supplies	Career Fairs at all the middle and high schools: Procure supplies and materials such as paper, pencils, pens, tape, markers, printer ink, chart paper, notebooks, binders, roll up banner, and flash drives. Digital and/or printed career information may include various brochures, information about minimum requirements for job entry/training opportunities/career options/job opportunities \$10.00 per student.		\$ 2,000.00	\$ 44,000.00
	GDOE STUDENTS (4,400)	CHARTER SCHOOL STUDENTS - GACS		
	4,400	200		
	\$44,000.00	\$2,000.00		
			\$ -	\$ -
			\$ 24,676.00	\$ 1,111,459.44
Supply Subtotals				

1. PROJECT TITLE: Project #1: COLLEGE, CAREER, CIVIC ENGAGEMENT AND LIFE READINESS				
6.CONTRACTUAL (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
1.0 MIFI devices /Wireless data service for Project personnel to conduct business off-site	Project personnel can use on devices to facilitate classroom observations and project monitoring, communicate with Project Manager, transmit reports at remote worksite locations where internet is limited or not available.	MIFI service, \$99 per month for 12 months x 8 devices including warranties and servicing agreements. The remote worksite locations, such as school sites within rural villages and professional development/training locations, may not have internet access and therefore the MiFi devices are required to conduct project specific activities.	\$ -	\$ 9,504.00
1.0 31st Pacific Educational Conference (Summer 2023/Guam)	To participate and provide registration fees for teachers and students in the 2021 Pacific Education Conference.	Registration Fees - Teachers and Project Key Personnel \$150.00 per teachers, administrators. \$100 per student. Conference Registration Fees (teachers, administrators) up to 50 Conference Registration Fee (50 students and 100 teachers, administrators, project key personnel).	\$ -	\$ 67,500.00
1.0 Distance Learning: PD & software and licenses (Cost shared \$202,248.00 between Projects 1, 2 and 3)	Procure supports for distance learning inclusive of software, licenses, equipment, large capacity routers, internet services and necessary professional development.	Distance learning supports to include necessary professional development for 28,090 GDOE students 28,090 @\$7.20 per student / 3 projects - include software and licenses for online platforms (shared cost) and resources for teachers and students.	\$ 2,416.00	\$ 65,000.00
1.0 Distance Learning:Expand Internet Services (Cost shared \$14,544.00 between Project 1, 2 and 3)	Provide internet services to support Distance Learning activities for students in the community.	Procure wireless internet access to support Distance Learning activities at the estimated twelve (12) sites: 12 sites X \$101 per site X 12 months / 3 projects.	\$ 848.00	\$ 4,000.00
1.0 Distance Learning: Learning Management System (LMS) (Cost shared \$143,259.00 between Projects 1, 2 and 3)	To administer, document, track, report and deliver education courses as part of the Distance Learning activity.	Procure Learning Management System for an estimated 28,090 GDOE students @ \$5.10 per student / 3 projects.	\$ 2,753.00	\$ 45,000.00
1.0 Effective Leadership & Communication Professional Development (Est. \$167,000.00 - cost shared/proportioned with 6 projects)	Service to improve grant funding accountability, communications and collaboration, stakeholder conversations, internal monitoring, management processes and accountability to stakeholders, consultation processes and collaboration through effective decision making and advance workplace productivity.	Professional Services: Effective Leadership & Communication (shared cost with all projects/cost proportioned for each project)	\$ 720.00	\$ 26,000.00
1.0 External Evaluator (Est. \$305,360.00 - cost shared/proportioned with 6 projects)	To conduct an evaluation on the effectiveness of project activities and impact on project goals to improve student achievement. Consultant will use qualitative and quantitative data and provide an analysis of the data, identify areas of concerns, areas for improvement and successes for all Consolidated Grant projects, inclusive of private-non-public and State Administration.	Professional Services: External Evaluator (shared cost with all projects/cost proportioned for each project).	\$ 800.00	\$ 48,057.60

1. PROJECT TITLE: Project #1: COLLEGE, CAREER, CIVIC ENGAGEMENT AND LIFE READINESS				
6.CONTRACTUAL (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
1.0 . Employee Time Tracking Automated (Est. \$255,445.08 - cost shared/proportioned with 5 projects)	The procurement and implementation of the Automated Employee Time Tracking will support project administration, allowing the project to analyze and improve Consolidated Grant employees' productivity and accountability. Automation will help to improve efficiency with monitoring time spent by CG project funded central personnel.	Professional Services: Automated Employee Time Tracking (shared cost with all projects/cost proportioned for each project) <i>GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.</i>	\$ 3,000.00	\$ 50,643.47
1.0 . Fixed Assets Management System Automated (Est. \$500,000.00 - cost shared/proportioned with 6 projects)	To improve the administration and management of Consolidated Grant project funded fixed assets that are located at the State Office. The system will help with the oversight, tracking, reporting and accuracy of real-time inventory to include acquisition, funding source, location, quality, condition, depreciation and survey of equipment information, and support state monitoring activities.	Professional Services: Fixed Assets Management System (shared cost with all projects/cost proportioned for each project) <i>GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.</i>	\$ 1,200.00	\$ 78,800.00
1.0 Professional Services: Information (IT) Technology Support Services/Help Desk (Est. \$65,000.00/(shared cost with 5 Projects)	Provide supplemental IT support/Help Desk assistance regarding the use and operation of technology supplies and equipment.	Professional Services: Technology Support (shared cost with 5 projects: Est. \$65,000.00 - cost proportioned for each project). Services necessary to support the growing technology and internet needs of the education community (public, participating charter and private-non-public schools). Estimated 6,000 students, parents, teachers and school personnel to be supported.	\$ 2,500.00	\$ 10,500.00
1.0 Software license, maintenance and support - GOVERLAN (Est. \$6,400.00 - Cost shared/proportioned with 5 projects)	Allow Computer Technicians to provide remote maintenance to technology equipment.	Subscriptions to access software for maintenance and support technology equipment (shared cost/proportioned for each project).	\$ 280.00	\$ 1,000.00
1.0 Registration Fees for Procurement Module 1 Course for Project Personnel	Registration fees for project personnel to attend Procurement Module professional development.	Registration and course fees to provide for up to eight (8) project personnel access to Procurement Module 1 - Fundamentals & Principles of Procurement course. Estimated \$250/participant.	\$ 100.00	\$ 1,900.00
1.0 Digital Subscriptions Software/Video Web Conference Services/Online Team Collaborations (Est. \$25,000.00 Cost shared/proportioned with 6 projects)	Components 1-6 Services will support program/project specific meetings, presentations, trainings, consultation and technical assistance sessions with stakeholders, State/Grants Office personnel and project activities.	Estimated \$25,000 Annual Cost, 50+ licensee/host for online meetings, webinars and presentations for up to 300 attendees. Services will be used exclusively for the Title V-B activities throughout the CG projects at a shared cost. <i>GDOE provides assurance that funding will only support CG activities, and will supplement, not supplant state and local funds.</i>	\$ 500.00	\$ 3,500.00
1.0 IFB RFP Announcement, Advertising fees (IFB/RFP)	Costs for advertising Bid Announcements (IFBs, RFPs, Public Notices, Notice of Waiver, Notice of Training and Announcements).	Bid Announcements (Cost for advertising of IFBs, RFPs, Public Notices, Notice of Waiver, Notice of Training and Announcements are substantial) 10 - (2x6 IFB/RFP Announcements - \$288 (POST)/each and 10- \$604.50 (Guam PDN) each. \$2,880 + \$6,045	\$ 525.00	\$ 8,400.00

1. PROJECT TITLE: Project #1: COLLEGE, CAREER, CIVIC ENGAGEMENT AND LIFE READINESS					
6.CONTRACTUAL (PURCHASED SERVICES)					
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds	
1.1.1 Increasing Rigorous Academic and Technical Courses with High Quality Instruction: Venue	Provide venue for professional development training where GDOE facilities do not have the capacity to accommodate 100+ participants.	Professional Development Training Workshop cost of venue Fall 2022 and Spring 2023 for 175 participants x 6 trainings @\$25/participant; GDOE Estimated 175 teachers, counselors, administrators, and district personnel.	\$ 2,250.00	\$ 24,000.00	
1.1.1 Career and Technical Education (CTE) Workshop - National Career Academies Training -Increasing Rigorous Academic and Technical Courses with High Quality Instruction	Procure services for training on updated methodologies for GDOE/Charter school to enhance Career and Technical Education.	National Career Academies Training: Procure services for training, to include option for online services, on updated methodologies for CTE Career Academies for GDOE and participating Charter school. Project staff will work in collaboration with CTE school teams consisting of teachers/administrators and consultants to develop effective and up-to-date curricula to effectuate an effective CTE program of study. Estimated cost/participant = \$270.00	\$ 1,600.00	\$ 47,000.00	
		GDOE EDUCATORS			CHARTER SCHOOL TEACHERS - GACS
		175			5
		\$47,250.00			\$1,350.00
1.1.2 Association for Career and Technical Education (ACTE): Printing and binding services for CTE resource booklets for teacher workshops Increasing Rigorous and Technical Courses with High Quality Instruction	Professional printing services for a resource booklet for teachers that includes information on local student intern, job opportunities and/or service learning; tips on creating resumes, filling out job applications, soft skills required for employment, etc.	Estimated at \$15.00 per book X 250 educators for school based CTE workshops.	\$ 750.00	\$ 3,000.00	
1.1.3 Project Based Learning Increasing Rigorous and Technical Courses with High Quality Instruction	Procure services for training teachers on teaching strategies that enable students to learn by actively engaging in real-world and personally meaningful projects.	Procure services for training, to include option for online services, on Project Based Learning (PBL) that is focused on developing a standards-based PBL unit, to include assessments to monitor student learning. Must include option for online services. Estimated cost for 30 training hours is \$750/person	\$ 3,000.00	\$ 42,000.00	
		GDOE SCHOOL			CHARTER SCHOOL - GACS
		54			6
		\$40,500.00			\$4,500.00
EXPANDED: 1.1.4 Visual Communication /Video Production & Broadcasting Program with Media Camera Equipment	Develop and expand a visual communications/video production program of study to enhance CTE classroom instruction, increase access to technology, improve access to research proven instructional strategies, provide a mechanism for instructional strategies, and allow teachers and students to utilize a variety of digital resources.	Contractual for professional development to develop courses for a Visual Communication/Video Production Program and procurement of relevant Audio/Video Recording Camera/Equipment and associated training. GDOE High Schools Basic Equipment for New Filmmaking Students set. Kit may include Camera with microphone Polarizer Filter for camera lens Wired and wireless Microphone, Audio adapters Camera connection adaptors for microphone Camera Tripod, Video Lights, Cables to connect preview monitor to camcorder - standard audio/video component cables. Training & resource development, including cost for PD (up to 7 GDOE high schools).	\$ 3,500.00	\$285,778.00	
		GDOE SCHOOL			CHARTER SCHOOL - GACS 1, SIFA 1
		7			2
		\$224,994.00			\$64,284.00
EXPANDED: 1.1.5 Computer Science/ Information Technology Program Increasing Rigorous and Technical Courses with High Quality Instruction	Consultative workshops with CTE consultant for the expansion of an up-to-date computer science curriculum, inclusive of teaching resource kits for teachers.	Training costs for professional development workshop, with option for online services, for 30 teachers (2 teachers from each middle and high schools), for 30 hours. Estimated cost for 3-day training 2 teachers/school x 15 schools	\$ 2,500.00	\$102,620.00	
		GDOE SCHOOL			CHARTER SCHOOL - iLearn SIFA
		30			2-iLearn, 4-SIFA
		\$87,600.00			\$17,520.00

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Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.		FY 2021 Carryover Funds	FY 2022 Funds
EXPANDED: 1.1.6 Engineering/Robotics - Professional Development Increasing Rigorous and Technical Courses with High Quality Instruction	To procure consulting services to provide professional development for a cadre of teachers to be trained on the implementation of engineering/robotics K-12 teaching strategies and curriculum.	Procure services, to include option for online services, on the implementation of engineering/robotics for K-12th grade teaching strategies and curriculum using: KIBO (K- 1st grade), WeDO (2nd-5th grade), EV3 (6th-12 grade), 3D Printers (5th-12th grade) and Drone (9th-12th grade). Est. @ \$850 per teacher		\$ 25,000.00	\$ 175,600.00
		GDOE TEACHERS-52 elem; 100 middle and high	CHARTER SCHOOL TEACHERS -GACS - 36; SIFA -24; iLearn-24		
		152	84		
		\$129,200.00	\$71,400.00		
MODIFIED: 1.1.7 Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP) Summer Institute (APSI) Increasing Rigorous Academic and Technical Courses with High Quality Instruction	Strengthen teachers instructional practices to address the needs of advance students in the classroom and to afford them more opportunities to avail of Pre-AP and AP courses.	Procure consulting services, to include online services, for professional development for the Guam Summer AP Institute for GDOE Secondary teachers, counselors, and administrators. \$1500/course x 6 courses		\$ 10,000.00	\$80,000.00
		GDOE TEACHERS	CHARTER SCHOOL TEACHERS –GACS-6		
		150	6		
		\$90,000.00	\$4,470.00		
MODIFIED: 1.1.8 Career and Technical Education (CTE) Training & Development- Career Exploration: Increasing Rigorous Academic and Technical Courses with High Quality Instruction	Procure services for training on updated methodologies for GDOE/Charter school to enhance Career and Technical Education.	Career Exploration Training and Curriculum Development: Contractual services to develop CTE curriculum focused on Career Exploration topics, create resource materials, including online resources, such as planning guides and handbook of strategies on these topics for K-12 students, and provide training for English, Math, Science, Social Studies teachers, counselors, administrators on implementing these resources. Estimated cost/participant = \$1,300.00 \$270.00		\$ 15,000.00	\$102,000.00
		GDOE EDUCATORS	CHARTER SCHOOL EDUCATORS - GACS-13, iLearn-2		
		75	15		
		\$97,500.00	\$19,500.00		
EXPANDED: 1.1.9 STEAM: Professional Development Training Increasing Rigorous Academic and Technical Courses with High Quality Instruction	Enhance teachers' instructional practices to meet the needs of students with varying levels of ability.	Procure consulting services for professional development on effective instructional strategies, to include option for online services, for STEAM education training in Underwater Robotics, Aquaponics, K-12 Education for Sustainability. Est. @ \$350 \$550 per teacher.		\$ 15,000.00	\$134,600.00
		GDOE TEACHERS (220 246)	CHARTER SCHOOL TEACHERS - GACS-7 14; SIFA-6; iLearn-6		
		246	26		
		\$135,300.00	\$14,300.00		

1. PROJECT TITLE: Project #1: COLLEGE, CAREER, CIVIC ENGAGEMENT AND LIFE READINESS					
6.CONTRACTUAL (PURCHASED SERVICES)					
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds	
1.2.2 Career Oriented Programs and Assessments: Retrofit CTE Classrooms	Activities will allow teachers and students the ability to use resources/tools for hands-on learning in the classroom such as stoves, refrigerators, washers & dryers, and other small appliances that are not available for CTE courses due to insufficient electrical circuits/capacity. To expand and enhance CTE classroom instruction and is aligned with Project goals and objectives, allowing teachers to utilize/implement CTE instructional strategies gained from professional development activities.	Retrofit classrooms to accommodate electrical upgrade for installation of appliances in classroom. Contractual services to upgrade existing school facilities unable to be used due to insufficient electrical circuits/capacity. The allowable uses of funds under Title IV, Part A, as an "effective use of technology" are "minor remodeling" to address the extensions of utility lines (water and electricity) from beyond the confines of space in which minor remodeling is undertaken, but within the confines of the previously completed building. (34 CFR 77.1)	\$ 1,500.00	\$ 9,000.00	
MODIFIED: 1.2.5 Career, Technical Education (CTE) Academies | ACT WorkKeys: Contractual Agreement with the Guam Community College (GCC) or other Institution of Higher Education (IHE) for professional services Curriculum & Assessments Career Oriented Programs and Assessment -	Career and Technical Education - contractual services to provide, implement, and effectuate the GCC taught Career and Technical Education (CTE) Programs including WorkKeys assessments: with access to the WorkKeys Curriculum and Assessment in order to gauge their students readiness for career placement, and Choices360 Career Interest Assessment.	Provide professional services to implement CTE academies in the participating secondary schools and provide access to the ACT WorkKeys Curriculum & corresponding Assessment and Choices 360 Career Interest Inventory for up to 14,921 GDOE students (6th thru 12th). -WorkKeys Curriculum & Assessment: 9th - 12th grade (3,874 GDOE and 65 Charter School) students -GCC CTE Academy programs including expansion into the middle schools high schools and post-secondary students (remedial services): WorkKeys Curriculum | Workkeys Assessment| CTE expansion/services, inclusive of services during afterschool, summer and winter break. Est @ \$88.00 per student \$73 per student	\$168,448.62	\$925,529.38	
		GDOE STUDENTS (43,656 14,921)	CHARTER SCHOOL STUDENTS - GACS 398 65		
		14,921	65		
		\$1,089,233.00	\$4,745.00		
MODIFIED: 1.2.6 Skilled Labor and Trades Academy: CTE - Guam Contractors Association Trades Academy Career Oriented Programs and Assessments	Provide students with opportunities to take courses in construction to give them industry skills and certifications that can increase their chance of becoming employed.	Procure professional services (to include materials,etc.) renewal with the Guam Contractors Association Trades Academy for course program inclusive of course text and guiding resources for participating GDOE students to take construction, HVAC, electrical, carpentry, rigger etc. CTE courses, inclusive of NCCER certification. Inclusive of afterschool, summer and winter break. Est. \$1,900 each course; GDOE/Charter school 9th through 12th grade.	\$ 10,000.00	\$189,500.00	
		GDOE STUDENTS	CHARTER SCHOOL STUDENTS - GACS		
		105	10		
		\$199,500.00	\$19,000.00		

1. PROJECT TITLE: Project #1: COLLEGE, CAREER, CIVIC ENGAGEMENT AND LIFE READINESS					
6.CONTRACTUAL (PURCHASED SERVICES)					
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds	
1.2.6 CTE: Student bus passes/public transportation costs or gas coupons for after-school trades classes and bus transportation for CTE related activities Career Oriented Programs and Assessments	Bus passes, transportation fees or gas coupons allow more students to avail of after-school programs and/or participate in CTE related fieldtrips that increases opportunities for students to learn more.	Procure monthly bus passes or gas coupons to accommodate students taking trades courses after school hours. Also, transportation fees and other associated costs to and from schools to career-based field trips to include career fairs, career academy or any career related training and work experience activities, etc. (60 students x 15 schools = 900 students) @ 27.459/student	\$ 3,000.00	\$ 21,713.10	
1.2.7. Specialized Trainings and Career, Technical Education (CTE) Courses: Cosmetology Academic, College and Career Readiness	Specialized training provides students with certification that can be used in industry fields and helps them perform better with school assignments.	Specialized program of study for students to explore and enroll in courses leading to certification to include texts and manuals associated with Cosmetology (esthetics, cosmetology, and nails etc.) Est @ 150 students	\$ 20,000.00	\$ 65,000.00	
1.2.7 Specialized Trainings and Career, Technical Education (CTE) Courses: Allied Health Academic, College and Career Readiness	Specialized training provides students with certification that can be used in industry fields and helps them perform better with school assignments.	Specialized program of study for students to explore and enroll in courses leading to certification to include texts and manuals associated with Allied Health (nursing assistant, pharmacy technician, phlebotomy technician, physical therapy assistant, caregiving, home health aide, etc.) Est @ 150 students	\$ 6,400.00	\$ 173,023.34	
1.2.7 Specialized Trainings and Career, Technical Education (CTE) Courses: Business Technology Academic, College and Career Readiness	Specialized training provides students with certification that can be used in industry fields and helps them perform better with school assignments.	Specialized program of study for students to explore and enroll in courses leading to certification to include texts and manuals associated with Business Technology (accounting, bookkeeping with QuickBooks, bank teller, Intro to Computers, Microsoft Office Specialist, Adobe etc.) Est @ 350 students	\$ 15,000.00	\$ 70,050.00	
MODIFIED: 1.2.8 Career Interest Inventory Management & Assessment System: 1.2 Career Oriented Programs & Assessments	To provide career awareness opportunities to students in grades K-12.	Career Interest Inventory Management & Assessment System will be implemented by teachers and counselors in approximately 44 26 GDOE elementary & secondary schools and 1 Charter school.	\$ 3,500.00	\$ 77,500.00	
		GDOE SCHOOL			CHARTER SCHOOL - GACS-I iLearn-I
		26			1
		\$78,000.00			\$3,000.00
1.3.1 & 1.3.2 registration fees. Engineering Robotics: - Underwater Robotics, TCEA, and Drone Specialized Events and Opportunities	Registration fees to allow school teams to participate in on-island competitions.	Registration Fees - Team Underwater Robotics: Scout \$100.00 X 25 teams= \$2,500.00 Navigator \$100.00 X 15 teams = \$1,500.00 Drone \$100 X 5= \$500.00	\$ -	\$ 4,500.00	

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6.CONTRACTUAL (PURCHASED SERVICES)					
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds	
1.3.3 STEAM Engineering Robotics | Drones: Rental of Chairs, Table, Canopies/Tent for STEAM Engineering Competition Specialized Events and Opportunities	Rental fees for tables, chairs and canopies to hold Robotics competitions.	Rental of Chairs, Tables, Canopies/Tents for the STEAM Engineering Robotics Competitions.	\$ -	\$ 800.00	
1.3.4 E-sports: Training, Equipment & Software Specialized Events and Opportunities	To procure consulting services to provide a professional development for a cadre of teachers to be trained on the implementation on esports in high schools. Exposure will encourage students to explore game/media design degrees, programming and coding, supports competitive team gameplay. Encourages game design, development and STEAM education and introduces broadcasting, journalism and production.	Supports for E-sports program to include training, equipment and software and competition for high schools GDOE Estimated 15 advisors/E-sports coach and up to 1,000 students.	\$ 50,000.00	\$ 111,600.00	
MODIFIED: 1.3.5 Academic Special Events: Academic Challenge Bowl (ACB), (Cost Shared/ proportioned with PNP) Specialized Events and Opportunities	Contract services for broadcasting and taping services for the Academic Challenge Bowl Competitions (8th-12th grades) for SY 2022-23.	The broadcast and tapings would cover from October 2022 - April 2023. 10 total tapings X \$2,500 \$500 for GDOE.	\$ 500.00	\$ 24,500.00	
MODIFIED: 1.3.5 Academic Special Events: Math Counts Specialized Events and Opportunities	Funds for registration provides students with opportunities to utilize and improve their math knowledge & skills.	Registration Fees for middle school Math Count teams. Est \$35 per student for GDOE/Charter schools. Not to exceed 10 students per participating school.	\$ -	\$ 4,900.00	
		GDOE SCHOOLS			CHARTER SCHOOLS - GACS-10 SIFA-10
		130			10
	\$4,550.00	\$350.00			
MODIFIED: 1.3.5 Academic Special Events: Venue (Math Olympiad/ Annual Award) (shared/proportioned costs with Charter Schools | PNP) Specialized Events & Opportunities	Provide a venue for both the island-wide Math Olympiad Competition and the Annual Awards Ceremony where approximately 250 students participate.	Venue for Island-wide Math Olympiad/Annual Awards Ceremony. Guam currently does not have a venue to rent for a flat rate, venue cost is based on 250 participants, GDOE (120) and Charter School (5) teams to compete. Estimated shared cost of \$12,000.00 Shared cost/proportioned with PNP/# of participants (GDOE: \$6,000 | PNP: \$6,000.00) \$6000/125 = \$48 \$48/participant	\$ -	\$ 6,000.00	
		GDOE STUDENTS			CHARTER SCHOOL STUDENTS GACS-2-SIFA-5 LACS-1
		120			5
	\$5,760.00	\$240.00			

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Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds	
MODIFIED: 1.3.5 National Forensic League (NFL): Team Registration Specialized Events and Opportunities	Funds for registration provides students with opportunities to utilize and improve their communication skills and help build confidence.	NFL registration fees per school. Est. @ \$149.00 for 14 participating GDOE schools.	\$ -	\$2,086.00	
		GDOE SCHOOLS			CHARTER SCHOOLS GACS
		14			1
		\$2,086.00			\$149.00
1.3.6 Visual Performing Arts (VPA): (Production Rights) Specialized Events and Opportunities	Production Rights provide opportunities for students to perform.	Production Rights for Theater Shows performed by students Est. \$8,000 per production. GDOE provides assurances that funds requested for this activity will supplement and not supplant state and local funds.	\$ -	\$ 8,000.00	
1.3.6 Visual Performing Arts (VPA): Theatre Rental Specialized Events and Opportunities	Theater Rental for VPA production to be performed to the community.	Theater rental for production. Est \$10,000.00 per theater. GDOE provides assurances that funds requested for this activity will supplement and not supplant state and local funds.	\$ -	\$ 10,000.00	
1.3.6 Visual Performing Arts (VPA): Printing and binding services of annual Visual Arts magazine/calendar, pamphlets, and poetry booklets Specialized Events and Opportunities	Professional printing services for a magazine/calendar, pamphlets or booklets that highlight student work.	\$5.00/book/calendar x 3,500 = \$17,500.00 books/calendar. Student artwork activities include community showcasing as a vehicle to boost student self confidence and talent, as well as increase student recruitment in the visual arts.	\$ 2,500.00	\$ 15,000.00	
1.3.6 Visual Performing Arts (VPA): Theatre lights & sound and Bus Transportation Specialized Events and Opportunities	Estimated cost for lights and sounds rental for theater productions and to fund bus transportation services so students can attend the Productions.	Lights and Sounds rental for 1 Production. And bus transportation services to transport students to and from theater venue.	\$ 500.00	\$ 4,500.00	
1.3.6 Visual Performing Arts (VPA): Theater Advertising fees Specialized Events and Opportunities	Advertisement costs for Visual and Performing Arts productions throughout the school year increases awareness & promotes participation.	• (3) 3x8 Notice to Public @ 498 (POST)/each x 3 = \$1,495.98 and \$1,006 x 3 (Guam PDN)/each = \$4,512.00	\$ 500.00	\$ 4,012.00	
1.3.6 Visual Performing Arts (VPA): Framing and Matting - Student Artwork Specialized Events and Opportunities	Framing and Matting of student participant artworks throughout the SY to showcase their accomplishments, boost confidence and pride.	Estimated cost for framing and matting is \$10,000. Student artwork activities include community showcasing as a vehicle to boost student self confidence and talent, as well as increase student recruitment in the visual arts.	\$ 3,000.00	\$ 7,000.00	
1.3.6 Visual Performing Arts (VPA) & STEAM: Online subscriptions in VPA and STEAM content areas Specialized Events and Opportunities	Online subscriptions to enhance classroom lessons in VPA & STEAM courses.	Online subscriptions in VPA and STEAM courses to enhance the delivery of instruction and promote more interactive learning experiences and access to resources. \$100 annual subscription x 2 classes x 15 schools	\$ 500.00	\$ 2,500.00	

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1.3.7 Interscholastic Sports: Professional Development for Administrators, Athletic Directors, Coaches and Student Athletes (Shared cost/proportioned with PNP) Specialized Events and Opportunities	Supplements the Interscholastic Sports Association Interscholastic sports program; promotes year-round fitness and healthy living; promotes year-round academic achievement and social development through sports.	Professional development training for Administrators, Athletic Directors, Coaches and Student Athletes in the areas of effective sports administration, principles of effective coaching, physical conditioning, student health and safety in sports, skills and athlete leadership development. Est. GDOE 50 participants	\$ 5,000.00	\$ 45,000.00	
1.4.1 Pre-Advanced Placement | Advanced Placement - Advanced Placement Test Fees Academic, College and Career Readiness	Allows students to participate in Advanced Placement test for AP English, AP Math, AP Science, AP Social Studies, AP Foreign Language, and AP Art.	Student Placement Test Fees for up to 719 GDOE students at \$94/student.	\$ 5,000.00	\$ 62,586.00	
1.4.2.1 College Fair: Professional Development Academic, College and Career Readiness	Funds for workshops/trainings for counselors and teachers, to manage the College Fair and provide appropriate guidance to students on taking the pre-requisite courses for college, filling out college applications, choosing colleges, etc.	Procure services for professional development for College Fair for academic and career education counselors and teachers, to include option for online services, and be able to provide guidance through virtual event. Est @ \$350 per educator.	\$ 5,000.00	\$ 30,000.00	
		GDOE EDUCATORS			CHARTER SCHOOL EDUCATORS - GACS
		94			6
		\$32,900.00	\$2,100.00		
1.4.2.1 College Exploration and Readiness Opportunities: Transportation fees (College Fair) Academic, College and Career Readiness	The College Fair allows for students to learn the process of admission, financial aid, residential/dormitory, and student college life and affords them the opportunity to meet with different Colleges/ Universities of both on and off-island campus recruiters.	Procure bussing services to transport students to participate in College Fair 1,729 students x \$15 (roundtrip).	\$ 1,935.00	\$ 24,000.00	
1.4.2.1 College Fair: Venue Academic, College and Career Readiness	Provide venue for the College Fair where GDOE facilities do not have the capacity to accommodate 100+ participants.	Procure venue for College Fair 1,200 GDOE & 60 Charter students X \$10.00 per student	\$ -	\$ 12,600.00	
		GDOE STUDENTS			CHARTER SCHOOL STUDENTS - GACS
		1,200			60
		\$12,000.00	\$600.00		
1.4.2.5 National Technical Honor Society: Membership Fees Academic, College and Career Readiness	Provide funds for membership fees to the National Technical Honor Society to foster cooperation & collaboration among students and promote excellence in CTE.	Membership Fees: National Technical Honor Society to promote student excellence in Career & Technical Education. (est. 20 students per high school X 6 high schools = 120 total students). One-time membership fee: \$30 per student X 120 student = \$3,600.00	\$ -	\$ 3,600.00	
EXPANDED: 1.4.2.2 Science, Technology, Engineering, Arts and Math (STEAM) Mentoring: Academic, College and Career Readiness	Provide K-12 Youth Development Program Services geared towards promoting environmental stewardship & island sustainability; linking high school students with college prep and apprenticeship programs; Summer or after school program; STEAM, cooking, entomology, photography, fisheries and horticulture; transportation; supplies and	To procure contractual services to provide support and services to implement the K-12 STEAM College and Career Path Programs STEAM Mentor Program Estimated at 415 students (GDOE/Charter school). Summer -Year-round @ \$759.03 per student.	\$ 30,000.00	\$ 284,997.45	
		GDOE STUDENTS			CHARTER SCHOOL STUDENTS - iLACS
		375			40
		\$284,636.25	\$30,361.20		

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6.CONTRACTUAL (PURCHASED SERVICES)				
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1.4.2.7 National Career Academy Coalition (NCAC) Certification Academic, College and Career Readiness	Provides opportunities for schools to develop and expand their Career Academies to give students more options to prepare for college or career.	Contractual services for up to 3 GDOE high school CTE Academies to prepare and achieve national certification by NCAC, to include options for online services.	\$ 3,000.00	\$ 20,512.26
1.4.2.8 Skills USA: Membership Academic, College and Career Readiness. This activity is no longer requested.	Provide students opportunities to build their skills and knowledge in CTE industries and develop better communication, collaboration and problem-solving skills.	Membership fees: To establish Skills USA chapters to provide structure and organization and avail- of resources to prepare for competition. Skills USA Membership Student Dues \$8 per student X 2000 students; \$15 per instructor x 21 Instructors; \$20 Annual State Dues.	\$	\$0.00
		GDOE		
		1622 students | 19 instructors		
		\$13,261.00		
		CHARTER SCHOOL		
		GACS- 378 students | 2 instructors		
		\$3,054.00		
NEW: 1.4.2.8 Association of Career & Technical Education (ACTE) Membership Academic, College and Career Readiness	Provide students opportunities to build their skills and knowledge in CTE industries and develop better communication, collaboration and problem-solving skills.	Membership fees: individuals actively employed in or concerned with career and technical education. Professional membership for teachers and administrators concerned with career and technical education. \$80 per teacher/administrator X 54	\$ -	\$4,320.00
		GDOE		
		35 teachers, 14 administrators		
		\$3,920.00		
		CHARTER SCHOOL		
		Career Tech High- 4 teachers, 1 admin |		
		\$400.00		
MODIFIED: 1.4.2.3 College Readiness Math and English Camp: Students Academic, College and Career Readiness	To provide students the opportunity to prepare for the UOG Entrance Test by supporting the tuition and student fees and textbooks for the College Readiness Program for English, Freshman Composition, Finite Math, Algebra	Tuition, fees and books for GDOE students. Est @ \$1,397 \$1,760 per student.	\$ 20,000.00	\$ 68,000.00
		GDOE STUDENTS (45-50)		
		50		
		\$88,000.00		
1.4.2.3 College Readiness Math and English Camp: Educators (teachers/administrators) Academic, College and Career Readiness	The proposed courses include Introduction to Educational Technology, E-Learning Instructional Strategies. The On-line Learner, Instructional Design and Engaging E-Learning Activities and Ethical and Legal Issues.	Procure consulting services for online technology courses for English and Math. A series of online technology courses for GDOE/Charter school educators - Est. @ \$1,000 per educator.	\$ 5,000.00	\$ 50,000.00
		GDOE EDUCATORS		
		55		
		\$55,000.00		
1.4.2.4 SAT | ACT Preparation: Professional Services to provide high school students with face-to-face and/or online tutorials for SAT & ACT Preparation Academic, College and Career Readiness	Provides students with opportunities to prepare for college admission.	Procure services to help prepare students to take the SAT and/or ACT exam. Estimated for 250 high school students (10th -12th grade). Est. \$125.00 per student.	\$ 1,250.00	\$ 30,000.00
1.4.2.9 Health Certifications Academic, College and Career Readiness	For students in Family and Consumer Sciences or other students who require a Health Certificate Training Course prior to participating in a School-to-Work or Work Experience program in which food products are involved.	Training cost shall include the fees for the health certificates upon successful course completion. Est. @ 40 per student.	\$ 500.00	\$ 8,460.00
		GDOE STUDENT		
		168		
		\$6,720.00		
		CHARTER STUDENT - GACS		
		56		
		\$2,240.00		
Contractual Subtotals			\$456,275.62	\$ 3,797,192.60

1. PROJECT TITLE: Project #1: COLLEGE, CAREER, CIVIC ENGAGEMENT AND LIFE READINESS				
7. OTHER DIRECT COSTS				
Other Direct Costs	Purpose of Direct Cost Item	Itemized Budget – Space Rental, Required Fees, Honoraria and Travel (where a contract is not in place for services), Training and Communication and Printing Costs, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
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			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
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Other Direct Costs Subtotals			\$ -	\$ -

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Travel Activities

Assessment Questions

May 04, 2022

*Travel Activities
Assessment Questions*

Questions	Insular Area Response	Suggested Documentation
<p>What Standard Operating Procedures exist regarding travel arrangements paid for using CG funds?</p>	<p><i>The FPD adheres to the GDOE Standard Operating Procedure (SOP) for Off-Island Travel Procedures - SOP # 200-021, 2 CFR 200 Uniform Guidance and EDGAR on all travel arrangements paid for using CG funds.</i></p>	<ul style="list-style-type: none"> ● <i>Travel flowchart Attachment #1: Page 9</i> ● <i>GDOE Standard Operating Procedure (SOP) on Off-Island Travel Procedures - SOP # 200-021. Attachment #2: Page 111</i>
<p>What policies and procedures exist to ensure that travel activities are allowable under the relevant Federal programs identified in the approved CG application?</p>	<p><i>The FPD adheres to the GDOE Standard Operating Procedure (SOP) for Off-Island Travel Procedures - SOP # 200-021, 2 CFR 200 Uniform Guidance and EDGAR on all travel arrangements paid for using CG funds. Furthermore, all travel activities are based on the approved CG application and prior approval requests are reviewed for compliance by the FPD Administrator, and approved by the Superintendent of Education.</i></p> <p><i>Travel requests that are not within the approved CG application are transmitted to the US-Ed Program Office for approval prior to the implementation of the travel activity.</i></p>	<ul style="list-style-type: none"> ● <i>Travel flowchart Attachment #1: Page 9</i> ● <i>GDOE Standard Operating Procedure (SOP) on Off-Island Travel Procedures - SOP # 200-021. Attachment #2: Page 111</i> ● <i>Approved CGA Project Application. Attachment #3: Page 129</i>

		<ul style="list-style-type: none"> • <i>Sample Email to US-Ed for Prior Travel Approval</i> Attachment #4: Page 148
<p>What steps are taken to ensure that travel cost estimates are reasonable and necessary?</p>	<p><i>The GDOE complies with the Federal General Services Administration (GSA) per diem for lodging, meals and incidentals on all travel cost estimates. All travel activities are based and aligned with the Consolidated Grant (CG) application approved by the US Department of Education (US-Ed).</i></p>	<ul style="list-style-type: none"> • <i>Travel flowchart</i> Attachment #1: Page 9 • <i>Federal General Services Administration (GSA) per diem.</i> Attachment #2: Page 156
<p>For projects that include travel activities, how is the necessity of these travel activities determined?</p>	<p><i>GDOE determines the allocability and reasonableness of each travel activity through the review of Federal regulations, statutes and guidelines as well as the necessity of each activity to meet the goals and objectives of the project. Furthermore, travel that is requested by the Projects are vetted by the LEA Projects and FPD during the Consolidated Grant Application and subsequently approved by the US-Ed.</i></p>	<ul style="list-style-type: none"> • <i>Travel flowchart</i> Attachment #1: Page 9 • <i>Sample approved CGA Project Narrative and Budget.</i> Attachment #2: Page 129
<p>What policies and procedures exist to determine which personnel participate in travel activities related to implementing the CG? What policies exist to determine the appropriate number of</p>	<p><i>The GDOE determines which personnel to participate and the appropriate number of travelers in travel activities by following the approved Consolidated Grant Application (CGA). The CGA is very specific to the position title relative to the subject of the travel.</i></p>	<ul style="list-style-type: none"> • <i>Travel flowchart</i> Attachment #1: Page 9 • <i>Sample approved CGA Project Narrative and Budget.</i> Attachment #2: Page 129

<p>participants in a project's travel activity using CG funds?</p>	<p><i>Personnel participation is based on the LEA Projects' announcement of travel opportunities and a selective application process is made by the LEA Project Lead and Project Manager.</i></p>	<ul style="list-style-type: none"> ● <i>Sample announcement of travel form.</i> <p>Attachment #3: Page 159</p>
<p>How are travel arrangements documented? What is documented before the trip and what is documented following the trip?</p>	<p><i>A prior approval memorandum to the Superintendent of Education from the project is transmitted via the FPD for compliance. Once approved, the travel arrangements and funding is documented through an internal travel packet that originates from the project office. The packet is forwarded for compliance review and adjustments to FPD. Upon completion of review of the travel packet, it is transmitted to the Finance & Administration Office, and subsequently routed to the Superintendent for final review and approval.</i></p> <p><i>After the travel has been completed, participants must submit a travel report to the Superintendent, via the PM and the FPD Administrator of the funding source.</i></p> <p><i>Additionally, travelers must clear their travel within 10 business days to the Business Office.</i></p> <p><i>Lastly, travelers are required to provide a presentation to pertinent school and/or district personnel on key points of the travel conference.</i></p> <p><i>Furthermore, projects must include travel activities that have occurred within the reporting period in the Quarterly Reports.</i></p>	<ul style="list-style-type: none"> ● <i>Travel flowchart</i> Attachment #1: Page 9 ● <i>Sample of prior approval memo</i> Attachment #2: Page 168 ● <i>Sample travel packet forms.</i> Attachment #3: Page 187 ● <i>Sample travel report.</i> Attachment #4: Page 209 ● <i>Sample quarterly report.</i> Attachment #5: Page 215

<p>What policies exist regarding travel arrangements adjusted last-minute (ex: delayed flights, impending natural disasters)?</p>	<p><i>The GDOE adheres with the GDOE SOP on Off-Island Travel Procedures - SOP # 200-021, 2 CFR 200 Uniform Guidance and EDGAR on all last minute travel arrangements paid for using CG funds. Any last minute adjustments must be concurred in writing for compliance by the FPD Administrator and approved by the Superintendent.</i></p>	<ul style="list-style-type: none"> ● <i>GDOE SOP on Off-Island Travel Procedures - SOP # 200-021.</i> <p>Attachment #1: Page 111</p>
<p>What procedure is used to determine the per diem for a given trip?</p>	<p><i>The GDOE adheres to the Federal General Services Administration (GSA) guidelines to calculate per diem for lodging, meals and incidentals, etc. on all travel cost estimates.</i></p>	<ul style="list-style-type: none"> ● <i>Travel flowchart</i> <p>Attachment #1: Page 9</p> <ul style="list-style-type: none"> ● <i>GDOE Standard Operating Procedure (SOP) on Off-Island Travel Procedures - SOP # 200-021.</i> <p>Attachment #2: Page 111</p>
<p>In the last calendar year, how many of the Insular Area's projects included travel activities? In the last five years, how many projects with a travel activity have been repeated?</p>	<p><i>No off-island travel activities were included on the CGA in the last calendar year for all Projects due to the COVID-19 Pandemic situation. However, FPD requested prior approval from the US-Ed's Program Office on specific travels (NAGC, BRUMAN, ESEA, etc.).</i></p> <p><i>Attached for your perusal and disposition is a sample of GDOEs travel of employees for the last five (5) years. In addition, there was no repeated travel within that Grant Application period. Within each CG application, the Project has requested for the</i></p>	<ul style="list-style-type: none"> ● <i>Travel flowchart</i> <p>Attachment #1: Page 9</p> <ul style="list-style-type: none"> ● <i>Sample GDOE Grant's Office requested prior approval from the US-Ed's Program Office.</i> <p>Attachment #2: Page 148</p> <ul style="list-style-type: none"> ● <i>Travel excel sheet generated by the GDOE Business Office.</i> <p>Attachment #3: Page 283</p>

	<p><i>future conference or training/meeting as aligned with the respective approved project applications.</i></p>	
<p>How has the success of previous travel activities been assessed? How are these assessments documented?</p>	<p><i>Projects share knowledge obtained from training/workshops with their colleagues. Surveys are conducted to measure the success of the travels based on the goals and objectives of the Project. Also, Project personnel conduct an on-site observation to determine if and how strategies learned from travel activities are implemented.</i></p>	<ul style="list-style-type: none"> ● <i>Travel flowchart Attachment #1: Page 9</i> ● <i>Sample Statement of Commitment form. Attachment #2: Page 148</i> ● <i>Sample Project Quarterly Reports. Attachment #3: Page 283</i>

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

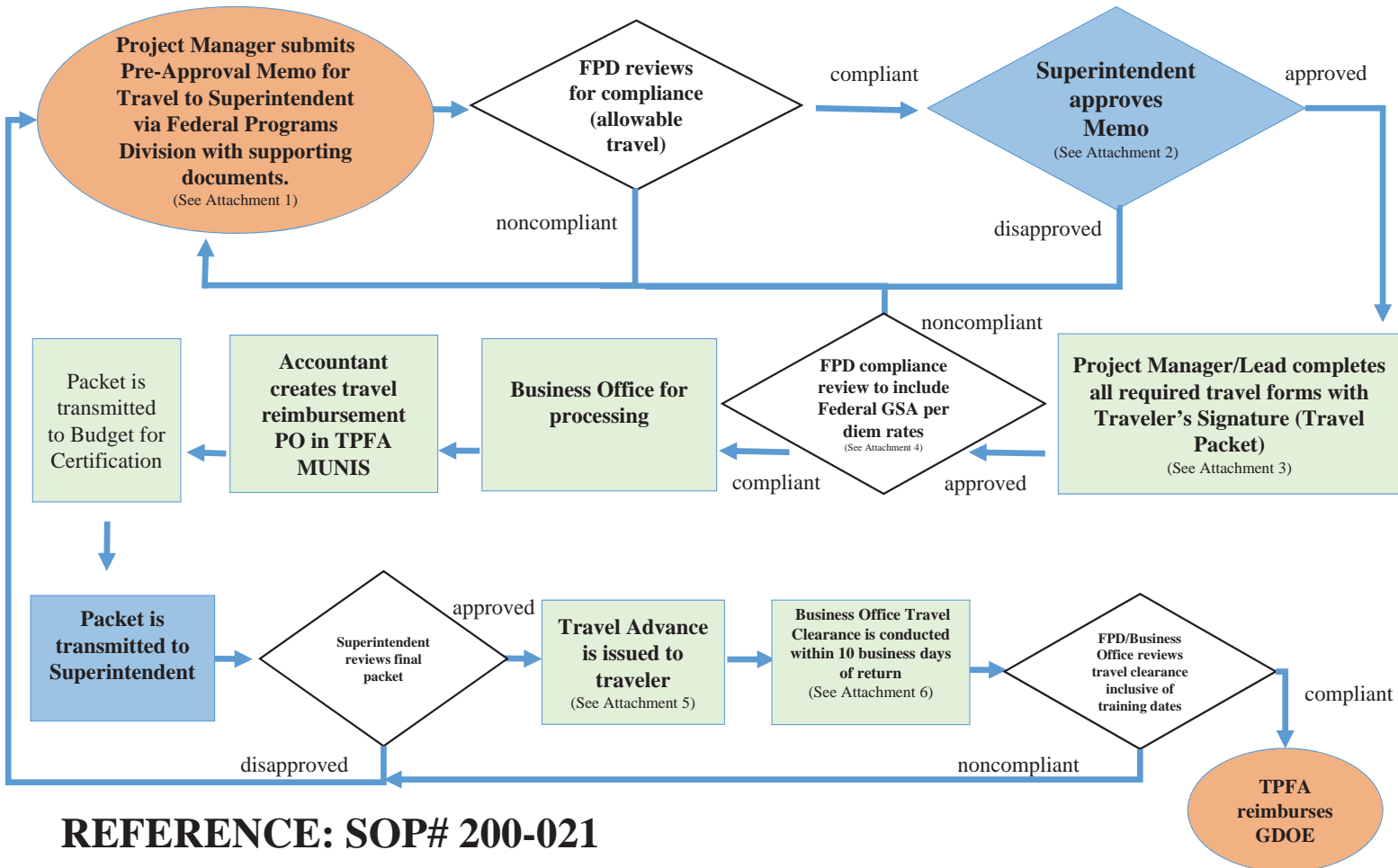
Consolidated Grant Monitoring – May 2022
Assessment Questions

Travel Activities

Questions #1 to #6, #8, #9 and #10
Attachment #1

May 04, 2022

CG POST AWARD OFF ISLAND TRAVEL





JON J.P. FERNANDEZ
Superintendent of Education

DEPARTMENT OF EDUCATION
Curriculum and Instructional Improvement
Office of the Deputy Superintendent
501 Mariner Avenue, Barrigada, Guam 96913
Telephone: (671) 300-1635/1247
ciioffice@gdoe.net



Joseph L.M. Sanchez
Deputy Superintendent,
Curriculum and Instructional
Improvement

MEMORANDUM

TO: Superintendent of Education

FROM: Deputy Superintendent, Curriculum & Instructional Improvement

SUBJECT: Prior Approval and Additional Per Diem Travel Request for the 49th Annual National Association for Bilingual Education (NABE)

Department of Education 13, 2020
Office of the Superintendent
Rec'd By: [Signature]
Print Name Signature



Buenas and Hafa Adai! Your approval is respectfully requested to allow four (4) educators to participate in the 49th Annual National Association for Bilingual Education in Las Vegas, NV on February 25-28, 2020.

This conference is hosted by the Association for Bilingual Education and will feature nationally recognized speakers in the field of multilingual education. Participants will be able to expand and deepen their knowledge on multilingual education for multilingual students, learn evidence-based strategies to improve English Learners' academic literacy and social emotional learning, accelerating fluency and comprehension for English Learners, and other strategies that will be beneficial to our diverse population of English Learner students.

The following are the individuals recommended to attend:

Name of Traveler	Position	School/Division	Funding Source
Rufina F. Mendiola	Administrator	CHamoru Studies Division	ISLA: Giha' Project
Barbara Manibusan	Teacher	Chief Brodie ES	ISLA: Giha' Project
Maria Agulto	Teacher	Adacao ES	ISLA: Giha' Project
Julie Garcia	Teacher	CL Taitano ES	ISLA: Giha' Project
Sean Rupley	State Program Officer	Federal Programs Division	State Administration

Travel costs (airfare, per diem, and registration fees) will be supported by Improving Student Learning and Achievement: *Giha'* project/State Administration and is an approved and allowable in our program application. Prior approval is being sought to start the planning and necessary paperwork to secure travel for this professional development opportunity and avail of lower airfare, registration and lodging costs. In addition, early departure for acclimation (GSA Federal Regulation Section 301-11.20)

Hotel Accommodations:

Comparison (per traveler)	Room Rate/ Per Night	Tax (17%) per night + Resort Fees	Sub-Total	Total (6 nights)
Actual (based on conference hotel)	\$127.72	\$48.48	\$176.20	\$1057.20

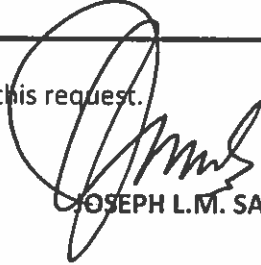
"Every Student: Responsible, Respectful, and Ready for Life"

Comparison (per traveler)	Room Rate/ Per Night	Tax (17%) per night + Resort Fees	Sub-Total	Total (2 nights)
conference hotel)				
GSA Per Diem Allowance	\$129.00	\$0.00	\$129.00	\$645.00
Difference	(\$1.28)	\$48.48	\$47.20	\$235.99

Ground Transportation: (Round Trip)

Airport – Hotel	Hotel - Airport	Sub-total	Total Transportation (round trip)
\$19.86	\$19.86	\$39.72	\$39.72
Total additional amount requested for each traveler			\$275.71

Thank you in advance for your favorable consideration to this request.

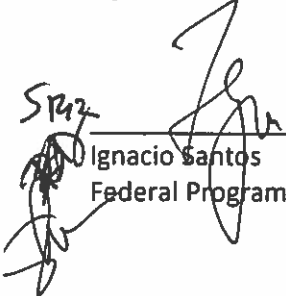


JOSEPH L.M. SANCHEZ

Attachments

Compliant Non-compliant

Approved Disapproved

SRZ

 Ignacio Santos
 Federal Programs Administrator
 Date: JAN 22 2020

 Jon J.P. Fernandez
 Superintendent of Education
 Date



Schedule-at-A-Glance

FEB 25-28, 2020

Monday, February 24th, 2020

1:00 am - 7:00 pm NABE Conference Registration Opens Club Tower - Across from Barista Cafe

Tuesday, February 25th, 2020

7:00 am - 3:30 pm NABE Conference Registration Club Tower - Across from Barista Cafe

7:00 am - 3:00 pm School Visits Pickup North Entrance

8:00 am - 4:00 pm NABE Pre-Conference Institutes (Ticketed Event) See Program

4:30 pm - 5:00 pm NABE Ribbon Cutting Ceremony
Sponsor of the Year Award
Exhibitor of the Year Award

5:00 pm - 7:00 pm Night with the Exhibitors Reception Trinidad Pavilion

Wednesday, February 26th, 2020

7:00 am - 4:00 pm NABE Conference Registration Club Tower - Across from Barista Cafe

7:00 am - 5:00 pm Exhibit Hall - Visit the NABE 2020 Sponsors and Exhibitors* Trinidad Pavilion

7:00 am - 8:00 am Continental Breakfast Trinidad Pavilion

8:00 am - 8:30 am Student Entertainment & Dedicated Exhibitor Time Trinidad Pavilion

8:30 am - 9:50 am Concurrent Sessions/Special Interest Groups See Program

10:00 am - 11:45 am NABE Opening General Session Trinidad 1-3

- Keynote Speaker - Dr. Andrew Aldrin, Aldrin Foundation
- NABE Membership Meeting

11:55 am - 12:45 pm Featured Session - Dr. Sonia Soltero, DePaul University, Chicago Trinidad 3

Concurrent Sessions/Special Interest Groups

12:45 pm - 2:00 pm Lunch on your own

2:10 pm - 3:00 pm • Featured Session - Dr. Rebecca Blum Martinez, Trinidad 3

University of New Mexico, Albuquerque

• Concurrent Sessions/Special Interest Groups See Program

3:00 pm - 3:30 pm Coffee with the Exhibitors Trinidad Pavilion

3:30 pm - 4:30 pm Featured Session - Dr. Washington Collado, Trinidad 3

Principal, James S. Rickards School

4:30 pm - 6:00 pm • Featured Session - Silvia Reyes, Benchmark Education Trinidad 3

• Concurrent Sessions/Special Interest Groups See Program



Schedule-at-A-Glance

PAGE 2

FEB 25-28, 2020

Thursday, February 27th, 2020

7:00 am - 4:00 pm	NABE Conference Registration	Club Tower- Across from Barista Cafe
7:00 am - 5:00 pm	Exhibit Hall - Visit the NABE 2020 Sponsors and Exhibitors	Trinidad Pavilion
7:00 am - 8:00 am	Continental Breakfast	Trinidad Pavilion
8:00 am - 8:30 am	Student Entertainment & Dedicated Exhibitor Time	Trinidad Pavilion
8:30 am - 11:50 am	<ul style="list-style-type: none"> • 2020 NABE Global Education Forum • Concurrent Sessions/Special Interest Groups 	Trinidad 1 See Program
11:50 am - 12:15 pm	Dedicated Exhibitor Time	Trinidad Pavilion
12:15 pm - 1:45 pm	NABE Awards Luncheon (Ticketed Event)	Trinidad 2-3
1:45 pm - 2:10 pm	Dedicated Exhibitor Time	Trinidad Pavilion
2:10 pm - 3:00 pm	<ul style="list-style-type: none"> • 2020 NABE Global Education Forum • Concurrent Sessions/Special Interest Groups 	Trinidad 1 See Program
3:00 pm - 3:30 pm	Coffee with the Exhibitors	Trinidad Pavilion
3:40 pm - 4:30 pm	<ul style="list-style-type: none"> • 2020 NABE Global Education Forum • Featured Session - Dr. Anibal Muñoz Claudio, Past President, PRITESOL • Concurrent Sessions/Special Interest Groups 	Trinidad 1 Trinidad 3 See Program
4:40 pm - 6:00 pm	<ul style="list-style-type: none"> • NABE Affiliates Meeting • Featured Session - Dr. Frankie Méndez, Lynn University, FL • Concurrent Sessions/Special Interest Groups 	Trinidad 1 Trinidad 3 See Program
6:10 pm - 7:00 pm	NABE Journal of Research and Practice Meeting	Trinidad 1
8:00 pm - 12:00 am	NABE President's Dance	The Havana Room

Friday, February 28th, 2020

7:00 am - 11:30 pm	NABE Conference Registration	Club Tower- Across from Barista Cafe
7:00 am - 8:00 am	Continental Breakfast	Trinidad Pavilion
7:30 am - 8:20 am	NABE Special Interest Groups Meeting	Ashton 1
8:30 am - 9:20 am	<ul style="list-style-type: none"> • Featured Session - Lilliana Salazar, Academica • Concurrent Sessions/Special Interest Groups 	Trinidad 3 See Program
9:30 am - 11:00 am	General Session - Keynote Speaker - Dr. Federico Zaragoza	Trinidad 1
11:10 am - 12:00 pm	<ul style="list-style-type: none"> • Featured Session - Dr. Aida Walqui, WestEd • Concurrent Sessions 	Trinidad 3 See Program
12:00 pm - 1:30 pm	Lunch on your own	
1:40 pm - 2:30 pm	<ul style="list-style-type: none"> • Featured Session - Lee Mun Wah, StirFry Seminars • Concurrent Sessions 	Trinidad 3 See Program
2:40 pm - 3:30 pm	<ul style="list-style-type: none"> • Featured Session - Dan Rishavy, ExcelEd International, LLC • Concurrent Sessions 	Trinidad 3 See Program
3:40 pm - 4:30 pm	<ul style="list-style-type: none"> • Featured Session - Lhisa Almashy, Palm Beach School District, FL • Concurrent Sessions 	Trinidad 3 See Program
4:00 pm - 8:00 pm	NABE Family Institute - Interactive Workshops	(Closed Session)
4:30 pm - 6:00 pm	NABE Bilingual Research Journal Meeting	Ashton 1

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION



NABE 2020 Keynote Speakers

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

NABE 2020 Wednesday Keynote Speaker

Event: Opening General Session
Date: Wednesday, February 26th, 2020
Time: 10:00 - 11:30 a.m.



Dr. Andrew Aldrin, President of the Board, President & CEO, Aldrin Family Foundation & ShareSpace Education

Andrew Aldrin - President of the Board, President & CEO, Aldrin Family Foundation & ShareSpace Education

Dr. Andrew Aldrin is President of the Aldrin Family Foundation, a charitable 501 (c)(3) organization dedicated to harnessing the inspiration of space to ignite a passion for education in students of all ages and backgrounds. He has served in leadership roles in this organization since 2014 and overseen the extension of educational programs to over 300 elementary schools and universities.

Dr. Aldrin is also the Director of the ISU Center for Space Entrepreneurship at Florida Tech and an Associate Professor of Engineering Management at Florida Tech. Before his current work in academia, Dr. Aldrin had a distinguished career in industry and government research including executive positions at Boeing, United Launch Alliance and Moon Express.

Dr. Aldrin was also a member of the research staff at the RAND Corporation and the Institute for Defense Analysis. He serves on the board of several charitable organizations including The Secure World Foundation, Sea Space Symposium, and the Tan Zero Foundation. He holds a Ph.D. from UCLA in Political Science, an MBA from TRUM (NYU, LSE, HKU), and an MA from George Washington University in Science, Technology and Public Policy.



NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

NABE 2020 Friday Keynote Speaker

Event: General Session

Date: Friday, February 28th, 2020

Time: 10:00 - 11:30 a.m.



Dr. Federico Zaragoza, President, College of Southern Nevada (CSN)

Dr. Federico Zaragoza is the President for the College of Southern Nevada (CSN). He heads one of the largest multi-campus higher education institutions in the country. Under his leadership, the Lumina Foundation designated CSN an Achieving the Dream College of Distinction in 2019.

Dr. Zaragoza is a distinguished international lecturer in workforce education and community college leadership. He has lectured throughout the United States, Europe, and South America. He has presented at various national conferences including NCWE, Aspen Institute Sectoral Summit, Columbia University Forum on Community Colleges, National Career Pathways Network and the White House - Summit on Higher Education Anchor Institutions.

Dr. Zaragoza holds a B.A. in Sociology, Master's degree in Adult Vocational Education, an Educational Specialist degree in Industrial and Technical Education from the University of Wisconsin-Stout, and Ph.D. in Urban Education and Administrative Leadership from the University of Wisconsin-Milwaukee.



NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

INVITED *Speakers*

Dr. Andrew Aldrin
President & CEO
Aldrin Family Foundation &
ShareSpace Education

Lhisa Almashy
Practitioner, The School District
of Palm Beach County

Dr. Rebecca Blum Martínez
University of New Mexico, Albuquerque

Dr. Washington Collado
Principal, Broward County Public Schools

Catherine Cortez Masto
US Senator, Nevada

Silvia Dorta Duque de Reyes
National Biliiteracy Consultant and Author
Benchmark Education

Lee Mun Wah
StirFry Seminars

Dr. Frankie Méndez
Lynn University, Florida

Dr. Aníbal Muñoz Claudio
Director of EL in PR and
Past-President, PRTESOL

Liliana Salazar
DL/SPED, Academica

Dr. Howard Smith
University of Texas, San Antonio

Dr. Sonia Soltero
DePaul University, Chicago

Dr. Aida Walqui
WestEd

Dr. Lily Wong Fillmore
Professor Emerita
University of California, Berkeley

Dr. Federico Zaragoza
President and CEO
College of Southern Nevada

Pre-CONFERENCE INSTITUTES

Tuesday, February 25, 2020

9:00 AM – 4:00 PM

NAEYC: Early Childhood

Dual Language Institute

Center for Applied Linguistics:

Developing Dual Language Programs

WestEd: The Development of
Multiliteracies for All

WestEd: Strategic Literacy Initiative

WIDA: Applying a Can-Do Lens to
Multilingual Development

Steve Gill: The ELL Critical Data Process

– A practical method for differentiating the
common challenges of language learning

from the common challenges of
languages learning with a disability

Dr. Washington Collado: Family Engagement

AVID: Accelerating Academic Success for
Emerging Bilinguals

Dr. Rebecca Blum Martínez, Dr. Lily

Wong Fillmore et al.: Extending the
Analysis of Complexity and Rigor to Other
Languages of Instruction

GLOBAL EDUCATION *Forum*

Keynote: Dr. Jesús F. Jara

Superintendent, Clark County School District

Panel:

Education Leaders from Around the Globe
Global Collaboration: Bringing the World to
Your Classroom

nabe-conference.com

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

[CLICK HERE FOR THE NABE 2020 SCHEDULE-AT-A-GLANCE](#)

National Association for Bilingual Education

Conference Office:

T: 225-209-0224 F: 985-249-2771

P.O. Box 1569, Albany, LA 70711



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Start Over
MAP

National Association For Bilingual Education

FEB 22, 2020 - FEB 29, 2020

MAKE A RESERVATION

FIND

Check-in: MON, FEB 24, 2020

Checkout: SAT, FEB 29, 2020

Nights 5

Rooms 1

Guests 1
Max guests per room

Tropicana Las Vegas - A DoubleTree by Hilton Hotel

Hotel & Room

SORT BY

Room(s) available at this hotel



TROPICANA LAS VEGAS - A DOU...

3801 Las Vegas Blvd South, Las Vegas, NV 89109, UNITED STATES

*A discounted Resort Fee of \$20 plus tax per night will be collected at check in.



Select your room and stay dates

Available Not Available Selected



CLUB DELUXE KING BED

Max Guests: 4

*A discounted Resort Fee of \$20 plus tax per night will be collected at check in.

Rooms: 1
Guests: 1

FEB					
M	T	W	T	F	S
24	25	26	27	28	

USD 110.46
Average nightly rate
+ Taxes & Fees

SELECT



CLUB DELUXE 2 QUEENS

Max Guests: 4

*A discounted Resort Fee of \$20 plus tax per night will be collected at check in.

Rooms: 1
Guests: 1

FEB					
M	T	W	T	F	S
24	25	26	27	28	

USD 112.56
Average nightly rate
+ Taxes & Fees

SELECT



PARADISE DELUXE KING BED

Max Guests: 4

*A discounted Resort Fee of \$20 plus tax per night will be collected at check in.

Rooms: 1
Guests: 1

FEB					
M	T	W	T	F	S
24	25	26	27	28	

USD 124.56
Average nightly rate
+ Taxes & Fees

SELECT



PARADISE DELUXE 2 QUEENS

Max Guests: 4

*A discounted Resort Fee of \$20 plus tax per night will be collected at check in.

Rooms: 1
Guests: 1

FEB					
M	T	W	T	F	S
24	25	26	27	28	

USD 127.72
Average nightly rate
+ Taxes & Fees

SELECT



CLUB DELUXE PLUS ROOM

Max Guests: 4

*A discounted Resort Fee of \$20 plus tax per night will be collected at check in.

Rooms: 1
Guests: 1

FEB

USD 128.56
Average nightly rate
+ Taxes & Fees

SELECT



Business Center

< >

Show details

 An official website of the United States government



FY 2020 Per Diem Rates for Las Vegas, Nevada

I'm interested in:

Lodging by month (excluding taxes) | October 2019 - September 2020

Cities not appearing below may be located within a county for which rates are listed. To determine what county a city is located in, visit the National Association of Counties (NACO) website (a non-federal website) .

Primary Destination ⁱ	County ⁱ	2019 Oct	Nov	Dec	2020 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Las Vegas	Clark	\$102	\$102	\$102	\$129	\$129	\$129	\$102	\$102	\$102	\$102	\$102	\$102

Meals & Incidentals (M&IE) Breakdown ⁱ

Use this table to find the following information for federal employee travel:

M&IE Total - the full daily amount received for a single calendar day of travel when that day is neither the first nor last day of travel.

Breakfast, lunch, dinner, incidentals - Separate amounts for meals and incidentals. M&IE Total = Breakfast + Lunch + Dinner + Incidentals. Sometimes meal amounts must be deducted from trip voucher. See More Information

First & last day of travel - amount received on the first and last day of travel and equals 75% of total M&IE.

Primary Destination ⁱ	County ⁱ	M&IE Total	Continental Breakfast/Breakfast	Lunch	Dinner	Incidental Expenses	First & Last Day of Travel ⁱ
Las Vegas	Clark	\$61	\$14	\$16	\$26	\$5	\$45.75



Estimated Fare



\$19.86

Per Uber XL - Las Vegas rates

See Uber, Lyft, and more...

Cost with Traffic

\$19.11

\$19.86

\$27.27

Fare Information

Trip Information

Trip is 3.3 mi, 10 mins

Notes

- How much does Uber XL cost in Las Vegas?
- \$3.25 initial fare
\$2.31 per mile
\$0.35 per minute
- At times of high demand rates may change
- Minimum fare is \$7.70. Cancellation fee is \$7.00. Tolls are additional.
- Prices are shown in USD
- Tolls & surcharges may apply

Approximate Breakdown

Initial Fare	\$3.25
Add. Metered Fare	\$11.26
Safe Ride Fee	\$2.90
Airport Fee	\$2.45
Estimated Taxi Fare	\$19.86

More Info

- Walking takes about 1 hours, 18 minutes and burns around NaN calories.
- How much does it cost the driver?

Project #2: Improving Student Learning & Achievement - Githa'

4. TRAVEL

Travel Activity	Itemized Budget -- Airfare, Hotel, Per-Diem, Local Travel, Conference Fees, Etc.	FY 2018 Carryover	FY 2019 Funds									
<p>(Modified): 2.1.11 Off-Island Travel = National Conference on Innovative Teaching Strategies (February 2020) - Atlanta, GA - (March 2020) Orlando, FL</p>	<p>EXPANDED: Funds requested for Personnel teachers and administrators (Project Personnel, elementary-school-teachers-coordinator, middle-school-teacher/administrator) to attend the 2020 National Conference on Innovative Teaching Strategies in Atlanta, GA - February, 2020 - Orlando, FL March 2020.</p> <p>Est. per person: per person unrestricted rate</p> <ul style="list-style-type: none"> • Airfare \$3,000 (East coast) • Lodging: \$160 \$153/ Day + \$26.80 \$25.63 (16.75% tax) x 5 days = \$934.00 \$893.15 • Meals: \$66.04 x 5 nights(+International Dateline) = \$330.20 • 1st & Last Day (75%): \$49.50 x 2 days = \$99.00 • Ground Transportation: \$100.00 roundtrip • Conference Registration Fees: \$800 \$495 (pre-conference conference paid sessions) \$5,263.20 \$4,917.15 per traveler (Based on 2019 GSA Rate) GDOE= + 10 and PNP= + 6 traveler 	<p>\$ 68,148.00</p>	<p>\$ 10,526.40</p>									
<p>2.1.11 National Association for Bilingual Education (NABE) National Conference (February 2020) Las Vegas, NV</p>	<p>NEW! Funds requested for personnel (Chamoru teachers/Prof. staff) to attend the 2020 National Conference on Bilingual Education in Las Vegas, NV. February, 2020.</p> <p>Est. per person: per person unrestricted rate</p> <ul style="list-style-type: none"> • Airfare \$2,500 (West coast) • Lodging: \$129/ Day + \$21.61 (16.75% tax) x 5 days = \$753.05 • Meals: \$61 x 5 nights(+International Dateline) = \$305.00 • 1st & Last Day (75%): \$45.75 x 2 days = \$91.50 • Ground Transportation: \$100.00 roundtrip • Conference Registration Fees: \$540.00 (pre-conference conference paid sessions) \$4,289.55 per traveler (Based on 2020 GSA Rate) GDOE= 4 	<p>\$ 17,158.20</p>										
	<table border="1"> <thead> <tr> <th data-bbox="909 420 1006 945">GDOE SCHOOLS</th> <th data-bbox="909 420 1006 945">PRIVATE NON-PUBLIC SCHOOLS (PNP)</th> <th data-bbox="909 420 1006 945">CHARTER</th> </tr> </thead> <tbody> <tr> <td data-bbox="1006 420 1104 945">+ 10</td> <td data-bbox="1006 420 1104 945">• SJS 2 OCE 4 \$263.20 \$29,502.90</td> <td data-bbox="1006 420 1104 945">None</td> </tr> <tr> <td data-bbox="1104 420 1201 945">\$263.2</td> <td data-bbox="1104 420 1201 945">\$49,171.50</td> <td data-bbox="1104 420 1201 945">None</td> </tr> </tbody> </table>	GDOE SCHOOLS	PRIVATE NON-PUBLIC SCHOOLS (PNP)	CHARTER	+ 10	• SJS 2 OCE 4 \$263.20 \$29,502.90	None	\$263.2	\$49,171.50	None		
GDOE SCHOOLS	PRIVATE NON-PUBLIC SCHOOLS (PNP)	CHARTER										
+ 10	• SJS 2 OCE 4 \$263.20 \$29,502.90	None										
\$263.2	\$49,171.50	None										



Sean R. Rupley <srupley@gdoe.net>

Prior Approval Memorandum - 2020 NABE Conference

2 messages

Sean R. Rupley <srupley@gdoe.net>

Wed, Jan 15, 2020 at 2:50 PM

To: "Michelle M. Camacho (Curriculum & Instruction)" <mmcamacho@gdoe.net>

Cc: "Philip A. Toves" <patoves@gdoe.net>, "Christopher B. Surla" <chsurla@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>, "Roque C. Yamashita" <rcyamashita@gdoe.net>, "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>

Hafa Adai Michelle,

I am in receipt of your Prior Approval Memorandum for the 2020 NABE conference as approved in the FY'19 CGA through carryover funds.

Kindly verify that the teachers listed in your memo, are CHamoru Studies teachers and/or CHamoru Studies Professional staff.

Thank you,

--

Sean R. Rupley
State Program Officer
Federal Programs Division
Guam Department of Education
(671) 300-1450
(671) 477-4587 (fax)

Michelle M. Camacho <mmcamacho@gdoe.net>

Wed, Jan 15, 2020 at 3:11 PM

To: "Sean R. Rupley" <srupley@gdoe.net>

Cc: "Philip A. Toves" <patoves@gdoe.net>, "Christopher B. Surla" <chsurla@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>, "Roque C. Yamashita" <rcyamashita@gdoe.net>, "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>

Hi Sean. I tried calling you; but you're obviously ignoring my calls...LOL

Yes, all teachers listed are CHamoru teachers in the listed schools. Thank you.

Regards,
Michelle M. Camacho,
Program Coordinator IV
Department of Education - Division of Curriculum & Instruction
501 Mariner Ave.
Barrigada, Guam 96913
[Office] 671-300-1347

"Change is inevitable. Progress is optional." ~Tony Robbins

CONFIDENTIALITY NOTICE

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GDOE SY 2019-2020

GDOE SY 2019-2020



GUAM DEPARTMENT OF EDUCATION
 Curriculum and Instructional Improvement
 Office of the Deputy Superintendent
 501 Mariner Avenue, Barrigada, Guam 96913
 Telephone: (671) 300-1635/1247
 ciioffice@gdoe.net



Joseph M. Sanchez
 Deputy Superintendent,
 Curriculum and Instructional
 Improvement

Jon J.P. Fernandez
 Superintendent of Education

May 24, 2019

MEMORANDUM

TO: Superintendent of Education

FROM: Deputy Superintendent, Curriculum & Instructional Improvement

SUBJECT: Prior Approval and Additional Per Diem Travel Request for the International Society for Technology in Education (ISTE) ED-Tech Conference 2019

Buenas yan Hafa Adai! Your approval is respectfully requested to allow two (2) educators to participate in the International Society for Technology in Education (ISTE) ED-Tech Conference 2019 held in Philadelphia, PA on June 22 – 26, 2019.

ISTE 2019 is a globally recognized as the most comprehensive educational technology conference in the world. The event offers professional learning opportunities for all types of educators and education leaders, including teachers of every discipline, tech coordinators, administrators, superintendents, teacher educators and media specialists.

The following individuals are recommended to attend the ISTE Conference and Expo:

Name of Traveler	Position	School/Division	Project	Comments
1 Maylen Rodriguez Combs	Teacher	St. Anthony Catholic School	Isla Giha'	Replacing Richard Alvia (OCE)
2 Christine Gomez Panganiban	Teacher	Adacao Elementary	Striving Readers Comprehensive Literacy	Replacing Benny Chargualaf (LP Untalan Middle)
3 Analyn Palugod	Teacher	Adacao Elementary	Striving Readers Comprehensive Literacy	New
4 Leah Beth Naholowa'a	Project Coordinator	Curriculum & Instruction	College Pathway	New

At ISTE 2019, participants will have the opportunity to attend educational sessions and hands-on learning environments that will help build content knowledge and learn new strategies. Participants are expected to share concepts and strategies learned from their attendance at the conference not only with colleagues from their assigned schools, but also with educators throughout the district. The travel team's administrators are in support of our statements and recommendations. These identified participants will utilize skills and strategies gained from the conference to further develop methods and strategies for building and infusing technology with classroom instruction in ways that support the State Strategic Plan and the GDOE Technology Plan.

Travel costs (airfare, per diem, and registration fees) will be supported by Improving Student Learning and Achievement: Giha, as well as the Striving Readers Comprehensive Literacy Program, and is an allowable activity under both projects. Prior approval is being sought to start the planning and necessary paperwork to secure travel for this professional

Project #3: Improving Student Learning & Achievement (ISLA) - Ayudante'

4. TRAVEL		FY 2017 FUNDS SUBTOTALS	FY 2018 FUNDS
Travel Activity	Itemized Budget – Airfare, Hotel, Per-Diem, Local Travel, Conference Fees,		
NEW: 3.0 Off-Island Travel = International Society in Technology Education (ISTE)	<p>Funds requested for personnel (Project Personnel, elementary schools, middle school and high school ESL Teacher or Coordinator) to participate in ISTE 2019: Philadelphia, Pennsylvania DATES TBA</p> <p>Estimated Cost:</p> <ul style="list-style-type: none"> • Airfare: \$3,500.00 (East Coast) • Lodging: \$267/day + \$38.71 (14.5% tax) = \$305.71 p/day x 5 days = \$1,528.55 • Meals & Incidentals: \$74.00 x 6 nights(+International Dateline) = \$444.00 • First & Last Day (75%): \$55.50 x 2 days = \$111.00 • Ground Transportation: \$50.00 roundtrip • Registration Fees: \$1,675.00 • \$7,307.55 per traveler (Based on 2018 GSA Rates) <p>12 6-travelers @ \$7,307.55</p>	\$58,460.40	\$29,230.20
3.2 Off-Island Travel = Pacific Educators Conference (PEC) June 2019 Saipan, CNMI	<p>Funds requested for personnel (Project Personnel, elementary schools, middle school and high school ESL Teacher or Coordinator) to participate in the 2019 Pacific Educators Conference. June 2019 Saipan, CNMI.</p> <p>Est. per person:</p> <ul style="list-style-type: none"> • Est. Airfare \$275.00 (Saipan) • Lodging: \$204.00+\$28.56 (14%/) night x 5 days = \$1,162.80 • Meals: \$136 x 5 nights = \$675; 1st & Last Day (75%): \$102 x 2 days = \$204; \$879.00 • Ground Transportation: \$50.00 roundtrip • Conference Registration Fees: \$150.00 • Additional Baggage Fees for training materials and equipment: \$70.00 • \$2,591.80 per traveler (Based on 2018 GSA Rates) <p>12 8-travelers @ \$2,591.80</p>	\$18,142.60	\$12,959.00
Modified: 3.2 Off-Island Travel = National Conference on Innovative Teaching Strategies (June 2019) Atlanta, GA	<p>Funds requested for personnel (Project Personnel, elementary school teachers/coordinator, middle school teacher/administrator) to attend the 2018 National Conference on Innovative Teaching Strategies in Atlanta, GA. June, 2018.</p> <p>Est. per person:</p> <ul style="list-style-type: none"> • Airfare \$3,500 (East coast) • Lodging: \$129/day + \$18.70 (14.5% tax) x 5 days = \$738.50 • Meals: \$59 x 5 nights(+International Dateline) = \$354.00 • 1st & Last Day (75%): \$88.50 x 2 days = \$177.00 • Ground Transportation: \$50.00 roundtrip • Conference Registration Fees: \$1,500 (pre-conference | conference | paid sessions) • \$6,319.50 per traveler (Based on 2018 GSA Rates) <p>9 travelers @ \$6,319.50</p>	\$29,278.00	\$27,597.50

PROJECT TITLE: Project #4: College Pathway

4. TRAVEL

Travel Activity	Itemized Budget – Airfare, Hotel, Per-Diem, Local Travel, Conference Fees, Etc.	FY 2017 Carryover	FY 2018 Funds
Off-Island Travel 3 GDOE STEM Teacher 1 PNP OCE 1 PNP SCA 4-3 Math and English Camp	To participate in the 2018 ISTE Conference in Chicago, Illinois on June 24-27, 2019. Est. per person: • Est. Airfare: \$3,500 • Lodging: \$240.00 x 5 days = \$1,200.00 + 14% = \$1,368.00 • Meals: \$74 x 6 nights (+International Dateline) = \$444.00 • First & Last Day - \$55.50 x 2 = \$111.00 • Ground transportation (\$50 from and to airport): \$50 x 2 = \$100 • Registration Fees: \$600.00 5 Travelers @ \$6,123.00 per traveler GDOE: 3 Traveler x \$6,123.00 = \$12,246.00 PNP: OCE 1 x \$6,123.00 = \$6,123.00 PNP: SCA 1 x \$6,123.00 = \$6,123.00	\$ 15,307.50	\$15,307.50
Off-Island Travel 1 Advisor, estimated 5 Students 4-1 STEM - Underwater Robotics	To participate in the VEX or Underwater Robotics Competition in Louisville, KY on April 2019 Est. per person: • Est. Airfare: \$3,500 • Lodging: \$157.55 x 4 days = \$630.20 + 14% = \$718.42 • Meals: \$46 x 5 days (+International Dateline) = \$230.00 • First & Last Day - \$34.50 x 2 = \$69.00 • Ground transportation (\$50 from and to airport): \$50 x 2 = \$100 • Team Cost: \$850.00 6 Travelers @ \$4,617.42 per traveler + 75 extra bag fee (competition equipment, supplies and materials)	\$ 21,469.68	\$16,402.26
Off-Island Travel 1 Advisor, estimated 5 Students 4-1 STEM - Lego League	To participate in the Lego League Competition on April 19-22, 2018 in Houston, TX. Est. per person: • Est. Airfare: \$3,500 • Lodging: \$115.00 x 5 days = \$575.00 + 14% = \$655.50 • Meals: \$66 x 6 days (+International Dateline) = \$396.00 • First & Last Day - \$49.50 x 2 = \$99.00 • Ground transportation (\$50 from and to airport): \$50 x 2 = \$100 • Registration Fees: \$850 + 75 extra bag fee (competition equipment, supplies and materials) 5 Travelers @ \$4,354.50 per traveler	\$ 14,375.00	\$14,000.00
	Travel Subtotals	\$ 134,013.69	\$ 122,970.76

CALDER PATHWAYS

Travel Activity	Itemized Budget	FY 2017 Carryover	FY 2018 Funds
<p>5.1 Off-Island Travel = ISTE (International Society for Technology in Education) 2019 - Conference on Educational Technology (Includes PNP)</p>	<ul style="list-style-type: none"> • Est. Airfare: \$3,500 (East Coast/Venue to be announced) • Lodging: \$267/day + \$38.71 (14.5% tax) x 5 days = \$1,528.55 • Meals: \$74 x 6 nights(+International Dateline) = \$444.00 1st & Last Day (75%): \$55.50 x 2 days=\$111.00 • Ground Transportation: \$50.00 roundtrip • Conference Registration Fees: \$675.00 • \$6,308.55 per traveler x 2 4 travelers = \$25,234.20 <p>PARTICIPATING GDOE PUBLIC SCHOOLS</p> <ul style="list-style-type: none"> • 2 3 Travelers * \$6,308.55 <p>GDOE Total: \$12,617.10 \$18,925.65</p> <p>PRIVATE NON-PUBLIC SCHOOLS (PNP)</p> <ul style="list-style-type: none"> • SCA: 1 2 Traveler * \$6,308.55 <p>Total PNP: \$6,308.55 \$12,617.10</p>	<p>\$ 12,617.10</p>	<p>\$ 18,925.65</p>

TRAINING READERS

3. Travel									
a. GOAL 1 - 3: Travel funds to send (2) key project personnel (Project Manager, Coordinator, or Program/Financial Coordinator) to participate in the SRCL's Director & Coordinator Meetings (\$5,500 x 2), Year 1 - 3		\$ 11,000.00	\$ 11,000.00	\$ 11,000.00	\$ 11,000.00	\$ 33,000.00		MODIFIED: (1) Additional Year to participate in Annual Grantees Meeting (projected activity) for Year 3	
b. GOAL 1 - 3: Send at least 3 teachers and/or administrators, and 1 key program personnel to participate in the National Conference on Innovative Teaching Strategies. (\$5,500 x 3)		\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 49,500.00		MODIFIED: Participation in Off-Island Professional Development activity for Year 3	
c. GOAL 1 - 3: Send at least 3 teachers and/or administrators and 1 key program personnel to attend the International Society for Technology in Education (ISTE). (\$5,500 x 4)		\$.	\$ 22,000.00	\$ 22,000.00	\$ 22,000.00	\$ 44,000.00		NEW: Participation in Off-Island Professional Development activity for Year 2-3	
Total	\$ 27,500.00	\$ 49,500.00	\$ 49,500.00	\$ 49,500.00	\$ 49,500.00	\$ 176,500.00			

ISTE 2019

CREATIVE
CONNECTIONSDIGITAL
LEADERSHIP SUMMIT

LIVE

ATTEND

BOOK

2019

LIVE CHAT

Schedule at a glance

Saturday, June 22 — Preconference

Premium registration workshops

- 7 a.m. – 6 p.m. Registration open
- 8:30 a.m. – 4 p.m. Premium registration workshops

Sunday, June 23 — Conference content opening day

Explore and discover leading up to evening keynote

- 7 a.m. – 7 p.m. Registration open
- 8:30 a.m. – 4:30 p.m. Lectures and BYOD sessions (preregistration required in some cases)
- 9:30 a.m. – 1:30 p.m. Program content in public space: Interactive playgrounds, posters, ISTE Learning Stage
- 3:30 – 5 p.m. Networking and connecting activities
- 5:45 – 7 p.m. Opening keynote
- 7 – 8:30 p.m. Global collaboration posters

Monday, June 24 — Full conference day 1

Full content day and Expo Hall opens

7 a.m. – 6 p.m.	Registration open
8 a.m. – 4 p.m.	Program content in public space: Interactive playgrounds, posters, showcases, ISTE Learning Stage
8:30 a.m. – 6:30 p.m.	Concurrent and BYOD sessions (preregistration required in some cases)
9:30 a.m. – 5:30 p.m.	Expo Hall open
9:45 – 10:15 a.m.	Continental breakfast in Expo Hall
5 – 7:30 p.m.	Meet-ups and social events



Tuesday, June 25 — Full conference day 2

Content and Expo Hall continues

7 a.m. – 6 p.m.	Registration open
8:15 – 9:45 a.m.	Keynote session
9:30 a.m. – 6 p.m.	Program content in public space: Interactive playgrounds, posters, showcases, ISTE Learning Stage
8:30 a.m. – 6:30 p.m.	Concurrent and BYOD sessions (preregistration required in some cases)
9:30 a.m. – 5 p.m.	Expo Hall open
9:45 – 10:15 a.m.	Continental breakfast in Expo Hall
5 – 7:30 p.m.	Meet-ups and social events

Wednesday, June 26 — Full conference day 3

Content and Expo Hall continues to afternoon keynote

7:30 a.m. – 3 p.m.	Registration open
8 a.m. – 1 p.m.	Program content in public space: Interactive playgrounds, posters, showcases, ISTE Learning Stage
8:30 a.m. – 2:30 p.m.	Concurrent and BYOD sessions (preregistration required in some cases)

cases)

- 9:30 a.m. – 2:30 p.m. Expo Hall open
- 11 – 11:30 a.m. Snack break in Expo Hall
- 2:45 – 4 p.m. Keynote session

LIVE CHAT

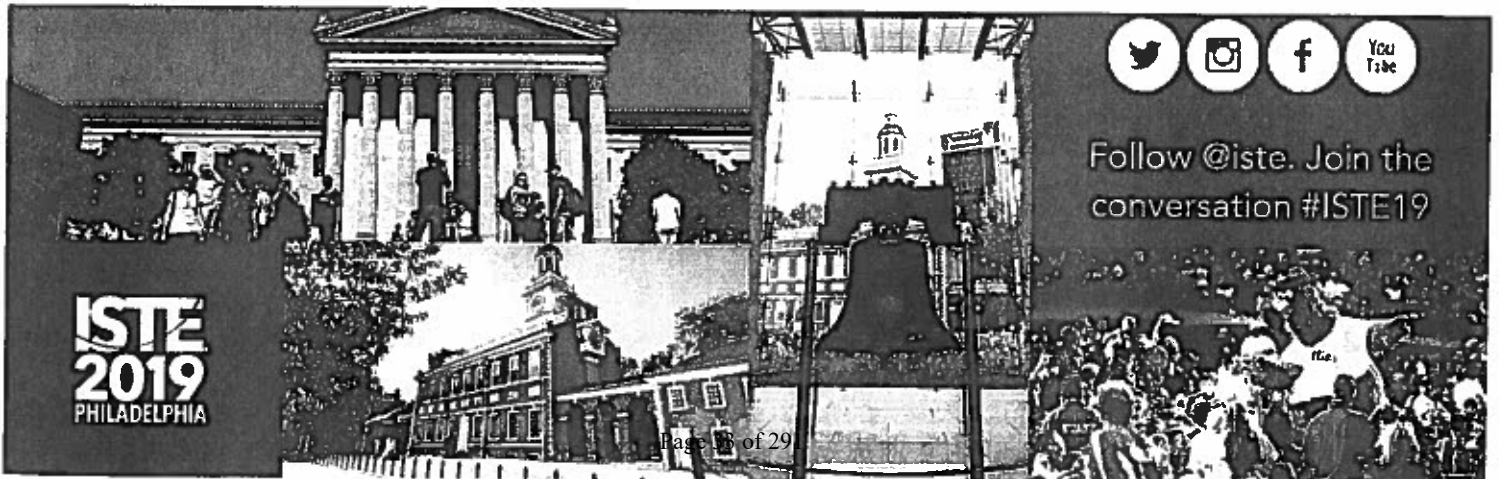
Location

Pennsylvania Convention Center
1101 Arch St.
Philadelphia, PA

Expo Hall hours

- Monday, June 24
9:30 a.m. – 5:30 p.m.
- Tuesday, June 25
9:30 a.m. – 5 p.m.
- Wednesday, June 26
9:30 a.m. – 2:30 p.m.

REGISTER NOW



ISTE 2019

CREATIVE
CONSTRUCTION

DIGITAL
LEADERSHIP

LOGIN

ATTEND

EXHIBIT

LOGOUT

Housing



Convention Square

Google 36 Walgreens

Map Report a map error

ISTE strives to negotiate the lowest possible room rates for attendees. Booking within the conference housing block helps keep registration and housing rates affordable for all attendees and supports a robust shuttle schedule between area hotels and the convention center. Rooms fill up fast - reserve yours today!

GET MY ROOM

Hotels

Rates may change and are subject to tax.

- 1 Philadelphia Marriott Downtown - Headquarter Hotel** Single: \$288
 .1 mile from convention center Double: \$298 [+]
- 2 AKA University City** Single: \$349
 1.6 miles from convention center Double: \$349 [+]
- 3 Aloft Philadelphia Downtown** Single: \$300
 .3 mile from convention center Double: \$300 [+]
- 4 Best Western Plus Convention Center** Single: \$260
 .5 mile from convention center Double: \$260 [+]
- 5 Cambria Hotel Philadelphia Downtown Center City**
 .5 mile from convention center [Click here for rates](#) [+]
- 6 Courtyard Philadelphia City Avenue** Single: \$205
 6.5 miles from convention center Double: \$205 [+]

- | | | | |
|-----------|---|--------------------------------------|-----|
| 7 | Courtyard by Marriott Philadelphia Downtown
.1 mile from convention center | Single: \$263
Double: \$263 | [+] |
| 8 | Doubletree by Hilton Hotel Airport
7.7 miles from convention center | Single: \$275
Double: \$275 | [+] |
| 9 | Doubletree by Hilton Hotel Philadelphia Center City
.5 mile from convention center | Single: \$265
Double: \$265 | [+] |
| 10 | Embassy Suites by Hilton Philadelphia Center City
.7 mile from convention center | Single: \$293
Double: \$321 | [+] |
| 11 | Fairfield Inn & Suites Philadelphia Downtown/Center City
.5 mile from convention center | Single: \$245
Double: \$245 | [+] |
| 12 | Four Points by Sheraton Philadelphia City Center
92 ft from convention center | Single: \$265
Double: \$265 | [+] |
| 13 | Hampton Inn Philadelphia Center City - Convention Center
.3 mile from convention center | Single: \$245
Double: \$257 | [+] |
| 14 | Hilton Garden Inn Philadelphia Center City
.01 mile from convention center | Click here for rates | [+] |
| 15 | Hilton Philadelphia at Penn's Landing
1.4 miles from convention center | Single: \$294
Double: \$294 | [+] |
| 16 | Holiday Inn Express Philadelphia Midtown
.5 mile from convention center | Single: \$192
Double: \$204 | [+] |

- | | | | |
|-----------|---|--------------------------------------|-----|
| 17 | Holiday Inn Express Philadelphia Penn's Landing
1.6 miles from convention center | Single: \$199
Double: \$199 | [+] |
| 18 | Home2 Suites by Hilton Philadelphia Convention Center
.2 mile from convention center | Single: \$276
Double: \$276 | [+] |
| 19 | Homewood Suites by Hilton University City
3.2 miles from convention center | Single: \$243
Double: \$243 | [+] |
| 20 | Hotel Sofitel Philadelphia
.9 mile from convention center | Click here for rates | [+] |
| 21 | Kimpton Hotel Palomar Philadelphia
.9 mile from convention center | Single: \$299
Double: \$299 | [+] |
| 22 | LeMeridien Philadelphia
.6 mile from convention center | Single: \$330
Double: \$330 | [+] |
| 23 | Loews Philadelphia Hotel
.2 mile from convention center | Single: \$309
Double: \$325 | [+] |
| 24 | Philadelphia 201 Hotel (formerly Sheraton Philadelphia Downtown)
.5 mile from convention center | Click here for rates | [+] |
| 25 | Renaissance Philadelphia Airport Hotel
10.6 miles from convention center | Single: \$249
Double: \$249 | [+] |
| 26 | Renaissance Philadelphia Downtown Hotel (formerly Franklin Hotel)
1 mile from convention center | Single: \$290
Double: \$290 | [+] |

27 Residence Inn Philadelphia Center City

.1 mile from convention center

[Click here for rates](#) [+]**28 Sheraton Philadelphia Society Hill Hotel**

1.2 miles from convention center

Single: \$257

Double: \$280 [+]

29 Sheraton Philadelphia University City Hotel

2.0 miles from convention center

Single: \$207

Double: \$207 [+]

30 Sheraton Suites Philadelphia Airport

7.8 miles from convention center

Single: \$219

Double: \$219 [+]

31 Sleep Inn at Center City

.4 mile from convention center

Single: \$250

Double: \$261 [+]

32 Sonesta Philadelphia Downtown Rittenhouse Square

.8 mile from convention center

Single: \$268

Double: \$268 [+]

33 The Bellevue Hotel

1.1 miles from convention center

Single: \$332

Double: \$332 [+]

34 The Inn at Penn, a Hilton Hotel

2.7 miles from convention center

Single: \$298

Double: \$298 [+]

35 The Logan Philadelphia, Curio Collection by Hilton

.6 mile from convention center

[Click here for rates](#) [+]**36 The Ritz-Carlton**

.8 mile from convention center

Single: \$335

Double: \$335 [+]

37 The Study at University City

2.2 miles from convention center

Single: \$250

Double: \$250 [+]

38 The Warwick Hotel Rittenhouse Square

.8 mile from convention center

Single: \$267

Double: \$278 [+]

39 The Westin Philadelphia

.7 mile from convention center

Single: \$315

Double: \$315 [+]

40 The Windsor Suites

.7 mile from convention center

Single: \$258

Double: \$258 [+]

41 Wyndham Garden Hotel - Philadelphia Airport

12.4 mile from convention center

Single: \$199

Double: \$199 [+]

42 Wyndham Philadelphia Historic District

.6 mile from convention center

Single: \$209

Double: \$209 [+]

Payment

All room reservations require a valid credit card with an expiration date of July 2019 or later as a guarantee. Your card may be charged in advance of your arrival. Additionally, your card will be charged if you cancel after the cancellation deadline or if you fail to show up on your expected arrival date (please refer to the individual hotel policy).

Learn more [+]

Location

Pennsylvania Convention Center
1101 Arch St.
Philadelphia, PA

Housing questions

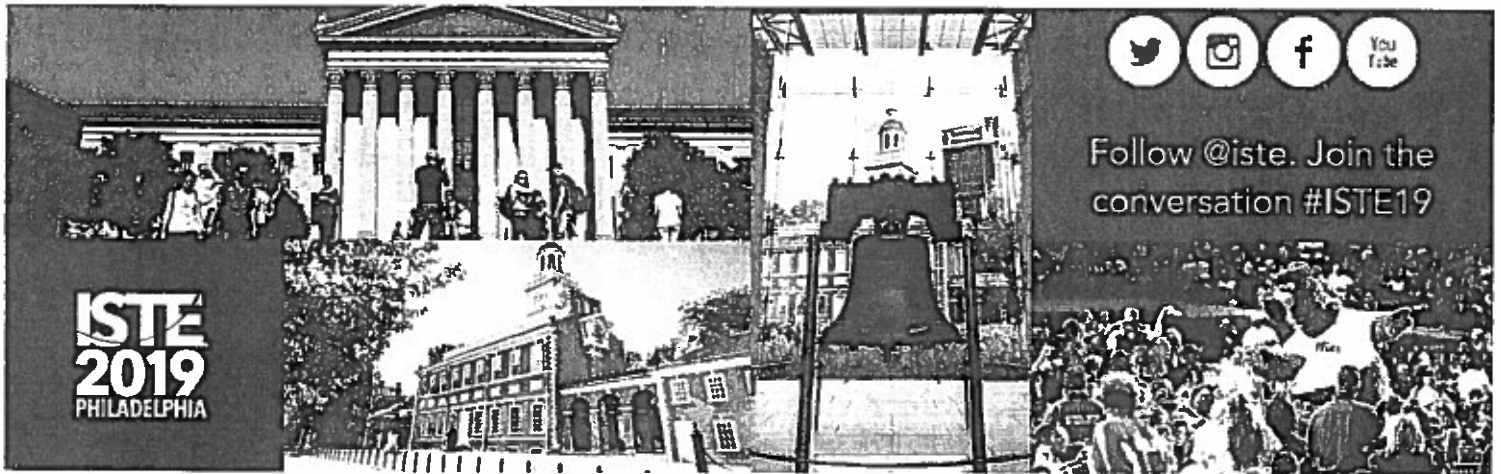
800.967.8852 (U.S. and Canada)
847.996.5832 (international)
iste@experient-inc.com

Exhibitor housing questions

isteexh@experient-inc.com

Group or affiliate housing questions

istegroup@experient-inc.com





Estimated Fare

Philadelphia International Airport (PHL), 8800 Essington Ave, Philadelphia, Pennsylvania, United States, 19153
Philadelphia Marriott Downtown, 1201 Market St, Philadelphia, Pennsylvania, United States, 19107

\$30.71

PHL Philadelphia PHL airport
\$35.32 15% tip

Cost with Traffic	\$27.24	\$30.71	\$44.41
-------------------	---------	---------	---------

Trip Information

Trip is 9.3 mi, 17 mins

Notes

- Add \$1.50 from airport (metered fare)
- Add \$1.00 for each add'l passenger (flat rate)
- Tolls & surcharges may apply

Initial Fare	\$7.70
Add Metered Fare	\$26.16
Fuel Surcharge (01.01.16)	\$0.35
PHL Airport Fee	\$1.50
Tip (15%)	\$4.61
Estimated Taxi Fare	\$35.32

PHL Airport -- City Center \$28.50

- Walking takes about 3 hours, 54 minutes and burns around 14k calories
- How much does it cost the driver?
- How does this compare? It's like walking by city
- Check out our Walkability!

How much does a taxi cab cost from Philadelphia International Airport (PHL), 8800 Essington Ave, Philadelphia, Pennsylvania, United States, 19153 to Philadelphia Marriott Downtown, 1201 Market St, Philadelphia, Pennsylvania, United States, 19107 in Philadelphia, PA?

Routes

Suggested routes: **1 of 2** (\$30.71)

Fastest
 Cheapest
 Shortest

Enter Start/End Locations



GUAM DEPARTMENT OF EDUCATION

500 Mariner Avenue Barrigada, Guam 96913

Telephone (671) 475-0470/0458

Fax: (671) 472-4587

www.gdoe.net



Jon J.P. Fernandez
Superintendent of Education

FORM -T Travel Request and Authorization Routing Form

Traveler's Name and Division/School/Program: _____ Date: _____

TA # _____ PO# _____

Conference: _____

Conference Dates: _____

NOTE: The Travel Request and Authorization form and required documentation must be received no later than *twenty (20) business days in advance of travel*; otherwise, it may be subject to disapproval. If circumstances do not allow for the twenty (20) business days, supporting documentation must be provided

Type of Travel: **Continental USA/Territories** **Foreign Travel (Must have prior written grantor approval)**

TO: **FEDERAL PROGRAMS DIVISION (Federal Funds)** **FINANCIAL AFFAIRS (Local Funds)**

FROM: DIVISION/SCHOOL

Consolidated Grants
Program Title: _____

Headstart

Special Education
 Individuals with Disabilities Part B/Admin
 Infants and Toddlers with Disabilities – Part C

Curriculum & Instruction
 Literacy & School Libraries HIV/AIDS
 TFASE PVEIP
 ESL LRC
 Learn & Serve

Food & Nutrition
 USDA/Child Nutrition Block Cons USDA/State Admin USDA/CNP CACFP Cash-in-Lieu
 USDA/Child Nutrition Block Cons Entitlements USDA/Emergency Food Assistance-State Admin. USDA/Emergency Food Assistance Entitlement

#1 PROGRAM MANAGER (Division Head)
 Program Manager (This travel request complies with the federal grant requirements as set forth in the grant documents and all required documents are complete)

Signature of Program Manager Date

#2 FEDERAL PROGRAMS DIVISION **FINANCIAL AFFAIRS**

COMPLIANT NON-COMPLIANT COMPLIANT NON-COMPLIANT

State Program Officer
Signature/Date _____

State Financial Officer
Signature/Date _____

#3 FINANCIAL AFFAIRS (Certification of Funds) _____
Signature of Certifying Officer/ Date

#4 SUPERINTENDENT OFFICE
 APPROVE DISAPPROVE _____
Superintendent's Signature Date

#5 OFFICE OF SUPPLY MANAGEMENT (Travel Purchase Order (TPO)) _____
Office of Supply Management Signature/ Date

#6 FINANCIAL AFFAIRS (Check/Cash Disbursement)
 Traveler has been contacted to pick up the check for the travel (Per Diem, Registration fee, etc) _____
Financial Affairs Signature/ Date

NOTE: Upon completion of the routing process, if the travel request is *federally funded* a copy of the Travel Request and Authorization Routing Form (FORM -T) must be provided to the Federal Programs Division.
Page 43 of 291 Approved August 17, 2007 (FORM: FP.02-07)



GUAM DEPARTMENT OF EDUCATION

P.O. Box DE
Hågatña, Guam 96932
Telephone (671) 475-0470/0458
Fax: (671) 472-5003
www.gdoe.net



Jon Fernandez
Superintendent of Education

MEMORANDUM

Date: _____

TO: Superintendent of Education

FROM: _____

SUBJECT: TRAVEL AUTHORIZATION REQUEST

Name of Traveler: _____ Title of Traveler: _____

School/Division/Program: _____

Funding Authority: 100% Federal Other _____

Account # _____

Date of Conference/Training/Meeting: _____

Location of Conference/Training: _____

Title of Conference/Training/Meeting/Workshop: _____

Purpose of Travel: _____

Justification: _____

PER DIEM INFORMATION

Per Diem for (Taxi) ___ (# OF DAYS) @ \$___ + \$___ = \$0.00

Per Diem for (Hotel) ___ (# OF DAYS) pls. see attached \$ ----

Per Diem for (Meals) ___ (# OF Days) @ \$ ___ = \$ _____

Per Diem for (1st & Last Day Meals) ___ (# OF Days) @ \$ ___ = \$ _____

Additional Per Diem:

No Available Flight (see itinerary) Additional Date(s): _____

Total per Diem: \$ _____ for _____ (# OF DAYS)

FLIGHT AND CONFERENCE/TRAINING REGISTRATION INFORMATION

Direct Flight Cost: \$ _____ Registration Amount: \$ _____

Dates of Travel: _____ Date Travel Commences _____

Deviation of Flight Cost: _____ Cost to Traveler: _____

GDOE TRAVEL AUTHORIZATION COST: \$ _____

LEAVE INFORMATION

of Administrative Leave: ___ Dates on Admin. Leave: _____

of Personal Leave ___ Dates on Personal Leave: _____

of Annual Leave ___ Dates on Annual Leave: _____

ANNUAL LEAVE INFORMATION

Date Annual Leave commences: _____

Location while on Annual Leave: _____

Reason for Annual Leave: _____

SIGNATURE OF EMPLOYEE
 Approved Disapproved

DATE

PROGRAM MANAGER
 Approved Disapproved

DATE

SIGNATURE OF FEDERAL PROGRAMS DIVISION
ADMINISTRATOR
 Approved Disapproved

DATE

SIGNATURE OF SUPERINTENDENT OF EDUCATION

DATE

Approved August 17, 2007 (FORM: FP.04-07)

MAILING ADDRESS:

TA NO.

Government of Guam
DEPARTMENT OF EDUCATION
TRAVEL REQUEST AND AUTHORIZATION

NOTICE: See Section 1714, Chapter 17, Part 4, Volume III of the Government of Guam Manual for instructions.

1. TO: GDOE Financial Affairs	2. From (Name of requesting DIVISION) Federal Programs	3. DATE OF REQUEST
4. FULL NAME OF TRAVELER Vendor # _____ DOB _____	5. Title of Traveler	6. CHARGE ACCOUNT NUMBER
7. PLACES OF TRAVEL (If traveler is returning, do state) FROM: TO: And Return to Guam:		8. APPROX. LENGTH OF TRAVEL 9. APPROX. DATE TRAVEL COMMENCES
10. DESCRIBE MODES OF TRAVEL DESIRED (Air, Ship, Train, Private Automobile etc.)		
11. *IF DEPENDENTS ARE AUTHORIZED FOR TRAVEL; GIVE NAMES, AGES AND RELATIONSHIPS OF EACH.		
12. FULLY DESCRIBE PURPOSE OF TRAVEL (IF MORE SPACE IS NECESSARY ATTACH SEPARATE SHEET.) Title: Location: Date:		
13. IF TRAVEL ADVANCE IS DESIRED, GIVE AMOUNT REQUESTED. PLEASE FOLLOW GUAM PUBLIC LAW 28-68 TO USE FEDERAL TRAVEL REGULATIONS PER DIEM RATES ONLY <small>Financial Affairs has a hard copy of the regulations.</small>	14. HOUSEHOLD EFFECTS AUTHORIZED () YES () NO	
15. Name, Title and Signature of requesting official (i.e. Coordinator, Supervisor, Administrator, Associate) IGNACIO SANTOS ADMINISTRATOR FEDERAL PROGRAMS	16. Name, Title and Signature of authorizing official. <small>(FUNDING SOURCE ADMINISTRATOR)</small> IGNACIO SANTOS ADMINISTRATOR FEDERAL PROGRAMS	
17. Estimate cost of travel: (A) *TRANSPORTATION OF TRAVELER _____ (B) TRANSPORTATION OF DEPENDENTS _____ (C) *PER DIEM OF TRAVELER Lodging Actual _____ (C) *PER DIEM OF TRAVELER Meals _____ (C) PER DIEM OF TRAVELER _____ (D) PER DIEM OF DEPENDENTS _____ (E) TRANSPORTATION OF HOUSEHOLD EFFECTS _____ (F) *CAR RENTAL / SHUTTLE FEES (Please see attached Qoutation) _____ (G) *MISCELLANEOUS: REGISTRATION ETC. Requisition#20170698 _____ <small>*Denotes Off-Island Teacher Recruitment</small> TOTAL COST Estimated) \$ -	FINANCIAL AFFAIRS USE ONLY 18. CERTIFICATION OF AVAILABILITY OF FUNDS.	
Financial Affairs use only verification of Estimate: Signature (Cost Estimator): _____		
19. TO TRAVELER, You are hereby authorized to perform the above describe travel in accordance with the provisions of Section 1714, Chapter 17, Part 4 Volume III of the Government of Guam Manual. Necessary Tickets, Transportation Request and other documents are hereto attached. A travel advance of \$ _____ is also attached. <p style="text-align: center;">_____ SIGNATURE Superintendent of Education</p>		
20. Any non business changes to the approved Itinerary, all penalties and fees will be at the expense of the traveler. I certify that I understand the requirements and accept the materials) of Item 17. <p style="text-align: center;">_____ Signature (Traveler) DATE</p>		



**DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT**



www.gdoe.net

501 Mariner Avenue

Barrigada, Guam 96913

Telephone: (671) 300-1547/1536 • Fax: (671) 472-5001

Email: jonfemendez@gdoe.net

JON J. P. FERNANDEZ
Superintendent of Education

**STATEMENT OF COMMITMENT FOR OFF-ISLAND CONFERENCES,
TRAININGS and WORKSHOPS**

This is a statement of commitment between the Guam Department of Education/Superintendent of Education and the traveler named below relative to their participation in the identified off-island conference and their subsequent responsibilities upon their return.

Name of Traveler:	
Title of Conference/Training/Workshop:	
Dates of Event:	Location/Venue of Event:

Condition 1	<p>Upon completion of travel, training shall be conducted/facilitated by the traveler within thirty (30) business days to their target audience and is to be conducted as often as is necessary to all essential personnel.</p> <p>If a training cannot be conducted within the thirty (30) business days, a schedule (date/time) of when the training would be conducted will be submitted to the Federal Programs Division within the 30 day timeframe.</p> <p>After the training is conducted, the traveler will provide the Federal Programs Division with the training documentation, such as the sign-in sheets, training agenda and training summary.</p>
Condition 2	<p>Upon completion of travel, a written report shall be submitted to the Superintendent within fourteen (14) days via the program manager or administrator of the funding source.</p>
Condition 3	<p>The Guam Department of Education expects all travelers to meet the specifications stated in Conditions 1 and 2. Failure to comply with any or all the above stated conditions shall result in the traveler paying the entire cost of airfare, conference/training fees, and per diem expenditures to the Guam Department of Education.</p>

Signature of Employee:	Date:
Signature of Program Manager/Division Head:	Date:
Signature of Federal Programs Administrator:	Date:
Signature of Superintendent of Education:	Date:

Approved by: _____



GUAM DEPARTMENT OF EDUCATION

500 Mariner Avenue Barrigada, Guam 96913
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Fax: (671) 472-5003
www.gdoe.net



Jon J.P. Fernandez
Superintendent of Education

Travel Request and Authorization Checklist

Traveler's Name: _____ TA Number _____
Conference Name: _____
Conference Dates: _____

In order to expedite your request(s), the following are required when submitting the *Travel Request & Authorization form*:

- A. Completion of the Travel Authorization Request Memorandum to Superintendent
 - Traveler's Name and Title Total/per day cost of Per Diem (Attach Travel Per Diem Allowances of State)
 - Division/School Flight Cost (Total cost, Direct; Deviation, traveler's cost)
 - Funding Authority GDOE Travel Authorization cost
 - Title of Conference Length of travel
 - Purpose of Travel Date travel will commence
 - Program Justification Annual Leave dates
 - Date of Conference Leave Information (Administrative, annual, personal)
 - Location of Conference Employee's signature
 - Registration Amount Program Manager's Signature (Division Head)
- B. Memorandum requesting and **justifying** to have two (2) or more persons attend the same conference (if applicable).
- C. TA Number (Obtain from the Financial Affairs Office)
- D. Completion of the Travel Request & Authorization Form
 - To/From Dependents (if applicable)
 - Date of Request Purpose of travel
 - Full name of traveler Advanced travel amount (Per Diem, registration, etc)
 - Title of traveler Household effects (if applicable)
 - Charge Account Number Name, title, & signature of requesting official
 - Approx. length of travel Name, title, & signature of authorizing official
 - Date travel commences Estimate cost of travel (Breakdown of cost)
 - Modes of travel desired Signature of Traveler
- E. Statement of Commitment
 - Program Manager's Signature/Title (Division Head)
 - Traveler's Signature/Title
- F. Calendar indicating travel and conference dates
- G. Registration Form (It is the responsibility for the employee attending the conference to register to the conference/training prior to departure)

Standard Operating Procedure

Re: Travel Request and Authorization

Page 2 of 2

H. Three (3) travel quotes (Must have advance travel quotes of 14 and 7 days, unrestricted airfare)

I. Travel Request and Authorization Routing Form (FORM -T)

J. Additional pertinent information/documentation regarding the travel/conference

K. Leave Form (The employee(s) are responsible for obtaining approval for travel and submitting the leave request to the Payroll Office. Although the employee(s) leave form for travel must be completed, the leave form for travel is **NOT** included with the Travel Request and Authorization packet).

NOTE: The Travel Request and Authorization form and required documentation must be received by the perspective section (Federal Programs Division or Financial Affairs) no later than twenty (20) business days in advance of travel; otherwise, it may be subject to disapproval. If circumstances do not allow for the twenty (20) business days, supporting documentation must be provided.

CHECKLIST FOR TRAVEL MODIFICATIONS

- A. A memorandum from the originating party requesting any modifications (cancellations, changes in conference dates or location, change in traveler, etc.) and all supporting documents with full justification must be provided to the Financial Affairs. **NOTE:** *All modifications must be cleared and approved by the Program Managers prior to routing to Financial Affairs.*
- B. If the travel request is *federally funded*, the memorandum requesting for the modifications and all supporting documents must first be routed to the Federal Programs Division before being sent to Financial Affairs. All modification requests must make reference to the Travel Authorization number and/or Travel Purchase Order (TPO) number. Once the Federal Programs Division approves the modifications, all the documents will be forwarded to Financial Affairs.

REMINDER: As per the FMS Policies and Procedures (March 30, 1993), the traveler must submit to Financial Affairs the Travel Voucher form, Travel Itinerary form, a Travel Report, and supporting receipts (if applicable) within **ten (10) business days of completing travel**. If the travel was *federally funded*, a copy of the travel report must also be provided to the Federal Programs Division within ten (10) business days of completing travel.

FROM: NGMA
 Headquarters: 21010 Southbank St #2055, Sterling, VA
 20165
 Remittance: PO Box 158, Falls Church, VA 22040
 (202) 308-9443
 info@ngma.org

INVOICE 19612



████████████████████
 ████████████████████████████████
 Guam Department of Education
 501 Mariner Avenue
 Barrigada, GU 96913

Invoice # 19612
 Invoice Date 02/28/2022
 Invoice Due Due Upon Receipt

Amount Due	\$ 1,173.00
-------------------	--------------------

Transactions

Description	Amount
Christopher Surla: NGMA 2022 Annual Grants Training Registration - Annual Grants Training - April 19 - April 21, 2022 - \$1173.00	\$ 1,173.00

Total Amount	\$ 1,173.00
Amount Paid	-\$ 0.00
Amount Due	\$ 1,173.00

Ways to Remit Payment:
 By phone at (202) 308-9443 * By check, please reference your invoice # on the check * By wire transfer or ACH, please contact info@ngma.org

Important Reminder: If you plan to remit payment using a purchase order, wire transfer, or check, please submit a promissory note on agency/organization letterhead or purchase order/check number to info@ngma by Thursday March 24, 2022, or the registration will be canceled.

DUNS #: 14-036-7983
 EIN #: 52-1880126
 UEI #: XNY4C8M1B7D5

Purchase Order

Fiscal Year 2022 Page 1 of 1

THIS NUMBER MUST APPEAR ON ALL INVOICES,
 PACKAGES AND SHIPPING PAPERS.

Purchase Order # **20221303-00**

BILL TO

Guam Department of Education
 Third Party Fiduciary
 Alvarez & Marsal Public Sector Services, LLC
 PO Box 4322
 Hagatna, GU 96932
 (671) 300-1262

**SUBJECT TO TERMS & CONDITIONS
 ON REVERSE SIDE**

VENDOR

NATIONAL GRANTS MANAGEMENT ASSOCIATION
 21010 SOUTHBANK ST. #2055
 STERLING VA 20165

SHIP TO

FEDERAL PROGRAM DIVISION
 501 MARINER AVENUE
 BUILDING B, 2ND FLOOR, TIYAN
 Tamuning GU 96913

Date Ordered	Vendor Number	Date Required	Req. Number	Delivery Reference
03/27/2022	22801		20222650	Consolidated Grants 2021

Item#	Description/Part No.	Qty	UOM	Unit Price	Extended Price
	National Grants Management Ass				
1	Ignacio C. Santos National Management Grants Association 2022 Annual Grants Training	1.0	EACH	\$1,173.000	\$1,173.00
2	Rachel Lee Santos Duenas National Management Grants Association 2022 Annual Grants Training	1.0	EACH	\$1,173.000	\$1,173.00
3	Shannon Bukikosa National Management Grants Association 2022 Annual Grants Training	1.0	EACH	\$1,173.000	\$1,173.00
4	Maria Blaz National Management Grants Association 2022 Annual Grants Training	1.0	EACH	\$1,173.000	\$1,173.00
5	Stephanie Chargualaf National Management Grants Association 2022 Annual Grants Training	1.0	EACH	\$1,173.000	\$1,173.00
6	Ch [REDACTED] National Management Grants Association 2022 Annual Grants Training	1.0	EACH	\$1,173.000	\$1,173.00
7	Sean Rupley National Management Grants Association 2022 Annual Grants Training To ensure prompt processing and payment, please route your invoices to P.O. BOX 4322 Hagatna, GU 96932 (This remittance is also in [REDACTED].) THIS PURCHASE ORDER SHALL EXPIRE 90 DAYS AFTER THE ISSUE DATE. How is our service? Visit our website at WWW.GDOE.NET/PROCUREMENT to fill out our vendor [REDACTED] 82710000 - 0233 - F2060	1.0	EACH	\$1,173.000	\$1,173.00
					8,211.00

By Walter Roguen
 Purchasing Authority/Certifying Officer

PO Total **\$8,211.00**

Alvarez & Marsal Public Sector Services, LLC

Guam Department of Education Third Party Fiduciary
 P.O. Box 4322
 Hagatna, GU 96932

Purchase Order

Fiscal Year 2022 Page 1 of 1

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Alvarez & Marsal Public Sector Services, LLC

Guam Department of Education Third Party Fiduciary
 P.O. Box 4322
 Hagatna, GU 96932

Purchase Order

Fiscal Year 2022 Page 1 of 1

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					8,211.00

NAME OF TRAVELER
NAME OF CONFERENCE/CONVENTION/MEETING
DATE OF TRAVEL

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17 Depart to Arlington, Virginia Arrive in Arlington, Virginia	18 Acclimation	19 National Grants Management Association (GMA) 2022 Annual Grants Training	20 National Grants Management Association (GMA) 2022 Annual Grants Training	21 National Grants Management Association (GMA) 2022 Annual Grants Training/ US-Ed Meeting, Washington D.C.	22 US-Ed Follow-up Meeting, Washington D.C.	23 Depart Arlington, Virginia
24 Return to Guam	25	26	27	28	29	30

 An official website of the United States government





FY 2022 Per Diem Rates for District of Columbia

I'm interested in:

Lodging by month (excluding taxes) | October 2021 - September 2022

Cities not appearing below may be located within a county for which rates are listed. To determine what county a city is located in, visit the [National Association of Counties \(NACO\) website \(a non-federal website\)](#).

Primary Destination 	County 	2021 Oct	Nov	Dec	2022 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
District of Columbia	Washington DC (also the cities of Alexandria, Falls Church and Fairfax, and the counties of Arlington and Fairfax, in Virginia; and the counties of Montgomery and Prince George's in Maryland)	\$257	\$188	\$188	\$188	\$188	\$258	\$258	\$258	\$258	\$172	\$172	\$257

Meals & Incidentals (M&IE) Breakdown i

Use this table to find the following information for federal employee travel:

M&IE Total - the full daily amount received for a single calendar day of travel when that day is neither the first nor last day of travel.

Breakfast, lunch, dinner, incidentals - Separate amounts for meals and incidentals. M&IE Total = Breakfast + Lunch + Dinner + Incidentals. Sometimes meal amounts must be deducted from trip voucher. [See More Information](#)

First & last day of travel - amount received on the first and last day of travel and equals 75% of total M&IE.

Primary Destination i	County i	M&IE Total	Continental Breakfast/Breakfast	Lunch	Dinner	Incidental Expenses	First & Last Day of Travel i
District of Columbia	Washington DC (also the cities of Alexandria, Falls Church and Fairfax, and the counties of Arlington and Fairfax, in Virginia; and the counties of Montgomery and Prince George's in Maryland)	\$79	\$18	\$20	\$36	\$5	\$59.25

I'm interested in:

Last Reviewed: 1969-12-31



Shandice Jenniel Calano <sjcalano@gdoe.net>

17APR GUM

1 message

'WORLD TRAVEL SERVICES INC' via Federal Programs <federal-programs@gdoe.net> Thu, Apr 7, 2022 at 4:33 PM
Reply-To: SONYA@worldtravelguam.com
To: FEDERAL-PROGRAMS@gdoe.net

17APR GUM

WORLD TRAVEL SERVICES INC
145 YPAO ROAD

INVOICE 000000000
DATE 07APRIL22

TAMUNING GU 96913
TELEPHONE: 671 649-5165
FAX : 671 649 8668

SURLA/CHRISTOPHER

SERVICE DATE FROM TO DEPART ARRIVE

UNITED AIRLINES - UA 196

17APR GUAM TOKYO 1225P 325P
SUNDAY A.B WON PAT IN NARITA INTL
Q ECONOMY TERMINAL 1

LUNCH NON STOP
RESERVATION CONFIRMED 4:00 DURATION

AIRCRAFT: BOEING 737-800
SEAT 21C NO SMOKING CONFIRMED

UNITED AIRLINES - UA 6

17APR TOKYO HOUSTON TX 445P 250P
SUNDAY NARITA INTL GEORGE BUSH IN
Q ECONOMY TERMINAL 1 TERMINAL E

DINNER NON STOP
RESERVATION CONFIRMED 12:05 DURATION

AIRCRAFT: BOEING 777-200/300
SEAT 31G NO SMOKING CONFIRMED

UNITED AIRLINES - UA 6308 - OPERATED BY MESA AIRLINES DBA UNITED EXPRESS

17APR HOUSTON TX WASHINGTON DC 430P 836P
SUNDAY GEORGE BUSH IN R REAGAN NAT
Q ECONOMY TERMINAL B TERMINAL B

FOOD AND BEVERAGES FOR PURCHA NON STOP
RESERVATION CONFIRMED 3:06 DURATION

AIRCRAFT OWNER: YV MESA AIRLINES
AIRCRAFT: EMBRAER 175 WINGLETS
SEAT 11B NO SMOKING CONFIRMED

UNITED AIRLINES - UA 4589 - OPERATED BY GOJET AIRLINES DBA UNITED EXPRESS

23APR WASHINGTON DC NEWARK NJ 700A 814A
SATURDAY R REAGAN NAT NEWARK LIBERTY
Q ECONOMY TERMINAL B TERMINAL C

NON STOP
RESERVATION CONFIRMED 1:14 DURATION

AIRCRAFT OWNER: G7 GOJET AIRLINES

AIRCRAFT: CANADAIR REGIONAL JET 550
SEAT 09B NO SMOKING CONFIRMED

UNITED AIRLINES - UA 79

23APR NEWARK NJ TOKYO 1125A 155P
SATURDAY NEWARK LIBERTY NARITA INTL 24APR
Q ECONOMY TERMINAL C TERMINAL 1
LUNCH NON STOP
RESERVATION CONFIRMED 13:30 DURATION
AIRCRAFT: BOEING 787-9
SEAT 32J NO SMOKING CONFIRMED

UNITED AIRLINES - UA 197

24APR TOKYO GUAM 500P 955P
SUNDAY NARITA INTL A.B WON PAT IN
Q ECONOMY TERMINAL 1
DINNER NON STOP
RESERVATION CONFIRMED 3:55 DURATION
AIRCRAFT: BOEING 737-800
SEAT 15C NO SMOKING CONFIRMED

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AIR FARE 1838.00
TAXES AND AIRLINE IMPOSED FEES: 384.05
AIR TOTAL USD 2222.05
SERVICE FEE 100.00
INVOICE TOTAL USD 2322.05
-----

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RESERVATION NUMBER(S) UA/NC69CL

UA FREQUENT FLYER UATT446113

PRICES ARE SUBJECT TO CHANGE WITHOUT PRIOR NOTICE
LOWEST FARE AVAIL 2065.15/TKT BY 3APR/NON REF

*
THANK FOR YOU FOR CHOOSING WORLD TRAVEL SERVICES
*

I AGREE THAT IN ACCEPTING THIS TICKET I ACCEPT ALL RULES
AND TERMS SET FORTH BY THE CARRIER, THEREFORE ACCEPTING THIS
AS A CONTRACT BETWEEN THE PASSENGER AND THE CARRIER.
*

THE FARE RULES FOR THIS TICKET MAY CARRY PENALTIES FOR
CHANGES AND/OR REFUNDS. TICKET MAY ALSO BE NON-REFUNDABLE.

CLICK THE FOLLOWING LINK TO ACCESS YOUR ONLINE ITINERARY:

WWW.CHECKMYTRIP.COM/CMTSERVLET?R=62Z8YB&L=US&N=SURLA

MOST CARRIERS' E-TICKETS HAVE EXPIRATION DATES AND CONDITIONS OF USE.
CHECK THE CARRIER'S FARE RULES FOR MORE INFORMATION.

BAGGAGE POLICY - FOR TRAVEL TO/FROM, WITHIN THE US/CA, PLEASE VISIT:

[HTTPS://BAGS.AMADEUS.COM?R=62Z8YB&N=SURLA](https://BAGS.AMADEUS.COM?R=62Z8YB&N=SURLA)

Stay Details

STAY DATES

Sun Apr 17, 2022 – Sat Apr 23, 2022

Room(s): 1

Adult(s): 1



Crystal Gateway Marriott

1700 Richmond Highway Arlington Virginia 22202 USA

Phone: +1 703-920-3230

#77550511

Chris Surla, thank you for your reservation. Your reservation is guaranteed to your *Visa* card. An email with this information has been sent to **twinklestar@gmail.com**. We look forward to greeting you soon.

Your receipt for hotel stays may be automatically sent to the email address associated with your reservation. If you prefer, you may request a paper copy at the front desk when you check in. [Learn how to change your email address.](#)

No room preferences were selected.

Summary of Charges

Room Type: Guest room, 1 King

Member Rate Flexible

1 room(s) for 6 night(s)

Prices in USD

Sunday, April 17, 2022	185.00
Monday, April 18, 2022	322.00
Tuesday, April 19, 2022	332.00
Wednesday, April 20, 2022	342.00
Thursday, April 21, 2022	254.00
Friday, April 22, 2022	180.00

Total cash rate

1,615.00

Estimated government taxes and fees

230.14

Total Stay

1,845.15 USD

Cancellation Policy

You may cancel your reservation for no charge before 11:59 PM local hotel time on April 14, 2022 (3 day[s] before arrival).

Please note that we will assess a fee of 211.36 USD if you must cancel after this deadline. If you have made a prepayment, we will retain all or part of your prepayment. If not, we will charge your credit card.

**DEPARTMENT OF EDUCATION
Leave Application Form**

Employee Name (Print) :				School/Division:				Location Code:	
Employee ID No.			Job Code:			PPE Date		Total No. Hours	
PHYSICAL ADDRESS WHILE ON LEAVE: (Check <input type="checkbox"/> ON ISLAND: <input checked="" type="checkbox"/> OFF-ISLAND: [X] OFF-ISLAND:									
LEAVE DATE (S)		LEAVE HOURS/TIME		Leave Type					
From (Start)	To (End)	From	To	# of Hours	# of Days	"Please check <input checked="" type="checkbox"/> and select one (1) per row."			
						[] Sick [] Annual [] Personal [] LWOP <input checked="" type="checkbox"/> Other (Please Specify) Administrative Leave			
						[] Sick [] Annual [] Personal [] LWOP [] Other (Please Specify)			
						[] Sick [] Annual [] Personal [] LWOP [] Other (Please Specify)			
						[] Sick [] Annual [] Personal [] LWOP [] Other (Please Specify)			
						[] Sick [] Annual [] Personal [] LWOP [] Other (Please Specify)			
						[] Sick [] Annual [] Personal [] LWOP [] Other (Please Specify)			
APPLICATION FOR PREPAYMENT OF VACATION LEAVE									
MINIMUM REQUIREMENT IS NOT LESS THAN TEN (10) CONSECUTIVE WORKDAYS. IT IS UNDERSTOOD THAT IF I RETURN TO DUTY BEFORE THE EXPIRATION OF MY PREPAID VACATION, I SHALL REIMBURSE THE GOVERNMENT OF GUAM IN AN AMOUNT EQUIVALENT TO THE UNEXPIRED PORTION OF THE PREPAID LEAVE.									
From (HOUR, Month, Day, Year)				To (HOUR, Month, Day, Year)				TOTAL No. of Hours Prepaid	
I CERTIFY THAT THE ABOVE NAMED PERSON WAS UNDER MY PROFESSIONAL CARE OR QUARANTINED DURING THE PERIOD STATE BELOW, FROM A MEDICAL STANDPOINT. HIS/HER CONDITION DURING THIS PERIOD WAS SUCH THAT I CONSIDERED IT INADVISABLE TO REPORT FOR WORK.									
From (Month, Day, Year)		To (Month, Day, Year)			Hospitalized [] YES [] NO			No. of Day(s)	
REMARKS:									
NAME OF PHYSICIAN (Print or Type)					(Signature of Physician)			Date Signed:	
Signature of Employee:					Date of Request:				
[] APPROVED [] DISAPPROVED					(Signature of Supervisor)			Date Signed:	
					IGNACIO SANTOS-ADMINISTRATOR, FEDERAL PROGRAMS				
[] APPROVED [] DISAPPROVED					(Signature of Appointing Authority or Authorized Designee)			Date Signed:	
Administrator's Comments:									

Revised: 7/27/09
LAF: 01

NAME: CHRISTOPHER SURLA

T22900047

TITLE CONFERENCE/MEETING : National Grants Management Association (GMA) 2022 Annual Grants Training

Arlington, Virginia (April 19 - 21, 2022)

24 hours or more on		The day of departure	75 percent of the applicable M&IE rate.
		Full days of travel	100 percent of the applicable M&IE rate.
		The last day of travel	75 percent of the applicable M&IE rate.

AIRFARE

GUAM to ARLINGTON, VIRGINIA to GUAM

		\$ 2,065.15						\$ 2,065.15
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PER DIEM BREAKDOWN

LODGING

Date	4/17/2022 Sunday	4/18/2022 Monday	4/19/2022 Tuesday	4/20/2022 Wednesday	4/21/2022 Thursday	4/22/2022 Friday	4/23/2022 Saturday	TOTAL
GSA Per Diem Rates Standard Cost: LODGING	\$ 258.00	\$ 258.00	\$ 258.00	\$ 258.00	\$ 258.00	\$ 258.00		\$ 1,548.00
Actual Lodging	\$ 185.00	\$ 322.00	\$ 332.00	\$ 342.00	\$ 254.00	\$ 180.00	\$ -	\$ 1,615.00
Tax @ 14.25% per room per night	\$ 26.36	\$ 45.89	\$ 47.31	\$ 48.74	\$ 36.20	\$ 25.65	\$ -	\$ 230.15
Actual Cost Maximum lodging	\$ 211.36	\$ 367.89	\$ 379.31	\$ 390.74	\$ 290.20	\$ 205.65	\$ -	\$ 1,845.15

*Receipts must substantiate cost

TAXI FEES

								\$ -
--	--	--	--	--	--	--	--	------

TRANSPORTATION

Taxi 20.27+20.28= Arrival/Departure

								\$ -
--	--	--	--	--	--	--	--	------

***** REQUEST FOR ADDITIONAL TO INCLUDE TRANSPORTATION	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
---	------	------	------	------	------	------	------	------

MEALS/INCIDENTAL:

	4/17/2022	4/18/2022	4/19/2022	4/20/2022	4/21/2022	4/22/2022	4/23/2022	TOTAL
Breakfast	\$ 18.00	\$ 18.00	\$ 18.00	\$ 18.00	\$ 18.00	\$ 18.00		\$ 108.00
Lunch	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00		\$ 120.00
Dinner	\$ 36.00	\$ 36.00	\$ 36.00	\$ 36.00	\$ 36.00	\$ 36.00		\$ 216.00
Incidental	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00		\$ 30.00
TOTAL	\$ 79.00	\$ 79.00	\$ 79.00	\$ 79.00	\$ 79.00	\$ 79.00	\$ -	\$ 474.00
First and Last Day of Travel = \$59.25 x 2	\$ 118.50							\$ 118.50
TOTAL MEALS/INCIDENTAL	\$ 197.50	\$ 79.00	\$ 79.00	\$ 79.00	\$ 79.00	\$ 79.00	\$ -	\$ 592.50

PER DIEM GRAND TOTAL

	\$ 408.86	\$ 446.89	\$ 458.31	\$ 469.74	\$ 369.20	\$ 284.65	\$ -	\$ 2,437.65
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TRAVEL REQUEST GRAND TOTAL

\$ 4,502.80

Receipts must substantiate advance lodging.

AIR FARE	\$ 2,065.15
REGISTRATION -	
PO# 20221303 Onsite-	\$ 1,173.00
Transportation	\$ -
Lodging	\$ 1,845.15
Meals/Incidentals	\$ 592.50
TOTAL	\$ 5,675.80



GUAM DEPARTMENT OF EDUCATION

500 Mariner Avenue Barrigada, Guam 96913
Telephone (671) 475-0470/0458
Fax: (671) 472-4587
www.gdoe.net



Jon J.P. Fernandez
Superintendent of Education

FORM -T Travel Request and Authorization Routing Form

Traveler's Name *and* Division/School/Program: Christopher Surla / Federal Programs Date: 03/14/2022
TA # T22900047 PO# _____
Conference: National Grants Management Association (GMA) Annual Grants Training
Conference Dates: April 19-21, 2022

NOTE: The Travel Request and Authorization form and required documentation must be received no later than *twenty (20) business days in advance of travel*; otherwise, it may be subject to disapproval. If circumstances do not allow for the twenty (20) business days, supporting documentation must be provided

Type of Travel: Continental USA/Territories Foreign Travel (Must have prior written grantor approval)

TO: FEDERAL PROGRAMS DIVISION (Federal Funds) FINANCIAL AFFAIRS (Local Funds)

FROM: DIVISION/SCHOOL _____

Consolidated Grants Elementary Other (i.e. Private Schools, non-profit, etc)
Program Title: FY'21 SEA Middle
 High
 Division

Headstart

Special Education
 Individuals with Disabilities Part B/Admin
 Infants and Toddlers with Disabilities – Part C

Research Planning & Evaluation
 Impact Aid

Curriculum & Instruction
 Literacy & School Libraries HIV/AIDS
 TFASE PVEIP
 ESL LRC
 Learn & Serve

FEMA
 Recovery Mitigation
 Project Hatsa Project Menhalom
 OTHER Grants (Discretionary, Formula, Pell)
Grant Type/Program Title: _____

Food & Nutrition
 USDA/Child Nutrition Block Cons USDA/State Admin USDA/CNP CACFP Cash-in-Lieu
 USDA/Child Nutrition Block Cons Entitlements USDA/Emergency Food Assistance-State Admin. USDA/Emergency Food Assistance Entitlement

#1 PROGRAM MANAGER (Division Head)
 Program Manager (This travel request complies with the federal grant requirements as set forth in the grant documents and all required documents are complete)

[Signature] Signature of Program Manager APR 05 2022 Date

#2 FEDERAL PROGRAMS DIVISION APR 05 2022 FINANCIAL AFFAIRS

COMPLIANT NON-COMPLIANT COMPLIANT NON-COMPLIANT

State Program Officer [Signature] Signature/Date

Financial Affairs [Signature] Signature/Date

State Financial Officer [Signature] Signature/Date APR 05 2022

#3 FINANCIAL AFFAIRS (Certification of Funds) _____
Signature of Certifying Officer/ Date

#4 SUPERINTENDENT OFFICE
 APPROVE DISAPPROVE _____
Superintendent's Signature Date

#5 OFFICE OF SUPPLY MANAGEMENT (Travel Purchase Order (TPO)) _____
Office of Supply Management Signature/ Date

#6 FINANCIAL AFFAIRS (Check/Cash Disbursement)
 Traveler has been contacted to pick up the check for the travel (Per Diem, Registration fee, etc) _____
Financial Affairs Signature/ Date

NOTE: Upon completion of the routing process, if the travel request is *federally funded*, a copy of the Travel Request and Authorization Routing Form (FORM -T) must be provided to the Federal Programs Division.
Approved August 17, 2007 (FORM: FP.02-07)



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Fax: (671) 472-5003

www.gdoe.net



Jon J.P. Fernandez
Superintendent of Education

Travel Request and Authorization Checklist

Traveler's Name: Christopher Surla TA Number T22900047
 Conference Name: National Grants Management Association (GMA) Annual Grants Training
 Conference Dates: April 19 – 21, 2022

In order to expedite your request(s), the following are required when submitting the *Travel Request & Authorization form*:

A. Completion of the Travel Authorization Request Memorandum to Superintendent

- | | |
|---|---|
| <input checked="" type="checkbox"/> Traveler's Name and Title | <input checked="" type="checkbox"/> Total/per day cost of Per Diem (Attach Travel Per Diem Allowances of State) |
| <input type="checkbox"/> Division/School | <input type="checkbox"/> Flight Cost (Total cost, Direct; Deviation, traveler's cost) |
| <input type="checkbox"/> Funding Authority | <input type="checkbox"/> GDOE Travel Authorization cost |
| <input type="checkbox"/> Title of Conference | <input type="checkbox"/> Length of travel |
| <input type="checkbox"/> Purpose of Travel | <input type="checkbox"/> Date travel will commence |
| <input type="checkbox"/> Program Justification | <input type="checkbox"/> Annual Leave dates |
| <input type="checkbox"/> Date of Conference | <input type="checkbox"/> Leave Information (Administrative, annual, personal) |
| <input type="checkbox"/> Location of Conference | <input type="checkbox"/> Employee's signature |
| <input checked="" type="checkbox"/> Registration Amount | <input checked="" type="checkbox"/> Program Manager's Signature (Division Head) |

B. Memorandum requesting and **justifying** to have two (2) or more persons attend the same conference (if applicable).

C. TA Number (Obtain from the Financial Affairs Office)

D. Completion of the Travel Request & Authorization Form

- | | |
|---|---|
| <input checked="" type="checkbox"/> To/From | <input checked="" type="checkbox"/> Dependents (if applicable) |
| <input type="checkbox"/> Date of Request | <input type="checkbox"/> Purpose of travel |
| <input type="checkbox"/> Full name of traveler | <input type="checkbox"/> Advanced travel amount (Per Diem, registration, etc) |
| <input type="checkbox"/> Title of traveler | <input type="checkbox"/> Household effects (if applicable) |
| <input type="checkbox"/> Charge Account Number | <input type="checkbox"/> Name, title, & signature of requesting official |
| <input type="checkbox"/> Approx. length of travel | <input type="checkbox"/> Name, title, & signature of authorizing official |
| <input type="checkbox"/> Date travel commences | <input type="checkbox"/> Estimate cost of travel (Breakdown of cost) |
| <input checked="" type="checkbox"/> Modes of travel desired | <input checked="" type="checkbox"/> Signature of Traveler |

E. Statement of Commitment

- Program Manager's Signature/Title (Division Head)
- Traveler's Signature/Title

F. Calendar indicating travel and conference dates

G. Registration Form (It is the responsibility for the employee attending the conference to register to the conference/training prior to departure)

H. Three (3) travel quotes (Must have advance travel quotes of 14 and 7 days, unrestricted airfare)

- I. Travel Request and Authorization Routing Form (FORM -T)
- J. Additional pertinent information/documentation regarding the travel/conference
- K. Leave Form (The employee(s) are responsible for obtaining approval for travel and submitting the leave request to the Payroll Office. Although the employee(s) leave form for travel must be completed, the leave form for travel is **NOT** included with the Travel Request and Authorization packet).

NOTE: The Travel Request and Authorization form and required documentation must be received by the perspective section (Federal Programs Division or Financial Affairs) no later than twenty (20) business days in advance of travel; otherwise, it may be subject to disapproval. If circumstances do not allow for the twenty (20) business days, supporting documentation must be provided.

CHECKLIST FOR TRAVEL MODIFICATIONS

- A. A memorandum from the originating party requesting any modifications (cancellations, changes in conference dates or location, change in traveler, etc.) and all supporting documents with full justification must be provided to the Financial Affairs. **NOTE:** *All modifications must be cleared and approved by the Program Managers prior to routing to Financial Affairs.*
- B. If the travel request is *federally funded*, the memorandum requesting for the modifications and all supporting documents must first be routed to the Federal Programs Division before being sent to Financial Affairs. All modification requests must make reference to the Travel Authorization number and/or Travel Purchase Order (TPO) number. Once the Federal Programs Division approves the modifications, all the documents will be forwarded to Financial Affairs.

REMINDER: As per the FMS Policies and Procedures (March 30, 1993), the traveler must submit to Financial Affairs the Travel Voucher form, Travel Itinerary form, a Travel Report, and supporting receipts (if applicable) within ***ten (10) business days of completing travel***. If the travel was *federally funded*, a copy of the travel report must also be provided to the Federal Programs Division within ten (10) business days of completing travel.



GUAM DEPARTMENT OF EDUCATION

P.O. Box DE
Hågatña, Guam 96932
Telephone (671) 475-0470/0458
Fax: (671) 472-5003
www.gdoe.net



Jon Fernandez
Superintendent of Education

MEMORANDUM

Date: March 16, 2022
TO: Superintendent of Education
FROM: Federal Programs Administrator
SUBJECT: TRAVEL AUTHORIZATION REQUEST

Name of Traveler: Christopher Surla **Title of Traveler:** Program Coordinator IV

School/Division/Program: Federal Programs Division

Funding Authority: 100% Federal Other | | _____
Account # 220.12.812.022100.202300.13.82710
Date of Conference/Training/Meeting: April 19-21, 2022
Location of Conference/Training: Arlington, Virginia

Title of Conference/Training/Meeting/Workshop:
National Grants Management Association (GMA) Annual Grants Training

Purpose of Travel:
The GMA Annual Training will provide the FPD-SEA personnel with essential assistance to the methods which are geared towards helping to grow their knowledge base, improve job skills, effectiveness and efficiency, which are essential for ensuring proper administration, compliance, performance, data and maximizing the use of available Federal funds.

Justification:
100% funding was requested and approved by US-Ed in the 2021 Consolidated Grant under the State Administration/State Education Agency (SEA).

PER DIEM INFORMATION
Per Diem for (Taxi) 0 (# OF DAYS) @ \$___ + \$___ = \$0.00
Per Diem for (Hotel) 6 (# OF DAYS) pls. see attached \$1,845.15
Per Diem for (Meals) 6 (# OF Days) @ \$ 79.00 = \$ 474.00
Per Diem for (1st & Last Day Meals) 2 (# OF Days) @ \$ 59.25 = \$ 118.50

Additional Per Diem:
 No Available Flight (see itinerary) Additional Date(s): _____

Total per Diem: \$ 2,437.65 for 7 (# OF DAYS)

FLIGHT AND CONFERENCE/TRAINING REGISTRATION INFORMATION

Direct Flight Cost: \$ 2,065.15 **Registration Amount:** \$ 1,173.00

Dates of Travel: April 17-24, 2022 **Date Travel Commences:** April 17, 2022

Deviation of Flight Cost: _____ Cost to Traveler: _____

GDOE TRAVEL AUTHORIZATION COST: ~~\$3,957.63~~ \$5,675.79 *[Signature]*

LEAVE INFORMATION

of Administrative Leave: 5 Dates on Admin. Leave: April 18 – 22, 2022

of Personal Leave Dates on Personal Leave: _____

of Annual Leave Dates on Annual Leave: _____

ANNUAL LEAVE INFORMATION

Date Annual Leave commences: _____

Location while on Annual Leave: _____

Reason for Annual Leave: _____

[Signature] _____ APR 05 2022
SIGNATURE OF EMPLOYEE DATE

Approved Disapproved

[Signature] _____ APR 05 2022
PROGRAM MANAGER DATE

Approved Disapproved

[Signature] _____ APR 05 2022
SIGNATURE OF FEDERAL PROGRAMS DIVISION ADMINISTRATOR DATE

Approved Disapproved

SIGNATURE OF SUPERINTENDENT OF EDUCATION DATE

Approved August 17, 2007 (FORM: FP.04-07)

MAILING ADDRESS:
 177 Mail St.
 Apt A 102
 Tamuning Guam 96913

TA NO. **T22900047**

Government of Guam
 DEPARTMENT OF EDUCATION
 TRAVEL REQUEST AND AUTHORIZATION

NOTICE: See Section 1714, Chapter 17, Part 4, Volume III of the Government of Guam Manual for Instructions.

1. TO: GDOE Financial Affairs	2. From (Name of requesting DIVISION) Federal Programs	3. DATE OF REQUEST March 11, 2022
4. FULL NAME OF TRAVELER CHRISTOPHER SURLA	Vendor # [REDACTED]	5. Title of Traveler Program Coordinator IV
	DOB 12/14/1986	6. CHARGE ACCOUNT NUMBER 220.12.812.022100.20.2300.13.82710
7. PLACES OF TRAVEL (If traveler is returning, do state) FROM: GUAM TO: Arlington, Virginia And Return to Guam: April 23, 2022		8. APPROX. LENGTH OF TRAVEL 6 days
10. DESCRIBE MODES OF TRAVEL DESIRED (Air, Ship, Train, Private Automobile etc.)		9. APPROX. DATE TRAVEL COMMENCES April 17, 2022

11. *IF DEPENDENTS ARE AUTHORIZED FOR TRAVEL, GIVE NAMES, AGES AND RELATIONSHIPS OF EACH.

12. FULLY DESCRIBE PURPOSE OF TRAVEL (IF MORE SPACE IS NECESSARY ATTACH SEPARATE SHEET)

Title: **National Grants Management Association (GMA) 2022 Annual Grants Training**
 Location: **Arlington, Virginia**
 Date: **April 19 - 21, 2022**

13. IF TRAVEL ADVANCE IS DESIRED, GIVE AMOUNT REQUESTED PLEASE FOLLOW GUAM PUBLIC LAW 28-89 TO USE FEDERAL TRAVEL REGULATIONS PER DIEM RATES ONLY Financial Affairs has a hard copy of the regulations	14. HOUSEHOLD EFFECTS AUTHORIZED () YES () NO
--	--

\$ **2,437.64**

15. Name, Title and Signature of requesting official (i.e. Coordinator, Supervisor, Administrator, Associate) Ignacio Santos ADMINISTRATOR FEDERAL PROGRAMS APR 05 2022	16. Name, Title and Signature of authorizing official. Ignacio Santos ADMINISTRATOR FEDERAL PROGRAMS APR 05 2022
--	---

17. Estimate cost of travel:

(A) *TRANSPORTATION OF TRAVELER	Airfare	\$	2,065.15
(B) TRANSPORTATION OF DEPENDENTS			
(C) *PER DIEM OF TRAVELER	Lodging Actual	\$	1,845.15
(C) *PER DIEM OF TRAVELER	Meals	\$	592.50
(C) PER DIEM OF TRAVELER			
(D) PER DIEM OF DEPENDENTS			
(E) TRANSPORTATION OF HOUSEHOLD EFFECTS			
(F) *CAR RENTAL / SHUTTLE FEES / TAXI	(Please see attached Quotation)		-
(G) *MISCELLANEOUS: REGISTRATION ETC.	PO# PENDING	\$	1,173.00
*Denotes Off-Island Teacher Recruitment			
TOTAL COST Estimated)		\$	5,675.80

18. CERTIFICATION OF AVAILABILITY OF FUNDS

FINANCIAL AFFAIRS USE ONLY

Financial Affairs use only verification of Estimate:
 Signature (Cost Estimator):

19. TO TRAVELER, You are hereby authorized to perform the above describe travel in accordance with the provisions of Section 1714, Chapter 17, Part 4 Volume III of the Government of Guam Manual. Necessary Tickets, Transportation Request and other documents are hereto attached. A travel advance of \$ _____ is also attached.

 SIGNATURE
Superintendent of Education

 Any non business charges to the approved itinerary, all penalties and fees will be at the expense of the traveler
 I certify that I understand the requirements and accept the materials of item 17
Christopher Surla
 Signature (Traveler)

APR 05 2022
 DATE



**DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT**



www.gdoe.net

501 Mariner Avenue

Barrigada, Guam 96913

Telephone: (671) 300-1547/1536 • Fax: (671) 472-5001

Email: jonfemendez@gdoe.net

JONJ.P. FERNANDEZ
Superintendent of Education

**STATEMENT OF COMMITMENT FOR OFF-ISLAND CONFERENCES,
TRAININGS and WORKSHOPS**

This is a statement of commitment between the Guam Department of Education/Superintendent of Education and the traveler named below relative to their participation in the identified off-island conference and their subsequent responsibilities upon their return.

Name of Traveler: SURLA, CHRISTOPHER	
Title of Conference/Training/Workshop: National Grants Management Association (GMA) Annual Grants Training	
Dates of Event: April 19-21, 2022	Location/Venue of Event: Arlington, Virginia

Condition 1	<p>Upon completion of travel, training shall be conducted/facilitated by the traveler within thirty (30) business days to their target audience and is to be conducted as often as is necessary to all essential personnel.</p> <p>If a training cannot be conducted within the thirty (30) business days, a schedule (date/time) of when the training would be conducted will be submitted to the Federal Programs Division within the 30 day timeframe.</p> <p>After the training is conducted, the traveler will provide the Federal Programs Division with the training documentation, such as the sign-in sheets, training agenda and training summary.</p>
Condition 2	<p>Upon completion of travel, a written report shall be submitted to the Superintendent within fourteen (14) days via the program manager or administrator of the funding source.</p>
Condition 3	<p>The Guam Department of Education expects all travelers to meet the specifications stated in Conditions 1 and 2. Failure to comply with any or all the above stated conditions shall result in the traveler paying the entire cost of airfare, conference/training fees, and per diem expenditures to the Guam Department of Education.</p>

Signature of Employee: 	Date: APR 05 2022
Signature of Program Manager/Division Head: 	Date: APR 05 2022
Signature of Federal Programs Administrator: 	Date: APR 05 2022
Signature of Superintendent of Education:	Date:

Approved by: _____

**Christopher's
2022 National Grants Management Association (GMA) Annual Grants Training Calendar
April 19 – 22, 2022**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17 Depart to Arlington, Virginia Arrive in Arlington, Virginia	18 Acclimation	19 National Grants Management Association (GMA) 2022 Annual Grants Training	20 National Grants Management Association (GMA) 2022 Annual Grants Training	21 National Grants Management Association (GMA) 2022 Annual Grants Training/ US-Ed Meeting, Washington D.C.	22 US-Ed Follow-up Meeting, Washington D.C.	23 Depart Arlington, Virginia
24 Return to Guam	25	26	27	28	29	30

 An official website of the United States government





FY 2022 Per Diem Rates for Virginia

I'm interested in:

Lodging by month (excluding taxes) | October 2021 - September 2022

Cities not appearing below may be located within a county for which rates are listed. To determine what county a city is located in, visit the [National Association of Counties \(NACO\) website \(a non-federal website\)](#).

Primary Destination 	County 	2021 Oct	Nov	Dec	2022 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
District of Columbia	Washington DC (also the cities of Alexandria, Falls Church and Fairfax, and the counties of Arlington and Fairfax, in Virginia; and the counties of Montgomery and Prince George's in Maryland)	\$257	\$188	\$188	\$188	\$188	\$258	\$258	\$258	\$258	\$172	\$172	\$257
Loudoun	Loudoun	\$116	\$116	\$116	\$116	\$116	\$116	\$116	\$116	\$116	\$116	\$116	\$116
Wallops Island	Accomack	\$112	\$112	\$112	\$112	\$112	\$112	\$112	\$112	\$112	\$207	\$207	\$112

Meals & Incidentals (M&IE) Breakdown ⁱ

Use this table to find the following information for federal employee travel:

M&IE Total - the full daily amount received for a single calendar day of travel when that day is neither the first nor last day of travel.

Breakfast, lunch, dinner, incidentals - Separate amounts for meals and incidentals. M&IE Total = Breakfast + Lunch + Dinner + Incidentals. Sometimes meal amounts must be deducted from trip voucher. [See More Information](#)

First & last day of travel - amount received on the first and last day of travel and equals 75% of total M&IE.

Primary Destination ⁱ	County ⁱ	M&IE Total	Continental Breakfast/Breakfast	Lunch	Dinner	Incidental Expenses	First & Last Day of Travel ⁱ
District of Columbia	Washington DC (also the cities of Alexandria, Falls Church and Fairfax, and the counties of Arlington and Fairfax, in Virginia; and the counties of Montgomery and Prince George's in Maryland)	\$79	\$18	\$20	\$36	\$5	\$59.25
Loudoun	Loudoun	\$69	\$16	\$17	\$31	\$5	\$51.75
Wallops Island	Accomack	\$64	\$14	\$16	\$29	\$5	\$48.00

I'm interested in:

Last Reviewed: 2022-01-25



Shandice Jenniel Calano <sjcalano@gdoe.net>

BUKIKOSA/SHANNON 17APR GUM

1 message

'WORLD TRAVEL SERVICES INC' via Federal Programs <federal-programs@gdoe.net> Thu, Mar 31, 2022 at 3:07 PM
Reply-To: SONYA@worldtravelguam.com
To: FEDERAL-PROGRAMS@gdoe.net

BUKIKOSA/SHANNON 17APR GUM

WORLD TRAVEL SERVICES INC
145 YPAO ROAD
TAMUNING GU 96913
TELEPHONE: 671 649-5165
FAX : 671 649 8668

INVOICE 0000000000
DATE 31MARCH22

BUKIKOSA/SHANNON
DUENAS/RACHEL LEE S
RUPELY/SEAN
SURLA/CHRISTOPHER

SERVICE	DATE	FROM	TO	DEPART	ARRIVE
UNITED AIRLINES - UA 200	17APR	GUAM	HONOLULU HI	700A	610P
Y ECONOMY	SUNDAY	A.B WON PAT IN	DANIEL K INOUY		16APR
			TERMINAL 2		
		FOOD AND BEVERAGES FOR PURCHA		NON STOP	
		RESERVATION CONFIRMED		7:10 DURATION	
		AIRCRAFT: BOEING 777-300ER			

UNITED AIRLINES - UA 383	16APR	HONOLULU HI	DENVER CO	745P	626A
Y ECONOMY	SATURDAY	DANIEL K INOUY	DENVER INTERNA		17APR
			TERMINAL 2		
		DINNER		NON STOP	
		RESERVATION CONFIRMED		6:41 DURATION	
		AIRCRAFT: BOEING 777-200/300			

UNITED AIRLINES - UA 1767	17APR	DENVER CO	WASHINGTON DC	942A	300P
Y ECONOMY	SUNDAY	DENVER INTERNA	R REAGAN NAT		
			TERMINAL B		
		FOOD AND BEVERAGES FOR PURCHA		NON STOP	
		RESERVATION CONFIRMED		3:18 DURATION	
		AIRCRAFT: BOEING 737-800			

UNITED AIRLINES - UA 4438 - OPERATED BY GOJET AIRLINES DBA UNITED EXPRESS	23APR	WASHINGTON DC	NEWARK NJ	600A	714A
Y ECONOMY	SATURDAY	R REAGAN NAT	NEWARK LIBERTY		
		TERMINAL B	TERMINAL C		
		NON STOP			

RESERVATION CONFIRMED 1:14 DURATION
AIRCRAFT OWNER: G7 GOJET AIRLINES
AIRCRAFT: CANADAIR REGIONAL JET 550

UNITED AIRLINES - UA 79

23APR NEWARK NJ TOKYO 1125A 155P
SATURDAY NEWARK LIBERTY NARITA INTL 24APR
Y ECONOMY TERMINAL C TERMINAL 1
LUNCH NON STOP
RESERVATION CONFIRMED 13:30 DURATION
AIRCRAFT: BOEING 787-9

UNITED AIRLINES - UA 197

24APR TOKYO GUAM 500P 955P
SUNDAY NARITA INTL A.B WON PAT IN
Y ECONOMY TERMINAL 1
DINNER NON STOP
RESERVATION CONFIRMED 3:55 DURATION
AIRCRAFT: BOEING 737-800

INVOICE TOTAL: 0

RESERVATION NUMBER(S) UA/NC69CL

PRICES ARE SUBJECT TO CHANGE WITHOUT PRIOR NOTICE
LOWEST FARE AVAIL 2065.15/TKT BY 3APR/NON REF

*
THANK FOR YOU FOR CHOOSING WORLD TRAVEL SERVICES
*

I AGREE THAT IN ACCEPTING THIS TICKET I ACCEPT ALL RULES
AND TERMS SET FORTH BY THE CARRIER, THEREFORE ACCEPTING THIS
AS A CONTRACT BETWEEN THE PASSENGER AND THE CARRIER.
*

THE FARE RULES FOR THIS TICKET MAY CARRY PENALTIES FOR
CHANGES AND/OR REFUNDS. TICKET MAY ALSO BE NON-REFUNDABLE.

CLICK THE FOLLOWING LINK TO ACCESS YOUR ONLINE ITINERARY:

- WWW.CHECKMYTRIP.COM/CMTSERVLET?R=62Z8YB&L=US&N=BUKIKOSA
- WWW.CHECKMYTRIP.COM/CMTSERVLET?R=62Z8YB&L=US&N=DUENAS
- WWW.CHECKMYTRIP.COM/CMTSERVLET?R=62Z8YB&L=US&N=RUPELY
- WWW.CHECKMYTRIP.COM/CMTSERVLET?R=62Z8YB&L=US&N=SURLA

MOST CARRIERS' E-TICKETS HAVE EXPIRATION DATES AND CONDITIONS OF USE.
CHECK THE CARRIER'S FARE RULES FOR MORE INFORMATION.

BAGGAGE POLICY - FOR TRAVEL TO/FROM, WITHIN THE US/CA, PLEASE VISIT:

- [HTTPS://BAGS.AMADEUS.COM?R=62Z8YB&N=BUKIKOSA](https://BAGS.AMADEUS.COM?R=62Z8YB&N=BUKIKOSA)
- [HTTPS://BAGS.AMADEUS.COM?R=62Z8YB&N=DUENAS](https://BAGS.AMADEUS.COM?R=62Z8YB&N=DUENAS)
- [HTTPS://BAGS.AMADEUS.COM?R=62Z8YB&N=RUPELY](https://BAGS.AMADEUS.COM?R=62Z8YB&N=RUPELY)
- [HTTPS://BAGS.AMADEUS.COM?R=62Z8YB&N=SURLA](https://BAGS.AMADEUS.COM?R=62Z8YB&N=SURLA)



Shandice Jenniel Calano <sjcalano@gdoe.net>

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To: FEDERAL-PROGRAMS@gdoe.net

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WORLD TRAVEL SERVICES INC
145 YPAO ROAD
TAMUNING GU 96913
TELEPHONE: 671 649-5165
FAX : 671 649 8668

INVOICE 0000000000
DATE 31MARCH22

BUKIKOSA/SHANNON
DUENAS/RACHEL LEE S
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SERVICE	DATE	FROM	TO	DEPART	ARRIVE
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WWW.CHECKMYTRIP.COM/CMTSERVLET?R=62Z8YB&L=US&N=SURLA

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[HTTPS://BAGS.AMADEUS.COM?R=62Z8YB&N=RUPELY](https://BAGS.AMADEUS.COM?R=62Z8YB&N=RUPELY)
[HTTPS://BAGS.AMADEUS.COM?R=62Z8YB&N=SURLA](https://BAGS.AMADEUS.COM?R=62Z8YB&N=SURLA)



GUAM DEPARTMENT OF EDUCATION

FEDERAL PROGRAMS DIVISION

State Agency for US-Ed Grants

501 Mariner Avenue

Barrigada, Guam 96913

Telephone: (671) 475-0470/300-1267



IKE C. SANTOS

Federal Programs Administrator

JON J. P. FERNANDEZ
Superintendent of Education

February 21, 2022

MEMORANDUM

TO: Superintendent of Education

FROM: Federal Programs Administrator

SUBJECT: Prior Approval for the National Grants Management Association 2022 Annual Grants Training, April 19-21, 2022

Buenas yan Hafa Adai! The Federal Programs Division | Grants Office (FPD), serving as the State Educational Agency (SEA) respectfully requests for prior authorization to allow the following participants to attend the National Grants Management Association (GMA) 2022 Annual Grants Training in Arlington, Virginia on April 19-21, 2022.

Name of Participant	Position/Project	Funding Source
Ignacio C. Santos	Federal Programs Administrator | State Administration	State Administration | FY'21 Consolidated Grant
Rachel Lee S. Duenas	Team Leader, Senior State Program Officer | State Administration	
Shannon Bukikosa	Senior State Program Officer | State Administration	
Maria Blaz	Senior State Program Officer | State Administration	
Stephanie Chargualaf	Senior State Program Officer | State Administration	
Christopher Surla	Senior State Program Officer | State Administration	
Sean Rupley	Senior State Program Officer | State Administration	

The aforementioned FPD-SEA personnel are responsible for the administration and proper management of Consolidated Grant funds, project management and implementation of Consolidated Grant activities, in addition, are responsible for providing guidance and technical assistance to the LEA. The GMA Annual Training will provide the FPD-SEA personnel with essential information and methods which are geared towards helping to grow their knowledge base, improve job skills, effectiveness and efficiency, which are essential for ensuring proper administration, compliance, performance, data, and maximizing the use of available Federal funds.

Travel costs and any additional cost for airfare, per diem, lodging and registration fees will be supported by the Title V-B RLIS Consolidated Grant and is an approved and allowable activity in the FY'21 Consolidated Grant | State Education Administration (SEA) Project Application.

Prior approval is respectfully requested to commence travel plans, preparing necessary documents, and to secure airfare, lodging costs, phone cards and transportation. In addition, early departure for acclimation (GSA Federal Regulation Section 301-11.20), and additional per diem for lodging (actual costs exceeds the GSA per diem daily rates, inclusive of security deposits, lodging taxes and lodging incidentals), and ground transportation (i.e. car rental, shuttle, metro and/or taxi) is requested. Unrestricted airfare is requested for the Federal Programs Administrator; the aforementioned costs are allowable under Federal regulations.

Thank you in advance for your favorable consideration to this request. *Si Yu'os Ma'ase.*



IKE C. SANTOS

Approved:



2/25/2022
JON J.P. FERNANDEZ / Date
Superintendent of Education

Attachments

Stay Details

STAY DATES

Sun Apr 17, 2022 – Sat Apr 23, 2022

Room(s): 1

Adult(s): 1



Crystal Gateway Marriott

1700 Richmond Highway Arlington Virginia 22202 USA

Phone: +1 703-920-3230

#77550511

Chris Surla, thank you for your reservation. Your reservation is guaranteed to your *Visa* card. An email with this information has been sent to chrissurlaa@gmail.com. We look forward to greeting you soon.

Your receipt for hotel stays may be automatically sent to the email address associated with your reservation. If you prefer, you may request a paper copy at the front desk when you check in. [Learn how to change your email address.](#)

No room preferences were selected.

Summary of Charges

Room Type: Guest room, 1 King

Member Rate Flexible

1 room(s) for 6 night(s)

Prices in USD

Sunday, April 17, 2022	185.00
Monday, April 18, 2022	322.00
Tuesday, April 19, 2022	332.00
Wednesday, April 20, 2022	342.00
Thursday, April 21, 2022	254.00
Friday, April 22, 2022	180.00

Total cash rate **1,615.00**

Estimated government taxes and fees

230.14

Total Stay

1,845.15 USD

Cancellation Policy

You may cancel your reservation for no charge before 11:59 PM local hotel time on April 14, 2022 (3 day[s] before arrival).

Please note that we will assess a fee of 211.36 USD if you must cancel after this deadline. If you have made a prepayment, we will retain all or part of your prepayment. If not, we will charge your credit card.



Robert G.S. Garrido <rgsgarrido@gdoe.net>

Fwd: 2022 Annual Grants Training Invoice

1 message

Christopher B. Suria <cbsuria@gdoe.net>
To: "Robert G.S. Garrido" <rgsgarrido@gdoe.net>, Federal Programs <federal-programs@gdoe.net>

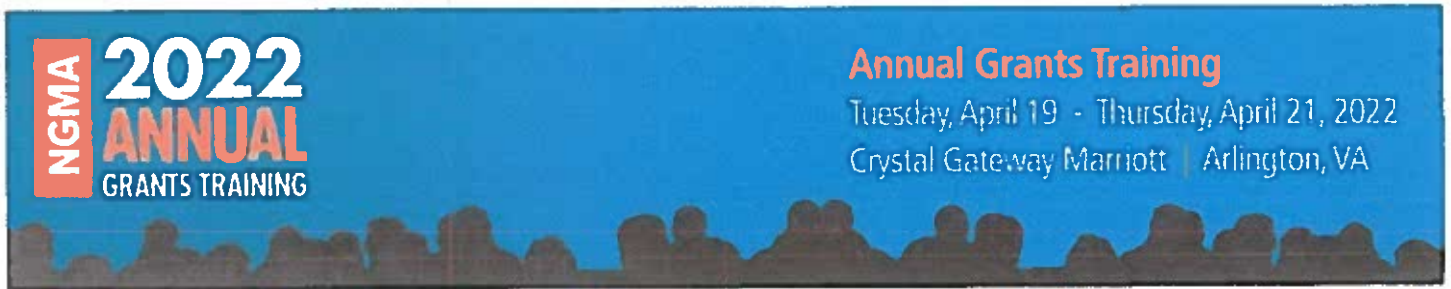
Tue, Mar 1, 2022 at 9:40 AM

Hafa Adai Blondy,

Please see my attached invoice for participation to the 2022 Annual Grants Training.

Regards,
Chris

----- Forwarded message -----
From: NGMA <ngma@memberclicks-mail.net>
Date: Tue, Mar 1, 2022 at 8:54 AM
Subject: 2022 Annual Grants Training Invoice
To: <cbsuria@gdoe.net>



Dear Christopher,

Invoice: 19612

Invoice Total: \$1173.00

We look forward to your attendance at the 2022 Annual Grants Training in Arlington, VA on Tuesday, April 19 - Thursday, April 21.

If you plan to remit payment using a purchase order, wire transfer or check please submit a promissory note and/or purchase order/check number to info@ngma no later than Friday, April 8, 2022 or the registration will be cancelled.

If we can assist you with your payment or provide any additional information, please contact the Membership Team at info@ngma.org or (202) 308-9443.

Sincerely,
The NGMA Membership Team

Ways to Remit Payment: By phone at (202) 308-9443 * By check, please reference your invoice # on the check * By wire transfer or ACH, please contact info@ngma.org

[Click here to pay this invoice](#)

—
Christopher Suria
State Program Officer
Federal Programs Division
Guam Department of Education
(671) 300-1372

GDOE SY 2018-2019

Guam Department of Education

 **invoice.pdf**
145K



GUAM DEPARTMENT OF EDUCATION

500 MARINER AVENUE
BARRIGADA, GUAM 96913

March 16, 2022

To: Superintendent of Education

VIA: Principal/Division Head

From: CHRISTOPHER SURLA

Print Employee Name

690-01-5637

Social Security Number

PROGRAM COORDINATOR IV

Job Title

School/Division: FEDERAL PROGRAMS Location Code: 812

Subject: [] Leave Without Pay
[] Military Leave
[] Advance Sick Leave

Off-Island Leave Request:
[] Annual [] Sick
[] Personal [] Bereavement
[] Compensatory Time Off
[X] Administrative

**NOTE: ALL items must be completed.

SPECIFIC REASONS FOR LEAVE REQUEST: The GMA Annual Training will provide the FPD-SEA personnel with essential assistance to the methods which are geared towards helping to grow their knowledge base, improve job skills, effectiveness and efficiency, which are essential for ensuring proper administration, compliance, performance, data and maximizing the use of available Federal funds.

Start Date of Leave Request: April 18, 2022 End Date of Leave Request: April 22, 2022

Number of Working Days: 5 Number of Working Hours: 40

Address while on leave: SEE ATTACHED TRAVEL DOCUMENTS

Contact Number while on leave:

I am recommending / APPROVAL / DISAPPROVAL of this request.

ATTACHMENTS ENCLOSED

Principal's/Division Head's Signature

Handwritten signature and date APR 05 2022


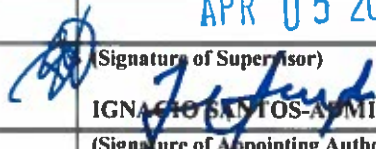
ACTION TAKEN BY SUPERINTENDENT:

{ } APPROVED { } DISAPPROVED

Signature - Superintendent of Education

Comments:

DEPARTMENT OF EDUCATION
Leave Application Form

Employee Name (Print) : SURLA, CHRISTOPHER				School/Division: FPD		Location Code: 812	
Employee ID No. 690-01-5637			Job Code: PROF		PPE Date 04/23/2022		Total No. Hours 40 Hours
PHYSICAL ADDRESS WHILE ON LEAVE: (Check <input type="checkbox"/> One and Write Address)							
<input type="checkbox"/> ON ISLAND: <input checked="" type="checkbox"/> OFF-ISLAND:							
LEAVE DATE (S)		LEAVE HOURS/TIME		Leave Type			
From (Start)	To (End)	From	To	# of Hours	# of Days	"Please check <input type="checkbox"/> and select one (1) per row."	
04/18/22	04/22/22	8 am	5 pm	8	5	<input type="checkbox"/> Sick <input type="checkbox"/> Annual <input type="checkbox"/> Personal <input type="checkbox"/> LWOP <input checked="" type="checkbox"/> Other (Please Specify) Administrative Leave	
						<input type="checkbox"/> Sick <input type="checkbox"/> Annual <input type="checkbox"/> Personal <input type="checkbox"/> LWOP <input type="checkbox"/> Other (Please Specify)	
						<input type="checkbox"/> Sick <input type="checkbox"/> Annual <input type="checkbox"/> Personal <input type="checkbox"/> LWOP <input type="checkbox"/> Other (Please Specify)	
						<input type="checkbox"/> Sick <input type="checkbox"/> Annual <input type="checkbox"/> Personal <input type="checkbox"/> LWOP <input type="checkbox"/> Other (Please Specify)	
						<input type="checkbox"/> Sick <input type="checkbox"/> Annual <input type="checkbox"/> Personal <input type="checkbox"/> LWOP <input type="checkbox"/> Other (Please Specify)	
						<input type="checkbox"/> Sick <input type="checkbox"/> Annual <input type="checkbox"/> Personal <input type="checkbox"/> LWOP <input type="checkbox"/> Other (Please Specify)	
APPLICATION FOR PREPAYMENT OF VACATION LEAVE							
MINIMUM REQUIREMENT IS NOT LESS THAN TEN (10) CONSECUTIVE WORKDAYS. IT IS UNDERSTOOD THAT IF I RETURN TO DUTY BEFORE THE EXPIRATION OF MY PREPAID VACATION, I SHALL REIMBURSE THE GOVERNMENT OF GUAM IN AN AMOUNT EQUIVALENT TO THE UNEXPIRED PORTION OF THE PREPAID LEAVE.							
From (HOUR, Month, Day, Year)			To (HOUR, Month, Day, Year)			TOTAL No. of Hours Prepaid	
I CERTIFY THAT THE ABOVE NAMED PERSON WAS UNDER MY PROFESSIONAL CARE OR QUARANTINED DURING THE PERIOD STATE BELOW, FROM A MEDICAL STANDPOINT. HIS/HER CONDITION DURING THIS PERIOD WAS SUCH THAT I CONSIDERED IT INADVISABLE TO REPORT FOR WORK.							
From (Month, Day, Year)		To (Month, Day, Year)		Hospitalized		No. of Day(s)	
				<input type="checkbox"/> YES <input type="checkbox"/> NO			
REMARKS:							
NAME OF PHYSICIAN (Print or Type)				(Signature of Physician)		Date Signed:	
Signature of Employee				Date of Request:			
				APR 05 2022			
<input checked="" type="checkbox"/> APPROVED		<input type="checkbox"/> DISAPPROVED		(Signature of Supervisor)		Date Signed:	
						APR 05 2022	
<input type="checkbox"/> APPROVED		<input type="checkbox"/> DISAPPROVED		(Signature of Appointing Authority or Authorized Designee)		Date Signed:	
Administrator's Comments:							

Revised: 7/27/09
LAF: 01



**GOVERNMENT OF GUAM
GUAM DEPARTMENT OF EDUCATION**

501 Mariner Avenue
Barrigada, Guam 96913-1608



TRAVEL VOUCHER

DOCUMENT NUMBER 0	NAME OF CONFERENCE NGMA 2022 ANNUAL GRANTS TRAINING	TRAVEL AUTHORIZATION NO. T22900046	DATE 4/12/2022
NAME CHARGUALAF, STEPHANIE N.		NO. OF DEPENDANTS N/A	MAILING ADDRESS P.O. BOX 170218 INARAJAN, GU 96917
ACCOUNT TO BE CHARGED 220.12.000.022100.21.2300.13.82710		DURATION OF TRAVEL April 17, 2022 TO April 23, 2022	VENDOR NO. 42998

TRAVEL EXPENDITURES

BREAKDOWN

▶ GUM-DESTINATION ◀

PER DIEM	ADVANCE	ACTUAL	DIFFERENCE
MEALS	\$ 396.25	\$	\$ 396.25
LODGING + TAXES	\$ 1,466.97	\$	\$ 1,466.97
REGISTRATION FEE	\$ -	\$	\$ -
GT: SHUTTLE/TAXI	\$ -	\$	\$ -
MISCELLANEOUS	\$ -	\$	\$ -
TOTAL PER DIEM	\$ 1,863.22	\$ -	\$ 1,863.22
0	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 1,863.22	\$ -	\$ 1,863.22

Traveler Owes GDOE

CHECK NUMBER _____ \$ 1,863.22

TOTAL AMOUNT CLAIMED	\$ _____	BALANCE DUE PAID BY: _____ RECEIPT # _____ CHECK # _____ CASH _____
DEDUCT-ADVANCE	\$ <u>1,863.22</u>	
BALANCE DUE TO TRAVELER	\$ _____	
BALANCE DUE TO GDOE	\$ <u>1,863.22</u>	

NOTES/COMMENTS: _____

I CERTIFY THAT THE INFORMATION ABOVE IS TRUE AND CORRECT AND A POST-AUDIT WILL BE PERFORMED AFTER CLEARANCE.

TRAVELER SIGNATURE

DATE

FINANCIAL AFFAIRS USE ONLY:

CLEARED BY:

NAME / SIGNATURE

DATE

TRAVELER(S): CHARGUALAF, STEPHANIE N.
PROGRAM COORDINATOR IV

T22900046
0

220.12.000.022100.21.2300.13.82710

CONFERENCE: NGMA 2022 ANNUAL GRANTS TRAINING
04/19-04/21/2022
ARLINGTON, VA

2/15/1972
P.O. BOX 170213 / ARLINGTON,
VA 22217

w/ Final
approval

Dates	ALLOWED Lodging	* L/taxes	Subtotal	Meals	Total	
SUN 4/17/22	219.00	31.21	250.21	36.00	286.21	ARRIVE AT D.C.
MON 4/18/22	219.00	31.21	250.21	79.00	329.21	TRANSITION
TUE 4/19/22	219.00	31.21	250.21	41.00	291.21	CONF
WED 4/20/22	219.00	31.21	250.21	41.00	291.21	CONF
THU 4/21/22	219.00	31.21	250.21	61.00	311.21	CONF
FRI 4/22/22	189.00	26.92	215.92	79.00	294.92	US ED MEETING
SAT 4/23/22	-	-	-	59.25	59.25	DEPART
SUN 4/24/22	-	-	-	-	-	ARRIVE GU
MON 4/25/22	-	-	-	-	-	
	\$ 1,284.00	\$ 182.97	\$ 1,466.97	\$ 396.25	\$ 1,863.22	
	<i>Actual</i>		<i>Subtotal</i>		<i>Total</i>	

GSA

Regular Rate 100%	
Per Diem	258.00
18.00	breakfast
20.00	lunch
36.00	dinner
5.00	incidental
79.00	
x 0.75	
59.25	1st / last

Meal deductions:	
-54	bkfst
-40	lunch
0	dinner

TRAVEL AGENCY	-
---------------	---

LODGING	1,284.00
ADD'L / HOTEL TXS	182.97
SUBTOTAL LODGING & TAXES	1,466.97

REFUNDABLE SECURITY DEPOSIT - LODGING

TOTAL LODGING & TAXES	1,466.97
-----------------------	----------

MEALS	396.25
-------	--------

TOTAL LODGING AND MEALS	1,863.22
-------------------------	----------

REG.FEE	-
---------	---

GROUND TRANSP.	-
----------------	---

MISC	-
------	---

OTHER -	-
---------	---

TOTAL MISC. FEES/EXP.	0.00
-----------------------	------

TOTAL ADVANCE	1,863.22
----------------------	-----------------

AIR FARE	0.00
----------	------

TOTAL ESTIMATED COST	1,863.22
-----------------------------	-----------------

*april
4/5/22*

TRAVELER(S): CHARGUALAF, STEPHANIE N.
PROGRAM COORDINATOR IV

T22900050
0

220.12.000.022100.20.2300.13.82710

0

CONFERENCE: 19TH ANNUAL INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR
04/13-04/16/2022
SAN DIEGO, CA

2/15/1972
P.O. BOX 170218 INARAJAN
GJSP17

Approval

Dates	ALLOWED Lodging	* L/taxes	Subtotal	Meals	Total	
WED 4/11/12	-	-	-	55.50	55.50	DEPART GU
WED 4/11/12	181.00	67.16	248.16	57.00	305.16	ARRIVE @ 2:58 PM
THU 4/12/12	181.00	67.16	248.16	74.00	322.16	ACCLIMATION
FRI 4/13/12	181.00	67.16	248.16	74.00	322.16	CONF
SAT 4/14/12	181.00	67.16	248.16	74.00	322.16	CONF
SUN 4/15/12	181.00	67.16	248.16	74.00	322.16	CONF
MON 4/16/12	181.00	67.13	248.13	74.00	322.13	CONF
TUE 4/17/12	-	-	-	40.00	40.00	TRANSITION TO
WED 4/18/12	-	-	-	-	-	ARLINGTON
	\$ 1,086.00	\$ 402.93	\$ 1,488.93	\$ 522.50	\$ 2,011.43	
	<i>Actual</i>		<i>Subtotal</i>		<i>Total</i>	

GSA

Regular Rate 100%	
Per Diem	
181.00	
17.00	breakfast
18.00	lunch
34.00	dinner
5.00	incidental
74.00	
x 0.75	
55.5	<i>1st / lost</i>

Meal deductions:	
0	bkfst
0	lunch
0	dinner

TRAVEL AGENCY	WORLD TRAVEL
	4,334.05

LODGING	1,086.00
ADD'L / HOTEL TXS	402.93
SUBTOTAL LODGING & TAXES	1,488.93

REFUNDABLE SECURITY DEPOSIT - LODGING

TOTAL LODGING & TAXES	1,488.93
MEALS	522.50
TOTAL LODGING AND MEALS	2,011.43
REG. FEE	570.00
GROUND TRANSP.	-
MISC	-
OTHER -	-
TOTAL MISC. FEES/EXP.	0.00
TOTAL ADVANCE	2,581.43
AIR FARE	4,334.05
TOTAL ESTIMATED COST	6,915.48

*copy
4/15/12*



**GOVERNMENT OF GUAM
GUAM DEPARTMENT OF EDUCATION**

501 Mariner Avenue
Barrigada, Guam 96913-1608



TRAVEL VOUCHER

DOCUMENT NUMBER 0	NAME OF CONFERENCE 19TH ANNUAL INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR	TRAVEL AUTHORIZATION NO. T22900050	DATE 4/12/2022
NAME CHARGUALAF, STEPHANIE N.		NO. OF DEPENDANTS N/A	MAILING ADDRESS P.O. BOX 170218 INARAJAN, GU 96917
ACCOUNT TO BE CHARGED 220.12.000.022100.20.2300.13.82710		DURATION OF TRAVEL April 12, 2022 TO April 18, 2022	VENDOR NO. 42998

TRAVEL EXPENDITURES			
BREAKDOWN			
▶ GUM-DESTINATION ◀			
PER DIEM	ADVANCE	ACTUAL	DIFFERENCE
MEALS	\$ 522.50		\$ 522.50
LODGING + TAXES	\$ 1,488.93		\$ 1,488.93
REGISTRATION FEE	\$ 570.00		\$ 570.00
GT. SHUTTLE/TAXI	\$ -		\$ -
MISCELLANEOUS	\$ -		\$ -
TOTAL PER DIEM	\$ 2,581.43	\$ -	\$ 2,581.43
WORLD TRAVEL	\$ 4,334.05	\$ 4,334.05	\$ -
TOTAL EXPENDITURES	\$ 6,915.48	\$ 4,334.05	\$ 2,581.43

Traveler Owes GDOE

CHECK NUMBER _____ \$ 2,581.43

TOTAL AMOUNT CLAIMED	\$ _____	BALANCE DUE	PAID BY: _____
DEDUCT-ADVANCE	\$ 2,581.43	RECEIPT #	_____
BALANCE DUE TO TRAVELER	\$ _____	CHECK #	_____ CASH _____
BALANCE DUE TO GDOE	\$ 2,581.43		

NOTES/COMMENTS: _____

I CERTIFY THAT THE INFORMATION ABOVE IS TRUE AND CORRECT AND A POST-AUDIT WILL BE PERFORMED AFTER CLEARANCE.

TRAVELER SIGNATURE _____	DATE _____
<i>FINANCIAL AFFAIRS USE ONLY:</i>	
CLEARED BY: _____	
NAME / SIGNATURE _____	DATE _____

Invoice Date	Invoice Number	Description	Invoice Amount
04/05/2022	T22900050A	PBIS CONF. 0412-0418,2022 SAN DIEGO, CA	\$2,581.43
04/05/2022	T22900046A	NGMA TRAINING 04/19-04/21,2022 ARLINGTON, VA	\$1,863.22

Vendor No.	Vendor Name	EFT Number	EFT Date	EFT Amount
42998	CHARGUALAF, STEPHANIE N	00707413	04/07/2022	\$4,444.65



**Department of Education
Government of Guam**

501 Mariner Avenue
Barrigada, Guam 96913
(671) 475-0238

Vendor Number: 42998
EFT Date: 04/07/2022
EFT Number: 00707413

\$4,444.65

CHARGUALAF, STEPHANIE N
PO BOX 170218
INARAJAN, GU 96917

**COPY
NON-NEGOTIABLE**



GOVERNMENT OF GUAM
GUAM DEPARTMENT OF EDUCATION

501 Mariner Avenue
Barrigada, Guam 96913-1608

TRAVEL VOUCHER

RECEIVED

NOV 13 2019

DOE FINANCIAL AFFAIRS



DOCUMENT NUMBER 2020002	NAME OF CONFERENCE NATIONAL ASSOCIATION FOR GIFTED CHILDREN	TRAVEL AUTHORIZATION NO. T20900008	DATE 11/27/2018
NAME CALANO, SHANDICE	NO. OF DEPENDANTS N/A	MAILING ADDRESS 144 SUNFLOWER ST DEDEDO, GUAM 96929	
ACCOUNT TO BE CHARGED 220.12.000.022100.18.2300.13.82710	DURATION OF TRAVEL November 6, 2019 TO November 12, 2019		VENDOR NO. 0

TRAVEL EXPENDITURES

BREAKDOWN

► GUM-DESTINATION ◀

PER DIEM	ADVANCE	ACTUAL	DIFFERENCE
MEALS	\$ 325.50	\$ 325.50	\$ -
LODGING + TAXES	\$ 1,047.60	\$ 1,047.65	\$ (0.05)
REGISTRATION FEE	\$ 708.00	\$ 708.00	\$ -
GT. SHUTTLE/TAXI	\$ 33.36	\$ 25.00	\$ 8.36
MISCELLANEOUS	\$ -	\$ -	\$ -
TOTAL PER DIEM	\$ 2,114.46	\$ 2,106.15	\$ 8.31
TRAVEL AGENT	\$ 1,760.41	\$ 1,760.41	\$ -
TOTAL EXPENDITURES	\$ 3,874.87	\$ 3,866.56	\$ 8.31

Traveler Owes GDOE

CHECK NUMBER

\$ 2,114.46

TOTAL AMOUNT CLAIMED	\$ 2,106.15	BALANCE DUE	
DEDUCT-ADVANCE	\$ 2,114.46	PAID BY:	_____
BALANCE DUE TO TRAVELER	\$ -	RECEIPT #	_____
BALANCE DUE TO GDOE	\$ 8.31	CHECK #	_____ CASH <input checked="" type="checkbox"/>

NOTES/COMMENTS:

RET# 822 50782

I CERTIFY THAT THE INFORMATION ABOVE IS TRUE AND CORRECT AND A POST-AUDIT WILL BE PERFORMED AFTER CLEARANCE.

Shandice Calano
TRAVELER SIGNATURE

11/13/19
DATE

FINANCIAL AFFAIRS USE ONLY:

CLEARED BY:

M. [Signature]
NAME / SIGNATURE

11.13.19
DATE

11/13/2019 11:08
JSSARDOMA

GUAM DOE
RECEIPTS

2020 PAYMENT
02 MISC CASH RECEIPTS
82250782 8.31
68954
111419
T20900008
2020 02
110.00.000.200500.00.0000.00.

Year/Bill
Category
Receipt
Amount
Batch
External Batch
Reference
Deposit #
Customer
Prop ID
Post Date
Yr/Per/Jnl
Cash Account

Effective Date
Entry Date/Time
Clerk
Department
Source
Paid By CID
Paid By Ref
Check #
Payment Method
Web Transaction?
Posted?
Reason

11/13/19
11/13/19 11:06:42
JSSARDOMA
822 FIN AFF
Payment Entry
CALANO, SHANDICE
2 CASH
N
Released? N
Reversed? N

Line Chg Cd Desc	Interest	Principal	Adjusted
1 TVLRMB TRAVEL REIMBUR		8.31	
Installment	Interest	Principal	Adjusted
No installment detail records exist.			



GOVERNMENT OF GUAM
 GUAM DEPARTMENT OF EDUCATION
 501 Mariner Avenue
 Barrigada, Guam 96913-1608

RECEIVED

NOV 13 2019



TRAVEL VOUCHER

DOE FINANCIAL
 TRAVEL AUTHORIZATION NO
 T20900008

DOCUMENT NUMBER 2020002	NAME OF CONFERENCE NATIONAL ASSOCIATION FOR GIFTED CHILDREN	TRAVEL AUTHORIZATION NO T20900008	DATE 11/27/2018
NAME CALANO, SHANDICE		NO. OF DEPENDANTS N/A	MAILING ADDRESS 144 SUNFLOWER ST DEDEDO, GUAM 96929
ACCOUNT TO BE CHARGED 220.12.000.022100.18.2300.13.82710	DURATION OF TRAVEL November 6, 2019 TO November 12, 2019		VENDOR NO. 0

TRAVEL EXPENDITURES

BREAKDOWN

► GUM-DESTINATION ◀

PER DIEM	ADVANCE	ACTUAL	DIFFERENCE
MEALS	\$ 325.50	\$ 325.50	\$ 325.50
LODGING + TAXES	\$ 1,047.60	\$ 1,047.60	\$ 1,047.60
REGISTRATION FEE	\$ 708.00	\$ 708.00	\$ 708.00
GT. SHUTTLE/TAXI	\$ 33.36	\$ 33.36	\$ 33.36
MISCELLANEOUS	\$ -	\$ -	\$ -
TOTAL PER DIEM	\$ 2,114.46	\$ -	\$ 2,114.46
TRAVEL AGENT	\$ 1,760.41	\$ 1,760.41	\$ -
TOTAL EXPENDITURES	\$ 3,874.87	\$ 1,760.41	\$ 2,114.46

Traveler Owes GDOE

CHECK NUMBER _____ \$ 2,114.46

TOTAL AMOUNT CLAIMED	\$ -	BALANCE DUE	
DEDUCT-ADVANCE	\$ 2,114.46	PAID BY:	_____
BALANCE DUE TO TRAVELER	\$ -	RECEIPT #	_____
BALANCE DUE TO GDOE	\$ 2,114.46	CHECK #	_____ CASH _____

NOTES/COMMENTS: _____

I CERTIFY THAT THE INFORMATION ABOVE IS TRUE AND CORRECT AND A POST-AUDIT WILL BE PERFORMED AFTER CLEARANCE.

TRAVELER SIGNATURE _____ DATE _____

FINANCIAL AFFAIRS USE ONLY.

CLEARED BY:

NAME / SIGNATURE _____ DATE _____

Do not expose to excessive heat or direct sunlight.

STAPLE
HERE

REV 04/18 CS2657 PRINTED IN U.S.A. BY MAGNETO TICKET AND LABEL CORP., DALLAS, TX



PREMIER ACCESS

GODFZ2 40D
UA 1135 BA9B34

215

CALANO/SHANDICEJENNIELTR

UA-***459 PREMIER GOLD UA*G

SAN FRANCISCO TO DENVER

UA1135

GATE

BOARDING BEGINS:

SEAT

BOARDING
GROUP

SFO-DEN F11

12:05P

40D

1

WED NOVEMBER 6 2019

GATE MAY CHANGE

BOARDING ENDS: 12:40 PM

AISLE

FLIGHT DEPARTS: 12:55 PM

ECONOMY

FLIGHT ARRIVES: 4:33 PM

ADDED TO UPGRADE STANDBY LIST

CONFIRMATION: GODFZ2

TICKET: 016 2480890279

A STAR ALLIANCE MEMBER

Do not expose to excessive heat or direct sunlight.

STAPLE
HERE

REV 04/18 CS2657 PRINTED IN U.S.A. BY MAGNETO TICKET AND LABEL CORP., DALLAS, TX



PREMIER ACCESS

GODFZ2 21C EXIT 93
UA 244 BA9B34

CALANO/SHANDICEJENNIELTR

UA-***459 PREMIER GOLD UA*G

DENVER TO ALBUQUERQUE

UA244

GATE

BOARDING BEGINS:

SEAT

BOARDING
GROUP

DEN-ABQ

6:35P

21C

1

WED NOVEMBER 6 2019

BOARDING ENDS: 6:55 PM

AISLE

FLIGHT DEPARTS: 7:10 PM

ECONOMY

FLIGHT ARRIVES: 8:28 PM

EXIT ROW

ADDED TO UPGRADE STANDBY LIST

CONFIRMATION: GODFZ2

TICKET: 016 2480890279

A STAR ALLIANCE MEMBER

Do not expose to excessive heat or direct sunlight.

STAPLE
HERE

PRINTED IN U.S.A. BY MAGNETIC TICKET AND LABEL CORP., DALLAS, TX CS6567 REV 04/18

UNITED 

PREMIER ACCESS

INTL

GODFZ2 12F
UA 196 D90A02

88

CALANO/SHANDICEJENNIELTR

UA-***459 PREMIER GOLD UA*G

GUAM TO TOKYO NARITA

UA196

GATE

BOARDING BEGINS:

SEAT

GUM-NRT

8

12:25P

12F

BOARDING
GROUP

WED NOVEMBER 6 2019

GATE MAY CHANGE

BOARDING ENDS: 12:50 PM

WINDOW

1

FLIGHT DEPARTS: 1:05 PM

ECONOMY

FLIGHT ARRIVES: 4:00 PM

CONFIRMATION: **GODFZ2**

TICKET: 016 2480771272

ADDED TO UPGRADE STANDBY LIST

A STAR ALLIANCE MEMBER 

Do not expose to excessive heat or direct sunlight.

STAPLE
HERE

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UNITED 

PREMIER ACCESS

INTL

GODFZ2 49L
UA 838 D92404

124

CALANO/SHANDICEJENNIELTR

UA-***459 PREMIER GOLD UA*G

TOKYO NARITA TO SAN FRANCISCO

UA838

GATE

BOARDING BEGINS:

SEAT

NRT-SFO

33

4:05P

49L

BOARDING
GROUP

WED NOVEMBER 6 2019

GATE MAY CHANGE

BOARDING ENDS: 4:40 PM

WINDOW

1

FLIGHT DEPARTS: 4:55 PM

ECONOMY

FLIGHT ARRIVES: 9:10 AM

CONFIRMATION: **GODFZ2**

TICKET: 016 2480771272

A STAR ALLIANCE MEMBER 

Do not expose to excessive heat or direct sunlight.

Do not expose to excessive heat or direct sunlight.

Do not expose to excessive heat or direct sunlight.

STAPLE
HERE

STAPLE
HERE

STAPLE
HERE

REV 04/19

CSM87

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REV 04/19

CSM87

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UNITED 

PREMIER ACCESS

INTL

GODFZ2 1A
UA 1245 B33A3C

60

CALANO/SHANDICEJENNIETLR

JA-XXXX459 PREMIER GOLD UA*G

ALBUQUERQUE TO DENVER

JA1245

GATE

BOARDING BEGINS:

SEAT

BOARDING GROUP

ABQ-DEN A2

6:25A

1A

1

10N NOVEMBER 11 2019

GATE MAY CHANGE

BOARDING ENDS: 6:45 AM

FLIGHT DEPARTS: 7:00 AM

FLIGHT ARRIVES: 8:33 AM

WINDOW

UNITED

FIRST CLASS

CONFIRMATION: GODFZ2

TICKET: 0162480890279

A STAR ALLIANCE MEMBER

UNITED 

PREMIER ACCESS

INTL

GODFZ2 18L
UA 143 B33A3C

64

CALANO/SHANDICEJENNIETLR

JA-XXXX459 PREMIER GOLD UA*G

DENVER TO TOKYO NARITA

JA143

GATE

BOARDING BEGINS:

SEAT

BOARDING GROUP

DEN-NRT

10:55A

18L

1

10N NOVEMBER 11 2019

BOARDING ENDS: 11:30 AM

FLIGHT DEPARTS: 11:45 AM

FLIGHT ARRIVES: 4:00 PM

WINDOW

ECONOMY

CONFIRMATION: GODFZ2

TICKET: 0161844551063

A STAR ALLIANCE MEMBER

UNITED 

PREMIER ACCESS

INTL

GODFZ2 8F
UA 197 B33A3C

24

CALANO/SHANDICEJENNIETLR

JA-XXXX459 PREMIER GOLD UA*G

TOKYO NARITA TO GUAM

JA197 ✓

GATE

BOARDING BEGINS:

SEAT

BOARDING GROUP

NRT-GUM *****

5:05P

8F

1

TUE NOVEMBER 12 2019

BOARDING ENDS: 5:30 PM

FLIGHT DEPARTS: 5:45 PM

FLIGHT ARRIVES: 10:35 PM

WINDOW

ECONOMY

CONFIRMATION: GODFZ2

TICKET: 0161844551063

ADDED TO UPGRADE STANDBY LIST

A STAR ALLIANCE MEMBER



201 Marquette Street NW • Albuquerque, NM 87102
 Phone (505) 247-3344 • Fax (505) 247-7025
 For reservations across the nation
 www.doubletree.com or 1-800-222-TREE

Name & Address

CALANO, SHANDICE
 501 MARINER AVENUE
 BARRIGADA HI 96913
 UNITED STATES OF AMERICA

Room 314/NURQB
 Arrival Date 11/6/2019 10:07:00 PM
 Departure Date 11/11/2019 3:48:00 AM

Adult/Child 1/0
 Room Rate 184.00

Rate Plan: LV3
 HH #: 1178589246 BLUE
 AL:
 Car:

Confirmation Number: 94936049

11/11/2019



DATE	REFERENCE	DESCRIPTION	AMOUNT
11/6/2019	5159993	GUEST ROOM	\$184.00
11/6/2019	5159993	STATE TAX	\$14.49
11/6/2019	5159993	CITY TAX	\$9.20
11/6/2019	5159993	HOSPITALITY TAX	\$1.84
11/7/2019	5160953	GUEST ROOM	\$184.00
11/7/2019	5160953	STATE TAX	\$14.49
11/7/2019	5160953	CITY TAX	\$9.20
11/7/2019	5160953	HOSPITALITY TAX	\$1.84
11/8/2019	5161781	GUEST ROOM	\$184.00
11/8/2019	5161781	STATE TAX	\$14.49
11/8/2019	5161781	CITY TAX	\$9.20
11/8/2019	5161781	HOSPITALITY TAX	\$1.84
11/9/2019	5162509	GUEST ROOM	\$184.00
11/9/2019	5162509	STATE TAX	\$14.49
11/9/2019	5162509	CITY TAX	\$9.20
11/9/2019	5162509	HOSPITALITY TAX	\$1.84
11/10/2019	5163157	GUEST ROOM	\$184.00
11/10/2019	5163157	STATE TAX	\$14.49
11/10/2019	5163157	CITY TAX	\$9.20
11/10/2019	5163157	HOSPITALITY TAX	\$1.84
11/11/2019	5163269	VS *1340	(\$1,047.65)
		BALANCE	\$0.00



ACCOUNT NO
CARD MEMBER NAME
ESTABLISHMENT NO & LOCATION <small>ESTABLISHMENT AGREES TO TRANSMIT TO CARD HOLDER FOR PAYMENT</small>
CARD MEMBER'S SIGNATURE X

DATE OF CHARGE	FOLIO NO / CHECK NO 1020370 A
AUTHORIZATION	INITIAL
PURCHASES & SERVICES	
TAXES	
TIPS & MISC	
TOTAL AMOUNT	-1,047.65



MERCHANDISE AND/OR SERVICES PURCHASED ON THIS CARD SHALL NOT BE RESOLD OR RETURNED FOR A CASH REFUND

PAYMENT DUE UPON RECEIPT

Date: 11/6/19

RECEIPT: CASH CREDIT CARD

FROM: Albuquerque Support Unit

TO: Hilton Double Tree

AMOUNT: \$25

SIGNATURE: 

Thank you, We Appreciate your Business!



**GUAM DEPARTMENT OF EDUCATION
Federal Programs Division
Off-Island Travel Report**



JON J.P. FERNANDEZ
Superintendent of Education

IGNACIO C. SANTOS
Federal Programs Administrator

MEMORANDUM

TO: Superintendent of Education

FROM: Federal Programs Division Administrator

SUBJECT: Travel Report
Reference: 66th National Association for Gifted Children (NAGC)

Travel Narrative

1. Describe your participation in the conference. What activities did you participate in or attend?

As part of the Guam delegation representing the Guam Department of Education (GDOE), we participated in a four-day **66th National Association for Gifted Children (NAGC)** from November 7-10, 2019. The purpose of the conference was to acquire knowledge and information on decision-making, utilizes practices and elements that produce strong projects and programs, and leverages resources to enhance the quality, to enhance knowledge in the Gifted and Talented Education. Conference was held at Albuquerque, New Mexico.

From November 7-10, 2019, myself and the Federal Programs Division Administrator participated in the following sessions and obtained information on the following topics:

Thursday, November 7, 2019

- **1:00 – 3:00pm - Registration**
- **3:00 – 4:00pm – Opening General Session: Giftedness Knows No Boundaries**
 - The opening general session will feature a panel discussion, moderated by Leslie Sanchez, a CBS News political commentator and producer, who has been named one of the nation's 100 Most Influential Hispanics, that will

include Jonathan Plucker, the Julian C. Stanley Professor of Talent Development at Johns Hopkins University and NAGC president, Haley Taylor Shlitz, the Texas teen who is an SMU Dedman School of Law student with the goal of advocating for gifted students from traditionally neglected communities, and Shawn Moore who was a Heisman Trophy finalist and NFL quarterback who most recently was Director of Community and Inclusion, as well as Associate Director of Admissions, at St. Christopher's in Richmond, VA, and dean of students at St. Albans in Washington, DC. The panelists will share research and personal anecdotes that highlight the importance of equity in gifted education.

Friday, November 8, 2019

- **8:00 – 9:00am – Federal Funding Programs to Support Gifted Education**
 - Federal policy provides opportunities for districts to leverage federal funding to support gifted education, including, but not limited to, Title I and Title II resources. A state department of education official describes these options, then district leaders share experiences using these resources to expand options for students.

- **9:15 – 10:15am – Bias and Diversity in Gifted Identification: Confronting the Facts and Changing the Conversation**
 - Gifted programs are often criticized for their lack of diversity, and critics often highlight bias on the part of teachers and identification procedures as reasons for the underrepresentation of students of color. These criticisms are misguided and fail to consider several factors, including definitions of giftedness, domains in which individuals of color are overrepresented, and the broader issues of achievement, excellence, and opportunity gaps. Professor Worrell reviews the concepts of bias, discusses gifted education identification protocols, showcases the reasons for the disproportionality unrelated to bias, and provides suggestions for combating disproportionality.

- **10:30 – 11:00am – The Social Experience of Giftedness in Five Countries**
 - What is it like to be a student who is more capable than peers? Ninety students identified gifted in the U.S, U.K., South Korea, Ireland, and France were interviewed about their social experiences. We discuss the similarities in their experiences, from pressures to achieve to worries about bragging, with important implications for social and emotional development.

- **11:00 – 11:30am – Diverse Social and Emotional Learning Booklist From Around the World**
 - This presentation introduces a diverse booklist from around the world to help gifted students develop social and emotional learning competencies, compassion, empathy, and a global understanding of their identities and place in the world.

- **1:15 – 1:45pm – Academic Giftedness and High Performance: A Study of 26,000 Top Achievers in 30 Fields**
 - The presenter shared the results from a study of the cognitive abilities and higher education background of 26,198 top achievers in 30 fields. We found both overrepresentation of 34 selective colleges (including Ivy League institutions) and high rates of academic giftedness. We discuss potential gifted education policy implications of these findings, in particular for elite college admissions.

- **1:45 – 2:15pm – Washington's High-Ability Programs During the No Child Left Behind Era**
 - The state of Washington has revitalized its gifted program in recent years. Prior to this, gifted education in the state was shaped by districts' responses to the accountability measures from No Child Left Behind. In this session, attendees are presented with an overview of gifted policy in the state following NCLB and insight into how NCLB influenced district choices.

- **2:30 – 3:30pm – Advocacy 101 - Moving Gifted Education Forward in the Era of the Federal Every Student Succeeds Act**
 - Parents, educators, and the public had high hopes for ESSA's impact on gifted education. The law, while an improvement, requires local leadership and focused advocacy to activate its potential. This session is geared toward learning more about the basics of NAGC's policy work, general tips on how to become successful advocates, and being part NAGC's advocacy work.

- **3:45 – 4:45pm – A Genetically Informed Understanding of Giftedness**
 - Many early pioneers of gifted education recognized nature as well as nurture. Behavioral genetics uses methods to estimate the magnitude of the influence that genetics and the environment have across a range of traits. This session introduces the most replicated behavioral genetics findings and explores implications for the nature of giftedness, gifted education research, policy, and school practices.

Saturday, November 9, 2019

- **8:30 – 9:00am – Education The Importance of Culturally Relevant Leadership in Gifted Education**
 - The numbers of culturally, linguistically, and economically diverse learners have increased exponentially in the last half century, but gifted programs have failed to reflect this diversity. Culturally relevant leadership may provide the solution. In this session, presenters discuss key findings, recommendations and implications from a systematic review on culturally relevant leadership in gifted education.

- **9:15 – 10:15am – Advanced Placement: The Biggest Gifted Education Program of All**
 - Drawing on his new (co-authored) book, *Learning in the Fast Lane: The Past, Present & Future of Advanced Placement*, Chester Finn examines issues, challenges, and opportunities facing the AP program, which is the largest form of advanced education offered in U.S. high schools, a widely-respected standard of academic rigor, a potential booster rocket into college, and a major part of contemporary efforts to reduce the "excellence gap" in secondary education. Carolyn Callahan serves as a respondent to Dr. Finn's remarks. (Finn is distinguished senior fellow and president emeritus at the Thomas B. Fordham Institute and a 2012 recipient of the NAGC President's Award.)

- **10:30 – 11:30am – General Session: Lisa Yee, Author**
 - Lisa Yee is an award-winning author who has written jingles, menus, Disney TV shows, and 20 novels for young readers. Those books include Lisa's debut novel, *Millicent Min*, *Girl Genius* that won the prestigious Sid Fleischman Humor Award, *Stanford Wong Flunks Big-Time*, *Bobby vs. Girls (Accidentally)*, several *American Girl* novels, and, most recently, the *DC Super Hero High* series. Lisa's latest YA book, *The Kidney Hypothetical*, features a goal obsessed teen who cheats to get into Harvard. Lisa is a contributor to NPR, and her books have been named a *Washington Post Book of the Week*, *USA Today Critics' Pick*, and more.

- **1:15 – 1:45pm – Professional Learning for Literacy Education for Gifted Learners**
 - This presentation focuses on effective professional development in literacy education for gifted learners. It covers three equally important components: (1) the relevant content and pedagogical skills of literacy education most likely to impact student achievement; (2) the necessary

modifications and adaptation of traditional programming; and, (3) the unique aspects of literacy education for gifted learners.

- **1:45 – 2:15pm – Supporting Gifted Teachers in Rural Areas**
 - The session develops participants' understandings of what rural gifted programs look like in practice, provides practical strategies that support rural gifted teachers, gives insight into how teachers can capitalize on the opportunities present in rural gifted programs, and helps participants understand how these teacher investments foster successful servicing and talent development of an at risk population of high ability rural students.

- **2:30 – 3:30pm – Children Above 180 IQ: A Seventy-Five Year Follow-up**
 - The first major case studies of highly gifted children were in Leta Stetter Hollingworth's 1942 book, *Children Above 180 IQ (Stanford-Binet)*. Who were they? What happened to them in adulthood? What did they achieve later in life? Did any rub elbows with movie stars (answer: "Yes!")? Come see the follow-up study, 75+ years later, on these since-grown highly gifted people.

- **3:45 – 4:15pm – Implementing a Talent Development Framework for Giftedness in Supplemental Programming**
 - The talent development framework for gifted education puts a greater emphasis on identification and programming within domains, K-12 pathways, and cultivation of critical psychosocial skills. In this session two university-based centers share strategies that increase multi-year retention and academic success of under-served students, build social and academic support, and increase engagement in communities of practice within domains.

Sunday, November 10, 2019

- **9:15 – 10:15am – 10 Years of Speed Geeking**
 - A perennial favorite among techie-minded NAGC attendees, Speed Geeking is a lively session in which members of the Computers and Technology Network share their favorite technology tools in rapid succession - they have just 5 minutes to share the tech tools before being buzzed off the stage. This year the geeks will share not only their current favorite teaching technology tools but will also reflect on 10 years of Speed Geeking. Whether you are a novice or experienced user of educational technology, you can be sure that you will leave with at least one new idea, courtesy of your geeky colleagues from the Computers and Technology Network.

- **10:30 – 11:30am – Psychology of Talent Development...A Framework for Gifted Education**

- How does talent develop within different domains? Is the path different for scientists versus artists or athletes? What are the earliest manifestations of talent in different domains and what are the implications of this for educators and parents? What psychosocial skills facilitate the development of talent and how can these be actively cultivated in schools and homes? What can we learn from non-academic domains that will facilitate talent development in academic arenas?

2. Do you expect that the skills and knowledge gained at the conference will enhance your job performance? In what ways?

Definitely. The technical guidance and other information gained equips FPD to provide the overall direction to, and to assist and support the Gifted and Talented Education (GATE) Project in the day to day decision making in the implementation and compliance of Federal regulations under the GATE project.

3. How will the skills and knowledge you gained from the conference be translated into practice in the classroom, school, or district level?

All the CG projects specifically the GATE Project directly or indirectly impact the district's schools through their instructional staff and students. Students are the ultimate beneficiaries of the Gifted and Talented Project. GATE is geared towards addressing identified needs and issues in the district's schools (i.e. *identification of potential GATE student, provides support, and assistance to GATE teachers, etc.*).

The NAGC provide greater focus and stronger resolve in collectively and collaboratively ensuring that the continuing implementation and evaluation of the GATE Project.

4. How will the skills and knowledge you gained from the conference be shared with other educators?

Aside from a minimum twice a year, two-day **US-Ed Consolidated Grant Application Stakeholders Input & Consultative Workshop**, there will be a week-long **Technical Assistance with American Samoa** scheduled on November 18-22, 2019. In this workshop and technical assistance, the technical guidance and other information obtained from the NAGC will be shared and disseminated by FPD to the various stakeholders in the island's educational community and American Samoa colleagues. In addition, there will be a presentation of the Consolidated Grant by FPD to University of Guam students that is scheduled on November 19, 2019. In this presentation, the FPD Administrator and State Program Officer will briefly discuss pertinent information regarding the GATE Project.

5. Please identify the funding source/project for this travel.

The FY'18 State Administration component of the Consolidated Grants was the funding source for this travel.

TRAVELER(S): CALANO, SHANDICE
PC III

T20900008
2020002

220.12.000.022100.18.2300.13.82710

CONFERENCE: NATIONAL ASSOCIATION FOR GIFTED CHILDREN
11/6-10/2019
ALBUQUERQUE, NEW MEXICO

11/16/2019
11:53:48 AM
JENNIFER M. HARRIS

with
Approval

Dates	ALLOWED Lodging	* L/taxes	Subtotal	Meals	Total	
		13.97%				
MON 6-Nov	-	-	-	41.25	41.25	DEPART
MON 6-Nov	184.00	25.52	209.52	23.00	232.52	ARRIVE 2:20pm
TUE 7-Nov	184.00	25.52	209.52	55.00	264.52	CONF
WED 8-Nov	184.00	25.52	209.52	55.00	264.52	CONF
THU 9-Nov	184.00	25.52	209.52	55.00	264.52	CONF
FRI 10-Nov	184.00	25.52	209.52	55.00	264.52	CONF
SAT 11-Nov	-	-	-	41.25	41.25	DEPART
SUN 12-Nov	-	-	-	-	-	
	\$ 920.00	\$ 127.60	\$ 1,047.60	\$ 325.50	\$ 1,373.10	
	Actual		Subtotal		Total	

GSA

Regular Rate 100%	
Per Diem:	
96.00	
13.00	breakfast
14.00	lunch
23.00	dinner
5.00	incidental
55.00	
x 0.75	
41.25	Est./last

TRAVEL AGENCY	CHEERS
	1,760.41

Meal deductions:	
0	bkfst
0	lunch
0	dinner

LODGING	1,047.60
ADD'L / HOTEL TXS	
SUBTOTAL LODGING & TAXES	1,047.60

REFUNDABLE SECURITY DEPOSIT - LODGING -

TOTAL LODGING & TAXES	1,047.60
MEALS	325.50
TOTAL LODGING AND MEALS	1,373.10
REG.FEE	708.00
GROUND TRANSP.	33.36
MISC	-
TOTAL MISC. FEES/EXP.	0.00
TOTAL ADVANCE	2,114.46
AIR FARE	1,760.41
TOTAL ESTIMATED COST	3,874.87

Year/Bill
 Category
 Receipt
 Amount
 Batch
 External Batch
 Reference
 Deposit #
 Customer
 Prop ID
 Post Date
 Yr/Per/Jnl
 Cash Account

2020
 02 MISC CASH RECEIPTS
 708.00
 68816
 110619
 T20900008
 2020 02
 110.00.000.200500.00.0000.00.

Payment
 FIN AFF
 Entry
 CALANO, SHANDICE
 2 CASH
 N

Effective Date
 Entry Date/Time
 Clerk
 Department
 Source
 Paid By CID
 Paid By Ref
 Check #
 Payment Method
 Web Transaction?
 Posted?
 Reason

11/05/19
 11/05/19 11:16:09
 JSSARDOMA
 822
 Payment Entry
 CALANO, SHANDICE
 2 CASH
 N
 N
 Released? N
 Reversed? N

Line	Chg Cd	Desc	Principal	Adjusted
1	TVLRMB	TRAVEL REIMBUR	708.00	
		Interest		Adjusted

No installment detail records exist.

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Travel Activities

Question #1 and Question #2
Attachment #2
Question #7
Attachment #1

May 04, 2022



DEPARTMENT OF EDUCATION OFFICE OF THE SUPERINTENDENT



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JON J. P. FERNANDEZ
Superintendent of Education

STANDARD OPERATING PROCEDURES

SOP#: 200-021

- I. **SUBJECT** **Off- Island Travel Procedures**
- II. **INQUIRIES** **Financial Affairs Division – Business Office**
- III. **PURPOSE**

This Standard Operating Procedures (SOP) is designed to facilitate travel for the conduct of government business for the Guam Department of Education (GDOE).

IV. **APPLICABILITY**

This Standard Operating Procedure (SOP) supersedes SOP No. 900-011 and all other Guam Department of Education (GDOE) regulations previously issued on the topics contained herein. Except as otherwise provided by law, this SOP shall apply to all GDOE employees, students, and other authorized persons (board members and others) traveling on official government business, including but not limited to:

1. Travel to attend training, conferences, staff development workshops, seminars, meetings and other educational functions.
2. Travel resulting in additional revenues for GDOE.
3. Travel relating to GDOE priorities, work programs, or activities.
4. Travel paid by Federal grants and/or programs.
5. Travel required pursuant to existing contracts, public law, rules and regulations.

V. **SCOPE**

This SOP provides a written plan for all persons traveling for GDOE. Travelers shall be provided with sufficient funds for travel-related costs, including expenses for transportation, lodging, meals, and related items incurred by travelers on official government business.

Such costs may be charged on an actual cost basis, on a Per Diem basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed by GDOE's locally and federally funded activities.

VI. REFERENCES

Listed below are references used as source materials:

A. Adherence to local and federal travel guidelines

1. 5 G.C.A. Chapter 23 Government Travel Law
2. Government of Guam Travel and Transportation Manual
3. Guam Education Board Policy #215, Off-Island Travel Authorization
4. OMB Circular A-87 Revised (05/10/04) Attachment B
5. Department of Defense: <https://www.defensetravel.dod.mil/site/perdiemCalc.cfm>
6. Federal GSA: <http://www.gsa.gov/portal/category/21287>

B. TPFA Travel Memorandums

1. Memo, dated October 13, 2011, on Travel Requirements from TPFA
2. Memo, dated January 30, 2013, on Acclimation Period from Acting Superintendent of Education

VII. ROLES AND RESPONSIBILITIES

The specific roles and responsibilities of key individuals in the process of this SOP, which are delineated as follows:

A. Employee / Traveler

The traveler is the person authorized and approved to travel for GDOE. The role of the traveler is to exercise the same care in incurring expenses paid by Government funds as a prudent person would when traveling on personal business at personal expense. The traveler must also attend and complete the travel as intended.

The traveler is responsible for the following:

- obtaining Superintendent's written pre-approval for travel
- preparing the travel packet
- submitting administrative leave request and leave application form to Payroll Section (Exhibit 1)
- submitting travel clearance and expense claims
- returning unused cash advances
- submit travel report

B. Program Managers / Division Heads

Program Managers and Division Heads are responsible for reviewing all requests for travel and authorization to ensure consistency with the program's goals and objectives; and approving cash advances and expense reimbursement claims.

C. Federal Programs

The role of Federal Programs is to validate the compliance for federal grant funded travel to ensure that all travel is performed either for the benefit of GDOE or to fulfill a real and legitimate obligation of the government.

D. Office of the Superintendent of Education

The role of the Superintendent is to pre-approve travel requests and provide final approval after the certification of funds.

E. Business Office

The Business Office role is to facilitate the processing of travel related transactions.

1. Accounting Technician is responsible for the following:
 - Reviewing travel packet and forwarding for approvals.
 - Finalizing airline reservations with travel agent
 - Inputting travel advances, airfare invoices, and any subsequent travel reimbursements into Munis.
2. Accounting Technician Supervisor is responsible for the following:
 - Reviewing and approving travel advances or reimbursements
 - Issuing travel related checks
 - Processing travel clearances (AP Supervisor or designee)
3. Accountant is responsible for the following:
 - Assigns account number to be charged for travel
 - Creating a purchase order in the TPFA system for US Ed grant program travel to reserve funding
 - Creating a general billing invoice for US Ed grant program travel costs paid by GDOE, to be submitted to the TPFA for GDOE reimbursement.
4. Management Analyst is responsible for certifying availability of funding before travel.
5. Comptroller is responsible for approving disbursement of travel related payments.

F. Third Party Fiduciary Agency (TPFA)

The Third Party Fiduciary is responsible for reimbursing GDOE paid travel expenses for US Ed grant programs.

VIII. POLICIES

It is the declared policy of GDOE that all travel must be performed either for the direct benefit of the Government or to fulfill a real and legitimate obligation of GDOE. All Schools / Divisions shall exercise prudence in sponsoring off-island travel for GDOE employees, a narrative travel justification and other pertinent information (such as conference or workshop agendas) must accompany the request. All off-island travel of administrators, faculty, staff, and students is to be approved by the Superintendent prior to travel. The travelers should be cognizant that they

are on official business and representing GDOE and must dress appropriately. Travel of the Guam Education Board (GEB) and the Superintendent is approved by the GEB.

Travel to conferences, conventions, etc., shall be held to a minimum consistent with this policy. For special reasons, the Superintendent may approve more than one person traveling for the same purpose. Student group travel is an important part of the educational experience. Within the limits of available funds, GDOE encourages such student travel. Plans for such travel should be approved in advance with appropriate funding identified.

Salary and Use of Leave while on Official Travel

A traveler who is a GDOE employee shall be on administrative leave and will receive a regular salary while on official travel. In general, as a GDOE employee, the traveler is eligible for one day of administrative leave for each day of authorized travel time. No advances of an employee's salary may be made except in emergency cases, as approved by the Superintendent.

If the traveler becomes sick during a trip or uses other types of leave while on travel status, the traveler must attach a copy of the approved leave form to the TA. When a traveler takes sick leave because of illness or injury not due to personal misconduct, the prescribed reimbursement will be authorized for a period not to exceed 14 days. The approved leave form shall accompany the travel reimbursement request.

Travelers must attach their Leave Application form (Exhibit 1) with the TA as noted in the TA Checklist (Exhibit 3).

IX. PROCEDURES

Off island travel is initiated at GDOE through a travel authorization request at the division level at least **20 business days prior to travel**. The request must be consistent with program objectives and budget. This should then be approved by the appropriate Division head and the Federal Programs Administrator.

All travel request memorandums and TA forms must be submitted to the Superintendent for approval, including correspondence related to meeting and subject matter, letter of invitation/request to GDOE, grant alignment of conferences and workshops (including program/agenda), etc.

The request should be prepared to allow at least 14 days ticketing prior to the allowed time scheduled for the travel. The travel request memorandum shall include:

1. Names of all traveler(s), federally or locally funded, with justification and supporting documentation attached, associated with official government meetings, conferences, or workshops as follows:
 - a. Correspondences related to meeting and subject matter
 - b. Letter of invitation/request to GDOE (federal grant funded travel)
 - c. Grant alignment of conferences and workshops (including program/agenda), etc.
 - d. Any requests to meet with government officials shall require prior approval by the Superintendent, along with the TA form.
 - e. Statement of Commitment form (Exhibit 4)

By default, no acclimation period is included. Please refer to Memo, dated January 30, 2013, on Acclimation Period from Acting Superintendent of Education.

The TA is required for all travel related activities. Completed travel packet with supporting documents including but not limited to travel request memorandum approved by the Superintendent, Approved Travel Authorization Form, Form-T approved by Program Manager and Federal Programs (federal grant funded travel) is to be submitted to Business Office no later than **20 days prior to travel date**. Exceptions can be made only in an emergency.

When filling in the TA the traveler must specify the type of leave that will be utilized while on travel. The request for leave should be prepared and approved prior to travel.

The traveler(s) shall fill out the TA Checklist and the TA forms and ensure that all required information is attached. The traveler(s) will attach the actual itinerary to the TA and a list of anticipated expenditures. Airfare quote should be obtained from travel agent on rotation list identified by Accounting Technician.

It may be appropriate for GDOE to send a traveler to more than one conference. If there are open days between conferences, the traveler and the person authorizing the travel should discuss and agree upon, in writing, whether the days in between will be considered annual leave or workdays, and whether they will be considered travel days for the purpose of Per Diem. The decisions on such a matter should be recorded on the travel authorization or a separate memo.

NOTE: Any requests not duly authorized prior to the commencement of travel will be charged to the individual traveler.

Once a travel request is cleared by the Business Office, any subsequent change on the approved document must be resubmitted to the Superintendent for approval and the Business Office for revision.

Per Diem Allowance

Per Diem allowance are all charges for meals; lodging; personal use of room during daytime; baths; all tips to hotel employees in foreign countries. Lodging does not include accommodations on airplanes, ships, trains and expenses. Therefore are not to be borne by the travelers from his Per Diem allowance. Lodging expenses are not allowed to exceed the General Services Agency (GSA) lodging rates, unless prior written approval was obtained from the Superintendent.

Per Diem will only be authorized for the actual number of days the traveler is on official Government Business.

Prior to departure, the employee shall receive an advanced Per Diem allowance equal to the actual number of days of the authorized official travel multiplied by the following rates:

- If the employee is the Superintendent, Deputy Superintendent or a board member the rates are One Hundred and Twenty Five Percent (125%) of the basic Per Diem rates.
- If the employee does not receive payment pursuant to the above, the rates to be used are the basic Per Diem rates found on, except on the first and last travel day.
- First and last day travel per diem rates will be applied as identified on the www.gsa.gov/portal website. When a first and last day travel per diem is not identified on the www.gsa.gov/portal website, it will only be granted when specifically requested and approved on the Travel Request Memorandum.

Traveler's Transportation

Transportation (Airfare) is for official government business only. All necessary official travel may include other modes of transportation to include ground (buses, streetcars, taxi cabs) and other usual means of conveyance. Transportation may include fees/charges for expenses related to transportation such as baggage transfer. When required for travel, fees in connection with the issuance of passports and visas, cost of photographs for passport and visas, cost of birth certificates and charges for inoculation are allowable with prior approval from the Superintendent.

All travelers will travel by direct flight on economy class with the lowest fare airline. The Superintendent and the Federal Programs Administrator may allow a different class of travel for official business reasons or health reasons.

Travel arrangements should be made with travel agent on rotation list identified by Accounting Technician from the list of approved travel agencies. The traveler(s) must make arrangements early enough to take advantage of the 14 day advance ticket purchase and available discounts. After arrangements are made, payment will be made by the Business Office.

All travel must be by a usually-traveled route. Traveling to the U.S. mainland by going through Japan is considered a usually-traveled route. Travel by other routes is allowable only if the Superintendent specifically permits such a route.

A person traveling by an indirect route for personal convenience will bear the extra expense; reimbursement for expenses will cover only such charges as would have been incurred on a usually-traveled route.

If specifically justified and approved in advance, the expenses of a car rental may be reimbursed to an employee also claiming Per Diem. Such approval is given only if there is a business need for such a car. Upon claiming this expense, the traveler must attach a copy of the car rental agreement with supporting receipts.

Foreign Travel

Persons traveling in foreign countries should report their expenditures by items in the money of the country in which it's made. The total expenditure in foreign currency must be converted into US dollars at the going rate. Every time money is converted, the traveler should retain a receipt for filing with Business Office.

Travel Advances

Advances to travelers are chargeable to the traveler's account or receivable until the account is settled through a travel voucher.

In the event of cancellation or indefinite postponement of authorized travel, the traveler shall notify the Business Office and return any advances that may have been made. If any advance is not returned within 10 days, the Business Office may initiate recovery of any outstanding advances not fully recovered by deductions from travel reimbursement or voluntary refunds by the traveler. Such recovery maybe by set-off of salary due, retirement credit, or other financial charges. This may be sought from the person to who advanced or the estate by such legal method of recovery as may be necessary. The traveler will be responsible for any attorney or collection fees paid to collect balances owed.

Clearing of Travel – Claim for Travel Reimbursement and Trip Report

Upon return, employees are expected to report to work the next official day of business. All travel should result in a written report for the Superintendent, including topics covered, application of topics to GDOE business, and steps to apply trainings/conferences.

After returning from the trip, the traveler is to file a trip report and a travel voucher form (TV) (Exhibit 5) within 10 business days of return. A traveler may be reimbursed for travel on a flat Per Diem basis or on an actual expenditure basis, depending on the duration of travel. Travelers claiming actual expenditure reimbursement must receive PRIOR approval.

NOTE: Travel reimbursements should include verification that states that the travel budget has sufficient funds to cover the expected travel costs.

In an effort to speed up the process and approval of travel reimbursement, the following documentation accompanied with paid receipts must be submitted for (with the exception of meals):

1. Boarding passes (to include all portions of airline travel transit stops).
2. Hotel receipts (must be in the name of traveler):
 - a. Hotel receipts must be reconciled by the traveler. Charges for meals, incidentals and movies must be deducted.
 - b. Internet and local phone call charges included in hotel receipts are allowed if reasonable.
3. Reasonable baggage cost (normally not to exceed one bag for a one week stay).
4. Authorized ground transportation costs – car rental, taxi, shuttle, bus, etc.:
 - a. Car rentals are to be used only in conjunction with official business.
 - b. They are not to be used for personal travel.
 - c. Rental cars should be picked up and dropped off at the same site to avoid unnecessary drop charges.
5. Registration / Conference fees.
6. Airfare (airline) expenses. Airline expenses will only be paid from Guam to the authorized travel destination via the most direct route and/or using the lowest available fare:
 - a. Copies of online travel agency receipts (Expedia, Priceline, etc.) must include a breakdown of daily rates.
 - b. Any deviations must be accompanied with a written explanation and a documented comparison of costs.
 - c. Any additional travel for personal reasons is not reimbursable and should be done via a separate ticket purchased by the traveler.

GDOE Travel Reimbursement to TPFA

A. Prior to travel commencing, a PO must be created in TPFA MUNIS

1. The Accounting Technician routes the original travel packet to the Accountant handling US Ed federally grants.
2. The Accountant assigns the account numbers to be charged for travel:

- a. Scans documents (Travel Packets) and attaches in TPFA Munis.
3. The Accountant creates the travel PO in the TPFA MUNIS.
4. TPFA approves PO.

B. The process and approval of travel reimbursement to GDOE from TPFA

1. Accounts Payable Supervisor provides the Accountant the complete travel packet after travelers have cleared.
2. The Accountant verifies that the travel packets are complete to include costs and related travel documents (with the exception of meals). To include but not limited to the following:
 - a. Travel voucher
 - b. Copy of advanced per diem check
 - c. Hotel receipts
 - d. Registration receipts
 - e. Transportation Receipt (car rental, taxi, bus, etc.)
 - f. Baggage Receipts
 - g. Copy of check issued to travel agent
 - h. Invoice issued by travel agent
 - i. Boarding passes
 - j. Valid proof of other approved reimbursed expenses
3. The Accountant prepares the invoice after verification is completed:
 - a. Invoice sign by the preparer and approved by the comptroller
 - b. Invoice with attached travel packet is transmitted to TPFA Office and stamped received
4. TPFA routes transmittal packet of approved travel reimbursement to GDOE:
 - a. Reimbursement check is then prepared and made to GDOE

IX. INTERNAL CONTROL

Internal Audit Office (IAO) will conduct periodic reviews of travel advance and clearance process.

X. TRAINING

Staff development/training shall be conducted within 45 days of the effective date of this SOP. Training shall continue at least annually thereafter.

XI. REPORTS

- After the off-island travel; a trip report of the benefits gained from the trip must be submitted to the Superintendent, or in the case of the Superintendent he/she will submit one to the Board.
- Email reminders to employees who have failed to clear travel within 10 days after returning from travel.
- Monthly listing of all travel advances outstanding more than 30 calendar days to be submitted to the Comptroller for appropriate action.

- Upon request, a copy of the outstanding travel advances is to be made available to the Superintendent of Education.

XIII. PENALTY

Failure to adhere to this SOP may result in disciplinary action in accordance with the GDOE Personnel Rules & Regulations.

XIV. TRAVEL FORMS

Listed below are the travel forms utilized to process off-island travel.

- Exhibit 1: Off-Island Leave Request and Leave Application Form
- Exhibit 2: Travel Request and Authorization Routing Form
- Exhibit 3: Travel Authorization Checklist Form
- Exhibit 4: Statement of Commitment Form
- Exhibit 5: Travel Voucher Form
- Exhibit 6: Travel Authorization Form

XV. EFFECTIVE DATE

Upon date of approval and signature, unless otherwise noted.

XVI. CHANGE(S)

Changes to this policy shall be effectuated by the Superintendent of Education.

APPROVED BY:


LOURDES R PEREZ
Comptroller

09/26/14
Date


TALING TAITANO
Deputy Superintendent of Finance
and Administrative Services

9/26/14
Date


JON J. P. FERNANDEZ
Superintendent of Education

9/28/14
Date

Exhibit 1 (page 1 of 2): Off-Island Leave Request



FINANCIAL AFFAIRS - PAYROLL
DEPARTMENT OF EDUCATION

www.gdoe.net
500 Mariner Avenue
Barrigada, Guam 96913



JON J.P. FERNANDEZ
Superintendent of Education

Date: _____

To: Superintendent of Education

VIA: Principal/Division Head

From: _____

Print Employee Name

Employee ID Number

Job Title

School Division: _____

Location Code: _____

Subject: Off-Island Leave Request(s):

Military Leave

Advance Sick Leave

Leave Without Pay

Annual Sick

Personal Bereavement

Compensatory Time Off

Administrative

****NOTE: ALL items must be completed.**

SPECIFIC REASONS FOR LEAVE REQUEST: _____

Start Date of Leave Request: _____

End Date of Leave Request: _____

Number of Working Days: _____

Number of Working Hours: _____

Address while on leave: _____

Contact Number while on leave: _____

I am recommending / / **APPROVAL** / / **DISAPPROVAL** of this request.

ATTACHMENTS ENCLOSED

Principal's/Division Head's Signature

ACTION TAKEN BY SUPERINTENDENT:

{ } **APPROVED**

{ } **DISAPPROVED**

Signature - Superintendent of Education

Comments: _____

Exhibit 1 (page 2 of 2): Leave Application Form

DEPARTMENT OF EDUCATION
Leave Application Form

Employee Name (Print):			School Division:			Location Code:			
Employee ID No. 690-0			Job Code:			PPE Date:		Total No. Hours:	
PHYSICAL ADDRESS WHILE ON LEAVE: (Check <input type="checkbox"/> One and Write Address:)									
<input type="checkbox"/> ON ISLAND:					<input type="checkbox"/> OFF-ISLAND:				
LEAVE DATE (S)		LEAVE HOURS/DAY		Leave Type					
From (Start)	To (End)	From	To	# of Hours	# of Days	"Please check <input type="checkbox"/> and select one (1) per row."			
						<input type="checkbox"/> Sick <input type="checkbox"/> Annual <input type="checkbox"/> Personal <input type="checkbox"/> LWOP <input type="checkbox"/> Other (Please Specify)			
						<input type="checkbox"/> Sick <input type="checkbox"/> Annual <input type="checkbox"/> Personal <input type="checkbox"/> LWOP <input type="checkbox"/> Other (Please Specify)			
						<input type="checkbox"/> Sick <input type="checkbox"/> Annual <input type="checkbox"/> Personal <input type="checkbox"/> LWOP <input type="checkbox"/> Other (Please Specify)			
						<input type="checkbox"/> Sick <input type="checkbox"/> Annual <input type="checkbox"/> Personal <input type="checkbox"/> LWOP <input type="checkbox"/> Other (Please Specify)			
APPLICATION FOR PREPAYMENT OF VACATION LEAVE									
MINIMUM REQUIREMENT IS NOT LESS THAN TEN (10) CONSECUTIVE WORKDAYS. IT IS UNDERSTOOD THAT IF I RETURN TO DUTY BEFORE THE EXPIRATION OF MY PREPAID VACATION, I SHALL REIMBURSE THE GOVERNMENT OF GUAM IN AN AMOUNT EQUIVALENT TO THE UNEXPIRED PORTION OF THE PREPAID LEAVE.									
From (HOUR, Month, Day, Year)			To (HOUR, Month, Day, Year)			TOTAL No. of Hours Prepaid			
I CERTIFY THAT THE ABOVE NAMED PERSON WAS UNDER MY PROFESSIONAL CARE OR QUARANTINED DURING THE PERIOD STATE BELOW, FROM A MEDICAL STANDPOINT, HIS/HER CONDITION DURING THIS PERIOD WAS SUCH THAT I CONSIDERED IT INADVISABLE TO REPORT FOR WORK.									
From (Month, Day, Year)		To (Month, Day, Year)		Hospitalized		No. of Day(s)			
				<input type="checkbox"/> YES <input type="checkbox"/> NO					
REMARKS:									
NAME OF PHYSICIAN (Print or Type)				(Signature of Physician)			Date Signed:		
Signature of Employee:				Date of Request:					
<input type="checkbox"/> APPROVED		<input type="checkbox"/> DISAPPROVED		(Signature of Supervisor)			Date Signed:		
<input type="checkbox"/> APPROVED		<input type="checkbox"/> DISAPPROVED		(Signature of Appointing Authority or Authorized Designee)			Date Signed:		
Administrator's Comments:									

Revised: 7/27/09
LAF: 01

Exhibit 2: Travel Request and Authorization Routing Form (Federal grant funded travel)



Taling M. Taitano
Interim Superintendent of Education

DEPARTMENT OF EDUCATION

P.O. Box DE
Hagatña, Guam 96932
Telephone (671) 475-0470 0458
Fax: (671) 472-5003
www.gdoe.net



FORM - I

Travel Request and Authorization Routing Form

Traveler's Name and Division/School Program: _____ Date: _____

TA # _____ PO# _____
Conference: _____ Conference Dates: _____

NOTE: The Travel Request and Authorization form and required documentation must be received no later than twenty (20) business days in advance of travel, otherwise, it may be subject to disapproval. If circumstances do not allow for the twenty (20) business days, supporting documentation must be provided.

Type of Travel: Continental USA/Territories Foreign Travel (Must have prior written grantor approval)

TO: FEDERAL PROGRAMS DIVISION (Federal Funds) FINANCIAL AFFAIRS (Local Funds)

FROM: DIVISION/SCHOOL

Consolidated Grants Program Title: _____
 Headstart

Special Education Individuals with Disabilities Part B Admin Infants and Toddlers with Disabilities - Part C

Curriculum & Instruction Literacy & School Libraries TFASE ESL Learn & Serve

Food & Nutrition USDA/Child Nutrition Block Cons USDA/Child Nutrition Block Cons Entitlements

PROGRAM MANAGER (Division Head)
 Program Manager (This travel request complies with the federal grant requirements as set forth in the grant documents and all required documents are complete)

Signature of Program Manager _____ Date _____

32 FEDERAL PROGRAMS DIVISION FINANCIAL AFFAIRS

COMPLIANT NON-COMPLIANT COMPLIANT NON-COMPLIANT

State Program Officer Signature/Date _____ Financial Affairs Signature/Date _____

State Financial Officer Signature/Date _____

33 FINANCIAL AFFAIRS (Certification of Funds) _____
Signature of Certifying Officer/ Date _____

34 SUPERINTENDENT'S OFFICE

APPROVE DISAPPROVE
Supervisor's Signature _____ Date _____

35 OFFICE OF SUPPLY MANAGEMENT (Travel Purchase Order (TPO)) _____
Office of Supply Management Signature/ Date _____

36 FINANCIAL AFFAIRS (Check/Cash Disbursement)

Traveler has been contacted to pick up the check for the travel (Per Diem, Registration fee, etc) _____
Financial Affairs Signature/ Date _____

NOTE: Upon completion of the routing process, if the travel request is federally funded a copy of the Travel Request and Authorization Routing Form (FORM-I) must be provided to the Federal Programs Division.
Approved August 17, 2007 (FORM-FP-02-07)



Taling M. Taitano
Interim Superintendent of Education

DEPARTMENT OF EDUCATION

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Fax: (671) 472-5003
www.gdoe.net



**Travel Request and Authorization
Checklist**

Traveler's Name:	Employee Name	TA Number:	
Conference Name:	Conference Name	Conference Dates:	Conference Dates

In order to expedite your request(s), the following are required when submitting the *Travel Request & Authorization form*:

- A. Completion of the Travel Authorization Request Memorandum to Superintendent
 - Traveler's Name and Title
 - Division/School
 - Funding Authority
 - Title of Conference
 - Purpose of Travel
 - Program Justification
 - Date of Conference
 - Location of Conference
 - Registration Amount
 - Total/per day cost of Per Diem (Attach Travel Per Diem Allowances of State)
 - Flight Cost (Total cost, Direct, Deviation, traveler's cost)
 - GPSS Travel Authorization cost
 - Length of travel
 - Date travel will commence
 - Annual Leave dates
 - Leave Information (Administrative, annual, personal)
 - Employee's signature
 - Program Manager's Signature (Division Head)
- B. Memorandum requesting and justifying to have two (2) or more persons attend the same conference (if applicable).
- C. TA Number (Obtain from Office of Supply Management)
- D. Completion of the Travel Request & Authorization Form
 - To/From
 - Date of Request
 - Full name of traveler
 - Title of traveler
 - Charge Account Number
 - Approx. length of travel
 - Date travel commences
 - Modes of travel desired
 - Dependents (if applicable)
 - Purpose of travel
 - Advanced travel amount (Per Diem, registration, etc)
 - Household effect: (if applicable)
 - Name, title, & signature of requesting official
 - Name, title, & signature of authorizing official
 - Estimate cost of travel (Breakdown of cost)
 - Signature of Traveler
- E. Statement of Commitment
 - Program Manager's Signature/Title (Division Head)
 - Traveler's Signature/Title
- F. Calendar indicating travel and conference dates
- G. Registration Form (It is the responsibility for the employee attending the conference to register to the conference training prior to departure)
- H. Three (3) travel quotes: (Must have advance travel quotes of 14 and 7 days, unrestricted airfare)

Exhibit 4: Statement of Commitment Form



Taling M. Taitano
Superintendent of Education

DEPARTMENT OF EDUCATION

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STATEMENT OF COMMITMENT

This is a statement of commitment between the Guam Department of Education/Superintendent of Education and **EMPLOYEE NAME** pertaining to the **CONFERENCE NAME**

- Condition 1 Upon the return of all conferences/trainings/workshops, training shall be facilitated by **EMPLOYEE NAME** within thirty (30) business days and is to be conducted as *Conference/Training Participant/Traveler* often as is necessary to all essential personnel.
- Condition 2 Upon completion of travel, a notification of the scheduled training will be provided to the Federal Programs Division. If a training cannot be conducted within the thirty (30) business days, a schedule (date/time) of when the training would be conducted will be submitted to the Federal Programs Division. After the training is conducted, the traveler will provide the Federal Programs Division documentations, such as the sign-in sheet and training agenda, that the training was completed.
- Condition 3 The Guam Public School System expects all travelers to meet the specifications stated in Conditions 1 and 2. Failure to comply with any or all the above stated conditions shall result in the traveler paying the *entire* cost of airfare, conference/training fees, and per diem expenditures to the Guam Public School System.

SIGNATURE OF EMPLOYEE

DATE

SIGNATURE OF PROGRAM MANAGER (DIVISION HEAD)

DATE

SIGNATURE OF FEDERAL PROGRAMS DIVISION ADMINISTRATOR

DATE

SIGNATURE OF SUPERINTENDENT OF EDUCATION

DATE

Approved August 17, 2007 (FORM: FP.04-07)

Exhibit 5: Travel Voucher Form



GOVERNMENT OF GUAM
DEPARTMENT OF EDUCATION
TRAVEL VOUCHER



DOCUMENT NUMBER		TRAVEL AUTHORIZATION NO.	DATE
NAME		MAILING ADDRESS	
ACCOUNT TO BE CHARGED			
DURATION OF TRAVEL		NO. OF DEPENDANTS NA	
TRANSPORTATION PER DIEM LODGING: MEALS: REG. FEE: SHUTTLE: TAX:	TRAVELER		
TOTAL AMOUNT CLAIMED \$ _____			
DEDUCT-ADVANCE: \$3651.24			
BALANCE DUE TO TRAVELER \$ _____			
BALANCE DUE TO D.O.E. \$ _____			
PAID BY:		RECEIPT # _____	
CHECK # _____	CASH \$ _____		
I CERTIFY THAT THE INFORMATION ABOVE IS TRUE AND CORRECT.			
SIGNATURE _____		DATE _____	

ORG.:0897/F.C.: B.O. / CLEARANCE: D.O.E.

Exhibit 6: Travel Authorization Form

Government of Guam DEPARTMENT OF EDUCATION TRAVEL REQUEST AND AUTHORIZATION			TA NO.
<small>NOTICE: See Section 1714, Chapter 17, Part 4, Volume III of the Government of Guam Manual for restrictions.</small>			
1. TO:	2. From (Name of requesting DIVISION)	3. DATE OF REQUEST	
4. FULL NAME OF TRAVELER <small>(Last, first, middle)</small>	5. Title of Traveler	6. CHARGE ACCOUNT NUMBER	
7. PLACES OF TRAVEL (If traveler is returning, do state) FROM: Guam TO: And Return to Guam:		8. APPROX. LENGTH OF TRAVEL <small>(In days)</small>	
		9. APPROX. DATE TRAVEL COMMENCES	
10. DESCRIBE MODES OF TRAVEL DESIRED (Air, Ship, Train, Private Automobile etc.)			
11. *IF DEPENDENTS ARE AUTHORIZED FOR TRAVEL; GIVE NAMES, AGE AND RELATIONSHIPS OF EACH.			
12. FULLY DESCRIBE PURPOSE OF TRAVEL (IF MORE SPACE IS NECESSARY ATTACH SEPARATE SHEET.)			
13. IF TRAVEL ADVANCE IS DESIRED, GIVE AMOUNT REQUESTED. <small>PLEASE FOLLOW GUAM PUBLIC LAW 28-48 TO USE FEDERAL TRAVEL REGULATIONS PER DEEMEDS ONLY Financial Affairs has a hard copy of the regulations.</small>		14. HOUSEHOLD EFFECTS AUTHORIZED () YES () NO	
15. Name, Title and Signature of requesting official (i.e. Coordinator, Supervisor, Administrator, Associate)		16. Name, Title and Signature of authorizing official. <small>(FUNDING SOURCE ADMINISTRATOR)</small>	
17. Estimate cost of travel:		FINANCIAL AFFAIRS USE ONLY	
(A) TRANSPORTATION OF TRAVELER _____ (B) TRANSPORTATION OF DEPENDENTS _____ (C) PER DIEM OF TRAVELER _____ (C) PER DIEM OF TRAVELER _____ (D) PER DIEM OF TRAVELER _____ (D) PER DIEM OF TRAVELER _____ (E) TRANSPORTATION OF HOUSEHOLD EFFECTS _____ (F) *CAR RENTAL _____ (G) Miscellaneous, Registration etc. _____ *Dentist On Island Teacher Requirement _____ TOTAL COST Estimated: _____		18. CERTIFICATION OF AVAILABILITY OF FUNDS.	
Financial Affairs use only verification of Estimate: Signature (Cost Estimator): _____			
19. TO TRAVELER, You are hereby authorized to perform the above describe travel in accordance with the provisions of Section 1714, Chapter 17, Part 4 Volume III of the Government of Guam Manual. Necessary Tickets, Transportation Request and other documents are hereto attached. A travel advance of \$_____ is also attached.			
_____ SIGNATURE Superintendent of Education			
20. _____ DATE			
_____ <small>Any non business charges to the approved theory, alterations and fees will be at the expense of the traveler. I certify that I understand the requirements and accept the materials of item 17.</small> Signature (Traveler)			

D_TRAVEL_REQUESTAUTHORIZATION as approved by FMIP 8/16/06

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Travel Activities

Question #2
Attachment #3
Question #4 and Question #5
Attachment #2

May 04, 2022

PROJECT NARRATIVE

1. PROJECT TITLE	Project #6: Gifted and Talented Education (GATE)		
2a. FEDERAL PROGRAM	Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS)		
2b. SEA OR LEA SERVICES	LEA		
2c. ALLOWABLE USE(S) OF FUNDS	Title V-B Sec. 5211(a)(1)(A); Title I-A Sect. 1003A(c)(4)(C); Title IV-A Sec. 4107(a)(3)(A)(i); Title IV-A Sec. 4107(a)(3)(A)(ii); Title IV-A Sec. 4107(a)(3)(C)(i); Title IV-A Sec. 4107(a)(3)(C)(iii), Title IV-A Sec. 4107(a)(1)(2)		
3. PROJECT BUDGET ALLOCATION	3a. FY 2019 FUNDS	3b. FY 2018 CARRYOVER FUNDS	3c. TOTAL BUDGET ALLOCATION
	\$ 1,273,466.99	\$482,683.53	\$1,756,150.52
4. POPULATION and NUMBERS to RECEIVE SERVICES	4a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		4b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES
	Grade Level(s)	Number of Students	Participant Type(s)
	Pre-K – 12 th	Public 1,764 / PNP 332	Teachers, Project Staff
5. NEED(S) for PROJECT	<p>Limit words to 300 or less)</p> <p>The Gifted and Talented Education (GATE) program seeks to provide supplemental programs for Public/PNP schools geared towards strengthening both academic skills and skills in the arts to prepare students for college and career. While the basic curriculum serves many students, it often does not meet the needs of students who are gifted in particular areas and general education teachers often lack training in gifted education to help meet their needs. High Achieving students are entitled to a curriculum provided at a pace, degree of abstraction and complexity, and level that is consistent with their abilities. Some students can meet their individualized education goals by achieving multiple grade levels in specific subject areas.</p> <p>The GATE Program will supplement Prekindergarten through 12th Grade Content Standards & Performance Indicators and the Language Arts/English & Math Standards. The GATE Program will assess students recommended for the GATE program to determine eligibility and support them at their developmental level. The GATE Program also seeks to provide a series of professional development sessions to enhance teachers’ skills so they are equipped to nurture students’ potential and develop diverse talents.</p>		

6. GOAL STATEMENT/OBJECTIVES

6a. Goal Statement: (Limit words to 300 or less)

Goal 1: Increase student participation in GATE activities (Academic Special Events, Visual Arts, Theater, and Music).

Year 3: 15% increase from Year 2 in number of students participating in GATE activities.

Goal 2: Increase the academic success of GATE students.

Year3: 65% of GATE students will score at either READY or EXCEEDING level in ACT Aspire Reading and Mathematics assessments.

6b. Objective(s): (Limit words to 300 or less)

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

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

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

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

Objective 6.3: Academic Special Events

Year 3: 75% of students participating in academic special events will report being more engaged in learning and feeling more confident in their academic work.

Objective 6.4: Visual Arts, Theater and Music Programs

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

<p>7. PROJECT DESCRIPTION</p>	<p>7a. CORE PROGRAM (Limit words to 150 or less)</p> <p>GDOE provides a basic educational program in all core subject areas for all public-school students. 43 locally funded teachers' support programming for high ability and promising students in grades PreK-12 in reading, language arts, math, science, and social studies. Identification through assessments for Prekindergarten students with high-ability skills is based on assessment results, as well as, recommendations from teachers, parents, daycare providers, and grandparents (with parental consent); students in K-5 must be recommended by teachers, principals, librarians, and/or nurses. Each of the components in the GATE Program assist with the District's Strategic Plan, Goal 1: All Guam Department of Education students will graduate from high school. Goal 2: All Guam Department of Education students will successfully progress from grade to grade.</p> <p>PNP schools participating in GATE provide core curriculum for all grades in the content areas, including teachers and other staff members as well as textbooks and basic instructional materials.</p>
	<p>7b. SUPPLEMENTAL PROJECT AND MANAGEMENT: (Limit words to 850 or less)</p> <p>GATE Students/Teachers receive supplemental services for advanced content learning, accelerated learning options, and high-ability enrichment programs. Provide services to high-ability PreK-12th students and Professional Development for teachers, to strengthen teachers' pedagogy in GATE Education. Student services will focus on two developmental levels: Affective (social effectiveness) and Cognitive (intellectual effectiveness).</p> <p>Screening for GATE may be requested when students demonstrate capability of advanced academic achievement. Referrals are sent to locally funded GATE Tester for evaluation, Initial screening includes: Pre-school- Visual Motor Integration (VMI) Kaufman Assessment Battery for Children, Expressive Vocabulary, Gestalt Closure, Magic Window, Riddles. Examination (Entrance Exam) for Elementary (K-5-grade) Peabody Individual Achievement Test, Slosson Intelligence Test and Raven Progressive Matrices.</p> <p>Funding will support 14 project personnel (13 FT and 2 PT):</p> <ul style="list-style-type: none"> (1) Program Coordinator (PCIV) – Plan, develop, coordinate, implement, evaluate the program, provide technical assistance to department, school personnel, monitor program activities, establish and maintain communication with federal project officers. (1) School Program Consultant – Coordinate model exemplary practices, administer, lead, positively influence teachers to ensure they exhibit highly skilled practice in relation to the needs of GIFTED students; plan, implement effective teaching/learning, assess academic programs. (1) Program Coordinator II – Prepares schedule for Special Events, organizes end of year Awards Ceremony, provide training to coaches, and assist with weekly Public Broadcasting system productions of the ACB competition.

- (1) NEW Program Coordinator II – Assist with the overall implementation of theatre program and other activities, to include: monitoring and reporting of the project. VACANT
- (1) MODIFIED Teacher IV Music (PT) – prepares and provides instructional strategies in age appropriate lessons and activities in music for identified GATE students in middle and high school.
- (1) MODIFIED Teacher IV Music (FT) – prepare and provide instructional strategies in age appropriate lessons and activities in music for identified GATE students.
- (1) NEW Teacher IV Dance (PT) – prepares and provides instructional strategies in age appropriate lessons and activities in dance for identified GATE students.
- (1) Teacher IV Art – who is a rover prepares and provides instructional strategies in age appropriate lessons and activities in Art for identified GATE elementary students.
- (2) Instructional Assistant – provides assistance to prekindergarten teachers, assist with developing lesson plans reinforce problem solving and creativity. The instructional aides will assist the local certified teacher.
- (1) Program Coordinator (PCIV – Data – 11%) – will support comprehensive data collection, analysis, dissemination, and reporting for all LEA projects (public, PNP, and public charter schools). Costs for personnel will be shared among the 10 projects. Data Program Coordinator will be responsible for ensuring data collection and databases are designed to meet the project and grant reporting needs.
- (1) Administrative Assistant (16%) - provides overall administrative support to the following Projects: #1 Teacher and Administrator Effectiveness (TAE), #2 ISLA – Giha, #3 ISLA – Ayudante, #4 College Pathway, #5 Career Pathway, #6 Gifted and Talented Education (GATE), and #8 Second Chance. Salary and benefits are cost-shared.
- (1) Clerk Typist III (16%) - provides overall administrative support to the following Projects: #1 Teacher and Administrator Effectiveness (TAE), #2 ISLA – Giha, #3 ISLA – Ayudante, #4 College Pathway, #5 Career Pathway, #6 Gifted and Talented Education (GATE), and #8 Second Chance. Salary and benefits are cost-shared.
- (1) Secretary Typist I (16%) - provides overall administrative support to the following Projects: #1 Teacher and Administrator Effectiveness (TAE), #2 ISLA – Giha, #3 ISLA – Ayudante, #4 College Pathway, #5 Career Pathway, #6 Gifted and Talented Education (GATE), and #8 Second Chance. Salary and benefits are cost-shared.
- (1) Administrative Officer (16%) - provides overall administrative support to the following Projects: #1 Teacher and Administrator Effectiveness (TAE), #2 ISLA – Giha, #3 ISLA – Ayudante, #4 College Pathway, #5 Career Pathway, #6 Gifted and Talented Education (GATE), and #8 Second Chance. Salary and benefits are cost-shared. VACANT

Annual internet services for MiFi devices for 8 project key personnel (1- SPC, 1- Lead Project Coordinator, 2- Program Coordinator, 4- Teachers) to observe, provide technical assistance, coordinate special events, and assess activities. Mileage reimbursement for 9 project personnel and 5 locally funded teachers traveling from school to school, to provide instruction, administrative activities, testing, meetings, and workshops. Instructional/Administrative supplies needed to support the project. Funds needed for computer/technology repairs not covered under EETT.

- Proportional External evaluator to conduct effectiveness of project activities and impact on project goals to improve access and service to participant. The consultant will use qualitative and quantitative data to provide an analysis of data gathered.
- Effective Leadership & Communication Professional Development – Professional development to improve grant funding accountability, improve communications and collaboration, improve stakeholder conversations, and improve accountability to stakeholders through effective decision making and advance workplace productivity through the Crucial Conversations framework or similar training model. Challenges exist within the district with regard to effective communication, implementation, internal monitoring and management as it relates to overall understanding and accountability of federal grants.
- Advertisement for Bid Announcements (Cost for advertising of IFBs, RFPs, Public Notices, Notice of Waiver, Notice of Training and Announcements are substantial)
- **MODIFIED:** Funding for registrations for up to 50 GATE students/participants to attend Pacific Educational Conference (PEC)
- **NEW:** Automated Employee Time Tracking
The procurement and implementation of the Automated Employee Time Tracking will support project administration, allowing the project to analyze and improve Consolidated Grant funded employees' productivity and accountability. Automation with help to improve efficiency with monitoring time spent by project funded central and school-site personnel.
[The Gifted and Talented Education \(GATE\) Project must establish and maintain an effective process for tracking and reporting time and effort spent by all employees whose salaries are paid by the Consolidated Grant \(CG\), including, but not limited to, maintaining accurate and up-to-date employee staffing lists and notices of personnel actions, distributing time among different funding sources for split-time employees, making timely and accurate adjustments to time and effort information entered into the payroll system and properly allocating the salary costs among Department grants based on records that accurately and properly record the distribution of each employee's time and effort, the time the employee attends work, and for those employees who work on a single cost objective, semiannual certifications. GATE must carry out these responsibilities consistent with Federal requirements in 2 CFR part 200, Subpart E, and more specifically, 2 CFR subsection 200.430 and 200.431.](#)
- **NEW:** Automated Fixed Assets Management System
The procurement and implementation of the Fixed Assets Management System will help the project to improve the administration and management of Consolidated Grant project funded fixed assets that are located at the various

school sites (public, charter and private-non-public schools). The system will help with the oversight, tracking, reporting and accuracy of real-time inventory to include acquisition, funding source, location, quality, condition, depreciation and survey of equipment information.

The cost and training for the automated Fixed Assets Management System (FAMS) is for CGA funded fixed assets. Presently, the CGA projects manually manage and maintain fixed assets inventory which is subject to error and inaccurate listing.

GDOE provides assurances that the employee time tracking system and Fixed Assets Management System (FAMS) will only be used to support the CGA activities.

GDOE provides assurances that funds for the employee time tracking system and Fixed Assets Management System (FAMS) will supplement and not supplant state and local funds.

GATE Components (ACTIVITIES)

6.1 Guam Academic Program/Professional Development: Contractual service for the annual teacher professional growth toward mastery of advanced professional standards, enable them to provide quality instruction to identified high-ability students in Prekindergarten at 7 schools and K-5th Grade at 26 schools throughout academic year with students engaged in creative problem solving and critical thinking. Teachers will receive supplemental instructional supplies/materials to enhance learning. **NEW:** Procure equipment (laptops, carts, access points, software) for student use. Professional Development delivered to enhance the GATE PreK-5th grade teacher's knowledge and skills on gifted education.

Professional Development for GATE Teachers as follows:

SY'17-18: Integrating STEM into GATE Classrooms.

SY'18-19: Integrating Arts into GATE Classrooms.

SY'19-20: Social and Emotional Development of GATE Learners.

MODIFIED: Key personnel (GDOE and/or PNP, Charter School) to attend 2019 National Association for Gifted Children (NAGC) 67th Annual Convention November 2020, will develop and disseminate resources gathered on gifted education to GDOE teachers.

MODIFIED: 100 GATE Project staff to attend 2020 Pacific Educational Conference, who will share and provide information on Guam GATE best practices.

Maximizing Resources:

6.1 GATE collaborates with consultants/trainers, participants and stakeholders in designing the Professional Development (PD), To ensure standards and learning strategies are met, PD attendees (GDOE GATE teachers and PNP) are required to train their peers on newly gained information, knowledge and skills obtained from the training at a minimum, two (2) times per quarter. They are expected to use the newly acquired information, knowledge and skills in their daily instructions with students.

GATE travelers provide in-service training to their colleagues and peers upon their return from off-island conference/training. The knowledge and skills acquired through these off-island conferences/trainings are utilized to assist in identifying strengths and weaknesses and improving overall services to participating students and teachers.

Trainings/meetings occur during regular duty hours therefore stipends are not requested.

6.2 Math Enrichment Program GATE Math teachers will receive supplemental instructional supplies/materials annually.

6.3 Academic Special Events – Content areas integrated into a variety of competitions require advanced skills in mathematics, language arts and English, which annually showcase talent and supplement regular curriculum. Stipends for eligible Coaches to promote academic excellence and support Public and Private, Non-Public School (PNP) students. Coaches (may be teachers) are identified by principals and prepare students for competitions after school and on Saturdays. Stipends are based on \$10.00 per hour up to 120 hours. Coaching and competitions are held outside regular school day. An annual island wide awards ceremony will be held in May at venue (funded) to award all Academic Special Events winners (need trophies/medals/ribbons). Special events include:

- (1) Math Olympiad for 4th-5th grade students with a venue requested to allow 25 teams (GDOE and PNP), to compete annually.
- (2) Math Counts (a national math program) for approximately 50 middle school students from public and PNP schools to develop math skills.
 - Registration at \$35 per student, not to exceed 10 students per school.
- (3) Academic Challenge Bowl (ACB), curriculum-based program for middle and high school students is trivia-type competition based on criterion-referenced questions and allows students to broaden their knowledge. Weekly studio competition is recorded and televised (funded), highlighting student skills in Arts, Mathematics, Social Studies, and Science.
 - **MODIFIED:** Travel for 2 teams (one middle school and one high school team estimated at 5-8 students, coach, key program personnel each) to attend 2020 National Academic Championship for Middle and High School Competitions. Total 20 Travelers.
- (4) National Forensic League (NFL) speech and debate activities enhance students' communication, leadership, cognitive, and presentational skills. NFL judges receive \$15.00 per hour, not to exceed 5 hours per regular competitions and \$19.00 per hour, not to exceed 5 hours per semi-finals and finals.
 - Registration at \$149 per team.
 - **MODIFIED:** Travel for 6-8 students, 2 coach and or key personnel to attend the 2020 National Speech and Debate Tournament (NFL).

(5) **MODIFIED:** Team of 10 travelers, 2 coach, key personnel, 6-8 students to National High School Mock Trial in Evansville, IN, on May 6-9, 2020, this activity allows students to become more familiar with the legal system as well as gain critical thinking, public speaking, advocacy, teamwork, and character skills.

6.4 Visual Arts, Theater, Music Programs engage students to promote creativity, self-motivation, self-discipline, and confidence for student's 4th-12th grades. Arts enhance perceptual/cognitive skills; forms of arts enhance and complement reading, language development and writing skills; drama, visual arts and music assist student in achieving literacy goals by engaging them in their learning process. Funds requested for printing and binding student art/calendar, pamphlets/poetry book, instructional supplies/materials, framing, matting for students work, printing, theater supplies, production rights, barcode scanners, audio visual (video/recording, etc.) and **NEW:** music band equipment, theatre: theater rental cost, lights & sounds rental, bus transportation, and event advertising. The bar code scanners are reasonable and necessary for the Project to track Consolidated Grant funded equipment and ensure appropriate use. This change from previous years, allows the Project to report the entire Consolidated Grant funded equipment inventory in the quarterly reports. Auditions are announced for productions, giving PNP students the opportunity to participate under theatre program. Theatre supplies are needed for stage setting and/or production.

9. PERSONNEL NEEDS

(Limit words to 250 or less)

- (1) Program Coordinator (PCIV)
- (1) School Program Consultant
- (1) Program Coordinator II
- (1) NEW Program Coordinator II - VACANT
- (1) MODIFIED Teacher IV Music (PT)
- (1) MODIFIED Teacher IV Music (FT)
- (1) NEW Teacher IV Dance (PT)
- (1) Teacher IV Art
- (2) Instructional Assistant
- (1) Program Coordinator (PCIV – Data – 11%)
- (1) Administrative Assistant (16%)
- (1) Clerk Typist III (16%)
- (1) Secretary Typist I (16%)
- (1) Administrative Officer (16%) - VACANT

1. PROJECT TITLE: Project #6: GIFTED AND TALENTED EDUCATION (GATE)					
BUDGET SUMMARY PAGE					
BUDGET CATEGORIES		INDIRECT COSTS	FY 2018 CARRYOVER FUNDS SUBTOTALS	FY 2019 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries		\$ 44,135.38	\$ -	\$ 379,195.41	\$ 423,330.80
3. Fringe Benefits			\$ -	\$ 134,020.00	\$ 134,020.00
4. Travel			\$ 46,169.14	\$ 169,651.83	\$ 215,820.97
5. Equipment			\$ 179,327.63	\$ 5,000.00	\$ 184,327.63
6. Supplies			\$ 151,000.00	\$ 110,616.51	\$ 261,616.51
7. Contractual (Purchased Services)			\$ 101,186.76	\$ 262,940.32	\$ 364,127.08
8. Other			\$ 5,000.00	\$ 167,907.54	\$ 172,907.54
Indirect Cost Rate	Subtotal	\$ 44,135.38	\$ 482,683.53	\$ 1,229,331.60	\$ 1,756,150.52
9.50%				Grand Total:	\$ 1,756,150.52

2. PERSONNEL SALARIES & 3. FRINGE BENEFITS										
Personnel		FY 2018 Carryover Funds			FY 2019 Funds			Total Funds for Project		
Position Titles	% of Time	Salary	Fringe	FY 2018	Salary	Fringe	FY 2019	Salary	Fringe	Totals
				Totals			Totals			
FULL-TIME										
PROGRAM COORDINATOR IV (GDOE 95% (PNP 4%) (Charter 1%))	100%	\$ -	\$ -	\$ -	\$ 64,350.00	\$ 18,210.51	\$ 82,560.51	\$ 64,350.00	\$ 18,210.51	\$ 82,560.51
PROGRAM COORDINATOR IV - DATA	11%	\$ -	\$ -	\$ -	\$ 6,369.00	\$ 2,542.76	\$ 8,911.76	\$ 6,369.00	\$ 2,542.76	\$ 8,911.76
SCHOOL PROGRAM CONSULTANT (SPC) (GDOE 95% (PNP 4%) (Charter 1%))	100%	\$ -	\$ -	\$ -	\$ 59,246.00	\$ 22,110.70	\$ 81,356.70	\$ 59,246.00	\$ 22,110.70	\$ 81,356.70
PROGRAM COORDINATOR II - (GDOE 95%) (PNP 4%) (Charter 1%)	100%	\$ -	\$ -	\$ -	\$ 43,910.00	\$ 12,749.11	\$ 56,659.11	\$ 43,910.00	\$ 12,749.11	\$ 56,659.11
NEW PROGRAM COORDINATOR II - VACANT (GDOE 95%) (PNP 4%) (Charter 1%)	100%	\$ -	\$ -	\$ -	\$ 26,652.08	\$ 12,363.18	\$ 39,015.26	\$ 26,652.08	\$ 12,363.18	\$ 39,015.26
ADMINISTRATIVE OFFICER -VACANT (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$ -	\$ -	\$ -	\$ 5,425.76	\$ 2,146.41	\$ 7,572.17	\$ 5,425.76	\$ 2,146.41	\$ 7,572.17
SECRETARY I TYPIST (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$ -	\$ -	\$ -	\$ 4,910.91	\$ 2,146.41	\$ 7,057.32	\$ 4,910.91	\$ 2,146.41	\$ 7,057.32
ADMINISTRATIVE ASSISTANT (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$ -	\$ -	\$ -	\$ 4,972.16	\$ 1,442.72	\$ 6,414.88	\$ 4,972.16	\$ 1,442.72	\$ 6,414.88
CLERK TYPIST III (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$ -	\$ -	\$ -	\$ 4,781.28	\$ 1,924.80	\$ 6,706.08	\$ 4,781.28	\$ 1,924.80	\$ 6,706.08
FULL-TIME - TEACHERS/SCHOOLS AIDES										
GATE MUSIC (Teacher IV)	100%	\$ -	\$ -	\$ -	\$ 34,383.00	\$ 13,520.19	\$ 47,903.19	\$ 34,383.00	\$ 13,520.19	\$ 47,903.19
GATE ART (Teacher IV)	100%	\$ -	\$ -	\$ -	\$ 46,501.00	\$ 13,519.19	\$ 60,020.19	\$ 46,501.00	\$ 13,519.19	\$ 60,020.19
INSTRUCT. ASSIST. (SCHOOL AIDE II)	100%	\$ -	\$ -	\$ -	\$ 33,948.00	\$ 14,255.91	\$ 48,203.91	\$ 33,948.00	\$ 14,255.91	\$ 48,203.91
INSTRUCT. ASSIST. (SCHOOL AIDE I)	100%	\$ -	\$ -	\$ -	\$ 26,369.00	\$ 10,781.30	\$ 37,150.30	\$ 26,369.00	\$ 10,781.30	\$ 37,150.30
PART-TIME										
GATE DANCE (Teacher IV) (PT)	100%	\$ -	\$ -	\$ -	\$ 8,688.62	\$ 3,153.40	\$ 11,842.02	\$ 8,688.62	\$ 3,153.40	\$ 11,842.02
GATE MUSIC (Teacher IV) (PT)	100%	\$ -	\$ -	\$ -	\$ 8,688.62	\$ 3,153.40	\$ 11,842.02	\$ 8,688.62	\$ 3,153.40	\$ 11,842.02
Subtotals		\$ -	\$ -	\$ -	\$ 379,195.42	\$ 134,020.00	\$ 513,215.42	\$ 379,195.42	\$ 134,020.00	\$ 513,215.42
								Grand Total	\$	513,215.42

Project #6: GIFTED AND TALENTED EDUCATION (GATE)

4. TRAVEL

Travel Activity	Itemized Budget – Airfare, Hotel, Per-Diem, Local Travel, Conference Fees,	FY 2018 Carryover	FY 2019 Funds
On-Island Travel = Local Mileage 6.1 Guam Academic Program/Professional Development - 6.4 Visual Arts, Theater, Music Programs	Funds are requested for mileage reimbursement to support nine (9) project key personnel and five (5) locally funded teachers to conduct GATE testing, attend meetings/trainings/conferences, delivering relevant documents, provide music and art classes at selected schools, etc.) TOTAL: 31,414.72 x .58 (2019 GSA POV) = \$18,220.69	\$ -	\$ 18,220.69
Off-Island Travel NAGC GATE Professional Development for Educators 6.1 Guam Academic Program/Professional Development - 6.4 Visual Arts (National Association for Gifted Children Convention)	MODIFIED: 4 Travelers (GDOE and/or PNP/Charter School) to attend 2019 National Association for the Gifted Children 67th Annual Convention in November 2019 in Albuquerque, NM. Estimated per person: \$5,932.57 x 4 = \$23,730.28 • Airfare: \$3,000.00 (East Coast) • Lodging: \$267.00 x 5 days = \$1,335.00 + 14.5% = \$1,528.57 • Per Diem: \$74.00 x 6 days (+International Dateline) = \$444.00 • First & Last day: \$55.50 x 2 = \$111.00 • Ground Transportation: \$50.00 from and to the airport x 2 = \$100.00 • Registration Fee: \$749.00 (Based on 2019 GSA Rates)	\$ 11,865.14	\$ 11,865.14
Off-Island Travel 6.3 Academic Special Events: National Mock Trial Championship (High School)	MODIFIED: 10 Travelers: 2 Coaches, 6 8 High School Mock Trial Students to attend 2020 National High School Mock Trial Championship. May 6-9, 2020 Evansville, IN Estimated per person: \$4,250.50 x 10 = \$42,505.00 + \$925 + \$75x2=\$150.00 = \$43,580.00 • Est. Airfare: \$3,000 (East Coast) • Lodging: \$115.00 x 5 days = \$575.00 + 14% = \$655.50 • Meals: \$66 x 6 days (+International Dateline) = \$396.00 • First & Last Day - \$49.50 x 2 = \$99.00 • Ground transportation (\$50 from and to airport): \$50 x 2 = \$100.00 • Registration Fee: \$925.00 + 75 extra bag fee (competition equipment, supplies and materials) (Based on 2019 GSA Rates)	\$ 8,576.00	\$ 35,004.00
Off-Island Travel 6.3 Academic Special Events (3) Academic Challenge Bowl (1 middle school team)	MODIFIED: 10 Travelers: 2 ACB Middle School Coach or SPC or Teacher or Program Coordinator, 8 Middle School ACB Students to attend 2020 National Academic Championship. Location TBD Estimated per person: \$4,250.50 x 10 = \$42,505.00 + \$775 + \$75x2=\$150.00 = \$43,430.00 • Est. Airfare: \$3,000 (East Coast) • Lodging: \$115.00 x 5 days = \$575.00 + 14% = \$655.50 • Meals: \$66 x 6 days (+International Dateline) = \$396.00 • First & Last Day - \$49.50 x 2 = \$99.00 • Ground transportation (\$50 from and to airport): \$50 x 2 = \$100.00 • Registration Fee: \$775.00 + 75 extra bag fee (competition equipment, supplies and materials) (Based on 2019 GSA Rates)	\$ 8,576.00	\$ 34,854.00

Project #6: GIFTED AND TALENTED EDUCATION (GATE)

4. TRAVEL

Travel Activity	Itemized Budget – Airfare, Hotel, Per-Diem, Local Travel, Conference Fees,	FY 2018 Carryover	FY 2019 Funds
Off-Island Travel 6.3 Academic Special Events (3) Academic Challenge Bowl (1 high school team)	<p>MODIFIED: 10 Travelers: 2 ACB High School Coach or key project personnel and 8 High School ACB Students to attend 2019 National Academic Championship. Location TBD Estimated per person: \$4,250.50 x 10 = \$42,505.00 + \$775 + \$75x2=\$150.00 = \$43,430.00</p> <ul style="list-style-type: none"> • Est. Airfare: \$3,000 (East Coast) • Lodging: \$115.00 x 5 days = \$575.00 + 14% = \$655.50 • Meals: \$66 x 6 days (+International Dateline) = \$396.00 • First & Last Day - \$49.50 x 2 = \$99.00 • Ground transportation (\$50 from and to airport): \$50 x 2 = \$100.00 • Registration Fee: \$775.00 + 75 extra bag fee (competition equipment, supplies and materials) <p>(Based on 2019 GSA Rates)</p>	\$ 8,576.00	\$ 34,854.00
Off-Island Travel 6.3 Academic Special Events (4) National Forensic League (NFL)	<p>MODIFIED: 10 Travelers: 2 NFL High School Coach or SPC or Teacher or Program Coordinator, 8 High School NFL students to attend 2019 National Speech and Debate Tournament. Location TBD Estimated per person: \$4,250.50 x 10 = \$42,505.00+ \$775 +\$75x2=\$150.00 = \$43,430.00</p> <ul style="list-style-type: none"> • Est. Airfare: \$3,000 (East Coast) • Lodging: \$115.00 x 5 days = \$575.00 + 14% = \$655.50 • Meals: \$66 x 6 days (+International Dateline) = \$396.00 • First & Last Day - \$49.50 x 2 = \$99.00 • Ground transportation (\$50 from and to airport): \$50 x 2 = \$100.00 • Registration Fee: \$775.00 + 75 extra bag fee (competition equipment, supplies and materials) <p>(Based on 2019 GSA Rates)</p>	\$ 8,576.00	\$ 34,854.00
Travel Subtotals		\$46,169.14	\$ 169,651.83

Project #6: GIFTED AND TALENTED EDUCATION (GATE)			
5. EQUIPMENT			
Equipment Type	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer Software, Etc.	FY 2018 Carryover	FY 2019 Funds
<p>6.4 Visual Arts, Theater, Music Programs</p> <p>The GATE supplemental technology tools are aligned with Component 6.4 goals and objectives; Visual Arts/Theater/Music Programs engage students to promote creativity, self-motivation, self-discipline, and confidence for student's 4th-12th grades. The use of the audio visual equipment allows the teachers to augment classroom instruction, fine arts, mathematics, social studies, and science.</p> <p>Outcomes are used to help strengthen students' critical thinking and problem solving skills, support students with music, theater, dance, and local and national competitions. Innovating the practices will help to motivate and increase student participation. The use of the audio visual equipment allows the teachers to augment classroom instruction, fine arts, mathematics, social studies, and science.</p>	<p>EXPANSION: Audio visual (Video/Recording, etc.) equipment for GATE productions.</p>	\$ 10,000.00	\$ 5,000.00
<p>6.1 Guam Academic Program/Professional Development</p> <p>The GATE supplemental technology tools are aligned with Component 6.1 goals and objectives; Guam Academic Program/Professional Development, allowing teachers and students to access research proven instructional strategies in the classroom, providing a mechanism to implement instructional strategies, allow teachers and students to utilize a variety of digital resources, keeps pace with the needs of the modern student, provides opportunity for collaboration, project-based learning, and innovative classroom instruction.</p> <p>Mobile carts will provide GATE teachers and students access to technology that enhances lessons and provides the whole class an opportunity for hands-on lessons, resulting in student achievement.</p> <p>Guam Academic Program/Professional Development, allowing teachers and students to access research proven instructional strategies in the classroom, providing a mechanism to implement instructional strategies, allow teachers and students to utilize a variety of digital resources, keeps pace with the needs of the modern student, provides opportunity for collaboration, project-based learning, and innovative classroom instruction.</p>	<p>NEW: Mobile Cart for 10 Laptops. Estimated cost @ \$834 each x 10 = \$8,340</p>	\$8,340.00	\$ -
<p>6.1 Guam Academic Program/Professional Development</p> <p>The GATE supplemental technology tools are aligned with Component 6.1 goals and objectives; Guam Academic Program/Professional Development, allowing teachers and students to access research proven instructional strategies in the classroom, providing a mechanism to implement instructional strategies, allow teachers and students to utilize a variety of digital resources, keeps pace with the needs of the modern student, provides opportunity for collaboration, project-based learning, and innovative classroom instruction.</p> <p>Wireless access points are necessary to successfully connect wifi to mobile carts for GATE teachers and student use. The wireless access points are necessary in order for teachers and students to access the internet while at remote school site locations. The wireless access points are necessary in order for teachers and students to access the internet while at remote school site locations.</p>	<p>NEW: 10 Wireless Access Points @ \$1,088 each = \$10,880</p>	\$10,880.00	\$ -
<p>6.4 Visual Arts, Theater, Music Programs</p> <p>Examples of band equipment requested: Piccolo; Oboe; Basson; Baritone Sax; Double French Horn; Euphonium (4 valve); Double Bb Tuba; Timpani (4 pcs); Glockenspiel; Xylophone; Marimba; Vibraphone; Tamtam (gong) 36 inch; Chime set; Upright Double Bass; Viola; Drum set (5pcs) w/cymbal,etc.</p> <p>Supplemental band equipment will be used for students aspiring to play an instrument to contribute to GATE activities so highly gifted students may enhance their talents and abilities to their full potential. The GATE supplemental band equipment are aligned with Component 6.4 goals and objectives; Visual Arts/Theater/Music Programs engage students to promote creativity, self-motivation, self-discipline, and confidence for student's 4th-12th grades. The use of the band equipment allows teachers to enrich classroom instruction in fine arts, music and theater.</p>	<p>NEW: Band Equipment</p>	\$150,107.63	\$ -
Equipment Subtotals		\$179,327.63	\$5,000.00

Project #6: GIFTED AND TALENTED EDUCATION (GATE)					
6. SUPPLIES					
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Computers, Cameras Software, Books, E-Books, Periodicals, Etc.			FY 2018 Carryover	FY 2019 Funds
Administrative Supplies 6.1 Guam Academic Program/Professional Development - 6.4 Visual Arts	Supplies such as folders, lapels, pens, light bulbs for projectors, CD ROMS, CD labels, paper clips, binder clips, etc. Instructional and office supplies are needed to accomplish the learning objectives. (\$500 x 14 staff)			\$ -	\$ 7,000.00
Instructional Supplies The GATE supplemental technology tools are aligned with components 6.1. Guam Academic Program/Professional Development, 6.2. Math Enrichment, 6.3. Academic Special Events and 6.4. Visual Arts, Theater, Music Programs. Supplemental supplies and materials will assist the GATE teachers with their lesson planning and to employ instructional strategies that better engage students and ease the process of communicating lesson objectives, minimize the need to print multiple copies from books, workbooks or other printed materials and promotes teacher/student engagement. Additional Supplemental supplies and materials will assist in meeting GATE's goals by enabling students to participate and to enhance creativity utilizing additional necessary supplies and materials.	EXPANSION: Academic/Math/Art/Music Instructional supplies such as ink cartridges, paints, paint brushes, stencils, tablets, math games, puzzles, sketch pads, folders, paint supplies, glue, cabinets, locked cabinets, tables, chairs, etc. Approximately 165 - 280 teachers @ \$600 each.			\$ 51,000.00	\$ 48,000.00
	GDOE	Charter School - iLearn & GACS	PNP - OCE		
	\$81,600.00	\$4,200.00	\$13,200.00		
6.3 Academic Special Events - trophies, ribbons, etc.	Trophies, Medals & Ribbons (Year End Awards) Estimated total: \$10,632.56			\$ -	\$ 10,632.56
6.4 Visual Arts, Theater and Music - Theater supplies	Theater Supplies Lumber, screws, face masks, gloves, costumes, paint, tape, etc. (2 shows)			\$ -	\$ 28,630.95
Other Computer and Technology Repair and Supplies	Cost to include supplies necessary to repair Consolidated Grant funded computers, iPads/tablets, etc. once assessed to include parts / supplies such as Cat 5 cables - 1,000 feet bulk cable, patch cables to connect two network devices such as a network hub, switch or router; CPU Processors, Motherboards, Graphic Cards, Sound Cards, internal hard drives, projector replacement bulbs and promethean pen tips, and barcode labels. \$191.00 x 83 = \$15,853.00			\$ -	\$ 15,853.00
6.4 Visual Arts, Theater and Music: Bar Code Scanners The project has procured fixed assets to carry out approved goals, objectives and activities; fixed assets are located at various school sites (GDOE and participating Private Non-Public schools). Scanners will be used periodically for monitoring and tracking; Will be linked to the Fixed Assets Management System allowing to improve accuracy, accountability, tracking and reporting and real time updates of CGA funded fixed assets. GATE supports teachers with technology tools, personnel are located throughout the district. GDOE provides assurances that funds for the bar code scanners will supplement and not supplant state and local funds.	MODIFIED: To procure a Bar Code Scanner to track and account for all Consolidated Grant funded project equipment. \$500 x 2 = \$1,000.00			\$ 500.00	\$ 500.00
6.1 Guam Academic Program/Professional Development The GATE supplemental technology tools are aligned with Component 6.1 goals and objectives; Guam Academic Program/Professional Development, allowing teachers and students to access research proven instructional strategies in the classroom, providing a mechanism to implement instructional strategies, allow teachers and students to utilize a variety of digital resources, keeps pace with the needs of the modern student, provides opportunity for collaboration, project-based learning, and innovative classroom instruction. Laptops will help meet the project goals by providing GATE teachers access to technology that would enhance their lessons and provide the whole class an opportunity for hands-on experience with lessons taught, resulting in student achievement.	NEW: 100 Laptops @ \$767 each = \$76,700, 100 Office Pro Software @ \$122.55 each = \$12,255, 100 Software Upgrades @ \$105.45 = \$10,545. \$995 each set x 100 = Grand Total = \$99,500.00			\$ 99,500.00	\$ -
Supply Subtotals				\$ 151,000.00	\$ 110,616.51

Project #6: GIFTED AND TALENTED EDUCATION (GATE)						
7. CONTRACTUAL (PURCHASED SERVICES)						
Contractual Product or Service		Itemized Budget – Contractual/Professional Services; Communication Services; Training/Professional Development Services, Etc.			FY 2018 Carryover	FY 2019 Funds
Training/Professional Development (Social and Emotional)	6.1 GATE Professional Development for Educators	Trainer Fee: \$20,000 x 3 = \$60,000 includes the following: Development of Training Training Fee: \$60,000.00 Graduate Credits: \$4,860.00 Resource Kits: \$16,600.00 \$168.00 per GDOE and PNP teacher Total: \$101,404.00			\$ -	\$ 101,404.00
		PUBLIC = 79 teachers	Charter School: GACS Charter - 2 teachers	PNP = SPCS 2 teachers,		
Professional Services (Broadcasting)	6.3 Academic Special Events	Broadcasting and taping services for the Academic Challenge Bowl Competitions (8th-12th grades) for SY 2019-2020. The broadcast and tapings would cover from October 2019 - April 2020. (38 tapings x \$500)			\$ -	\$ 19,000.00
Project Personnel - MiFi Devices		Internet services MiFi Devices for Training, Instructional/ Program support (1) SPC, (1) Project Director,(1) PCII (2) Teachers (3) Testing, observation, technical assistance, special events, assessments MiFi devices \$29.50 monthly fee x 12 months = \$720.00 x 8 staff = \$2,832.00			\$ -	\$ 2,832.00
Theater Advertising fees	6.1 Guam Academic Program/Professional Development - 6.4 Visual Arts	Professional services: Advertisement costs for GATE productions throughout the school year. • (3) 3x8 Notice to Public @ 498 (POST)/each x 3 = \$1,495.98 and \$1,006 x 3 (GuamPDN)/each = \$4,512.00			\$ -	\$ 4,512.00
Advertising fees	6.1 Guam Academic Program/Professional Development (IFB/RFP)	Bid Announcements (Cost for advertising of IFBs, RFPs, Public Notices, Notice of Waiver, Notice of Training and Announcements are substantial) 4 - (2x6 IFB/RFP Announcements @ \$288 (POST)/each x 4 and \$604.50 x 5 (Guam PDN) each = \$4,174.50			\$ -	\$ 4,174.50
Framing and Matting GATE Visual Arts	6.4 Visual Arts	Framing and Matting of GATE participants artwork throughout the SY Estimate:\$15,000			\$ -	\$ 15,000.00
6.4 Visual Arts, Theater and Music (Production Rights)		Production Rights (2 events = \$16,000.00)			\$ -	\$ 16,000.00
Printing and binding services of annual GATE magazine/calendar, pamphlets, and poetry booklets	6.4 Visual Arts	Professional printing services: \$5.00/book/calendar x 3,500 = \$17,500.00 books/calendar.			\$ -	\$ 17,500.00
6.3 Academic Special Events (2) Math Counts (Student Registration)		Registration per student @ \$35, up to 10 per school. TOTAL PUBLIC+PNP = \$6,650.00			\$ -	\$ 6,650.00
		GDOE	Charter School	PNP		
		PUBLIC = 8 Schools x 10 students x \$35 = \$2,975.00	\$500.00	PNP = 11 Schools x 10 students x \$35 = \$3,350.		

Project #6: GIFTED AND TALENTED EDUCATION (GATE)					
7. CONTRACTUAL (PURCHASED SERVICES)					
Contractual Product or Service		Itemized Budget – Contractual/Professional Services; Communication Services; Training/Professional Development Services, Etc.		FY 2018 Carryover	FY 2019 Funds
6.3 Academic Special Events (4) National Forensic League (Team Registration)	Registration per School \$149. TOTAL PUBLIC +PNP = \$2,086.00				
	GDOE	Charter School	PNP	\$ -	\$ 2,086.00
	PUBLIC = 7 Schools x \$149 = \$1,043.00	\$149.00	PNP = 6 Schools x \$149 = \$		
Theatre Rental 6.4 Visual Arts	Est. Theatre Rental for 2 Productions @ \$10,000.00 each			\$ -	\$ 20,000.00
Theatre lights & sound and Bus Transportation 6.4 Visual Arts	Lights and Sounds Rental for 2 Productions. And bus transportation services to transport students to and from theater venue.			\$ -	\$ 26,738.15
Effective Leadership & Communication Professional Development (shared cost with all projects: Est. \$150,000.00 - costs proportioned for each project)	MODIFIED: Professional consultative services to evaluate, develop, facilitate and train employees to improve internal workplace communication, grant activities accountability and implementation, internal monitoring and management processes necessary to improve consultation processes and collaboration. - To improve overall grant accountability - Build a high performance organization, teams - To improve dialogue and engagement; - To improve collaborative decision making			\$ 4,032.27	\$ 2,043.67
External Evaluator (shared cost with all projects: Est. \$400,00.00 - costs proportioned for each project)	MODIFIED: Procure professional consultative services to conduct an evaluation of the effectiveness of the Project activities and impact on Project goals to improve access and service to participants. Consultant will use qualitative and quantitative data to provide an analysis of the data.			\$ 16,141.95	\$ 25,000.00
Automated Employee Time Tracking (shared cost with all projects: Est. \$1,000,00.00 - costs proportioned for each project)	NEW: Employee Time Tracking - Automated (proportioned) The procurement and implementation of the Automated Employee Time Tracking will support project administration, allowing the project to analyze and improve Consolidated Grant funded employees' productivity and accountability. Automation with help to improve efficiency with monitoring time spent by project funded central and school-site personnel.			\$ 40,506.27	\$ -
Automated Fixed Assets Management System (shared cost with all projects: Est. \$1,000,00.00 - costs proportioned for each project)	NEW: Fixed Management System - Automated (proportioned) The procurement and implementation of the Fixed Assets Management System will help the project to improve the administration and management of Consolidated Grant project funded fixed assets that are located at the various school sites (public, charter and private-non-public schools). The system will help with the oversight, tracking, reporting and accuracy of real-time inventory to include acquisition, funding source, location, quality, condition, depreciation and survey of equipment information.			\$ 40,506.27	\$ -
Contractual Subtotals				\$101,186.76	\$262,940.32

Project #6: GIFTED AND TALENTED EDUCATION (GATE)

8. OTHER

Contractual Product or Service	Itemized Budget – Space Rental, Required Fees, Honoraria and Travel, Printing Costs (where a contract is not in place for services), Stipends, Etc.	FY 2018 Carryover	FY 2019 Funds
6.3 VENUE for 2 events (Math Olympiad & Annual Award) 6.3 Academic Special Events	Est. \$6,000 x 2 event ceremony: Island-wide Math Olympiad and Annual Awards Ceremony * Guam currently does not have a venue to rent for a flat rate, venue cost is based on number of participants.	\$ -	\$ 12,000.00
6.3 Academic Special Events Coaches Stipends (Public)	Math Olympiad: 25 Public \$10.00 x 120 hours x 25 = \$30,435.00 Math Counts: 8 Public \$10.00 x 120 hours x 8 = \$9,739.20 Academic Challenge Bowl (middle): 8 Public \$10.00 x 120 hours x 8 = \$9,739.20 Academic Challenge Bowl (high school): 6 Public \$10.00 x 120 hours x 8 = \$7,304.40 National Forensic League: 6 Public \$10.00 x 120 hours x 8 = \$7,304.40	\$ -	\$ 65,909.14
6.3 Academic Special Events NFL Judges Stipends (Public)	National Forensic League Competition: \$15.00 x 5 hours = \$75.00 x 6 x 30 PUBLIC = \$13,695.75 National Forensic League SEMI-FINAL/FINAL: \$19.00 x 5 hours = \$95.00 x 2 = 190 x 30 PUBLIC = \$5,782.65	\$ -	\$ 19,478.40
6.3 Academic Special Events Stipends (PNP and Charter) Indirect Cost does not apply	Math Olympiad: 11 PNP and 1 Charter \$10.00 x 120 hours = \$13,200.00 Math Counts: 10 PNP \$10.00 x 120 hours = \$12,000 Academic Challenge Bowl (middle): 10 PNP and 1 Charter \$10.00 x 120 hours = \$9,600.00 Academic Challenge Bowl (high school): 8 PNP \$10.00 x 120 hours = \$8,400.00 National Forensic League: 6 PNP \$10.00 x 120 hours = \$7,200.00	\$ -	\$ 50,400.00
Academic Special Events NFL Judges Stipends (PNP and Charter) Indirect Cost does not apply	National Forensic League Competition: \$15.00 x 5 hours = \$75.00 x 6 x 8 PNP = \$3,600.00 National Forensic League SEMI-FINAL/FINAL: \$19.00 x 5 hours = \$95.00 x 2 = 190 x 8 PNP = \$1,520.00	\$ -	\$ 5,120.00
Pacific Educational Conference (PEC)	MODIFIED: PEC Registration for 100 GATE Project Staff @ \$150 and 50 students @ \$100	\$ 5,000.00	\$ 15,000.00
Other Direct Costs Subtotals		\$5,000.00	\$ 167,907.54

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Travel Activities

Question #2
Attachment #4
Question #9
Attachment #2

May 04, 2022



Shandice Jenniel Calano <sjcalano@gdoe.net>

RE: Approved - Request for Prior Approval - National Art Education Association (NAEC) Convention and the 19th International Conference on Positive Behavior Support

4 messages

'Chang, Maria' via Federal Programs <federal-programs@gdoe.net>

Wed, Jan 19, 2022 at 6:50 AM

Reply-To: "Chang, Maria" <Maria.Chang@ed.gov>

To: "icsantos@gdoe.net" <icsantos@gdoe.net>

Cc: Federal Programs <federal-programs@gdoe.net>, "Forrester, Tiffany" <Tiffany.Forrester@ed.gov>, "Jon Fernandez (Superintendent)" <jonfernandez@gdoe.net>, "Joseph L.M. Sanchez (Deputy Supt. C & I)" <jsanchez@gdoe.net>

Dear Mr. Santos,

I hope this email finds you and your colleagues well.

Thank you for your reply. Please feel free to participate in the National Art Education Association Convention **and** the 19th International Conference on Positive Behavior Support.

Have a good work week. Take Care.

Kind Regards,

Maria

From: Ignacio C. Santos <icsantos@gdoe.net>**Sent:** Friday, January 14, 2022 6:51 PM**To:** Chang, Maria <Maria.Chang@ed.gov>**Cc:** Federal Programs <federal-programs@gdoe.net>; Forrester, Tiffany <Tiffany.Forrester@ed.gov>; Jon Fernandez (Superintendent) <jonfernandez@gdoe.net>; Joseph L.M. Sanchez (Deputy Supt. C & I) <jsanchez@gdoe.net>**Subject:** Re: Request for Prior Approval - National Art Education Association (NAEC) Convention and the 19th International Conference on Positive Behavior Support**CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.**

Maria: Hafa Adai! We hope this email finds you well. As per your email inquiry, GDOE anticipates sending no more than four State/Project staff to each of the respective conferences. Thank you for your continued support and guidance. Si Yu'os Ma'ase! Ike.

On Sat, Jan 15, 2022 at 8:01 AM Chang, Maria <Maria.Chang@ed.gov> wrote:

Page 148 of 291

Dear Mr. Santos,

I hope this email finds you well.

Thank you for providing additional information related to the two conferences. I'm sorry to send another email, but I'm writing to inquire how many participant(s) will be attending **each** of the two conferences. May you clarify the number of travelers for NAEC **and** the 19th International Conference on Positive Behavior Support?

I appreciate your help and time.

Have a good weekend. Take Care.

Kind Regards,

Maria

From: Ignacio C. Santos <icsantos@gdoe.net>
Sent: Wednesday, January 12, 2022 6:55 PM
To: Chang, Maria <Maria.Chang@ed.gov>
Cc: Forrester, Tiffany <Tiffany.Forrester@ed.gov>; Jon Fernandez (Superintendent) <jonfernandez@gdoe.net>; Joseph L.M. Sanchez (Deputy Supt. C & I) <jsanchez@gdoe.net>; Federal Programs <federal-programs@gdoe.net>
Subject: Re: Request for Prior Approval - National Art Education Association (NAEC) Convention and the 19th International Conference on Positive Behavior Support

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Maria:

Buenas yan Hafa Adai! The table below illustrates the estimated cost per person based on GSA per diem rates for each of the conferences:

Convention	Registration	Airfare Round Trip	Lodging	Meals and Incidentals	Ground Transportation (From and To Airport)	Total
National Art Education Association (NAEC) – March 3-5, 2022 New York City, New York	\$300.00	\$3,938.55	\$258 x 5 days = \$1,290.00	\$79 x 6 days = \$474.00	\$73.68 x 2 = \$147.36	\$6,149.91 per person

(Project #1 College Career Civic Engagement and Life Readiness)						
19 th International Conference on Positive Behavior Support - April 13-16, 2022 San Diego, California (Project #4 School Climate Culture and Engagement)	\$395.00	\$3,235.00	\$181 x 5 days = \$1,086.00	\$74 x 6 days = \$444.00	\$38.52 x 2 = \$74.44	\$5,234.00 per person

Your favorable review and concurrence is greatly appreciated.

--

Si Yu'os Ma'ase (Thank you),

IKE C. SANTOS

Administrator, Federal Programs Division

Guam Department of Education
 State Agency for U.S. Federal Grants
 Tel: 671/475-0470
 Tel: 671/300-1267
 500 Mariner Avenue
 Barrigada GU 96913-1608
 Email: icsantos@gdoe.net

Guam Department of Education

On Thu, Jan 13, 2022 at 4:39 AM Chang, Maria <Maria.Chang@ed.gov> wrote:

Dear Mr. Santos,

Happy New Year! We hope you had the opportunity to spend the holidays with your family.

Thank you for letting us know of GDOE's intent to repurpose Project 6's (SEA) funds to pay for two "new" professional development conferences:

- 1) **National Art Education Association (NAEC)** scheduled for March 3-5, 2022 in New York City that would be helpful for Project #2 (Curriculum and Instructional Quality and Development) and
- 2) **19th International Conference on Positive Behavior Support** scheduled for April 13-16, 2022 in San Diego that would be helpful for Project #4 (School Climate Culture and Engagement).

I'm writing to inquire about the **estimated travel costs** for **each** of the **conferences** in order to gain a better understanding of the amount of funds that will be repurposed for the conferences.

Please let me know if there is anything I can do to assist you. Thank you for your time.

Have a good day.

Kind Regards,

Maria

From: Ignacio C. Santos <icsantos@gdoe.net>
Sent: Wednesday, January 12, 2022 12:03 AM
To: Chang, Maria <Maria.Chang@ed.gov>; Forrester, Tiffany <Tiffany.Forrester@ed.gov>
Cc: Jon Fernandez (Superintendent) <jonfernandez@gdoe.net>; Joseph L.M. Sanchez (Deputy Supt. C & I) <jsanchez@gdoe.net>; Erika S. Cruz (Acting Deputy Supt. DSESCL) <ercruz@gdoe.net>; Federal Programs <federal-programs@gdoe.net>
Subject: Request for Prior Approval - National Art Education Association (NAEC) Convention and the 19th International Conference on Positive Behavior Support

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Maria/Tiffany:

Buenas yan Hafa Adai! The Guam Department of Education (GDOE) Federal Programs Division | Grants Office, which serves as the State Educational Agency (SEA), thanks you for your continued support and partnership as we begin the administration of the FFY 2021 Consolidated Grant Application.

As the COVID-19 pandemic continues to alter the availability and platforms related to professional development events, the Federal Programs Division | Grants Office requests prior approval to participate in the National Art Education Association (NAEC) Convention and the 19th International Conference on Positive Behavior Support. Our office continues to monitor both the availability of our team to attend such events and the implementation of each of these activities as either virtual or in-person.

The NAEC Convention is scheduled for March 3-5, 2022 in New York City and the 19th International Conference on Positive Behavior Support will be held on April 13-16, 2022 in San Diego, California. Knowledge and skills gained by the state/district participants will be shared with their peers and colleagues to assist with collaboration and the

implementation of these activities. Also, attending the convention will expand services to all students and will promote networking and reflection with other organizations, leaders and advocates to improve the quality of education for all public, charter and private, non-public students.

Funding for this activity is available under the FY'21 Consolidated Grant - State Administration budget, object category 220 –Travel.

Should you have any questions or require clarification, please do not hesitate to contact me at icsantos@gdoe.net or federal-programs@gdoe.net.

Your expedited review and concurrence on this request is greatly appreciated.

--

Si Yu'os Ma'ase (Thank you),

IKE C. SANTOS

Administrator, Federal Programs Division

Guam Department of Education
State Agency for U.S. Federal Grants
Tel: 671/475-0470
Tel: 671/300-1267
[500 Mariner Avenue](#)
[Barrigada GU 96913-1608](#)
Email: icsantos@gdoe.net

Guam Department of Education

--

Si Yu'os Ma'ase (Thank you),

IKE C. SANTOS

Administrator, Federal Programs Division

Guam Department of Education
State Agency for U.S. Federal Grants
Tel: 671/475-0470
Tel: 671/300-1267
[500 Mariner Avenue](#)
[Barrigada GU 96913-1608](#)
Email: icsantos@gdoe.net

Guam Department of Education

--

Si Yu'os Ma'ase (Thank you),

IKE C. SANTOS**Administrator, Federal Programs Division**

Guam Department of Education
State Agency for U.S. Federal Grants
Tel: 671/475-0470
Tel: 671/300-1267
500 Mariner Avenue
Barrigada GU 96913-1608
Email: icsantos@gdoe.net

Guam Department of Education

Ignacio C. Santos <icsantos@gdoe.net>

Wed, Jan 19, 2022 at 7:11 AM

Reply-To: icsantos@gdoe.net

To: "Chang, Maria" <Maria.Chang@ed.gov>

Cc: Federal Programs <federal-programs@gdoe.net>, "Forrester, Tiffany" <Tiffany.Forrester@ed.gov>, "Jon Fernandez (Superintendent)" <jonfernandez@gdoe.net>, "Joseph L.M. Sanchez (Deputy Supt. C & I)" <jsanchez@gdoe.net>

Maria. Hafa Adai! Thank you for your email and favorable review. We look forward to your continued partnership and guidance. Si Yu'os Ma'ase! Ike.

[Quoted text hidden]

Ignacio C. Santos <icsantos@gdoe.net>

Wed, Jan 19, 2022 at 7:14 AM

Reply-To: icsantos@gdoe.net

To: Federal Programs <federal-programs@gdoe.net>, Shandice Jenniel Calano <sjcalano@gdoe.net>, "Stephanie N. Chargualaf" <snchargualaf@gdoe.net>

Shandice and Stephanie. Please prepare the pre-approval memo to the superintendent promptly for the conferences.

Thanks 🙏

[Quoted text hidden]

Shandice Jenniel Calano <sjcalano@gdoe.net>

Wed, Jan 19, 2022 at 8:16 AM

To: "Ignacio C. Santos" <icsantos@gdoe.net>

Cc: Federal Programs <federal-programs@gdoe.net>, "Stephanie N. Chargualaf" <snchargualaf@gdoe.net>

Will do, Sir!

Regards,

Shandice J.T.D. Calano

Senior State Program Officer

Federal Programs Division

Guam Department of Education

State Agency for US-Ed Federal Grants

500 Mariner Avenue,

Barrigada, GU 96910-1608

Tel: (671) 300-1266

Email: sjcalano@gdoe.net

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[Quoted text hidden]

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION




Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Travel Activities

Question #3
Attachment #2

May 04, 2022

 An official website of the United States government





FY 2022 Per Diem Rates for District of Columbia

I'm interested in:

Lodging by month (excluding taxes) | October 2021 - September 2022

Cities not appearing below may be located within a county for which rates are listed. To determine what county a city is located in, visit the [National Association of Counties \(NACO\) website \(a non-federal website\)](#).

Primary Destination 	County 	2021 Oct	Nov	Dec	2022 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
District of Columbia	Washington DC (also the cities of Alexandria, Falls Church and Fairfax, and the counties of Arlington and Fairfax, in Virginia; and the counties of Montgomery and Prince George's in Maryland)	\$257	\$188	\$188	\$188	\$188	\$258	\$258	\$258	\$258	\$172	\$172	\$257

Meals & Incidentals (M&IE) Breakdown i

Use this table to find the following information for federal employee travel:

M&IE Total - the full daily amount received for a single calendar day of travel when that day is neither the first nor last day of travel.

Breakfast, lunch, dinner, incidentals - Separate amounts for meals and incidentals. M&IE Total = Breakfast + Lunch + Dinner + Incidentals. Sometimes meal amounts must be deducted from trip voucher. [See More Information](#)

First & last day of travel - amount received on the first and last day of travel and equals 75% of total M&IE.

Primary Destination i	County i	M&IE Total	Continental Breakfast/Breakfast	Lunch	Dinner	Incidental Expenses	First & Last Day of Travel i
District of Columbia	Washington DC (also the cities of Alexandria, Falls Church and Fairfax, and the counties of Arlington and Fairfax, in Virginia; and the counties of Montgomery and Prince George's in Maryland)	\$79	\$18	\$20	\$36	\$5	\$59.25

I'm interested in:

Last Reviewed: 1969-12-31

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Travel Activities

Question #5
Attachment #3

May 04, 2022

DIVISION OF CURRICULUM & INSTRUCTION
SY 2021-2022
Application for Professional Conference Attendance

The FY2022 Title V, Part B, Consolidated Grants – Rural and Low-Income Schools (RLIS) Program is provided to districts for initiatives aimed at improving student achievement. The Division of Curriculum & Instruction oversees various projects. These projects allow for professional conference attendance to increase knowledge, learn best practices, and provide information to the district.

As the projects prepare to start the necessary approvals and documentation for travel, teachers and administrators, who are interested in expanding their knowledge and best practices, are encouraged to apply for these professional development opportunities. This will help the district to build capacity and increase student achievement.

Criteria for selection:

Applicants should:

- Not have traveled to same conference in the past two years
- Hold a FTE position (no LTE or contract teachers)
- Maintain teaching/administrator position for two years
- Be willing to train school faculty and district teachers and show evidence that training was conducted

Please submit your original application and two (2) copies to the Division of Curriculum & Instruction, 3rd Floor - Room 308, Tiyan.

Separate applications must be submitted if you are applying for multiple conferences.

Deadline for submission: Close of Business on December 15, 2022

DIVISION OF CURRICULUM & INSTRUCTION
SY 2021-2022
Application for Professional Conference Attendance

Please select the professional conference opportunities from the projects listed below.

College, Career, Civic Engagement, and Life Readiness (CCCLR) Project: Focuses on providing professional development and curriculum development opportunities for teachers to facilitate the needs of all learners that will increase their chances of teaching their academic goals and prepare them for higher education or a career.

(Project Lead: Sylvia T. Calvo – 300-1247 or stcalvo@gdoe.net)

- AP Summer Institute Conference: Washington, DC (3 AP Master Teachers)
- National Association for College Admission Counseling: Salt Lake City, UT (3 School Guidance Couns.)
- International Society for Technology in Education (ISTE): Philadelphia, PA (3 STEM Teachers)
- Association for Career and Technical Education: Tucson, AZ (3 slots)

Curriculum and Instructional Quality and Development (CIQD) Project: Focuses on 1) increasing teacher recruitment, induction, and retention; 2) increasing teacher effectiveness by providing professional development opportunities, supplemental resources and materials, and assessment tools to measure student achievement; and 3) providing supports towards enhancing the use of technology in the classroom.

(Project Lead: Michelle M. Camacho – 300-1347 or mmcamacho@gdoe.net)

- National Association for the Education of Young Children (NAEYC): Long Beach, CA (4 slots)
- International Society for Technology in Education (ISTE): Philadelphia, PA (3 slots)
- Pacific Educational Conference (P.E.C.): Saipan, CNMI (3 presenter slots)
- National Conference on Student Assessment (NCSA): Orlando, FL (3 slots)
- National Association for Gifted Children (NGSA): Orlando, FL (3 slots)

Classroom Supports and Academic Interventions (CSAI) Project: Provides interventions and supports to at-risk students who are below grade level in grades K-12.

(Project Lead: Joshua C. Blas – 300-1254 or jcblas@gdoe.net)

- International Society for Technology in Education (ISTE): Philadelphia, PA (5 slots)
- Pacific Educational Conference (P.E.C.): Saipan, CNMI (5 presenter slots)
- National Conference on Innovative Teaching Strategies: Atlanta, GA (6 slots)
- Cultural Awareness & Sensitivity: Chuuk, FSM (4 slots)

DIVISION OF CURRICULUM & INSTRUCTION
SY 2021-2022
Application for Professional Conference Attendance

BIOGRAPHICAL INFORMATION		
Name: (Last, First, M.I.)	Employee Identification No.	
Mailing Address:	School:	
GDOE Email Address:	Cell Number:	DOB:
Name (as it appears on your passport, or other travel identification)		
TEACHING EXPERIENCE		
Certification Areas:		
Grade level(s) and/or Subject(s)	Current/Present or Prior Year(s)	Years Taught
COMMITTEE/ORGANIZATION/CADRE MEMBERSHIP		
Please list any committees or organizations which you serve as advisor or other role (training cadre, etc.).		
Name of Committee/ Organization/ Cadre	Role Served	
CONFERENCE ATTENDANCE		
Please list all conference(s) attended within the last two (2) years.		
Name of Conference	Dates	Location

DIVISION OF CURRICULUM & INSTRUCTION
SY 2021-2022
Application for Professional Conference Attendance

Narrative – Provide a description of how your attendance at the selected conference will impact your effectiveness in the classroom/school and **should be aligned to goals of the project you have selected** (stated above). If you are applying to attend the ISTE conference, you must show how technology is currently used in your school/classroom and how your attendance at the ISTE conference will help to expand the current practices at your school and benefit student achievement. **(500 word limit, single spaced, 12pt. font)**

DIVISION OF CURRICULUM & INSTRUCTION
SY 2021-2022
Application for Professional Conference Attendance

Training Action Plan – As a recipient of this award you will be required to provide staff development and district workshops based on knowledge gained as a result of your attendance. Please include your plan to carry out this requirement. Identify a goal, your objectives, target audience, projected dates for training (use dates following the Conference attending) and how you will assess the training you will provide. You are also required to assist with the implementation at one other school. Evidence of meetings, trainings, and implementation will be gathered. **(500 word limit, single spaced, 12pt. font)**

DIVISION OF CURRICULUM & INSTRUCTION
SY 2021-2022
Application for Professional Conference Attendance

Commitment – Off-island conference attendance is an investment of the GDOE in you, as an employee, and as such, will require a signed Letter of Commitment. By attending an off-island professional conference, you must commit to be an active member of a cadre of trainers who will be available to provide professional development and/or technical assistance to teachers in the GDOE. By participating in this conference, you are committing to:

- Being employed in the GDOE for at least two (2) years upon completion of the training; _____ (Initials)
- Provide professional development and technical assistance to faculty in the areas for which you trained; _____ (Initials)
- Assist with the implementation of instructional strategies or best practices and/or content knowledge learned from the training to your school and the district; _____ (Initials)
- Facilitate and conduct workshops at district-wide PD events for teachers. _____ (Initials)

Reporting Requirements – If you are selected to represent the GDOE at a professional conference, there are reporting requirements that must be followed. Please acknowledge that you are aware of this requirement and are willing and able to meet the timelines.

- Daily Debriefing: It is a requirement of the projects to debrief with your fellow attendees at the end of each day. Debriefings should include information on sessions you attended, reflection points, key information, and thoughts on “next steps”. The daily summary sheets should be submitted to the Project Lead three (3) working days after you return from the conference. Failure to do so will affect participation in future conferences. _____ (Initials)
- Travel Clearance: It is a requirement of the GDOE that all travelers clear with the Business Office upon their return. _____ (Initials)
- Travel Report: As part of the travel clearance, a written report must be submitted to the Business Office. The Project Coordinator should be provided a copy within three (3) working days after your return. _____ (Initials)

By signing below, you acknowledge that you have read and understand the commitment and reporting requirements.

Applicant Signature

Date

School Administrator: By signing below, you are showing your support for applicant/teacher to attend this off-island professional development opportunity and are also willing to commit to allowing teacher to fulfill the training commitments as stated in the application.

School Administrator Name and Signature

Date

DIVISION OF CURRICULUM & INSTRUCTION
SY 2021-2022
Application for Professional Conference Attendance

Applicant Name:	School:
Conference Applied For & Respective Project:	
Rater:	

Part I: Application (4 Points)

- An original and two (2) copies attached. (1 Point) [] Yes [] No
- Biographical information is complete. (1 Point) [] Yes [] No
- Applicant holds an FTE position? (1 Point) [] Yes [] No
- Has applicant traveled to a conference in the past two years? (1 Point) [] Yes [] No
 (If yes, applicant does not qualify, but may still be considered under special circumstances.)

Subtotal Points Part I: _____

PART II: Criteria (Possible 16 points)

Criteria	4	3	2	1	Score
Committees, Organizations, or Cadres	The applicant has served as a leader on numerous committees (4+), organizations or cadres for the school or district.	The applicant has served on 3-4 committees, organizations, or cadres for the school or district.	The applicant has served on a 1-2 committees, organizations, or cadres for the school or district.	The applicant has not served on any organizations, committees, or cadres for the school or district.	
Narrative	The applicant provided specific details of how their attendance would impact effectiveness in the classroom and is clearly aligned to the project goals.	The applicant provided specific details of how their attendance would impact effectiveness in the classroom; but very little is mentioned towards aligning to project goals.	The applicant provided some details of how their attendance would impact effectiveness in the classroom.	There is no specific detail about impacting effectiveness in the classroom or aligning to project goals.	
Training Action Plan	Goals, objectives, and target audience are clearly stated. Proposed training dates are provided. A clear and concise assessment of the training is included. There is a plan for technical assistance	Goals and objectives are clearly stated; however, plans for assessment of training & technical assistance lacks clarity.	Goals, objectives, target audience, and overall plan for training is vaguely stated and there is no plan for providing technical assistance.	The application lacks a detailed plan for the assessment of training and providing technical assistance.	
Subtotal Points: Part II (12 possible points)					

DIVISION OF CURRICULUM & INSTRUCTION
SY 2021-2022
Application for Professional Conference Attendance

Criteria	4	3	2	1	Score
Technology Conference Attendees	Application clearly explains 1) current use of technology in the school/ classroom, 2) how attendance will help expand current practices, and 3) how student achievement benefits from technology.	Application clearly explains 1) current use of technology in the school/ classroom, 2) how attendance will help expand current practices, but lacks how student achievement benefits from technology.	Application shows current use of technology in the school/ classroom, but does not show how current practices can be expanded or how technology can benefit student achievement.	Application doesn't illustrate any of the criteria.	
Technology Conference Selection Subtotal Points: (4 possible points)					
Total Points: (out of 20 possible points)					

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Travel Activities

Question #6
Attachment #2

May 04, 2022



GUAM DEPARTMENT OF EDUCATION
 Curriculum and Instructional Improvement
 Office of the Deputy Superintendent
 501 Mariner Avenue, Barrigada, Guam 96913
 Telephone: (671) 300-1635/1247
 ciioffice@gdoe.net



Jon J.P. Fernandez
 Superintendent of Education

Joseph M. Sanchez
 Deputy Superintendent,
 Curriculum and Instructional
 Improvement

May 24, 2019

MEMORANDUM

TO: Superintendent of Education

FROM: Deputy Superintendent, Curriculum & Instructional Improvement

SUBJECT: Prior Approval and Additional Per Diem Travel Request for the International Society for Technology in Education (ISTE) ED-Tech Conference 2019

Buenas yan Hafa Adai! Your approval is respectfully requested to allow two (2) educators to participate in the International Society for Technology in Education (ISTE) ED-Tech Conference 2019 held in Philadelphia, PA on June 22 – 26, 2019.

ISTE 2019 is a globally recognized as the most comprehensive educational technology conference in the world. The event offers professional learning opportunities for all types of educators and education leaders, including teachers of every discipline, tech coordinators, administrators, superintendents, teacher educators and media specialists.

The following individuals are recommended to attend the ISTE Conference and Expo:

Name of Traveler	Position	School/Division	Project	Comments
1 Maylen Rodriguez Combs	Teacher	St. Anthony Catholic School	Isla Giha'	Replacing Richard Alvia (OCE)
2 Christine Gomez Panganiban	Teacher	Adacao Elementary	Striving Readers Comprehensive Literacy	Replacing Benny Chargualaf (LP Untalan Middle)
3 Analyn Palugod	Teacher	Adacao Elementary	Striving Readers Comprehensive Literacy	New
4 Leah Beth Naholowa'a	Project Coordinator	Curriculum & Instruction	College Pathway	New

At ISTE 2019, participants will have the opportunity to attend educational sessions and hands-on learning environments that will help build content knowledge and learn new strategies. Participants are expected to share concepts and strategies learned from their attendance at the conference not only with colleagues from their assigned schools, but also with educators throughout the district. The travel team's administrators are in support of our statements and recommendations. These identified participants will utilize skills and strategies gained from the conference to further develop methods and strategies for building and infusing technology with classroom instruction in ways that support the State Strategic Plan and the GDOE Technology Plan.

Travel costs (airfare, per diem, and registration fees) will be supported by Improving Student Learning and Achievement: Giha, as well as the Striving Readers Comprehensive Literacy Program, and is an allowable activity under both projects. Prior approval is being sought to start the planning and necessary paperwork to secure travel for this professional

Project #3: Improving Student Learning & Achievement (ISLA) - Ayudante'

4. TRAVEL		FY 2017 FUNDS SUBTOTALS	FY 2018 FUNDS
Travel Activity	Itemized Budget – Airfare, Hotel, Per-Diem, Local Travel, Conference Fees,		
NEW: 3.0 Off-Island Travel = International Society in Technology Education (ISTE)	<p>Funds requested for personnel (Project Personnel, elementary schools, middle school and high school ESL Teacher or Coordinator) to participate in ISTE 2019: Philadelphia, Pennsylvania DATES TBA</p> <p>Estimated Cost:</p> <ul style="list-style-type: none"> • Airfare: \$3,500.00 (East Coast) • Lodging: \$267/day + \$38.71 (14.5% tax) = \$305.71 p/day x 5 days = \$1,528.55 • Meals & Incidentals: \$74.00 x 6 nights(+International Dateline) = \$444.00 • First & Last Day (75%): \$55.50 x 2 days = \$111.00 • Ground Transportation: \$50.00 roundtrip • Registration Fees: \$1,675.00 • \$7,307.55 per traveler (Based on 2018 GSA Rates) <p>12 6-travelers @ \$7,307.55</p>	\$58,460.40	\$29,230.20
3.2 Off-Island Travel = Pacific Educators Conference (PEC) June 2019 Saipan, CNMI	<p>Funds requested for personnel (Project Personnel, elementary schools, middle school and high school ESL Teacher or Coordinator) to participate in the 2019 Pacific Educators Conference. June 2019 Saipan, CNMI.</p> <p>Est. per person:</p> <ul style="list-style-type: none"> • Est. Airfare \$275.00 (Saipan) • Lodging: \$204.00+\$28.56 (14%)/ night x 5 days = \$1,162.80 • Meals: \$136 x 5 nights = \$675; 1st & Last Day (75%): \$102 x 2 days = \$204; \$879.00 • Ground Transportation: \$50.00 roundtrip • Conference Registration Fees: \$150.00 • Additional Baggage fees for training materials and equipment: \$70.00 • \$2,591.80 per traveler (Based on 2018 GSA Rates) <p>12 8-travelers @ \$2,591.80</p>	\$18,142.60	\$12,959.00
Modified: 3.2 Off-Island Travel = National Conference on Innovative Teaching Strategies (June 2019) Atlanta, GA	<p>Funds requested for personnel (Project Personnel, elementary school teachers/coordinator, middle school teacher/administrator) to attend the 2018 National Conference on Innovative Teaching Strategies in Atlanta, GA. June, 2018.</p> <p>Est. per person:</p> <ul style="list-style-type: none"> • Airfare \$3,500 (East coast) • Lodging: \$129/day + \$18.70 (14.5% tax) x 5 days = \$738.50 • Meals: \$59 x 5 nights(+International Dateline) = \$354.00 • 1st & Last Day (75%): \$88.50 x 2 days = \$177.00 • Ground Transportation: \$50.00 roundtrip • Conference Registration Fees: \$1,500 (pre-conference | conference | paid sessions) • \$6,319.50 per traveler (Based on 2018 GSA Rates) <p>9 travelers @ \$6,319.50</p>	\$29,278.00	\$27,597.50

PROJECT TITLE: Project #4: College Pathway

4. TRAVEL

Travel Activity	Itemized Budget – Airfare, Hotel, Per-Diem, Local Travel, Conference Fees, Etc.	FY 2017 Carryover	FY 2018 Funds
Off-Island Travel 3 GDOE STEM Teacher 1 PNP OCE 1 PNP SCA 4-3 Math and English Camp	To participate in the 2018 ISTE Conference in Chicago, Illinois on June 24-27, 2019. Est. per person: • Est. Airfare: \$3,500 • Lodging: \$240.00 x 5 days = \$1,200.00 + 14% = \$1,368.00 • Meals: \$74 x 6 nights (+International DateLine) = \$444.00 • First & Last Day - \$55.50 x 2 = \$111.00 • Ground transportation (\$50 from and to airport): \$50 x 2 = \$100 • Registration Fees: \$600.00 5 Travelers @ \$6,123.00 per traveler GDOE: 3 Traveler x \$6,123.00 = \$12,246.00 PNP: OCE 1 x \$6,123.00 = \$6,123.00 PNP: SCA 1 x \$6,123.00 = \$6,123.00	\$ 15,307.50	\$15,307.50
Off-Island Travel 1 Advisor, estimated 5 8 Students 4-1 STEM - Underwater Robotics	To participate in the VEX or Underwater Robotics Competition in Louisville, KY on April 2019 Est. per person: • Est. Airfare: \$3,500 • Lodging: \$157.55 x 4 days = \$630.20 + 14% = \$718.42 • Meals: \$46 x 5 days (+International DateLine) = \$230.00 • First & Last Day - \$34.50 x 2 = \$69.00 • Ground transportation (\$50 from and to airport): \$50 x 2 = \$100 • Team Cost: \$850.00 6 Travelers @ \$4,617.42 per traveler + 75 extra bag fee (competition equipment, supplies and materials)	\$ 21,469.68	\$16,402.26
Off-Island Travel 1 Advisor, estimated 5 Students 4-1 STEM - Lego League	To participate in the Lego League Competition on April 19-22, 2018 in Houston, TX. Est. per person: • Est. Airfare: \$3,500 • Lodging: \$115.00 x 5 days = \$575.00 + 14% = \$655.50 • Meals: \$66 x 6 days (+International DateLine) = \$396.00 • First & Last Day - \$49.50 x 2 = \$99.00 • Ground transportation (\$50 from and to airport): \$50 x 2 = \$100 • Registration Fees: \$850 + 75 extra bag fee (competition equipment, supplies and materials) 5 Travelers @ \$4,354.50 per traveler	\$ 14,375.00	\$14,000.00
	Travel Subtotals	\$ 134,013.69	\$ 122,970.76

CALDER PATHWAYS

Travel Activity	Itemized Budget	FY 2017 Carryover	FY 2018 Funds
5.1 Off-Island Travel = ISTE (International Society for Technology in Education) 2019 - Conference on Educational Technology (Includes PNP)	<ul style="list-style-type: none"> • Est. Airfare: \$3,500 (East Coast/Venue to be announced) • Lodging: \$267/day + \$38.71 (14.5% tax) x 5 days = \$1,528.55 • Meals: \$74 x 6 nights(+International Dateline) = \$444.00 1st & Last Day (75%): \$55.50 x 2 days=\$111.00 • Ground Transportation: \$50.00 roundtrip • Conference Registration Fees: \$675.00 • \$6,308.55 per traveler x 2 4 travelers = \$25,234.20 PARTICIPATING GDOE PUBLIC SCHOOLS <ul style="list-style-type: none"> • 2 3 Travelers * \$6,308.55 GDOE Total: \$12,617.10 \$18,925.65 PRIVATE NON-PUBLIC SCHOOLS (PNP) <ul style="list-style-type: none"> • SCA: 1 2 Traveler * \$6,308.55 Total PNP: \$6,308.55 \$12,617.10	\$ 12,617.10 \$	18,925.65

ISTE 2019

CREATIVE
CONNECTIONSDIGITAL
LEADERSHIP SUMMIT

LUNCH

ATTEND

EXHIBIT

AGENDA

LIVE CHAT

Schedule at a glance

Saturday, June 22 — Preconference

Premium registration workshops

- 7 a.m. – 6 p.m. Registration open
- 8:30 a.m. – 4 p.m. Premium registration workshops

Sunday, June 23 — Conference content opening day

Explore and discover leading up to evening keynote

- 7 a.m. – 7 p.m. Registration open
- 8:30 a.m. – 4:30 p.m. Lectures and BYOD sessions (preregistration required in some cases)
- 9:30 a.m. – 1:30 p.m. Program content in public space: Interactive playgrounds, posters, ISTE Learning Stage
- 3:30 – 5 p.m. Networking and connecting activities
- 5:45 – 7 p.m. Opening keynote
- 7 – 8:30 p.m. Global collaboration posters

Monday, June 24 — Full conference day 1

Full content day and Expo Hall opens

7 a.m. – 6 p.m.	Registration open
8 a.m. – 4 p.m.	Program content in public space: Interactive playgrounds, posters, showcases, ISTE Learning Stage
8:30 a.m. – 6:30 p.m.	Concurrent and BYOD sessions (preregistration required in some cases)
9:30 a.m. – 5:30 p.m.	Expo Hall open
9:45 – 10:15 a.m.	Continental breakfast in Expo Hall
5 – 7:30 p.m.	Meet-ups and social events



Tuesday, June 25 — Full conference day 2

Content and Expo Hall continues

7 a.m. – 6 p.m.	Registration open
8:15 – 9:45 a.m.	Keynote session
9:30 a.m. – 6 p.m.	Program content in public space: Interactive playgrounds, posters, showcases, ISTE Learning Stage
8:30 a.m. – 6:30 p.m.	Concurrent and BYOD sessions (preregistration required in some cases)
9:30 a.m. – 5 p.m.	Expo Hall open
9:45 – 10:15 a.m.	Continental breakfast in Expo Hall
5 – 7:30 p.m.	Meet-ups and social events

Wednesday, June 26 — Full conference day 3

Content and Expo Hall continues to afternoon keynote

7:30 a.m. – 3 p.m.	Registration open
8 a.m. – 1 p.m.	Program content in public space: Interactive playgrounds, posters, showcases, ISTE Learning Stage
8:30 a.m. – 2:30 p.m.	Concurrent and BYOD sessions (preregistration required in some cases)

cases)

- 9:30 a.m. – 2:30 p.m. Expo Hall open
- 11 – 11:30 a.m. Snack break in Expo Hall
- 2:45 – 4 p.m. Keynote session

LIVE CHAT

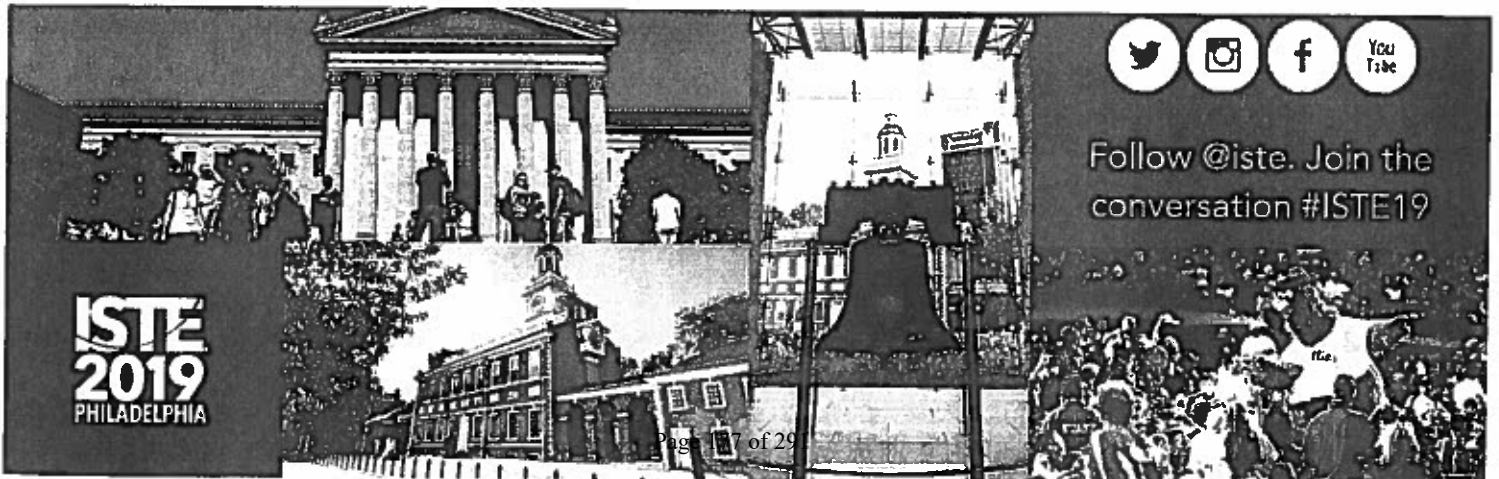
Location

Pennsylvania Convention Center
1101 Arch St.
Philadelphia, PA

Expo Hall hours

- Monday, June 24
9:30 a.m. – 5:30 p.m.
- Tuesday, June 25
9:30 a.m. – 5 p.m.
- Wednesday, June 26
9:30 a.m. – 2:30 p.m.

REGISTER NOW



ISTE 2019

CREATIVE
CONSTRUCTION

DIGITAL
LEADERSHIP

LOGIN

ATTEND

EXHIBIT

LOGOUT

Housing



City Square

Google 36 Walgreens

Map Report a map error

ISTE strives to negotiate the lowest possible room rates for attendees. Booking within the conference housing block helps keep registration and housing rates affordable for all attendees and supports a robust shuttle schedule between area hotels and the convention center. Rooms fill up fast - reserve yours today!

GET MY ROOM

Hotels

Rates may change and are subject to tax.

- 1 Philadelphia Marriott Downtown - Headquarter Hotel** Single: \$288
 .1 mile from convention center Double: \$298 [+]
- 2 AKA University City** Single: \$349
 1.6 miles from convention center Double: \$349 [+]
- 3 Aloft Philadelphia Downtown** Single: \$300
 .3 mile from convention center Double: \$300 [+]
- 4 Best Western Plus Convention Center** Single: \$260
 .5 mile from convention center Double: \$260 [+]
- 5 Cambria Hotel Philadelphia Downtown Center City**
 .5 mile from convention center [Click here for rates](#) [+]
- 6 Courtyard Philadelphia City Avenue** Single: \$205
 6.5 miles from convention center Double: \$205 [+]

- | | | | |
|-----------|---|--------------------------------------|-----|
| 7 | Courtyard by Marriott Philadelphia Downtown
.1 mile from convention center | Single: \$263
Double: \$263 | [+] |
| 8 | Doubletree by Hilton Hotel Airport
7.7 miles from convention center | Single: \$275
Double: \$275 | [+] |
| 9 | Doubletree by Hilton Hotel Philadelphia Center City
.5 mile from convention center | Single: \$265
Double: \$265 | [+] |
| 10 | Embassy Suites by Hilton Philadelphia Center City
.7 mile from convention center | Single: \$293
Double: \$321 | [+] |
| 11 | Fairfield Inn & Suites Philadelphia Downtown/Center City
.5 mile from convention center | Single: \$245
Double: \$245 | [+] |
| 12 | Four Points by Sheraton Philadelphia City Center
92 ft from convention center | Single: \$265
Double: \$265 | [+] |
| 13 | Hampton Inn Philadelphia Center City - Convention Center
.3 mile from convention center | Single: \$245
Double: \$257 | [+] |
| 14 | Hilton Garden Inn Philadelphia Center City
.01 mile from convention center | Click here for rates | [+] |
| 15 | Hilton Philadelphia at Penn's Landing
1.4 miles from convention center | Single: \$294
Double: \$294 | [+] |
| 16 | Holiday Inn Express Philadelphia Midtown
.5 mile from convention center | Single: \$192
Double: \$204 | [+] |

- | | | | |
|-----------|---|--------------------------------------|-----|
| 17 | Holiday Inn Express Philadelphia Penn's Landing
1.6 miles from convention center | Single: \$199
Double: \$199 | [+] |
| 18 | Home2 Suites by Hilton Philadelphia Convention Center
.2 mile from convention center | Single: \$276
Double: \$276 | [+] |
| 19 | Homewood Suites by Hilton University City
3.2 miles from convention center | Single: \$243
Double: \$243 | [+] |
| 20 | Hotel Sofitel Philadelphia
.9 mile from convention center | Click here for rates | [+] |
| 21 | Kimpton Hotel Palomar Philadelphia
.9 mile from convention center | Single: \$299
Double: \$299 | [+] |
| 22 | LeMeridien Philadelphia
.6 mile from convention center | Single: \$330
Double: \$330 | [+] |
| 23 | Loews Philadelphia Hotel
.2 mile from convention center | Single: \$309
Double: \$325 | [+] |
| 24 | Philadelphia 201 Hotel (formerly Sheraton Philadelphia Downtown)
.5 mile from convention center | Click here for rates | [+] |
| 25 | Renaissance Philadelphia Airport Hotel
10.6 miles from convention center | Single: \$249
Double: \$249 | [+] |
| 26 | Renaissance Philadelphia Downtown Hotel (formerly Franklin Hotel)
1 mile from convention center | Single: \$290
Double: \$290 | [+] |

27 Residence Inn Philadelphia Center City

.1 mile from convention center

[Click here for rates](#) [+]**28 Sheraton Philadelphia Society Hill Hotel**

1.2 miles from convention center

Single: \$257

Double: \$280 [+]

29 Sheraton Philadelphia University City Hotel

2.0 miles from convention center

Single: \$207

Double: \$207 [+]

30 Sheraton Suites Philadelphia Airport

7.8 miles from convention center

Single: \$219

Double: \$219 [+]

31 Sleep Inn at Center City

.4 mile from convention center

Single: \$250

Double: \$261 [+]

32 Sonesta Philadelphia Downtown Rittenhouse Square

.8 mile from convention center

Single: \$268

Double: \$268 [+]

33 The Bellevue Hotel

1.1 miles from convention center

Single: \$332

Double: \$332 [+]

34 The Inn at Penn, a Hilton Hotel

2.7 miles from convention center

Single: \$298

Double: \$298 [+]

35 The Logan Philadelphia, Curio Collection by Hilton

.6 mile from convention center

[Click here for rates](#) [+]**36 The Ritz-Carlton**

.8 mile from convention center

Single: \$335

Double: \$335 [+]

37 The Study at University City

2.2 miles from convention center

Single: \$250

Double: \$250 [+]

38 The Warwick Hotel Rittenhouse Square

.8 mile from convention center

Single: \$267

Double: \$278 [+]

39 The Westin Philadelphia

.7 mile from convention center

Single: \$315

Double: \$315 [+]

40 The Windsor Suites

.7 mile from convention center

Single: \$258

Double: \$258 [+]

41 Wyndham Garden Hotel - Philadelphia Airport

12.4 mile from convention center

Single: \$199

Double: \$199 [+]

42 Wyndham Philadelphia Historic District

.6 mile from convention center

Single: \$209

Double: \$209 [+]

Payment

All room reservations require a valid credit card with an expiration date of July 2019 or later as a guarantee. Your card may be charged in advance of your arrival. Additionally, your card will be charged if you cancel after the cancellation deadline or if you fail to show up on your expected arrival date (please refer to the individual hotel policy).

Learn more [+]

Location

Pennsylvania Convention Center
1101 Arch St.
Philadelphia, PA

Housing questions

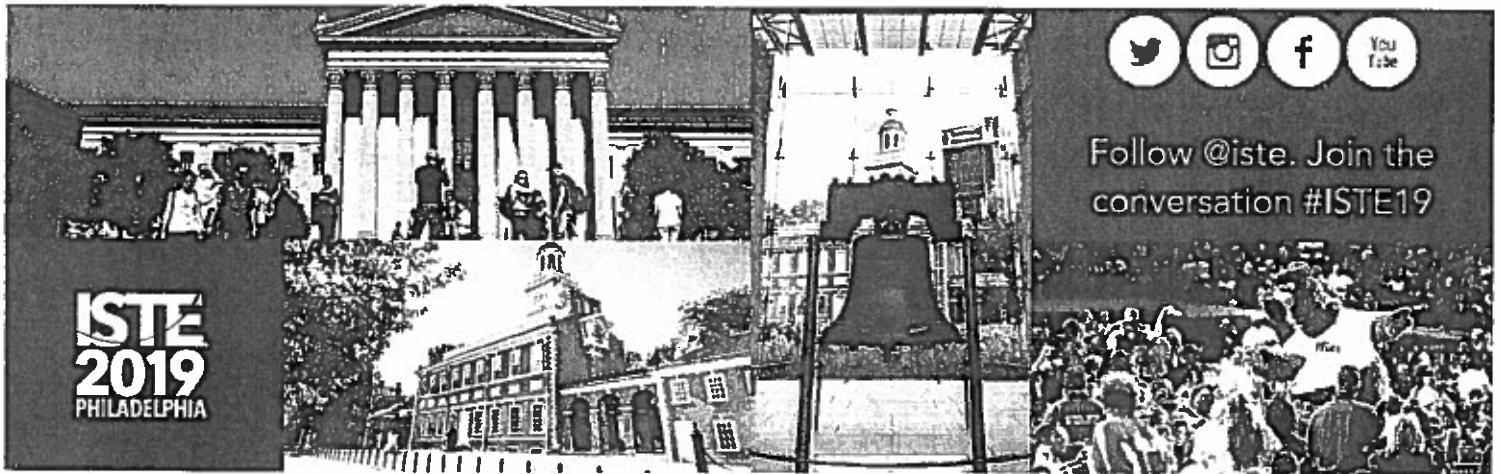
800.967.8852 (U.S. and Canada)
847.996.5832 (international)
iste@experient-inc.com

Exhibitor housing questions

isteexh@experient-inc.com

Group or affiliate housing questions

istegroup@experient-inc.com





Estimated Fare

Philadelphia International Airport (PHL), 8800 Essington Ave, Philadelphia, Pennsylvania, United States, 19153
Philadelphia Marriott Downtown, 1201 Market St, Philadelphia, Pennsylvania, United States, 19107

\$30.71

PHL Philadelphia P3 Center
\$35.32 (incl. 15% tip)

Cost with Traffic	\$27.24	\$30.71	\$44.41
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Trip Information

Trip is 9.3 mi, 17 mins

Notes

- Add \$1.50 from airport (metered fare)
- Add \$1.00 for each add'l passenger (flat rate)
- Tolls & surcharges may apply

Initial Fare	\$1.70
Add Metered Fare	\$26.16
Fuel Surcharge (01.01.16)	\$0.35
PHL Airport Fee	\$1.50
Tip (15%)	\$4.61
Estimated Taxi Fare	\$35.32

PHL Airport -- City Center \$28.50

- Walking takes about 3 hours, 54 minutes and burns around 14k calories
- How much does it cost the driver?
- How does this compare? It's like walking 24 miles
- Check out our [Walking](#)!

How much does a taxi cab cost from Philadelphia International Airport (PHL), 8800 Essington Ave, Philadelphia, Pennsylvania, United States, 19153 to Philadelphia Marriott Downtown, 1201 Market St, Philadelphia, Pennsylvania, United States, 19107 in Philadelphia, PA?

Routes

Suggested routes: **1 of 2** (\$30.71)

Fastest
 Cheapest
 Shortest

Enter Start/End Locations

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Travel Activities

Question #6
Attachment #3

May 04, 2022



GUAM DEPARTMENT OF EDUCATION

500 Mariner Avenue Barrigada, Guam 96913

Telephone (671) 475-0470/0458

Fax: (671) 472-4587

www.gdoe.net



Jon J.P. Fernandez
Superintendent of Education

FORM -T Travel Request and Authorization Routing Form

Traveler's Name and Division/School/Program: _____ Date: _____

TA # _____ PO# _____

Conference: _____

Conference Dates: _____

NOTE: The Travel Request and Authorization form and required documentation must be received no later than *twenty (20) business days in advance of travel*; otherwise, it may be subject to disapproval. If circumstances do not allow for the twenty (20) business days, supporting documentation must be provided

Type of Travel: **Continental USA/Territories** **Foreign Travel (Must have prior written grantor approval)**

TO: **FEDERAL PROGRAMS DIVISION (Federal Funds)** **FINANCIAL AFFAIRS (Local Funds)**

FROM: DIVISION/SCHOOL

Consolidated Grants
Program Title: _____

Headstart

Special Education
 Individuals with Disabilities Part B/Admin
 Infants and Toddlers with Disabilities – Part C

Curriculum & Instruction
 Literacy & School Libraries HIV/AIDS
 TFASE PVEIP
 ESL LRC
 Learn & Serve

Food & Nutrition
 USDA/Child Nutrition Block Cons USDA/State Admin USDA/CNP CACFP Cash-in-Lieu
 USDA/Child Nutrition Block Cons Entitlements USDA/Emergency Food Assistance-State Admin. USDA/Emergency Food Assistance Entitlement

#1 PROGRAM MANAGER (Division Head)
 Program Manager (This travel request complies with the federal grant requirements as set forth in the grant documents and all required documents are complete)

Signature of Program Manager Date

#2 FEDERAL PROGRAMS DIVISION **FINANCIAL AFFAIRS**

COMPLIANT NON-COMPLIANT COMPLIANT NON-COMPLIANT

State Program Officer
Signature/Date _____

State Financial Officer
Signature/Date _____

#3 FINANCIAL AFFAIRS (Certification of Funds) _____
Signature of Certifying Officer/ Date

#4 SUPERINTENDENT OFFICE
 APPROVE DISAPPROVE _____
Superintendent's Signature Date

#5 OFFICE OF SUPPLY MANAGEMENT (Travel Purchase Order (TPO)) _____
Office of Supply Management Signature/ Date

#6 FINANCIAL AFFAIRS (Check/Cash Disbursement)
 Traveler has been contacted to pick up the check for the travel (Per Diem, Registration fee, etc) _____
Financial Affairs Signature/ Date

NOTE: Upon completion of the routing process, if the travel request is *federally funded* a copy of the Travel Request and Authorization Routing Form (FORM -T) must be provided to the Federal Programs Division.
Page 188 of 291 Approved August 17, 2007 (FORM: FP.02-07)



GUAM DEPARTMENT OF EDUCATION

P.O. Box DE
Hågatña, Guam 96932
Telephone (671) 475-0470/0458
Fax: (671) 472-5003
www.gdoe.net



Jon Fernandez
Superintendent of Education

MEMORANDUM

Date: _____

TO: Superintendent of Education

FROM: _____

SUBJECT: TRAVEL AUTHORIZATION REQUEST

Name of Traveler: _____ Title of Traveler: _____

School/Division/Program: _____

Funding Authority: 100% Federal Other _____

Account # _____

Date of Conference/Training/Meeting: _____

Location of Conference/Training: _____

Title of Conference/Training/Meeting/Workshop: _____

Purpose of Travel: _____

Justification: _____

PER DIEM INFORMATION

Per Diem for (Taxi) ___ (# OF DAYS) @ \$___ + \$___ = \$0.00
Per Diem for (Hotel) ___ (# OF DAYS) pls. see attached \$ ----
Per Diem for (Meals) ___ (# OF Days) @ \$ ___ = \$_____
Per Diem for (1st & Last Day Meals) ___ (# OF Days) @ \$ ___ = \$____

Additional Per Diem:

No Available Flight (see itinerary) Additional Date(s): _____

Total per Diem: \$ _____ for _____ (# OF DAYS)

FLIGHT AND CONFERENCE/TRAINING REGISTRATION INFORMATION

Direct Flight Cost: \$ _____ Registration Amount: \$ _____

Dates of Travel: _____ Date Travel Commences _____

Deviation of Flight Cost: _____ Cost to Traveler: _____

GDOE TRAVEL AUTHORIZATION COST: \$ _____

LEAVE INFORMATION

of Administrative Leave: ___ Dates on Admin. Leave: _____

of Personal Leave ___ Dates on Personal Leave: _____

of Annual Leave ___ Dates on Annual Leave: _____

ANNUAL LEAVE INFORMATION

Date Annual Leave commences: _____

Location while on Annual Leave: _____

Reason for Annual Leave: _____

SIGNATURE OF EMPLOYEE
 Approved Disapproved

DATE

PROGRAM MANAGER
 Approved Disapproved

DATE

SIGNATURE OF FEDERAL PROGRAMS DIVISION
ADMINISTRATOR
 Approved Disapproved

DATE

SIGNATURE OF SUPERINTENDENT OF EDUCATION

DATE

Approved August 17, 2007 (FORM: FP.04-07)

MAILING ADDRESS:

TA NO.

Government of Guam
DEPARTMENT OF EDUCATION
TRAVEL REQUEST AND AUTHORIZATION

NOTICE: See Section 1714, Chapter 17, Part 4, Volume III of the Government of Guam Manual for instructions.

1. TO: GDOE Financial Affairs	2. From (Name of requesting DIVISION) Federal Programs	3. DATE OF REQUEST
4. FULL NAME OF TRAVELER Vendor #	DOB	5. Title of Traveler
7. PLACES OF TRAVEL (If traveler is returning, do state)		8. APPROX. LENGTH OF TRAVEL
FROM: TO: And Return to Guam:		9. APPROX. DATE TRAVEL COMMENCES

10. DESCRIBE MODES OF TRAVEL DESIRED (Air, Ship, Train, Private Automobile etc.)

11. *IF DEPENDENTS ARE AUTHORIZED FOR TRAVEL; GIVE NAMES, AGES AND RELATIONSHIPS OF EACH.

12. FULLY DESCRIBE PURPOSE OF TRAVEL (IF MORE SPACE IS NECESSARY ATTACH SEPARATE SHEET.)

Title:
Location:
Date:

13. IF TRAVEL ADVANCE IS DESIRED, GIVE AMOUNT REQUESTED.
PLEASE FOLLOW GUAM PUBLIC LAW 28-68 TO USE FEDERAL TRAVEL REGULATIONS PER DIEM RATES ONLY
Financial Affairs has a hard copy of the regulations.

14. HOUSEHOLD EFFECTS AUTHORIZED
 YES NO

15. Name, Title and Signature of requesting official (i.e. Coordinator, Supervisor, Administrator, Associate)

IGNACIO SANTOS
ADMINISTRATOR FEDERAL PROGRAMS

16. Name, Title and Signature of authorizing official.
(FUNDING SOURCE ADMINISTRATOR)

IGNACIO SANTOS
ADMINISTRATOR FEDERAL PROGRAMS

17. Estimate cost of travel:

(A) *TRANSPORTATION OF TRAVELER	_____
(B) TRANSPORTATION OF DEPENDENTS	_____
(C) *PER DIEM OF TRAVELER	Lodging Actual _____
(C) *PER DIEM OF TRAVELER	Meals _____
(C) PER DIEM OF TRAVELER	_____
(D) PER DIEM OF DEPENDENTS	_____
(E) TRANSPORTATION OF HOUSEHOLD EFFECTS	_____
(F) *CAR RENTAL / SHUTTLE FEES	(Please see attached Qoutation) _____
(G) *MISCELLANEOUS: REGISTRATION ETC.	Requisition#20170698 _____
<small>*Denotes Off-Island Teacher Recruitment</small>	_____
TOTAL COST Estimated)	\$ -

18. CERTIFICATION OF AVAILABILITY OF FUNDS.
FINANCIAL AFFAIRS USE ONLY

Financial Affairs use only verification of Estimate:
Signature (Cost Estimator):

19. TO TRAVELER, You are hereby authorized to perform the above describe travel in accordance with the provisions of Section 1714, Chapter 17, Part 4 Volume III of the Government of Guam Manual. Necessary Tickets, Transportation Request and other documents are hereto attached. A travel advance of \$ _____ is also attached.

SIGNATURE
Superintendent of Education

20. Any non business changes to the approved Itinerary, all penalties and fees will be at the expense of the traveler.
I certify that I understand the requirements and accept the materials) of Item 17.

Signature (Traveler) DATE



**DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT**



www.gdoe.net

501 Mariner Avenue

Barrigada, Guam 96913

Telephone: (671) 300-1547/1536 • Fax: (671) 472-5001

Email: jonfemendez@gdoe.net

JON J. P. FERNANDEZ
Superintendent of Education

**STATEMENT OF COMMITMENT FOR OFF-ISLAND CONFERENCES,
TRAININGS and WORKSHOPS**

This is a statement of commitment between the Guam Department of Education/Superintendent of Education and the traveler named below relative to their participation in the identified off-island conference and their subsequent responsibilities upon their return.

Name of Traveler:	
Title of Conference/Training/Workshop:	
Dates of Event:	Location/Venue of Event:

Condition 1	<p>Upon completion of travel, training shall be conducted/facilitated by the traveler within thirty (30) business days to their target audience and is to be conducted as often as is necessary to all essential personnel.</p> <p>If a training cannot be conducted within the thirty (30) business days, a schedule (date/time) of when the training would be conducted will be submitted to the Federal Programs Division within the 30 day timeframe.</p> <p>After the training is conducted, the traveler will provide the Federal Programs Division with the training documentation, such as the sign-in sheets, training agenda and training summary.</p>
Condition 2	<p>Upon completion of travel, a written report shall be submitted to the Superintendent within fourteen (14) days via the program manager or administrator of the funding source.</p>
Condition 3	<p>The Guam Department of Education expects all travelers to meet the specifications stated in Conditions 1 and 2. Failure to comply with any or all the above stated conditions shall result in the traveler paying the entire cost of airfare, conference/training fees, and per diem expenditures to the Guam Department of Education.</p>

Signature of Employee:	Date:
Signature of Program Manager/Division Head:	Date:
Signature of Federal Programs Administrator:	Date:
Signature of Superintendent of Education:	Date:

Approved by: _____



GUAM DEPARTMENT OF EDUCATION

500 Mariner Avenue Barrigada, Guam 96913
Telephone (671) 475-0470/0458
Fax: (671) 472-5003
www.gdoe.net



Jon J.P. Fernandez
Superintendent of Education

Travel Request and Authorization Checklist

Traveler's Name: _____ TA Number _____
Conference Name: _____
Conference Dates: _____

In order to expedite your request(s), the following are required when submitting the *Travel Request & Authorization form*:

- A. Completion of the Travel Authorization Request Memorandum to Superintendent
 - Traveler's Name and Title Total/per day cost of Per Diem (Attach Travel Per Diem Allowances of State)
 - Division/School Flight Cost (Total cost, Direct; Deviation, traveler's cost)
 - Funding Authority GDOE Travel Authorization cost
 - Title of Conference Length of travel
 - Purpose of Travel Date travel will commence
 - Program Justification Annual Leave dates
 - Date of Conference Leave Information (Administrative, annual, personal)
 - Location of Conference Employee's signature
 - Registration Amount Program Manager's Signature (Division Head)
- B. Memorandum requesting and **justifying** to have two (2) or more persons attend the same conference (if applicable).
- C. TA Number (Obtain from the Financial Affairs Office)
- D. Completion of the Travel Request & Authorization Form
 - To/From Dependents (if applicable)
 - Date of Request Purpose of travel
 - Full name of traveler Advanced travel amount (Per Diem, registration, etc)
 - Title of traveler Household effects (if applicable)
 - Charge Account Number Name, title, & signature of requesting official
 - Approx. length of travel Name, title, & signature of authorizing official
 - Date travel commences Estimate cost of travel (Breakdown of cost)
 - Modes of travel desired Signature of Traveler
- E. Statement of Commitment
 - Program Manager's Signature/Title (Division Head)
 - Traveler's Signature/Title
- F. Calendar indicating travel and conference dates
- G. Registration Form (It is the responsibility for the employee attending the conference to register to the conference/training prior to departure)

Standard Operating Procedure

Re: Travel Request and Authorization

Page 2 of 2

H. Three (3) travel quotes (Must have advance travel quotes of 14 and 7 days, unrestricted airfare)

I. Travel Request and Authorization Routing Form (FORM -T)

J. Additional pertinent information/documentation regarding the travel/conference

K. Leave Form (The employee(s) are responsible for obtaining approval for travel and submitting the leave request to the Payroll Office. Although the employee(s) leave form for travel must be completed, the leave form for travel is **NOT** included with the Travel Request and Authorization packet).

NOTE: The Travel Request and Authorization form and required documentation must be received by the perspective section (Federal Programs Division or Financial Affairs) no later than twenty (20) business days in advance of travel; otherwise, it may be subject to disapproval. If circumstances do not allow for the twenty (20) business days, supporting documentation must be provided.

CHECKLIST FOR TRAVEL MODIFICATIONS

- A. A memorandum from the originating party requesting any modifications (cancellations, changes in conference dates or location, change in traveler, etc.) and all supporting documents with full justification must be provided to the Financial Affairs. **NOTE:** *All modifications must be cleared and approved by the Program Managers prior to routing to Financial Affairs.*
- B. If the travel request is *federally funded*, the memorandum requesting for the modifications and all supporting documents must first be routed to the Federal Programs Division before being sent to Financial Affairs. All modification requests must make reference to the Travel Authorization number and/or Travel Purchase Order (TPO) number. Once the Federal Programs Division approves the modifications, all the documents will be forwarded to Financial Affairs.

REMINDER: As per the FMS Policies and Procedures (March 30, 1993), the traveler must submit to Financial Affairs the Travel Voucher form, Travel Itinerary form, a Travel Report, and supporting receipts (if applicable) within **ten (10) business days of completing travel**. If the travel was *federally funded*, a copy of the travel report must also be provided to the Federal Programs Division within ten (10) business days of completing travel.

Purchase Order

Fiscal Year 2022 Page 1 of 1

THIS NUMBER MUST APPEAR ON ALL INVOICES,
 PACKAGES AND SHIPPING PAPERS.
 Purchase Order # **20221303-00**

BILL TO

Guam Department of Education
 Third Party Fiduciary
 Alvarez & Marsal Public Sector Services, LLC
 PO Box 4322
 Hagatna, GU 96932
 (671) 300-1262

**SUBJECT TO TERMS & CONDITIONS
 ON REVERSE SIDE**

VENDOR

NATIONAL GRANTS MANAGEMENT ASSOCIATION
 21010 SOUTHBANK ST. #2055
 STERLING VA 20165

SHIP TO

FEDERAL PROGRAM DIVISION
 501 MARINER AVENUE
 BUILDING B, 2ND FLOOR, TIYAN
 Tamuning GU 96913

Date Ordered	Vendor Number	Date Required	Req. Number	Delivery Reference		
03/27/2022	22801		20222650	Consolidated Grants 2021		
Item#	Description/Part No.	Qty	UOM	Unit Price	Extended Price	
	National Grants Management Ass					
1	Ignacio C. Santos National Management Grants Association 2022 Annual Grants Training	1.0	EACH	\$1,173.000	\$1,173.00	
2	Rachel Lee Santos Duenas National Management Grants Association 2022 Annual Grants Training	1.0	EACH	\$1,173.000	\$1,173.00	
3	Shannon Bukikosa National Management Grants Association 2022 Annual Grants Training	1.0	EACH	\$1,173.000	\$1,173.00	
4	Maria Blaz National Management Grants Association 2022 Annual Grants Training	1.0	EACH	\$1,173.000	\$1,173.00	
5	Stephanie Chargualaf National Management Grants Association 2022 Annual Grants Training	1.0	EACH	\$1,173.000	\$1,173.00	
6	Ch [REDACTED] National Management Grants Association 2022 Annual Grants Training	1.0	EACH	\$1,173.000	\$1,173.00	
7	Sean Rupley National Management Grants Association 2022 Annual Grants Training To ensure prompt processing and payment, please route your invoices to P.O. BOX 4322 Hagatna, GU 96932 (This remittance is also in [REDACTED] pr.) THIS PURCHASE ORDER SHALL EXPIRE 90 DAYS AFTER THE ISSUE DATE. How is our service? Visit our website at WWW.GDOE.NET/PROCUREMENT to fill out our vendor [REDACTED] 82710000 - 0233 - F2060	1.0	EACH	\$1,173.000	\$1,173.00	
					8,211.00	

By *Walter Lopez*
 Purchasing Authority/Certifying Officer

PO Total **\$8,211.00**

Alvarez & Marsal Public Sector Services, LLC

Guam Department of Education Third Party Fiduciary
 P.O. Box 4322
 Hagatna, GU 96932

Purchase Order

Fiscal Year 2022 Page 1 of 1

THIS NUMBER MUST APPEAR ON ALL INVOICES,
 PACKAGES AND SHIPPING PAPERS.
 Purchase Order # **20221303-00**

BILL TO

Guam Department of Education
 Third Party Fiduciary
 Alvarez & Marsal Public Sector Services, LLC
 PO Box 4322
 Hagatna, GU 96932
 (671) 300-1262

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					8,211.00

PO Total \$8,211.00

NAME OF TRAVELER
NAME OF CONFERENCE/CONVENTION/MEETING
DATE OF TRAVEL

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17 Depart to Arlington, Virginia Arrive in Arlington, Virginia	18 Acclimation	19 National Grants Management Association (GMA) 2022 Annual Grants Training	20 National Grants Management Association (GMA) 2022 Annual Grants Training	21 National Grants Management Association (GMA) 2022 Annual Grants Training/ US-Ed Meeting, Washington D.C.	22 US-Ed Follow-up Meeting, Washington D.C.	23 Depart Arlington, Virginia
24 Return to Guam	25	26	27	28	29	30

 An official website of the United States government





FY 2022 Per Diem Rates for District of Columbia

I'm interested in:

Lodging by month (excluding taxes) | October 2021 - September 2022

Cities not appearing below may be located within a county for which rates are listed. To determine what county a city is located in, visit the [National Association of Counties \(NACO\) website \(a non-federal website\)](#).

Primary Destination 	County 	2021 Oct	Nov	Dec	2022 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
District of Columbia	Washington DC (also the cities of Alexandria, Falls Church and Fairfax, and the counties of Arlington and Fairfax, in Virginia; and the counties of Montgomery and Prince George's in Maryland)	\$257	\$188	\$188	\$188	\$188	\$258	\$258	\$258	\$258	\$172	\$172	\$257

Meals & Incidentals (M&IE) Breakdown i

Use this table to find the following information for federal employee travel:

M&IE Total - the full daily amount received for a single calendar day of travel when that day is neither the first nor last day of travel.

Breakfast, lunch, dinner, incidentals - Separate amounts for meals and incidentals. M&IE Total = Breakfast + Lunch + Dinner + Incidentals. Sometimes meal amounts must be deducted from trip voucher. [See More Information](#)

First & last day of travel - amount received on the first and last day of travel and equals 75% of total M&IE.

Primary Destination i	County i	M&IE Total	Continental Breakfast/Breakfast	Lunch	Dinner	Incidental Expenses	First & Last Day of Travel i
District of Columbia	Washington DC (also the cities of Alexandria, Falls Church and Fairfax, and the counties of Arlington and Fairfax, in Virginia; and the counties of Montgomery and Prince George's in Maryland)	\$79	\$18	\$20	\$36	\$5	\$59.25

I'm interested in:

Last Reviewed: 1969-12-31



Shandice Jenniel Calano <sjcalano@gdoe.net>

17APR GUM

1 message

'WORLD TRAVEL SERVICES INC' via Federal Programs <federal-programs@gdoe.net> Thu, Apr 7, 2022 at 4:33 PM
Reply-To: SONYA@worldtravelguam.com
To: FEDERAL-PROGRAMS@gdoe.net

17APR GUM

WORLD TRAVEL SERVICES INC
145 YPAO ROAD

INVOICE 000000000
DATE 07APRIL22

TAMUNING GU 96913
TELEPHONE: 671 649-5165
FAX : 671 649 8668

SURLA/CHRISTOPHER

SERVICE DATE FROM TO DEPART ARRIVE

UNITED AIRLINES - UA 196

17APR GUAM TOKYO 1225P 325P
SUNDAY A.B WON PAT IN NARITA INTL
Q ECONOMY TERMINAL 1

LUNCH NON STOP
RESERVATION CONFIRMED 4:00 DURATION

AIRCRAFT: BOEING 737-800
SEAT 21C NO SMOKING CONFIRMED

UNITED AIRLINES - UA 6

17APR TOKYO HOUSTON TX 445P 250P
SUNDAY NARITA INTL GEORGE BUSH IN
Q ECONOMY TERMINAL 1 TERMINAL E

DINNER NON STOP
RESERVATION CONFIRMED 12:05 DURATION

AIRCRAFT: BOEING 777-200/300
SEAT 31G NO SMOKING CONFIRMED

UNITED AIRLINES - UA 6308 - OPERATED BY MESA AIRLINES DBA UNITED EXPRESS

17APR HOUSTON TX WASHINGTON DC 430P 836P
SUNDAY GEORGE BUSH IN R REAGAN NAT
Q ECONOMY TERMINAL B TERMINAL B

FOOD AND BEVERAGES FOR PURCHA NON STOP
RESERVATION CONFIRMED 3:06 DURATION

AIRCRAFT OWNER: YV MESA AIRLINES
AIRCRAFT: EMBRAER 175 WINGLETS
SEAT 11B NO SMOKING CONFIRMED

UNITED AIRLINES - UA 4589 - OPERATED BY GOJET AIRLINES DBA UNITED EXPRESS

23APR WASHINGTON DC NEWARK NJ 700A 814A
SATURDAY R REAGAN NAT NEWARK LIBERTY
Q ECONOMY TERMINAL B TERMINAL C

NON STOP
RESERVATION CONFIRMED 1:14 DURATION

AIRCRAFT OWNER: G7 GOJET AIRLINES

AIRCRAFT: CANADAIR REGIONAL JET 550
SEAT 09B NO SMOKING CONFIRMED

UNITED AIRLINES - UA 79

23APR NEWARK NJ TOKYO 1125A 155P
SATURDAY NEWARK LIBERTY NARITA INTL 24APR
Q ECONOMY TERMINAL C TERMINAL 1
LUNCH NON STOP
RESERVATION CONFIRMED 13:30 DURATION
AIRCRAFT: BOEING 787-9
SEAT 32J NO SMOKING CONFIRMED

UNITED AIRLINES - UA 197

24APR TOKYO GUAM 500P 955P
SUNDAY NARITA INTL A.B WON PAT IN
Q ECONOMY TERMINAL 1
DINNER NON STOP
RESERVATION CONFIRMED 3:55 DURATION
AIRCRAFT: BOEING 737-800
SEAT 15C NO SMOKING CONFIRMED

AIR FARE 1838.00
TAXES AND AIRLINE IMPOSED FEES: 384.05
AIR TOTAL USD 2222.05
SERVICE FEE 100.00
INVOICE TOTAL USD 2322.05

RESERVATION NUMBER(S) UA/NC69CL

UA FREQUENT FLYER UATT446113

PRICES ARE SUBJECT TO CHANGE WITHOUT PRIOR NOTICE
LOWEST FARE AVAIL 2065.15/TKT BY 3APR/NON REF

*
THANK FOR YOU FOR CHOOSING WORLD TRAVEL SERVICES
*

I AGREE THAT IN ACCEPTING THIS TICKET I ACCEPT ALL RULES
AND TERMS SET FORTH BY THE CARRIER, THEREFORE ACCEPTING THIS
AS A CONTRACT BETWEEN THE PASSENGER AND THE CARRIER.
*

THE FARE RULES FOR THIS TICKET MAY CARRY PENALTIES FOR
CHANGES AND/OR REFUNDS. TICKET MAY ALSO BE NON-REFUNDABLE.

CLICK THE FOLLOWING LINK TO ACCESS YOUR ONLINE ITINERARY:

WWW.CHECKMYTRIP.COM/CMTSERVLET?R=62Z8YB&L=US&N=SURLA

MOST CARRIERS' E-TICKETS HAVE EXPIRATION DATES AND CONDITIONS OF USE.
CHECK THE CARRIER'S FARE RULES FOR MORE INFORMATION.

BAGGAGE POLICY - FOR TRAVEL TO/FROM, WITHIN THE US/CA, PLEASE VISIT:

[HTTPS://BAGS.AMADEUS.COM?R=62Z8YB&N=SURLA](https://BAGS.AMADEUS.COM?R=62Z8YB&N=SURLA)

Stay Details

STAY DATES

Sun Apr 17, 2022 – Sat Apr 23, 2022

Room(s): 1

Adult(s): 1



Crystal Gateway Marriott

1700 Richmond Highway Arlington Virginia 22202 USA

Phone: +1 703-920-3230

#77550511

Chris Surla, thank you for your reservation. Your reservation is guaranteed to your *Visa* card. An email with this information has been sent to **twinklestar@gmail.com**. We look forward to greeting you soon.

Your receipt for hotel stays may be automatically sent to the email address associated with your reservation. If you prefer, you may request a paper copy at the front desk when you check in. [Learn how to change your email address.](#)

No room preferences were selected.

Summary of Charges

Room Type: Guest room, 1 King

Member Rate Flexible

1 room(s) for 6 night(s)

Prices in USD

Sunday, April 17, 2022	185.00
Monday, April 18, 2022	322.00
Tuesday, April 19, 2022	332.00
Wednesday, April 20, 2022	342.00
Thursday, April 21, 2022	254.00
Friday, April 22, 2022	180.00

Total cash rate

1,615.00

Estimated government taxes and fees

230.14

Total Stay

1,845.15 USD

Cancellation Policy

You may cancel your reservation for no charge before 11:59 PM local hotel time on April 14, 2022 (3 day[s] before arrival).

Please note that we will assess a fee of 211.36 USD if you must cancel after this deadline. If you have made a prepayment, we will retain all or part of your prepayment. If not, we will charge your credit card.

**DEPARTMENT OF EDUCATION
Leave Application Form**

Employee Name (Print) :				School/Division:				Location Code:	
Employee ID No.			Job Code:			PPE Date		Total No. Hours	
PHYSICAL ADDRESS WHILE ON LEAVE: (Check [<input type="checkbox"/>] One and Write Address) <input type="checkbox"/> ON ISLAND: <input checked="" type="checkbox"/> OFF-ISLAND:									
LEAVE DATE (S)		LEAVE HOURS/TIME		Leave Type					
From (Start)	To (End)	From	To	# of Hours	# of Days	"Please check [<input checked="" type="checkbox"/>] and select one (1) per row."			
						<input type="checkbox"/> Sick <input type="checkbox"/> Annual <input type="checkbox"/> Personal <input type="checkbox"/> LWOP <input checked="" type="checkbox"/> Other (Please Specify) Administrative Leave			
						<input type="checkbox"/> Sick <input type="checkbox"/> Annual <input type="checkbox"/> Personal <input type="checkbox"/> LWOP <input type="checkbox"/> Other (Please Specify)			
						<input type="checkbox"/> Sick <input type="checkbox"/> Annual <input type="checkbox"/> Personal <input type="checkbox"/> LWOP <input type="checkbox"/> Other (Please Specify)			
						<input type="checkbox"/> Sick <input type="checkbox"/> Annual <input type="checkbox"/> Personal <input type="checkbox"/> LWOP <input type="checkbox"/> Other (Please Specify)			
						<input type="checkbox"/> Sick <input type="checkbox"/> Annual <input type="checkbox"/> Personal <input type="checkbox"/> LWOP <input type="checkbox"/> Other (Please Specify)			
APPLICATION FOR PREPAYMENT OF VACATION LEAVE MINIMUM REQUIREMENT IS NOT LESS THAN TEN (10) CONSECUTIVE WORKDAYS. IT IS UNDERSTOOD THAT IF I RETURN TO DUTY BEFORE THE EXPIRATION OF MY PREPAID VACATION, I SHALL REIMBURSE THE GOVERNMENT OF GUAM IN AN AMOUNT EQUIVALENT TO THE UNEXPIRED PORTION OF THE PREPAID LEAVE.									
From (HOUR, Month, Day, Year)				To (HOUR, Month, Day, Year)				TOTAL No. of Hours Prepaid	
I CERTIFY THAT THE ABOVE NAMED PERSON WAS UNDER MY PROFESSIONAL CARE OR QUARANTINED DURING THE PERIOD STATE BELOW, FROM A MEDICAL STANDPOINT. HIS/HER CONDITION DURING THIS PERIOD WAS SUCH THAT I CONSIDERED IT INADVISABLE TO REPORT FOR WORK.									
From (Month, Day, Year)		To (Month, Day, Year)			Hospitalized <input type="checkbox"/> YES <input type="checkbox"/> NO			No. of Day(s)	
REMARKS:									
NAME OF PHYSICIAN (Print or Type)					(Signature of Physician)			Date Signed:	
Signature of Employee:					Date of Request:				
<input type="checkbox"/> APPROVED <input type="checkbox"/> DISAPPROVED					(Signature of Supervisor)			Date Signed:	
					IGNACIO SANTOS-ADMINISTRATOR, FEDERAL PROGRAMS				
<input type="checkbox"/> APPROVED <input type="checkbox"/> DISAPPROVED					(Signature of Appointing Authority or Authorized Designee)			Date Signed:	
Administrator's Comments: <hr/> <hr/> <hr/>									

Revised: 7/27/09
LAF: 01

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Travel Activities

Question #6
Attachment #4

May 04, 2022



**GUAM DEPARTMENT OF EDUCATION
Federal Programs Division
Off-Island Travel Report**



JON J.P. FERNANDEZ
Superintendent of Education

IGNACIO C. SANTOS
Federal Programs Administrator

MEMORANDUM

TO: Superintendent of Education
FROM: Federal Programs Administrator
SUBJECT: Travel Report
Reference: NAGC 65th Annual Convention (2018)

Travel Narrative

1. Describe your participation in the conference. What activities did you participate in or attend?

As an attendee in the 65th NAGC Annual Convention, I had the opportunity to participate in the Pre-Conference Action Lab. On the first day of the conference, Wednesday, November 14, 2018, I joined other educators on a field trip to two District Schools which were model programs for Gifted Education. Visiting Minnetonka & Eden Prairie schools allowed me to see great examples of Gifted Programs in action. Faculty and Students were all engaged in teaching and learning. We were able to view two different types of programs that engage students in highly gifted environments, Navigator Classes and Key Classes. Directors of both districts shared how they developed the Navigator classes, testing/screening procedures, collaborative district wide curriculum and how parents/community are involved. During the next few days from Thursday, November 15 to Sunday, November 18, I participated in sessions that covered a variety of topics in Creativity, Early Childhood, STEM, Computers & Techn, ology, Curriculum Studies All of the presenters during the NAGC conference had great knowledge, resources, and materials to share to the audience.

<p>Wednesday November 14 7:30 – 4:00 Pre-Conference Action Lab</p>	<p><i>Action Lab: Innovation, Personalized Learning, and Intellectual Challenge in Minnetonka and Eden Prairie Public Schools</i> Field Trip to (2) District Schools – Minnetonka Schools and Eden Prairie Schools</p> <p>Minnetonka & Eden Prairie schools showed great examples of Gifted Programs in action. We were able to view two different types of programs that engage students in highly gifted environments, Navigator Classes and Key Classes. Navigator classes are comprised of students who are all identified as gifted. Two schools have two Navigator classes in 4th and 5th Grade, but also surrounded by the regular grade classes. Students from other schools within the district can enroll into these Navigator classes. Although, in the other schools with the district, they have Key Classes, which are pull out sessions from grades Kinder to 3rd grade. Directors of both districts shared how they developed the Navigator classes, testing/screening procedures, collaborative district wide curriculum and how parents/community are involved.</p>
--	--

	<p>A visit to Minnetonka Research Lab housed inside of the High School campus showed how students are encouraged to embrace their giftedness, self-determination and interest in local and global issues and engage/conduct research.</p>
<p>Thursday November 15 3:00pm Opening General Session</p>	<p><i>General Session Speaker Dr. Michele Borba-</i> A former teacher, educational psychologist and now author, Dr. Michele Borba gave an awesome opening keynote session. She emphasized on the “selfie” generation which are our students now and how we need to teach “empathy” to help our students succeed in school and life.</p>
<p>Thursday November 15 7:00pm Network Evening Events</p>	<p><i>Julie Robinson Mathematics Festival-</i> Participated in different math critical thinking games-networked with other participants and reflected how math games develop critical thinking skills. Ideas and resources were gained and shared on how to host a math festival.</p> <p><i>The Changing Faces of Creativity</i> Participated in round table activities of different creativity activities presented by fellow teachers in Highly Gifted classrooms as well as Professors of nearby Universities who teach Gifted Programs.</p>
<p>Friday November 16 8:00am Concurrent Session 1</p>	<p><i>Boom, Pop, Fizz: Inquiry Lessons That Engage Young Gifted Minds to Uncover the Magic of Science</i> This session shared how the “magic” of science can keep the learners engaged with a variety of experiments. Participants were encouraged to tinker with the activities first before learning the science behind it. When students get intrigued by how the “magic” works, they are more inclined to want to learn more about how things worked, thereby using more critical thinking skills.</p>
<p>Friday November 16 9:15am Mini-Keynote Speaker</p>	<p><i>What Works for Twice-Exceptional Youth?</i> In this mini keynote session, speaker Megan Foley-Nicpon shared how we can serve the twice-exceptional population. Twice exceptional students are those students who have gifted abilities but are also have special needs. They have high abilities in a certain domain but also disabilities in other domains. Lessons, ideas, resources were shared in her session.</p>
<p>Friday November 16 10:30am Concurrent Session 2</p>	<p><i>Unlocking the Power of Imagination</i> Presenters Diane Heacox and Patti Drapeau shared why and how to integrate IMAGINATION in the classroom. Imagination fosters creativity and higher order thinking skills. Participants are reminded that anyone can do it and as the tasks encourage independence, individuality, emotional and intellectual creativity.</p>
<p>Friday November 16 12:45pm Concurrent Session 3</p>	<p><i>Relevant and Rigorous: Using Engineering to Engage and Challenge Your Talented Students</i> Boston Museum of Science; Engineering is Elementary curriculum Presenter Chris San Antonio shared with the audience how engineering is multi-disciplinary. Success with engineering also requires failure. As students engage in these engineering challenges, the stigma of failure will be lessened as the students work with hands-on, inquiry based and meaningful real-world contexts embedded in the research based EIE curriculum.</p>

Friday November 16 2:00pm Concurrent Session 4	<i>Outside the Lines: Let's Have a Look at Visual Thinking, Imagination, and Creativity</i> Presenter Susan Daniels discussed the Visual Triad of "See, Imagine, Depict" and shared strategies to help teachers integrate Visual Literacy in the classrooms. Visual Literacy is a key aspect in creative thinking not only for the Arts, but also the Sciences. As students "doodle" information and concepts taught, retention is increased by 29% or more!
Friday November 16 4:30pm Concurrent Session 5	<i>Shining a Spotlight on Technology for Gifted Learners</i> Objectives for this session were to explore websites and apps that enhance learning content, create authentic learning products, and integrate virtual and augmented reality concepts. Examples of resources shared include Instagrok, DOCSTeach, EDSITEment, newsela, AVALON project, SI Learning Lab, Citizen Science, and zooniverse.
Saturday November 17 8:00am Concurrent Session 1	<i>Measuring What Matters: Assessing Creative and Critical Thinking</i> Presenters Krista Stith, Lisa DaVia Rubenstein and Kate Shively presented several assessment tools that measure students' creative and critical thinking skills. Focusing on the Design Thinking Model, teachers are encouraged to use performance and formative assessment tools to include project rubrics and formalized transfer assessment. Author Carol Coil with Pieces of Learning also shared how to develop criteria cards and rubrics that can be used for student self-assessment, peer assessment and teacher grading in her session <i>Tools for Differentiated Assessment: An Essential for Gifted Learners</i> .
Saturday November 17 9:15am Session 2	<i>Ten Ways to Identify Young Gifted Children Through Observation</i> In this session, presenters Sally Beisser and Linda Moehring shared how to apply dynamic and static assessments to identify young children. They also explained some myths of GT children and several ways to observe young Gifted and Talented children.
Saturday November 17 10:30am General Session	<i>Physics Force (University of Minnesota, Physics Department)</i> Teachers with the Physics Force, which is a science outreach program with the University of Minnesota demonstrated a variety of interactive concepts with the audience. Before the exhibitions, NAGC held a very inspiring tribute to Dr. James T. Webb, the founder of SENG and advocate for gifted education.
Saturday November 17 11:45am Gallery Exhibit	<i>Poster Gallery Exhibit</i> This session provided a time to visit the Poster Gallery Exhibits. Representatives from a variety of gifted and talented organizations, projects, research studies, and programs were on hand to provide more information about their activities.
Saturday November 17 1:15pm Concurrent Session 3	<i>Maybe It Is Rocket Science: Squaring Creativity and STEM</i> Presenters Stacey Schlicter-Burt and Holly Paul discussed the Three-Dimensional Learning Model of Practices, Core Ideas & Crosscutting Curriculum to support the STEM concept. This session also explored Brandt and Eagleman's blending breaking, and bending strategies and Nottingham's Learning Pit activities to use with gifted learners.
Saturday November 17 2:30pm	<i>These Are a Few of My Favorite Things: Top 10 Ideas for Teaching Gifted Students</i> Presenters Kathy Frazier and Jean Metzger highlighted their top 10 ideas and strategies for teaching gifted children in grades K-12. Included in their top 10 list

Concurrent Session 4	was activities on Mindfulness, Visualization, Gamification, Arts Integration, Brainstorming, Problem Solving, Entrepreneurship, Community Partnerships and Service Learning. A variety of activities and resources were also shared in this session.
Saturday November 17 3:45pm Concurrent Session 5	<i>Let's Give Them Something to Think About: Using Technology to Support Cognitive Engagement</i> Presenter Kimberly McCormick discussed how cognitive engagement is crucial to learning success. She highlights how technology strategies can support this process. We were given a quick insight to programs like Padlet, Plickers, Socrative, Kahoot, Voki and Popplet that can be used to support learning in the classroom.
Sunday November 18 8:00am Concurrent Session 1	Speed Geeking Presenters Janine Firmender and Christina Amspaugh hosted this awesome session in which members of NAGC's Computers and Technology Network were able to share with the audience their favorite technology tools. Members of the audience were also able to share some of their favorite tools as well. Included in the list of top resources were PDF Merge, PDF Escape, Quiz:Triventy, Gimkit, empatico.org, Legend app, zooniverse.org, learningscience.org, Gamestar Mechanic, BaiBoard, crazydad, commonlit, and Camscanner.
Sunday November 18 9:15am Concurrent Session 2	Improve Creative Thinking and Problem Solving Performance in Your GT Program April Dennis from Future Problem Solving International shared with the audience how this program can significantly improve students' creative thinking, critical thinking and problem solving skills.
Sunday November 18 10:30am Closing General Session	Patricia Solimene Collins (US Army Retired, 2016 US Paralympic) In this closing session, retired Colonel and US Paralympic Patricia Collins inspired the audience with her story of how she overcame the physical, mental and external challenges of living with her disability.

2. Do you expect that the skills and knowledge gained at the conference will enhance your job performance? In what ways?

Participating in this conference has been a very beneficial experience which will definitely enhance my job performance. Attending the different sessions has exposed me to a variety of teaching strategies that will be used to enhance the learning experience of our Gifted and Talented students. Many different activities that have been shared during the convention will be introduced and applied in the classroom. The knowledge shared by the presenters regarding gifted identification, gifted program standards and curriculum, materials and resources, and networks has encouraged me to continue to research these ideas to put them into practice.

3. How will the skills and knowledge you gained from the conference be translated into practice in the classroom, school, or district level?

With the knowledge, skills, and lessons that I have gained from the conference, I plan to incorporate them in different units of study throughout the year to create a more challenging, rigorous and fun learning environment. The variety of technology tools and resources shared during the different sessions will allow me to connect skills and lessons to students of the digital generation. Learning about the different methods of gifted identification and observation skills will allow me to better identify students who would qualify and benefit from participating in the Gifted Program.

4. How will the skills and knowledge you gained from the conference be shared with other educators?

The skills and knowledge gained throughout this conference will be shared with colleagues in the GATE Program as well as the school communities. I will be presenting different strategies and activities learned during the GATE Meetings, school Faculty Meetings, and Professional Development Days. I will also continue to network with other professionals and teachers met during the conference. The knowledge and skills they share with me will also be shared with my students and colleagues.

5. Please identify the funding source/project for this travel.

**Maridel Perez
Teacher, GATE
M.A. Ulloa Elementary School**

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Travel Activities

Question #6
Attachment #5
Question #10
Attachment #3

May 04, 2022

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
4th Quarter Report

October 29, 2020

FEDERAL PROGRAMS DIVISION



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

Project No. 6

Gifted and Talented Education (GATE)

Quarterly Report Documents:

- 1) Finalized Quarterly Report with Federal Program Division (FPD) Validation
- 2) Original Submitted Quarterly Report
 - a. Correspondences between FPD and Project Lead
- 3) Quarterly Personnel Certification
- 4) Fiscal Monitoring Documents:
 - a. 10%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification (refer to #3)
 - Labor Cost
 - Attendance Log
 - Other Supporting Documents (i.e. Timesheets)
 - b. 100%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification
 - Labor Cost
 - Other Supporting Documents (i.e. Timesheets)
- 5) Fixed Asset Certification

October 29, 2020

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Project No. 6

Gifted and Talented Education (GATE)

Final Report

**FFY 2019 CONSOLIDATED GRANT
QUARTERLY REPORT**
Grant Award #: S403A180002, S403A180002-18A

Grant Name: Consolidated Grant FFY 2019 Grant#: S403A180002,S403A180002-18A

What quarter is this report filed? Mark an "X"

PROJECT TITLE: Gifted and Talented Education (GATE)

PROJECT COORDINATOR: Leon P.C. Bamba

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Shandice J. Calano

10/ 01/19- 12/31/19	01/01/20- 03/31/20	04/01/20- 06/30/20	07/01/20- 09/30/20
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
			X
REPORT DUE: 1/10/20	REPORT DUE: 04/10/20	REPORT DUE: 07/10/20	REPORT DUE: 10/10/20

ANNUAL REPORT DUE: 12/28/2020

AMOUNT BUDGETED (FFY 2019): <u>\$1,273,467.02</u>	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$562,346.36</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>44%</u>	Total Full Time Equivalent Vacant <u>2</u> Filled <u>11</u>	Total Part Time Equivalent Vacant <u>1</u> Filled <u>1</u>
AMOUNT BUDGETED (FFY 2018): <u>\$1,151,082.00</u>	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$947,450.49</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>82%</u>		

GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
(Pre) K – 5			5				43	3	
6 – 8									
9 – 12	332				1,764				

PART I:

LIST THE PROJECT GOAL(S):	<p><u>Goal 1: Increase student participation in GATE activities (Academic Special Events, Visual Arts, Theater, and Music).</u> Year 3: 15% increase from Year 2 in number of students participating in GATE activities.</p> <p><u>Goal 2: Increase the academic success of GATE students.</u> Year3: 65% of GATE students will score at either READY or EXCEEDING level in ACT Aspire Reading and Mathematics assessments.</p>
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**FFY 2019 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A180002, S403A180002-18A**

LIST OBJECTIVE(S):	<p><u>Objective 6.1:</u> Guam Academic Program / Professional Development for Educators (PreK – 5th) (Year 1 STEM PD, Year 2 Art integration PD, year 3 Social Emotional Development PD) Year 3: 60% PK-5th grade teachers receiving training and materials will implement strategies learned in PD in the classroom as determined during quarterly in- service meetings.</p> <p><u>Objective 6. 2:</u> Math Enrichment Program (4th/5th grade GATE) Year 3: 80% of math teachers in math enrichment program will report using supplemental instructional materials in teaching math.</p> <p><u>Objective 6.3:</u> Academic Special Events Year 3: 75% of students participating in academic special events will report being more engaged in learning and feeling more confident in their academic work.</p> <p><u>Objective 6.4:</u> Visual Arts, Theater and Music Programs Year 3: 75% of students who participate in Visual Performing Arts, theater and music programs will be engaged (using same measure of engagement as 6.3) and report feeling more confident in their academic work.</p>
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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
6.1 Guam Academic Program/Professional Development	<ul style="list-style-type: none"> • Students Tested for GATE – GATE PreK Testing resumed. • Supplemental Instructional Materials – ongoing, approximately 70% completed. • Professional Development – completed, 100%. 	<ul style="list-style-type: none"> • Final GATE testing for Pre-K was completed in early August 2020. Ninety-two (92) students were tested, and all qualified 100%. However, GATE testing for K-5th grades were unable to be conducted due to a Governor’s executive health emergency issued in late August limiting in-person meetings. • All Monthly Workshops, GATE Testing and monitoring will resume SY20-21 once Pandemic Condition of Readiness 1 (PCOR1) is lifted and all are allowed to resume normal working status. • A total of 52 participants from the public schools attended at least one day of the virtual PD on <i>Integrating Social and Emotional Learning for GATE Students</i> held August 17-21, 2020. (see attached attendance sheet. Training participants will receive resource kits (supplies) and have the option to receive Continuing Education Units. This training was open to both public and private school teachers. GATE project staff also attended the training.

**FFY 2019 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A180002, S403A180002-18A**

COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)																		
<p>6.1 Guam Academic Program / Professional Development</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input checked="" type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹<i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p> <table border="1" data-bbox="548 597 1194 695"> <thead> <tr> <th colspan="2">Pre-K GATE Testing</th> </tr> <tr> <th># of Students Tested</th> <th># of Students Passed</th> </tr> </thead> <tbody> <tr> <td align="center">92</td> <td align="center">92</td> </tr> </tbody> </table> <table border="1" data-bbox="548 727 1194 976"> <thead> <tr> <th colspan="2">PD Training: Integrating Social and Emotional Learning for GATE Students</th> </tr> <tr> <th>Type of Attendee</th> <th>No. of Participants</th> </tr> </thead> <tbody> <tr> <td>Public school teachers</td> <td align="center">43</td> </tr> <tr> <td>Public school teacher assistants</td> <td align="center">9</td> </tr> <tr> <td>Private, non-public school (PNP) teachers</td> <td align="center">0</td> </tr> <tr> <td>GATE Staff</td> <td align="center">4</td> </tr> </tbody> </table>	Pre-K GATE Testing		# of Students Tested	# of Students Passed	92	92	PD Training: Integrating Social and Emotional Learning for GATE Students		Type of Attendee	No. of Participants	Public school teachers	43	Public school teacher assistants	9	Private, non-public school (PNP) teachers	0	GATE Staff	4	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²<i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p> <p>Services in the form of online instruction took place during the period July-September, 2020 for identified GATE students in:</p> <ol style="list-style-type: none"> 1. Pre-K (new ones identified through the testing); and 2. K-5th (continuing ones identified from the previous year). <p>Professional Development (PD) limited to virtual training was also implemented during this time. Continuing PD training is essential for educators as new teaching information, techniques, and methods are continually being updated or changed.</p> <p>Fifty-two (52) PreK-5th grade GATE teachers participating in the virtual GATE training held from August 17-21, 2020 is a good indicator that this particular group of GATE students are getting exposed to more current methods of teaching.</p> <p>Optimistically, this will have a positive impact on how these students will fare in both the formative and summative testing for the year.</p>
Pre-K GATE Testing																				
# of Students Tested	# of Students Passed																			
92	92																			
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**FFY 2019 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A180002, S403A180002-18A**

Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
6.1 Professional Development	60% PreK-5 th grade teachers receiving training and materials will implement strategies learned in PD in the classroom.	Site visit by GATE staff	Number of GATE teachers implementing strategies learned in PD	31 out of 40 (78%) responded using strategies (May 25, 2018)	Actual: Rate of PD strategy implementation = 3 schools / 4 monitored = 75% Target: 50%	Actual: Rate of PD strategy implementation = 5 schools / 5 monitored = 100% Target: 55%	Actual: No activity was conducted for this period as a result of early school closure due to the COVID-19 pandemic. Target: 60%	Actual: A virtual PD training for PreK-5 th grade GATE teachers was conducted in August. However, the teacher survey on classroom application of things learned is yet to be administered. This is to give ample time for PD-acquired strategies to be applied in the classroom by the teacher participants. Target: Start of a new school year; reporting will be done in the 1 st quarter of FY'20.

**FFY 2019 CONSOLIDATED GRANT
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	<p>65% of GATE students will score at either READY or EXCEEDING level in ACT Aspire Reading and Math assessments.</p>	<p>ACT Aspire scores in Reading and Math</p>	<p>% of students scoring at either READY or EXCEEDING</p>	<p><u>Reading:</u> 4th grade: % READY or EXCEEDING = 50% 5th grade: % READY or EXCEEDING = 50%</p> <p><u>Math</u> 4th grade: % READY or EXCEEDING = 55% 5th grade: % READY or EXCEEDING = 35%</p>	<p><u>Actual:</u> Ongoing instruction.</p> <p><u>Target:</u> ACT Aspire student summative testing is done at end of school year”</p>	<p><u>Actual:</u> Ongoing instruction.</p> <p><u>Target:</u> ACT Aspire student summative testing is done at end of school year”</p>	<p><u>Actual:</u> ACT Aspire testing was cancelled for SY19-20 due to the COVID-19 pandemic.</p> <p><u>Target:</u> ACT Aspire student summative testing is done at this time.</p>	<p><u>Actual:</u> ACT Aspire testing was cancelled for SY19-20 due to the COVID-19 pandemic.</p> <p><u>Target:</u> 65% of students scoring at either READY or EXCEEDING level in math and reading</p>
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**FFY 2019 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A180002, S403A180002-18A**

COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
6.2 Math Enrichment Program	<ul style="list-style-type: none"> GATE Math Enrichment Teacher started providing services in SY20-21 to GATE 4th & 5th grade students via distance learning. 	<p>Due to the COVID-19 pandemic, instructional services are limited to distance learning by the GATE Math Enrichment Teacher. During this reporting period, 139 students have already received services.</p> <p>GATE Math Enrichment Teacher provided both GATE classroom teacher and students access codes to retrieving the practice and worksheets that was presented to them, via Google Classroom and Google Slides. Students are able to take the time to practice independently and check their work on their practices with the answer key made available to them as well.</p>

**FFY 2019 CONSOLIDATED GRANT
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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)																
<p>6.2 Math Enrichment Program</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input checked="" type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <table border="1" data-bbox="548 597 1192 829"> <thead> <tr> <th colspan="4">Math Enrichment Program</th> </tr> <tr> <th>Grade Level</th> <th>No. of GATE Students</th> <th>No. of GATE Students Served On-line</th> <th>% of GATE Students Served</th> </tr> </thead> <tbody> <tr> <td>4th</td> <td>95</td> <td>60</td> <td>63</td> </tr> <tr> <td>5th</td> <td>119</td> <td>79</td> <td>66</td> </tr> </tbody> </table>	Math Enrichment Program				Grade Level	No. of GATE Students	No. of GATE Students Served On-line	% of GATE Students Served	4 th	95	60	63	5 th	119	79	66	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>The math enrichment program continues for 4th and 5th grade GATE students. Approximately 139 students received services via Zoom or Google Meets.</p> <p>These students are enrolled in the following elementary schools:</p> <ul style="list-style-type: none"> • Adacao • Astumbo • Carbullido • CL Taitano • JM Guerrero • Liguán • MA Ulloa • MA Sablan • MU Lujan • Ordot Chalan Pago • PC Lujan • Tamuning • Wettengel • Upi
Math Enrichment Program																		
Grade Level	No. of GATE Students	No. of GATE Students Served On-line	% of GATE Students Served															
4 th	95	60	63															
5 th	119	79	66															

**FFY 2019 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A180002, S403A180002-18A**

Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
6.2 Math Enrichment Program	80% Math Enrichment Teacher will report using supplemental instructional materials being used while servicing 4 th and 5 th grade GATE students.	Written teacher reports.	% of Math Enrichment Teacher reporting using math instructional materials to teach math	SY 18-19, 4 th Quarter = 100%	Actual: 24 of 24 schools = 100% Target: 65% report using materials in Math	Actual: 24 of 24 schools = 100% Target: 75% report using materials in Math	Actual: No activity was conducted for this period as a result of early school closure due to the COVID-19 pandemic. Target: 80% report using materials in Math	Actual: 14 of 25 schools =56% Target: This marks a new school year, reporting will be done in the 1 st quarter of FY'20.

**FFY 2019 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A180002, S403A180002-18A**

COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
6.3 Academic Special Events (ASE)	<ul style="list-style-type: none"> Initial coordination with schools for SY20-21 GATE Academic Special Events. 	<p>GATE Academic Special Events (ASE) Coordinator has started communicating with schools for the SY20-21 ASE to brainstorm how to proceed given the island’s school closure due to COVID 19 pandemic. With the restriction of no in-person meetings, there is a need to identify creative ways of holding these special events on a virtual platform.</p> <p>No special events took place during this reporting period due to the COVID 19 pandemic.</p>

**FFY 2019 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A180002, S403A180002-18A**

COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)
<p>6.3 Academic Special Events</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input checked="" type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹<i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p> <p>There is no data since there were no activities held this quarter on this component.</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²<i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p> <p>SY20-21 Academic Special Events (ASE) Program currently working on a virtual platform to conduct special events to maintain safety for all due to COVID 19 pandemic situation.</p> <p>It is important to continue holding these academic special events since they are designed to promote a spirit of competition and drive for discipline and excellence, and get the students to be more interested and engaged in learning.</p>

**FFY 2019 CONSOLIDATED GRANT
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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
6.3 Academic Special Events	75% of responding students participating in academic special event will report being engaged in learning and feeling more confident in their academic work (using modified survey produced by GATE project personnel with the assistance of the PCIV – Data)	Instrument measuring academic engagement and confidence	% of students reporting feeling more engaged in learning and feeling more confident.	86.3% 3 rd Quarter, FY'18	Actual: Competitions still ongoing. Survey will be administered at end of competitions in late April 2020, and results reported in the 3 rd Quarter. Target: 70% report feeling more confident and engaged	Actual: Competitions completed. Surveys to be administered and results reported in the 3 rd Quarter. Target: Student engagement survey administered at this time, results reported in the 3 rd quarter.	Actual: 86.2% overall percentage of students engaged Target: 75% report feeling more confident and engaged	Actual: No competitions were conducted for this period as a result of school closure due to the COVID-19 pandemic. Target: No academic special events at this time.

FFY 2019 CONSOLIDATED GRANT
 QUARTERLY REPORT
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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION																				
6.4 Visual Arts/Theatre/Music Programs	<ul style="list-style-type: none"> • Theatre: GATE Production: Little Shop of Horror – Postponed indefinitely due to COVID 19 Pandemic. • Music (Choir): Services resumed for SY20-21 via distance learning. • Art: Services resumed for SY20-21 via distance learning. • Dance: Services resumed for SY20-21 via distance learning. 	<ul style="list-style-type: none"> • Theatre: Pending. • Music: Teacher was able to meet with the following 70 students: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="text-align: center;">Elementary School</th> <th style="text-align: center;"># of Students</th> </tr> </thead> <tbody> <tr><td>Adacao</td><td style="text-align: center;">4</td></tr> <tr><td>Astumbo</td><td style="text-align: center;">15</td></tr> <tr><td>Carbullido</td><td style="text-align: center;">19</td></tr> <tr><td>DL Perez</td><td style="text-align: center;">4</td></tr> <tr><td>MU Lujan</td><td style="text-align: center;">7</td></tr> <tr><td>Price</td><td style="text-align: center;">7</td></tr> <tr><td>Talofofo</td><td style="text-align: center;">6</td></tr> <tr><td>Tamuning</td><td style="text-align: center;">6</td></tr> <tr><td>MA Ulloa</td><td style="text-align: center;">2</td></tr> </tbody> </table> • Art: Services were provided to 20 students at Adacao Elementary and 8 students at PC Lujan Elementary. • Dance: Services were provided to 3 schools: Machananao ES (15), Finegayan (21), Benavente MS (21) 	Elementary School	# of Students	Adacao	4	Astumbo	15	Carbullido	19	DL Perez	4	MU Lujan	7	Price	7	Talofofo	6	Tamuning	6	MA Ulloa	2
Elementary School	# of Students																					
Adacao	4																					
Astumbo	15																					
Carbullido	19																					
DL Perez	4																					
MU Lujan	7																					
Price	7																					
Talofofo	6																					
Tamuning	6																					
MA Ulloa	2																					

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 QUARTERLY REPORT
 Grant Award #: S403A180002, S403A180002-18A**

COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)										
<p>6.4 Visual Arts/Theatre/Music Program</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input checked="" type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹<i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p> <p><u>Data as of September 30, 2020</u></p> <table border="1" data-bbox="548 695 1194 977"> <thead> <tr> <th>GATE Activity (Visual Arts/Theatre/Music)</th> <th># of Student Participants</th> </tr> </thead> <tbody> <tr> <td>1. GATE Production: Little Shop of Horrors</td> <td>Pending</td> </tr> <tr> <td>2. GATE Honor Choir at 9 Elementary Schools</td> <td>70</td> </tr> <tr> <td>3. Art Program 2 Elementary Schools</td> <td>28</td> </tr> <tr> <td>4. Dance Workshops</td> <td>57</td> </tr> </tbody> </table>	GATE Activity (Visual Arts/Theatre/Music)	# of Student Participants	1. GATE Production: Little Shop of Horrors	Pending	2. GATE Honor Choir at 9 Elementary Schools	70	3. Art Program 2 Elementary Schools	28	4. Dance Workshops	57	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²<i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p> <p>Despite being restricted to an online platform due to the continuing COVID pandemic, instructional services for Music, Art, and Dance have resumed for SY20-21 and will be maintained throughout the school year.</p> <p>Activities under the Visual Arts/Theatre/Music Program foster creativity, self-expression, and talent development. Cultivating and supporting these types of undertaking may help to enhance student engagement in academics.</p>
GATE Activity (Visual Arts/Theatre/Music)	# of Student Participants											
1. GATE Production: Little Shop of Horrors	Pending											
2. GATE Honor Choir at 9 Elementary Schools	70											
3. Art Program 2 Elementary Schools	28											
4. Dance Workshops	57											

**FFY 2019 CONSOLIDATED GRANT
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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Target Performance End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
6.4 Visual Arts/Theatre/Music Programs	75% of students who participate in Visual Performing Arts (VPA), Theatre and Music programs will be engaged and report feeling confident in their academic work (using same measure of engagement as 6.3)	Instrument measuring academic engagement and confidence	% of students reporting feeling engaged and confident in learning	88% overall percentage of students engaged	<p>Actual: Activities are continuing. Conduct of student engagement survey will be done April 2020, and results reported in 3rd Quarter.</p> <p>Target: 70% report feeling more engaged and confident</p>	<p>Actual: Activities are continuing. Conduct of student engagement survey will be done April 2020, and results reported in 3rd Quarter.</p> <p>Target: No Visual Arts/Theater/Music at this time</p>	<p>Actual: 86.6% overall percentage of students engaged</p> <p>Target: 75% report feeling more engaged and confident</p>	<p>Actual: Activities have resumed for SY20-21.</p> <p>Target: No Visual Arts/Theater/Music events at this time.</p>

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PART II:	
LIST TRAVEL ACTIVITIES COMPLETED.	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT</p> <p>No travel taken during this reporting period.</p>
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	<p>(Was training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p><i>National Association for Gifted Children (NAGC) 66th Annual Convention on November 6-10, 2019 in Albuquerque, New Mexico</i> : Travelers were: (3) GATE Teachers (Ceferino Duarosan, Maria Mafnas, and Aimee Lizama) and (1) GATE Project Staff (Divina Leones-Tumanda. All travelers cleared with business office of all requirements upon arrival within (10) days and will share information with other GATE teachers during monthly workshops.</p>
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	<p>(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT</p> <p>Project Coordinator (PCIV) – provides guidance, enters requisitions and makes decisions on various project components. School Program Consultant – assists Project Director, provides guidance to all academic GATE teachers and takes the lead in coordinating PD and in-service trainings. Program Coordinator II – conducts all aspects of Academic Special Events, inclusive of processing stipends for eligible coaches and judges. Secretary I Typist (shared) – <i>Currently vacant</i>. Provide clerical work for all programs and schedules GATE testing for eligible students. Teacher IV Art – prepares and provides instructional strategies in age appropriate lessons and activities in Art for identified GATE elementary students. (1) Dance Teacher IV (PT) – provides instructional in age appropriate lessons and activities in dance for identified GATE students. (2) School Aides – assist GATE PreK teacher with educational activities, covers the class in the absence of teacher attending GATE preapproved activity.</p>
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>GATE teachers are adjusting to new ways of conducting classes via distance learning due to the COVID 19 pandemic.</p>

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AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	
EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT Professional Development (PD) for teachers will improve teacher skills and student learning. Supplies, materials and equipment procured will assist teachers with their classroom activities. Academic Special Events competitions and Visual Performing Arts will improve student engagement and learning.</p>
EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT COVID-19 pandemic has cancelled all face-to-face instruction and performances. Due to the COVID 19 Pandemic, all activities were adjusting to new way of learning in the different platforms. Difficulty communicating with families to participate, since they had to go through the school’s GATE teacher and then awaiting parent decision, and finally signing up for Art or Music. Challenged with technical difficulties with audio for music and dance classes. Vendor delivery of supplies/materials had to be scheduled so personnel can meet at delivery area to receive as we were encouraged to telework.</p>
WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT <u>Once Pandemic Condition Of Readiness 1 (PCOR1) is lifted:</u></p> <ul style="list-style-type: none"> • Monthly workshops will continue with scheduled presentations from travelers and others sharing best practices. • GATE Tester to continue testing, with focus on GATE PreK. • Art, Music, and Dance will continue with their activities. • Theatre to continue preparations for production “Little Shop of Horrors”. • Academic Special Events to schedule and start face to face competitions. • GATE Math Enrichment Teacher to make rounds to schools as scheduled.

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EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.

100 WORD COUNT

- Monthly In-Service Workshops provides opportunity for all GATE Teachers to share what’s happening at their respective schools and strategies they find helpful. Presentations are scheduled during these meetings from teacher’s who attended the NAGCs or other trainings.
- GATE SPC conducts periodic monitoring of GATE classrooms and VPA activities.
- School Administrators evaluate GATE VPA teachers who provide services to their students.
- All Purchase Orders are periodically reviewed to ensure items are delivered timely.
- GATE office staff attends Art Exhibits, Music performances, Theatre productions and other related activities.
- Attendance logs for schools participating in Academic Special Events.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #6 Gifted and Talented Education

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named project. It is understood that any willful misrepresentation or fraud is subject to applicable penalties, as it relates to federal funds.

THIS REPORT WAS REVIEWED AND VALIDATED BY:

LEON P.C. BAMBA
 PROJECT COORDINATOR NAME (PRINT)

Leon P.C. Bamba
 PROJECT COORDINATOR NAME (SIGNATURE)

07/16/20
 DATE

JOSEPH L.M. SANCHEZ
 PROJECT MANAGER NAME (PRINT)


 PROJECT MANAGER (SIGNATURE)

10/16/2020
 DATE

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Project No. 6

Gifted and Talented Education (GATE)

Original Report

**FFY 2019 CONSOLIDATED GRANT
QUARTERLY REPORT**
Grant Award #: S403A180002, S403A180002-18A

Grant Name: Consolidated Grant FFY 2019 Grant#: S403A180002,S403A180002-18A

What quarter is this report filed? Mark an "X"

PROJECT TITLE: Gifted and Talented Education (GATE)

PROJECT COORDINATOR: Leon P.C. Bamba

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Shandice J. Calano

10/01/19- 12/31/19	01/01/20- 03/31/20	04/01/20- 06/30/20	07/01/20- 09/30/20
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
			X
REPORT DUE: 1/10/20	REPORT DUE: 04/10/20	REPORT DUE: 07/10/20	REPORT DUE: 10/10/20

ANNUAL REPORT DUE: 12/28/2020

AMOUNT BUDGETED (FFY 2019): <u>\$1,273,467.02</u>	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$562,346.36</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>44%</u>	Total Full Time Equivalent Vacant <u>2</u> Filled <u>11</u>	Total Part Time Equivalent Vacant <u>1</u> Filled <u>1</u>
AMOUNT BUDGETED (FFY 2018): <u>\$1,151,082.00</u>	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$947,450.49</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>82%</u>		

GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
(Pre) K – 5			5				43	3
6 – 8								
9 – 12	332				1,764			

PART I:

**LIST THE PROJECT
GOAL(S):**

Goal 1: Increase student participation in GATE activities (Academic Special Events, Visual Arts, Theater, and Music).
Year 3: 15% increase from Year 2 in number of students participating in GATE activities.

Goal 2: Increase the academic success of GATE students.

Year3: 65% of GATE students will score at either READY or EXCEEDING level in ACT Aspire Reading and Mathematics assessments.

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LIST OBJECTIVE(S):	<p><u>Objective 6.1:</u> Guam Academic Program / Professional Development for Educators (PreK – 5th) (Year 1 STEM PD, Year 2 Art integration PD, year 3 Social Emotional Development PD) Year 3: 60% PK-5th grade teachers receiving training and materials will implement strategies learned in PD in the classroom as determined during quarterly in- service meetings.</p> <p><u>Objective 6. 2:</u> Math Enrichment Program (4th/5th grade GATE) Year 3: 80% of math teachers in math enrichment program will report using supplemental instructional materials in teaching math.</p> <p><u>Objective 6.3:</u> Academic Special Events Year 3: 75% of students participating in academic special events will report being more engaged in learning and feeling more confident in their academic work.</p> <p><u>Objective 6.4:</u> Visual Arts, Theater and Music Programs Year 3: 75% of students who participate in Visual Performing Arts, theater and music programs will be engaged (using same measure of engagement as 6.3) and report feeling more confident in their academic work.</p>
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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
6.1 Guam Academic Program/Professional Development	<ul style="list-style-type: none"> • Professional Development – ongoing, 100%. <ul style="list-style-type: none"> ○ PD conducted via Zoom August 17-21. • Students Tested for GATE – GATE PreK Testing resumed with 92 tested and all qualified, 100%. • Supplemental Instructional Materials – ongoing, approximately 70% (pending delivery of items from various vendors). 	<ul style="list-style-type: none"> • Professional Development – A total of 52 participants were identified for attending at least one day of the PD. (See attached attendance sheet) Participants will receive resource kits (supplies) and the option to receive Continuing Education Units. • All Monthly Workshops, GATE Testing and monitoring will resume SY20-21 once Pandemic Condition of Readiness 1 (PCOR1) is lifted and all are allowed to resume normal working status.

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)						
<p>6.1 Guam Academic Program / Professional Development</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input checked="" type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹<i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Pre-K GATE Testing</th> </tr> <tr> <th style="text-align: center;"># of Students Tested</th> <th style="text-align: center;"># of Students Passed</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">92</td> <td style="text-align: center;">92</td> </tr> </tbody> </table>	Pre-K GATE Testing		# of Students Tested	# of Students Passed	92	92	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²<i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p> <p>Professional Development is essential for educators as new teaching information, techniques, and methods are continually being updated or changed. 52 PreK-5th grade GATE teachers and project staff who participated in GATE training held from August 17-21 is a good indicator that this group of GATE students are getting exposed to more current methods of teaching. Optimistically, this will have a positive impact on how these students will fare in both the formative and summative testing for the year.</p>
Pre-K GATE Testing								
# of Students Tested	# of Students Passed							
92	92							

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
6.1 Professional Development	60% PreK-5 th grade teachers receiving training and materials will implement strategies learned in PD in the classroom. 65% of GATE students will score at either READY or EXCEEDING level in ACT Aspire Reading and Math assessments.	Site visit by GATE staff ACT Aspire scores in Reading and Math	Number of GATE teachers implementing strategies learned in PD % of students scoring at either READY or EXCEEDING	31 out of 40 (78%) responded using strategies (May 25, 2018) Reading: 4 th grade: % READY or EXCEEDING = 50% 5 th grade: % READY or EXCEEDING = 50%	Actual: Rate of PD strategy implementation = 3 schools / 4 monitored = 75% Target: 50% Actual: Ongoing instruction.	Actual: Rate of PD strategy implementation = 5 schools / 5 monitored = 100% Target: 55% Actual: Ongoing instruction.	Actual: No activity was conducted for this period as a result of early school closure due to the COVID-19 pandemic. Target: 60% Actual: ACT Aspire testing was cancelled for SY19-20 due to the COVID-19 pandemic.	Actual: No activity was conducted for this period as a result of school closure due to the COVID-19 pandemic. Target: 70% Actual: ACT Aspire testing was cancelled for SY19-20 due to the COVID-19 pandemic.

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				<u>Math</u> 4 th grade: % READY or EXCEEDI NG = 55% 5 th grade: % READY or EXCEEDI NG = 35%	<u>Target:</u> ACT Aspire student summative testing is done at end of school year” (FY’19 per table of performance measure)	<u>Target:</u> ACT Aspire student summative testing is done at end of school year” (FY’19 per table of performance measure)	<u>Target:</u> ACT Aspire student summative testing is done at this time.	
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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
6.2 Math Enrichment Program	<ul style="list-style-type: none"> GATE Math Enrichment Teacher will resume services in SY20-21 via distance learning. 	<p>Due to COVID 19 Pandemic, services are being scheduled for distance learning by GATE Math Enrichment Teacher. During this reporting period approximately 60 students have already received services.</p>

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)
<p>6.2 Math Enrichment Program</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input checked="" type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹<i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p> <p>GATE Math Enrichment Teacher provided both GATE classroom teacher and students access codes to retrieving the practice and worksheets that was presented to them, via Google Classroom and Google Slides. Students are able to take the time to practice independently and check their work on their practices with the answer key made available to them as well.</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²<i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p> <p>GATE Math Teacher requested supplemental materials but delivery was disrupted by the early school closure due to the COVID-19 pandemic.</p> <p>These Math school material items procured will resume being used during class instructions when school opens in the Fall for SY20-21.</p>

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
6.2 Math Enrichment Program	80% Math Enrichment Teacher will report using supplemental instructional materials being used while servicing 4 th and 5 th grade GATE students.	Written teacher reports.	% of Math Enrichment Teacher reporting using math instructional materials to teach math	SY 18-19, 4 th Quarter = 100%	Actual: 24 of 24 schools = 100% Target: 65% report using materials in Math	Actual: 24 of 24 schools = 100% Target: 75% report using materials in Math	Actual: No activity was conducted for this period as a result of early school closure due to the COVID-19 pandemic. Target: 80% report using materials in Math	Actual: Approximately 60 students received services via Zoom or Google Meets. Schools continue to be closed due to COVID-19 pandemic.

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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
6.3 Academic Special Events (ASE)	GATE Academic Special Events Coordinator has communicated with schools for SY20-21 ASE to brainstorm how to proceed given the islands school closure due to COVID 19 pandemic.	No events took place during this reporting period due to COVID 19 Pandemic.

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Grant Award #: S403A180002, S403A180002-18A**

<p align="center">COMPONENT</p>	<p align="center">PRIMARY DATA GENERATED</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)</p>																				
<p>6.3 Academic Special Events</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input checked="" type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</p> <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <table border="1" data-bbox="548 672 1194 969"> <thead> <tr> <th rowspan="2">Name of Academic Special Event</th> <th colspan="2"># of Student Participants for SY19-20</th> </tr> <tr> <th>Public</th> <th>PNP</th> </tr> </thead> <tbody> <tr> <td>Academic Challenge Bowl (Middle)</td> <td>75</td> <td>92</td> </tr> <tr> <td>Academic Challenge Bowl (High)</td> <td>58</td> <td>87</td> </tr> <tr> <td>Math Olympiad (Elementary)</td> <td>64</td> <td>32</td> </tr> <tr> <td>MATHCOUNTS (Middle)</td> <td>21</td> <td>56</td> </tr> <tr> <td>National Forensic League (High)</td> <td>11</td> <td>76</td> </tr> </tbody> </table>	Name of Academic Special Event	# of Student Participants for SY19-20		Public	PNP	Academic Challenge Bowl (Middle)	75	92	Academic Challenge Bowl (High)	58	87	Math Olympiad (Elementary)	64	32	MATHCOUNTS (Middle)	21	56	National Forensic League (High)	11	76	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</p> <p>➤ THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</p> <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>SY'20-'21 Academic Special Events (ASE) Program currently working on a platform to conduct events due to COVID 19 pandemic situation.</p> <p>These academic special events are designed to promote a spirit of competition and drive for discipline and excellence, and get the students to be more interested and engaged in learning.</p>
Name of Academic Special Event	# of Student Participants for SY19-20																					
	Public	PNP																				
Academic Challenge Bowl (Middle)	75	92																				
Academic Challenge Bowl (High)	58	87																				
Math Olympiad (Elementary)	64	32																				
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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
6.3 Academic Special Events	75% of responding students participating in academic special event will report being engaged in learning and feeling more confident in their academic work (using modified survey produced by GATE project personnel with the assistance of the PCIV – Data)	Instrument measuring academic engagement and confidence	% of students reporting feeling more engaged in learning and feeling more confident.	86.3% 3 rd Quarter, FY'18	Actual: Competitions still ongoing. Survey will be administered at end of competitions in late April 2020, and results reported in the 3 rd Quarter. Target: 70% report feeling more confident and engaged	Actual: Competitions completed. Surveys to be administered and results reported in the 3 rd Quarter. Target: Student engagement survey administered at this time, results reported in the 3 rd quarter.	Actual: 86.2% overall percentage of students engaged Target: 75% report feeling more confident and engaged	Actual: No competitions were conducted for this period as a result of school closure due to the COVID-19 pandemic.

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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION																				
6.4 Visual Arts/Theatre/Music Programs	<ul style="list-style-type: none"> • <u>Theatre:</u> GATE Production: Little Shop of Horror – Postponed indefinitely due to COVID 19 Pandemic. • <u>Music (Choir):</u> Services resumed for SY20-21 via distance learning. • <u>Art:</u> Services will resumed for SY20-21 via distance learning. • <u>Dance:</u> Services will resumed for SY20-21 via distance learning. Services were provided to 3 schools: Machananao ES (15), Finegayan (21), Benavente MS (21) 	<ul style="list-style-type: none"> • <u>Theatre:</u> Pending. • <u>Music:</u> Teacher was able to meet with the following 70 students: <table border="1" style="margin-left: 20px; width: 100%;"> <thead> <tr> <th style="text-align: left;">Elementary School</th> <th style="text-align: center;"># of Students</th> </tr> </thead> <tbody> <tr><td>Adacao</td><td style="text-align: center;">4</td></tr> <tr><td>Astumbo</td><td style="text-align: center;">15</td></tr> <tr><td>Carbullido</td><td style="text-align: center;">19</td></tr> <tr><td>DL Perez</td><td style="text-align: center;">4</td></tr> <tr><td>MU Lujan</td><td style="text-align: center;">7</td></tr> <tr><td>Price</td><td style="text-align: center;">7</td></tr> <tr><td>Talofofo</td><td style="text-align: center;">6</td></tr> <tr><td>Tamuning</td><td style="text-align: center;">6</td></tr> <tr><td>MA Ulloa</td><td style="text-align: center;">2</td></tr> </tbody> </table> • <u>Art:</u> Services were provided to 20 students at Adacao Elementary and 8 students at PC Lujan Elementary. • <u>Dance:</u> Services were provided to 3 schools: Machananao ES (15), Finegayan (21), Benavente MS (21) 	Elementary School	# of Students	Adacao	4	Astumbo	15	Carbullido	19	DL Perez	4	MU Lujan	7	Price	7	Talofofo	6	Tamuning	6	MA Ulloa	2
Elementary School	# of Students																					
Adacao	4																					
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**FFY 2019 CONSOLIDATED GRANT
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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)										
<p>6.4 Visual Arts/Theatre/Music Program</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input checked="" type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <p><u>Data as of September 30, 2020</u></p> <table border="1" data-bbox="550 695 1194 977"> <thead> <tr> <th>GATE Activity (Visual Arts/Theatre/Music)</th> <th># of Student Participants</th> </tr> </thead> <tbody> <tr> <td>1. GATE Production: Little Shop of Horrors</td> <td>Pending</td> </tr> <tr> <td>2. GATE Honor Choir at 9 Elementary Schools</td> <td>70</td> </tr> <tr> <td>3. Art Program 2 Elementary Schools</td> <td>28 participants</td> </tr> <tr> <td>4. Dance Workshops</td> <td>57 attendees</td> </tr> </tbody> </table>	GATE Activity (Visual Arts/Theatre/Music)	# of Student Participants	1. GATE Production: Little Shop of Horrors	Pending	2. GATE Honor Choir at 9 Elementary Schools	70	3. Art Program 2 Elementary Schools	28 participants	4. Dance Workshops	57 attendees	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>Activities under the Visual Arts/Theatre/Music Program foster creativity, self-expression, and talent development. Cultivating and supporting these types of undertaking may help enhance student engagement in academics.</p> <p>Of all the student participants in the Visual Performing Arts (VPA) who took the student engagement survey, results for SY19-20 reflect 86.6% are engaged. This indicates a good majority of the VPA participants having positive attitude and conduct towards learning and school.</p>
GATE Activity (Visual Arts/Theatre/Music)	# of Student Participants											
1. GATE Production: Little Shop of Horrors	Pending											
2. GATE Honor Choir at 9 Elementary Schools	70											
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**FFY 2019 CONSOLIDATED GRANT
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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
6.4 Visual Arts/Theatre/Music Programs	75% of students who participate in Visual Performing Arts (VPA), Theatre and Music programs will be engaged and report feeling confident in their academic work (using same measure of engagement as 6.3)	Instrument measuring academic engagement and confidence	% of students reporting feeling engaged and confident in learning	88% overall percentage of students engaged	<p>Actual: Activities are continuing. Conduct of student engagement survey will be done April 2020, and results reported in 3rd Quarter.</p> <p>Target: 70% report feeling more engaged and confident</p>	<p>Actual: Activities are continuing. Conduct of student engagement survey will be done April 2020, and results reported in 3rd Quarter.</p> <p>Target: No Visual Arts/Theater/Music at this time</p>	<p>Actual: 86.6% overall percentage of students engaged</p> <p>Target: 75% report feeling more engaged and confident</p>	<p>Actual: Activities have resumed for SY20-21.</p> <p>Student engagement survey results were provided on 3rd Quarter Report.</p>

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PART II:	
LIST TRAVEL ACTIVITIES COMPLETED.	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT</p> <p>No travel taken during this reporting period.</p>
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	<p>(Was training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p><i>National Association for Gifted Children (NAGC) 66th Annual Convention on November 6-10, 2019 in Albuquerque, New Mexico</i> : Travelers were: (3) GATE Teachers (Ceferino Duarosan, Maria Mafnas, and Aimee Lizama) and (1) GATE Project Staff (Divina Leones-Tumanda. All travelers cleared with business office of all requirements upon arrival within (10) days and will share information with other GATE teachers during monthly workshops.</p>
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	<p>(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT</p> <p>Project Coordinator (PCIV) – provides guidance, enters requisitions and makes decisions on various project components. School Program Consultant – assists Project Director, provides guidance to all academic GATE teachers and takes the lead in coordinating PD and in-service trainings. Program Coordinator II – conducts all aspects of Academic Special Events, inclusive of processing stipends for eligible coaches and judges. Secretary I Typist (shared) – <i>Currently vacant</i>. Provide clerical work for all programs and schedules GATE testing for eligible students. Teacher IV Art – prepares and provides instructional strategies in age appropriate lessons and activities in Art for identified GATE elementary students. (1) Dance Teacher IV (PT) – provides instructional in age appropriate lessons and activities in dance for identified GATE students. (2) School Aides – assist GATE PreK teacher with educational activities, covers the class in the absence of teacher attending GATE preapproved activity.</p>
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>GATE teachers are adjusting to new ways of conducting classes via distance learning due to the COVID 19 pandemic.</p>

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<p>AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</p>	
<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT Professional Development (PD) for teachers will improve teacher skills and student learning. Supplies, materials and equipment procured will assist teachers with their classroom activities. Academic Special Events competitions and Visual Performing Arts will improve student engagement and learning.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT COVID-19 pandemic has cancelled all face-to-face instruction and performances. Due to the COVID 19 Pandemic, all activities were adjusting to new way of learning in the different platforms. Difficulty communicating with families to participate, since they had to go through the school’s GATE teacher and then awaiting parent decision, and finally signing up for Art or Music. Challenged with technical difficulties with audio for music and dance classes. Vendor delivery of supplies/materials had to be scheduled so personnel can meet at delivery area to receive as we were encouraged to telework.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT <u>Once Pandemic Condition Of Readiness 1 (PCOR1) is lifted:</u></p> <ul style="list-style-type: none"> • Monthly workshops will continue with scheduled presentations from travelers and others sharing best practices. • GATE Tester to continue testing, with focus on GATE PreK. • Art, Music, and Dance will continue with their activities. • Theatre to continue preparations for production “Little Shop of Horrors”. • Academic Special Events to schedule and start face to face competitions. • GATE Math Enrichment Teacher to make rounds to schools as scheduled.

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EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.

100 WORD COUNT

- Monthly In-Service Workshops provides opportunity for all GATE Teachers to share what’s happening at their respective schools and strategies they find helpful. Presentations are scheduled during these meetings from teacher’s who attended the NAGCs or other trainings.
- GATE SPC conducts periodic monitoring of GATE classrooms and VPA activities.
- School Administrators evaluate GATE VPA teachers who provide services to their students.
- All Purchase Orders are periodically reviewed to ensure items are delivered timely.
- GATE office staff attends Art Exhibits, Music performances, Theatre productions and other related activities.
- Attendance logs for schools participating in Academic Special Events.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #6 Gifted and Talented Education

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named project. It is understood that any willful misrepresentation or fraud is subject to applicable penalties, as it relates to federal funds.

THIS REPORT WAS REVIEWED AND VALIDATED BY:

LEON P.C. BAMBA
 PROJECT COORDINATOR NAME (PRINT)

Leon P.C. Bamba
 PROJECT COORDINATOR NAME (SIGNATURE)

07/16/20
 DATE

JOSEPH L.M. SANCHEZ
 PROJECT MANAGER NAME (PRINT)


 PROJECT MANAGER (SIGNATURE)

10/16/2020
 DATE

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Project No. 6

Gifted and Talented Education (GATE)

Correspondences



Shandice Jenniel Calano <sjcalano@gdoe.net>

GATE 4th Quarter Report

21 messages

Leon P.C. Bamba <lpcbamba@gdoe.net>

Fri, Oct 16, 2020 at 1:21 PM

To: Shandice Jenniel Calano <sjcalano@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>

Cc: "Kevin M. Taitague" <kmtaitague@gdoe.net>, "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>

Hafa Adai,

Attached are the GATE 4th Quarter Report documents for your review and feedback, as needed.

Kevin/Roe-Ann, I cc'd you both on this email cause Mr. Sanchez will need to sign all three reports, unless FPD advises otherwise. Thanks.

--

*Senseramente,***Leon P.C. Bamba**

Program Coordinator IV

Division of Curriculum & Instructional Improvement

Guam Department of Education

Office: 671-300-3687 or 300-1247**Email: lpcbamba@gdoe.net**

Guam Department of Education

**GATE 4th Qtr Rpt 101620.zip**

650K

Roe-Ann Jean M. Cruz <roemcruz@gdoe.net>

Fri, Oct 16, 2020 at 1:42 PM

To: "Leon P.C. Bamba" <lpcbamba@gdoe.net>

Cc: Shandice Jenniel Calano <sjcalano@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>

Received, thank you. Will process for signature.

Kindest Regards,
Roe-Ann

--

Roe-Ann M. Cruz

Administrative Assistant

Division of Curriculum & Instruction

Guam Department of Education

501 Mariner Avenue Barrigada, Guam 96913**(671) 300-1247 | roemcruz@gdoe.net**

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Guam Department of Education

Leon P.C. Bamba <lpcbamba@gdoe.net>

Fri, Oct 16, 2020 at 1:48 PM

To: "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>

Cc: Shandice Jenniel Calano <sjcalano@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>

Thank you.

[Quoted text hidden]

Roe-Ann Jean M. Cruz <roemcruz@gdoe.net>

Fri, Oct 16, 2020 at 5:35 PM

To: "Rosemarie B. Mendiola" <rmbendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, Shandice Jenniel Calano <sjcalano@gdoe.net>

Cc: "Leon P.C. Bamba" <lpcbamba@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>

Hafa Adai All!

Please see signed report for GATE attached below. Thank you and have a great weekend!

Kindest Regards,
Roe-Ann

--

Roe-Ann M. Cruz

Administrative Assistant

Division of Curriculum & Instruction

Guam Department of Education

501 Mariner Avenue Barrigada, Guam 96913

(671) 300-1247 | roemcruz@gdoe.net

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Guam Department of Education



612 GATE 4th QTR FY19 Report.pdf

1824K

Barbara S.A. Aquino <bsaaquino@gdoe.net>

Fri, Oct 16, 2020 at 5:47 PM

To: "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>

Cc: "Rosemarie B. Mendiola" <rmbendiola@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, Shandice Jenniel Calano <sjcalano@gdoe.net>, "Leon P.C. Bamba" <lpcbamba@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>

Acknowledged receipt of your email. Thanks Ms. Roe-Ann.

[Quoted text hidden]

--

Barbara SA Aquino

Federal Programs Division

Guam Department of Education

State Agency for US-Ed Grants

501 Mariner Avenue, Barrigada, Guam 96913

(671) 300-1257

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Guam Department of Education

Ana O. Aguon <aoaguon@gdoe.net>

Wed, Oct 21, 2020 at 9:33 PM

To: Shandice Jenniel Calano <sjcalano@gdoe.net>

Cc: "Leon P.C. Bamba" <lpcbamba@gdoe.net>

Hafa Adai Shandice,

Attached is the *reviewed* **4th Quarter Report for the CG'19 GATE Project**, with my comments and feedback (highlighted in green and red). I was able to talk and discuss with Leon some of these things.

Please don't hesitate to let me know if there are questions or things that are not clear.

Kind Regards,

Ana O. Aguon
State Data Officer
Federal Programs Division
Guam Department of Education
State Agency for U.S. Federal Grants
Tel: (671)300-1350
Email: aoaguon@gdoe.net

On Fri, Oct 16, 2020 at 1:22 PM Leon P.C. Bamba <lpcbamba@gdoe.net> wrote:

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Guam Department of Education



Reviewed GATE 4th Qtr Rpt 101620_aoa.docx
155K

Shandice Jenniel Calano <sjcalano@gdoe.net>
To: "Leon P.C. Bamba" <lpcbamba@gdoe.net>
Cc: "Ana O. Aguon" <aoaguon@gdoe.net>

Thu, Oct 22, 2020 at 9:11 AM

Hafa Adai Leon,

Please make the necessary corrections and resend to me. Thank you!

Regards,

Shandice J.T.D. Calano

State Program Officer
Federal Programs Division
Guam Department of Education
State Agency for US-Ed Federal Grants
500 Mariner Avenue,
Barrigada, GU 96910-1608
Tel: (671) 300-1266
Email: sjcalano@gdoe.net

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[Quoted text hidden]

Leon P.C. Bamba <lpcbamba@gdoe.net>
To: Shandice Jenniel Calano <sjcalano@gdoe.net>
Cc: "Ana O. Aguon" <aoaguon@gdoe.net>

Thu, Oct 22, 2020 at 9:23 AM

Ok, will copy paste this afternoon. Thanks.

[Quoted text hidden]

[Quoted text hidden]

Guam Department of Education

[Quoted text hidden]

Ana O. Aguon <aoaguon@gdoe.net>
To: "Leon P.C. Bamba" <lpcbamba@gdoe.net>
Cc: Shandice Jenniel Calano <sjcalano@gdoe.net>

Thu, Oct 22, 2020 at 9:27 AM

Leon,

There are some parts where it asks for data from the project, so I'm hoping they are available.

Thanks,
Ana

[Quoted text hidden]

--

Kind Regards,

Ana O. Aguon
Program Coordinator IV
Federal Programs Division
Guam Department of Education
State Agency for U.S. Federal Grants
Tel: (671)300-1350
Email: aoaguon@gdoe.net

Guam Department of Education

Leon P.C. Bamba <lpcbamba@gdoe.net>
To: "Ana O. Aguon" <aoaguon@gdoe.net>
Cc: Shandice Jenniel Calano <sjcalano@gdoe.net>

Thu, Oct 22, 2020 at 9:29 AM

Ok, I'll review your feedback and provide updates if available. Thanks.

[Quoted text hidden]

Leon P.C. Bamba <lpcbamba@gdoe.net>
To: "Ana O. Aguon" <aoaguon@gdoe.net>
Cc: Shandice Jenniel Calano <sjcalano@gdoe.net>

Fri, Oct 23, 2020 at 9:44 AM

Please see attached updated GATE 4th Quarter Report based on our discussion. Thanks.

[Quoted text hidden]

 **GATE 4th Qtr Rpt updated 102320.doc**
271K

Leon P.C. Bamba <lpcbamba@gdoe.net>
To: Shandice Jenniel Calano <sjcalano@gdoe.net>

Wed, Oct 28, 2020 at 2:38 PM

This one?

[Quoted text hidden]

Guam Department of Education

 **GATE 4th Qtr Rpt 101620.zip**
650K

Shandice Jenniel Calano <sjcalano@gdoe.net>
To: "Leon P.C. Bamba" <lpcbamba@gdoe.net>

Wed, Oct 28, 2020 at 2:39 PM

Yes but I need the file signed by you and Mr. Sanchez.

Shandice J.T.D. Calano

State Program Officer

Federal Programs Division

Guam Department of Education

State Agency for US-Ed Federal Grants

500 Mariner Avenue,

Barrigada, GU 96910-1608

Tel: (671) 300-1266

Email: sjcalano@gdoe.net

"This institution is an equal opportunity provider and employer."

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[Quoted text hidden]

Leon P.C. Bamba <lpcbamba@gdoe.net>
To: Shandice Jenniel Calano <sjcalano@gdoe.net>

Wed, Oct 28, 2020 at 2:42 PM

I don't have that. Please ask Roe-Ann. Sorry!

[Quoted text hidden]

[Quoted text hidden]

Guam Department of Education

[Quoted text hidden]

Shandice Jenniel Calano <sjcalano@gdoe.net>
To: "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>
Cc: "Kevin M. Taitague" <kmtaitague@gdoe.net>, "Leon P.C. Bamba" <lpcbamba@gdoe.net>

Wed, Oct 28, 2020 at 3:22 PM

Hi Roe-Ann,

Can you please send me GATE's signed (Mr. Sanchez and Mr. Bamba) 4th Quarter Report? Please also include the Personnel Certification and Fixed assets. Thank you for your assistance!

Regards,

Shandice J.T.D. Calano

State Program Officer

Federal Programs Division

Guam Department of Education

State Agency for US-Ed Federal Grants

500 Mariner Avenue,

Barrigada, GU 96910-1608

Tel: (671) 300-1266

Email: sjcalano@gdoe.net

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[Quoted text hidden]

Roe-Ann Jean M. Cruz <roemcruz@gdoe.net>
To: Shandice Jenniel Calano <sjcalano@gdoe.net>
Cc: "Kevin M. Taitague" <kmtaitague@gdoe.net>, "Leon P.C. Bamba" <lpcbamba@gdoe.net>

Wed, Oct 28, 2020 at 3:29 PM

Hi Shandice!

Please see signed report attached as submitted on 10/16/2020. This file includes Personnel Certification as well as fixed asset list. Thank you and have a great day!

Kindest Regards,
Roe-Ann

--
Roe-Ann M. Cruz
Administrative Assistant
Division of Curriculum & Instruction
Guam Department of Education
501 Mariner Avenue Barrigada, Guam 96913
(671) 300-1247 | roemcruz@gdoe.net

[Quoted text hidden]

Guam Department of Education

 **612 GATE 4th QTR FY19 Report.pdf**
1824K

Shandice Jenniel Calano <sjcalano@gdoe.net>
To: "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>
Cc: "Kevin M. Taitague" <kmtaitague@gdoe.net>, "Leon P.C. Bamba" <lpcbamba@gdoe.net>

Wed, Oct 28, 2020 at 3:41 PM

Thank you so much Roe-Ann.

Shandice J.T.D. Calano
State Program Officer
Federal Programs Division
Guam Department of Education
State Agency for US-Ed Federal Grants
500 Mariner Avenue,
Barrigada, GU 96910-1608
Tel: (671) 300-1266
Email: sjcalano@gdoe.net

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[Quoted text hidden]

Roe-Ann Jean M. Cruz <roemcruz@gdoe.net>
To: Shandice Jenniel Calano <sjcalano@gdoe.net>
Cc: "Kevin M. Taitague" <kmtaitague@gdoe.net>, "Leon P.C. Bamba" <lpcbamba@gdoe.net>

Wed, Oct 28, 2020 at 3:43 PM

You're welcome!

[Quoted text hidden]

Guam Department of Education

Shandice Jenniel Calano <sjcalano@gdoe.net>
To: "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>
Cc: "Kevin M. Taitague" <kmtaitague@gdoe.net>, "Leon P.C. Bamba" <lpcbamba@gdoe.net>, "Roque C. Yamashita" <rcyamashita@gdoe.net>

Wed, Oct 28, 2020 at 3:44 PM

Roe-Ann,

I apologize, can you please also send College Pathway and Career Pathway? I'm sorry I forgot that Roque and I are transitioning to be the SPOs for these two Projects as well.

Thank you so much!

Shandice J.T.D. Calano
State Program Officer
Federal Programs Division
Guam Department of Education
State Agency for US-Ed Federal Grants
500 Mariner Avenue,
Barrigada, GU 96910-1608
Tel: (671) 300-1266
Email: sjcalano@gdoe.net

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[Quoted text hidden]

Roe-Ann Jean M. Cruz <roemcruz@gdoe.net>
To: Shandice Jenniel Calano <sjcalano@gdoe.net>
Cc: "Kevin M. Taitague" <kmtaitague@gdoe.net>, "Leon P.C. Bamba" <lpcbamba@gdoe.net>, "Roque C. Yamashita" <rcyamashita@gdoe.net>

Wed, Oct 28, 2020 at 4:11 PM

Hi Shandice!

I forwarded the documents in their original emails. Let me know if any others are needed, thank you!

Kindest Regards,
Roe-Ann

--

Roe-Ann M. Cruz
Administrative Assistant
Division of Curriculum & Instruction
Guam Department of Education
501 Mariner Avenue Barrigada, Guam 96913
(671) 300-1247 | roemcruz@gdoe.net

[Quoted text hidden]

Shandice Jenniel Calano <sjcalano@gdoe.net>
To: "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>
Cc: "Kevin M. Taitague" <kmtaitague@gdoe.net>, "Leon P.C. Bamba" <lpcbamba@gdoe.net>, "Roque C. Yamashita" <rcyamashita@gdoe.net>

Wed, Oct 28, 2020 at 4:12 PM

Thank you Roe-Ann

Shandice J.T.D. Calano**State Program Officer**

Federal Programs Division

Guam Department of Education

State Agency for US-Ed Federal Grants

500 Mariner Avenue,

Barrigada, GU 96910-1608

Tel: (671) 300-1266

Email: sjcalano@gdoe.net*"This institution is an equal opportunity provider and employer."*

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[Quoted text hidden]

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Project No. 6

Gifted and Talented Education (GATE)

Personnel Certification

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: **84.403A Consolidated Grant to the Outlying Areas**
 Project Title: **82650 Gifted & Talented Education**

Fiscal Year 2020

Reporting Period: 4th Qtr (Jul - Sept)

This is to certify that the following individuals have worked 100% of their time under a single cost objective for this supplemental grant funds to promote teaching, learning, safe schools, support students who are at-risk academically, increase graduation rates, and prepare students for college and career upon graduation for this reporting period and within the grant period.

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
690-01-1835	Bamba, Leon P.C.	PROG COORD IV	820 C&I	
690-00-9675	Leones-Tumanda, Divina G.	SCH PROG CONSULTANT	820 C&I	
690-01-4605	Candaso, Frank U. Jr.	PROG COORD II	820 C&I	
690-00-7239	Ochoco, Ernest	PROG COORD III	820 C&I	
690-00-4310	Sumbo, Levi Jun	SCH AIDE II	318 HB PES	
690-01-5795	Estipona, Jael Kris Noemi R.	SCH AIDE I	318 HB PES	
690-00-9353	Dimalanta, Adelle A.	TEACHER III	820 C&I	
690-01-3837	Aguon, Ana O.	Program Coordinator IV	812- FPD	

By signing this report 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.

Immediate Supervisor's Name:
Leon P.C. Bamba

Immediate Supervisor's Signature: *Leon P.C. Bamba* **Date:** 10/12/2020

Project Coordinator Name:
Leon P.C. Bamba

Project Coordinator Signature: *Leon P.C. Bamba* **Date:** 10/12/2020

Federal Programs Compliance Administrator Name:
Ignacio C. Santos, FPD Administrator

Federal Programs Compliance Administrator Signature: _____ **Date:** _____

Project Manager Name:
Joseph L.M. Sanchez

Project Manager Signature: *Joseph L.M. Sanchez* **Date:** 10/16/2020

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Project No. 6

Gifted and Talented Education (GATE)

Fiscal 10% Monitoring

GUAM DEPARTMENT OF EDUCATION - FEDERAL PROGRAMS DIVISION

10% Personnel Time Certification Monitoring

Project Name: **GIFTED AND TALENTED EDUCATION (GATE)**

Pay Period Ending: **9/14/2020**

Pay Period #: **26**

FEDERAL ROSTER - FPO

4th Quarter: FY20 PP21 (07/04/2020) - FY19 PP26 (09/12/2020)

Employee #	STAFFING PATTERN Employee Name	Group/BU	GDOE Official Position Title	FEDERAL ROSTER Grant Application (F1860) Position Title	Worksite Location #	Worksite Location Description	Object Class Code	Project Code	Comments	PP Labor Cost	Federal Roster	Quarterly Certification	Attendance Log	Monitoring Comments
9353	ADELLE A DIMALANTA		Teacher III	82650 - GATE ART (Teacher IV)	820	C & I - CURRICULUM & INSTRUCTION	11100	82650						
11213	JAEL KRIS NOAMI R. ESTIPONA	STAF	INSTRUCT. ASSIST. (SCHOOL AIDE I)	82650 - INSTRUCT. ASSIST. (SCHOOL AIDE I)	318	HBPES - H.B. PRICE ELEMENTARY	11100	82650						
4310	LEVI JUN B SUMBO	STAF	INSTRUCT. ASSIST. (SCHOOL AIDE II)	82650 - INSTRUCT. ASSIST. (SCHOOL AIDE II)	318	HBPES - H.B. PRICE ELEMENTARY	11100	82650						
14605	FRANK U CANDASO	PROF	PROGRAM COORDINATOR II	82650 - PROGRAM COORDINATOR II	820	C & I - CURRICULUM & INSTRUCTION	11100	82650	Resigned Effective 8/28/2020					
11835	LEON P BAMBA	PROF	PROGRAM COORDINATOR IV	82650 - PROGRAM COORDINATOR IV	820	C & I - CURRICULUM & INSTRUCTION	11100	82650						
13837	ANA MARIA T. O AGUON	PROF	PROGRAM COORDINATOR IV	82650 - PROGRAM COORDINATOR IV - DATA	812	FED PROG - FEDERAL PROGRAMS	11100	82650	CHARGED 11%-CG (82600, 82610, 82620, 82630, 82640, 82650, 82660, 82670, 82680)					
9675	DIVINA GRACIA C LEONES-TUMANDA	PROF	SCHOOL PROGRAM CONSULTANT	82650 - SCHOOL PROGRAM CONSULTANT	820	C & I - CURRICULUM & INSTRUCTION	11100	82650		X	X	X	X	
7239	ERNEST OCHOCO	PROF	PROGRAM COORDINATOR III	82650 - PROGRAM COORDINATOR III	840	C & I - CURRICULUM & INSTRUCTION	11100	82650						

This is to certify that the following individuals have worked 100% of their time under a single cost objective for this supplemental grant funds to promote teaching, learning, safe schools, support students.



 Shandice D. Calano, State Program Officer

 Rachel S. Duenas, Senior State Program Officer

 Ignacio C. Santos, Federal Programs Administrator

2. PERSONNEL SALARIES & 3. FRINGE BENEFITS										
Personnel		FY 2018 Carryover Funds			FY 2019 Funds			Total Funds for Project		
Position Titles	% of Time	Salary	Fringe	FY 2018	Salary	Fringe	FY 2019	Salary	Fringe	Totals
				Totals			Totals			
FULL-TIME										
PROGRAM COORDINATOR IV (GDOE 95% (PNP 4%) (Charter 1%))	100%	\$ -	\$ -	\$ -	\$ 64,350.00	\$ 18,210.51	\$ 82,560.51	\$ 64,350.00	\$ 18,210.51	\$ 82,560.51
PROGRAM COORDINATOR IV - DATA	11%	\$ -	\$ -	\$ -	\$ 6,369.00	\$ 2,542.76	\$ 8,911.76	\$ 6,369.00	\$ 2,542.76	\$ 8,911.76
SCHOOL PROGRAM CONSULTANT (SPC) (GDOE 95% (PNP 4%) (Charter 1%))	100%	\$ -	\$ -	\$ -	\$ 59,246.00	\$ 22,110.70	\$ 81,356.70	\$ 59,246.00	\$ 22,110.70	\$ 81,356.70
PROGRAM COORDINATOR II - (GDOE 95%) (PNP 4%) (Charter 1%)	100%	\$ -	\$ -	\$ -	\$ 43,910.00	\$ 12,749.11	\$ 56,659.11	\$ 43,910.00	\$ 12,749.11	\$ 56,659.11
NEW PROGRAM COORDINATOR II - VACANT (GDOE 95%) (PNP 4%) (Charter 1%)	100%	\$ -	\$ -	\$ -	\$ 26,652.08	\$ 12,363.18	\$ 39,015.26	\$ 26,652.08	\$ 12,363.18	\$ 39,015.26
ADMINISTRATIVE OFFICER - VACANT (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$ -	\$ -	\$ -	\$ 5,425.76	\$ 2,146.41	\$ 7,572.17	\$ 5,425.76	\$ 2,146.41	\$ 7,572.17
SECRETARY I TYPIST (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$ -	\$ -	\$ -	\$ 4,910.91	\$ 2,146.41	\$ 7,057.32	\$ 4,910.91	\$ 2,146.41	\$ 7,057.32
ADMINISTRATIVE ASSISTANT (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$ -	\$ -	\$ -	\$ 4,972.16	\$ 1,442.72	\$ 6,414.88	\$ 4,972.16	\$ 1,442.72	\$ 6,414.88
CLERK TYPIST III (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$ -	\$ -	\$ -	\$ 4,781.28	\$ 1,924.80	\$ 6,706.08	\$ 4,781.28	\$ 1,924.80	\$ 6,706.08
FULL-TIME - TEACHERS/SCHOOLS AIDES										
GATE MUSIC (Teacher IV)	100%	\$ -	\$ -	\$ -	\$ 34,383.00	\$ 13,520.19	\$ 47,903.19	\$ 34,383.00	\$ 13,520.19	\$ 47,903.19
GATE ART (Teacher IV)	100%	\$ -	\$ -	\$ -	\$ 46,501.00	\$ 13,519.19	\$ 60,020.19	\$ 46,501.00	\$ 13,519.19	\$ 60,020.19
INSTRUCT. ASSIST. (SCHOOL AIDE II)	100%	\$ -	\$ -	\$ -	\$ 33,948.00	\$ 14,255.91	\$ 48,203.91	\$ 33,948.00	\$ 14,255.91	\$ 48,203.91
INSTRUCT. ASSIST. (SCHOOL AIDE I)	100%	\$ -	\$ -	\$ -	\$ 26,369.00	\$ 10,781.30	\$ 37,150.30	\$ 26,369.00	\$ 10,781.30	\$ 37,150.30
PART-TIME										
GATE DANCE (Teacher IV) (PT)	100%	\$ -	\$ -	\$ -	\$ 8,688.62	\$ 3,153.40	\$ 11,842.02	\$ 8,688.62	\$ 3,153.40	\$ 11,842.02
GATE MUSIC (Teacher IV) (PT)	100%	\$ -	\$ -	\$ -	\$ 8,688.62	\$ 3,153.40	\$ 11,842.02	\$ 8,688.62	\$ 3,153.40	\$ 11,842.02
Subtotals		\$ -	\$ -	\$ -	\$ 379,195.42	\$ 134,020.00	\$ 513,215.42	\$ 379,195.42	\$ 134,020.00	\$ 513,215.42
								Grand Total		\$ 513,215.42

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: **84.403A Consolidated Grant to the Outlying Areas**
 Project Title: **82650 Gifted & Talented Education**

Fiscal Year 2020

Reporting Period: 4th Qtr (Jul - Sept)

This is to certify that the following individuals have worked 100% of their time under a single cost objective for this supplemental grant funds to promote teaching, learning, safe schools, support students who are at-risk academically, increase graduation rates, and prepare students for college and career upon graduation for this reporting period and within the grant period.

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
690-01-1835	Bamba, Leon P.C.	PROG COORD IV	820 C&I	
690-00-9675	Leones-Tumanda, Divina G.	SCH PROG CONSULTANT	820 C&I	
690-01-4605	Candaso, Frank U. Jr.	PROG COORD II	820 C&I	
690-00-7239	Ochoco, Ernest	PROG COORD III	820 C&I	
690-00-4310	Sumbo, Levi Jun	SCH AIDE II	318 HBPEs	
690-01-5795	Estipona, Jael Kris Noemi R.	SCH AIDE I	318 HBPEs	
690-00-9353	Dimalanta, Adelle A.	TEACHER III	820 C&I	
690-01-3837	Aguon, Ana O.	Program Coordinator IV	812-FPD	

By signing this report 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.

Immediate Supervisor's Name:
Leon P.C. Bamba

Immediate Supervisor's Signature: *Leon P.C. Bamba* **Date:** 10/12/2020

Project Coordinator Name:
Leon P.C. Bamba

Project Coordinator Signature: *Leon P.C. Bamba* **Date:** 10/12/2020

Federal Programs Compliance Administrator Name:
Ignacio C. Santos, FPD Administrator

Federal Programs Compliance Administrator Signature: _____ **Date:** _____

Project Manager Name:
Joseph L.M. Sanchez





Project Manager Signature: *Joseph L.M. Sanchez* **Date:** 10/16/2020

LABOR COST DISTRIBUTION REPORT
PPE : 09/12/2020_PD 09/18/2020_PP26

Sum of Total PROJECTS	Name	Emp #	R-OBJECT		Grand Total
			0111	0121	
82650	ADELLE A DIMALANTA	9353	1,922.65	639.92	2,562.57
	DIVINA GRACIA C LEONES-TUMANDA	9675	2,278.69	745.82	3,024.51
	ERNEST O OCHOCO	7239	1,731.31	624.11	2,355.42
	Jael KRIS NOEMI R ESTIPONA	15795	811.35	251.16	1,062.51
	LEON P BAMBA	11835	2,475.00	693.49	3,168.49
	LEVI JUN B SUMBO	4310	1,305.69	564.36	1,870.05
Grand Total			10,524.69	3,518.86	14,043.55

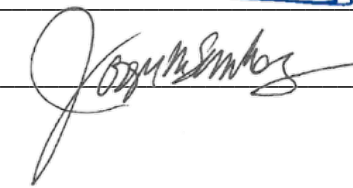
CURRICULLUM & INSTRUCTION
EMPLOYEE DAILY ATTENDANCE LOG

PAY PERIOD ENDING: 9/12/2020

NAME OF EMPLOYEE	WEEK 1					MONDAY 9/7/2020	WEEK 2			
	MONDAY 8/31/2020	TUESDAY 9/1/2020	WEDNESDAY 9/2/2020	THURSDAY 9/3/2020	FRIDAY 9/4/2020		TUESDAY 9/8/2020	WEDNESDAY 9/9/2020	THURSDAY 9/10/2020	FRIDAY 9/11/2020
BAMBA, Leon	TW	TW	TW	TW	TW	LABOR DAY HOLIDAY	TW	TW	TW	TW
BLAS, Joshua	TW	TW	TW	TW	TW		TW	TW	TW	TW
CALVO, Sylvia	TW	TW	TW	TW	TW		TW	TW	TW	TW
CAMACHO, Michelle	TW	TW	TW	TW	TW		TW	TW	TW	TW
CHACO, Felix	TW	TW	TW	TW	TW		TW	TW	TW	TW
CRUZ, Roe-Ann	TW	TW	TW	TW	TW		TW	TW	TW	TW
ESCUADRA, Kelly	TW	TW	TW	TW	TW		TW	TW	TW	TW
FEGURGUR, Tamarie	TW	TW	TW	TW	TW		TW	TW	TW	TW
GARRIDO, Avelino	TW	TW	TW	TW	TW		TW	TW	TW	TW
LEON GUERRERO, Frank	TW	TW	TW	TW	TW		TW	TW	TW	TW
LEONES, Divina Gracia	TW	TW	TW	TW	TW		TW	TW	TW	TW
NAHOLOWAA, Leah Beth	SL	SL	SL	SL	SL		SL	SL	SL	SL
NEDEDOG, Paul	TW	TW	TW	TW	TW		TW	TW	TW	TW
OCHOCO, Ernest	TW	TW	TW	TW	TW		TW	TW	TW	TW
PALOMO, Glenn	TW	TW	TW	TW	TW		TW	TW	TW	TW
REYES, Diana	TW	TW	TW	TW	TW		TW	TW	TW	TW
SANCHEZ, Eloise	TW	TW	TW	TW	TW		TW	TW	TW	TW
TAITAGUE, Kevin	TW	TW	TW	TW	TW		TW	TW	TW	TW
TOVES, Philip					TW		SL	SL	SL	SL

I certify that the Daily Attendance Log is true and correct.

TIME KEEPER'S SIGNATURE:  DATE: 9/14/20

SUPERVISOR'S SIGNATURE:  DATE: 9/14/20

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Project No. 6

Gifted and Talented Education (GATE)

Fiscal 100% Monitoring

GUAM DEPARTMENT OF EDUCATION - FEDERAL PROGRAMS DIVISION

100% Personnel Time Certification Monitoring

Project Name: GIFTED AND TALENTED EDUCATION (GATE)

Pay Period Ending: 7/18/2020


Pay Period #: 22

FEDERAL ROSTER - FPO

4th Quarter: FY20 PP21 (07/04/2020) - FY19 PP26 (09/12/202)

Employee #	STAFFING PATTERN Employee Name	Group/BU	GDOE Official Position Title	FEDERAL ROSTER Grant Application (F1860) Position Title	Worksite Location #	Worksite Location Description	Object Class Code	Project Code	Comments	PP Labor Cost	Federal Roster	Quarterly Certification	Monitoring Comments
9353	ADELLE A DIMALANTA		Teacher III	82650 - GATE ART (Teacher IV)	820	C & I - CURRICULUM & INSTRUCTION	11100	82650		X	X	X	
11213	JAEL KRIS NOAMI R. ESTIPONA	STAF	INSTRUCT. ASSIST. (SCHOOL AIDE I)	82650 - INSTRUCT. ASSIST. (SCHOOL AIDE I)	318	HBPES - H.B. PRICE ELEMENTARY	11100	82650		X	X	X	
4310	LEVI JUN B SUMBO	STAF	INSTRUCT. ASSIST. (SCHOOL AIDE II)	82650 - INSTRUCT. ASSIST. (SCHOOL AIDE II)	318	HBPES - H.B. PRICE ELEMENTARY	11100	82650		X	X	X	
14605	FRANK U CANDASO	PROF	PROGRAM COORDINATOR II	82650 - PROGRAM COORDINATOR II	820	C & I - CURRICULUM & INSTRUCTION	11100	82650		X	X	X	
11835	LEON P BAMBA	PROF	PROGRAM COORDINATOR IV	82650 - PROGRAM COORDINATOR IV	820	C & I - CURRICULUM & INSTRUCTION	11100	82650		X	X	X	
13837	ANA MARIA T. O AGUON	PROF	PROGRAM COORDINATOR IV	82650 - PROGRAM COORDINATOR IV - DATA	812	FED PROG - FEDERAL PROGRAMS	11100	82650	CHARGED 11%-CG (82600, 82610, 82620, 82630, 82640, 82650, 82660, 82670, 82680)		X	X	
9675	DIVINA GRACIA C LEONES-TUMANDA	PROF	SCHOOL PROGRAM CONSULTANT	82650 - SCHOOL PROGRAM CONSULTANT	820	C & I - CURRICULUM & INSTRUCTION	11100	82650		X	X	X	
7239	ERNEST OCHOCO	PROF	PROGRAM COORDINATOR III	82650 - PROGRAM COORDINATOR III	840	C & I - CURRICULUM & INSTRUCTION	11100	82650		X	X	X	

This is to certify that the following individuals have worked 100% of their time under a single cost objective for this supplemental grant funds to promote teaching, learning, safe schools, support students.



 Shandice D. Calano, State Program Officer

 Rachel S. Duenas, Senior State Program Officer

 Ignacio C. Santos, Federal Programs Administrator

2. PERSONNEL SALARIES & 3. FRINGE BENEFITS										
Personnel		FY 2018 Carryover Funds			FY 2019 Funds			Total Funds for Project		
Position Titles	% of Time	Salary	Fringe	FY 2018	Salary	Fringe	FY 2019	Salary	Fringe	Totals
				Totals			Totals			
FULL-TIME										
PROGRAM COORDINATOR IV (GDOE 95% (PNP 4%) (Charter 1%))	100%	\$ -	\$ -	\$ -	\$ 64,350.00	\$ 18,210.51	\$ 82,560.51	\$ 64,350.00	\$ 18,210.51	\$ 82,560.51
PROGRAM COORDINATOR IV - DATA	11%	\$ -	\$ -	\$ -	\$ 6,369.00	\$ 2,542.76	\$ 8,911.76	\$ 6,369.00	\$ 2,542.76	\$ 8,911.76
SCHOOL PROGRAM CONSULTANT (SPC) (GDOE 95% (PNP 4%) (Charter 1%))	100%	\$ -	\$ -	\$ -	\$ 59,246.00	\$ 22,110.70	\$ 81,356.70	\$ 59,246.00	\$ 22,110.70	\$ 81,356.70
PROGRAM COORDINATOR II - (GDOE 95%) (PNP 4%) (Charter 1%)	100%	\$ -	\$ -	\$ -	\$ 43,910.00	\$ 12,749.11	\$ 56,659.11	\$ 43,910.00	\$ 12,749.11	\$ 56,659.11
NEW PROGRAM COORDINATOR II - VACANT (GDOE 95%) (PNP 4%) (Charter 1%)	100%	\$ -	\$ -	\$ -	\$ 26,652.08	\$ 12,363.18	\$ 39,015.26	\$ 26,652.08	\$ 12,363.18	\$ 39,015.26
ADMINISTRATIVE OFFICER - VACANT (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$ -	\$ -	\$ -	\$ 5,425.76	\$ 2,146.41	\$ 7,572.17	\$ 5,425.76	\$ 2,146.41	\$ 7,572.17
SECRETARY I TYPIST (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$ -	\$ -	\$ -	\$ 4,910.91	\$ 2,146.41	\$ 7,057.32	\$ 4,910.91	\$ 2,146.41	\$ 7,057.32
ADMINISTRATIVE ASSISTANT (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$ -	\$ -	\$ -	\$ 4,972.16	\$ 1,442.72	\$ 6,414.88	\$ 4,972.16	\$ 1,442.72	\$ 6,414.88
CLERK TYPIST III (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$ -	\$ -	\$ -	\$ 4,781.28	\$ 1,924.80	\$ 6,706.08	\$ 4,781.28	\$ 1,924.80	\$ 6,706.08
FULL-TIME - TEACHERS/SCHOOLS AIDES										
GATE MUSIC (Teacher IV)	100%	\$ -	\$ -	\$ -	\$ 34,383.00	\$ 13,520.19	\$ 47,903.19	\$ 34,383.00	\$ 13,520.19	\$ 47,903.19
GATE ART (Teacher IV)	100%	\$ -	\$ -	\$ -	\$ 46,501.00	\$ 13,519.19	\$ 60,020.19	\$ 46,501.00	\$ 13,519.19	\$ 60,020.19
INSTRUCT. ASSIST. (SCHOOL AIDE II)	100%	\$ -	\$ -	\$ -	\$ 33,948.00	\$ 14,255.91	\$ 48,203.91	\$ 33,948.00	\$ 14,255.91	\$ 48,203.91
INSTRUCT. ASSIST. (SCHOOL AIDE I)	100%	\$ -	\$ -	\$ -	\$ 26,369.00	\$ 10,781.30	\$ 37,150.30	\$ 26,369.00	\$ 10,781.30	\$ 37,150.30
PART-TIME										
GATE DANCE (Teacher IV) (PT)	100%	\$ -	\$ -	\$ -	\$ 8,688.62	\$ 3,153.40	\$ 11,842.02	\$ 8,688.62	\$ 3,153.40	\$ 11,842.02
GATE MUSIC (Teacher IV) (PT)	100%	\$ -	\$ -	\$ -	\$ 8,688.62	\$ 3,153.40	\$ 11,842.02	\$ 8,688.62	\$ 3,153.40	\$ 11,842.02
Subtotals		\$ -	\$ -	\$ -	\$ 379,195.42	\$ 134,020.00	\$ 513,215.42	\$ 379,195.42	\$ 134,020.00	\$ 513,215.42
Grand Total									\$	513,215.42

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: **84.403A Consolidated Grant to the Outlying Areas**
 Project Title: **82650 Gifted & Talented Education**

Fiscal Year 2020

Reporting Period: 4th Qtr (Jul - Sept)

This is to certify that the following individuals have worked 100% of their time under a single cost objective for this supplemental grant funds to promote teaching, learning, safe schools, support students who are at-risk academically, increase graduation rates, and prepare students for college and career upon graduation for this reporting period and within the grant period.

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
690-01-1835	Bamba, Leon P.C.	PROG COORD IV	820 C&I	
690-00-9675	Leones-Tumanda, Divina G.	SCH PROG CONSULTANT	820 C&I	
690-01-4605	Candaso, Frank U. Jr.	PROG COORD II	820 C&I	
690-00-7239	Ochoco, Ernest	PROG COORD III	820 C&I	
690-00-4310	Sumbo, Levi Jun	SCH AIDE II	318 HBPEs	
690-01-5795	Estipona, Jael Kris Noemi R.	SCH AIDE I	318 HBPEs	
690-00-9353	Dimalanta, Adelle A.	TEACHER III	820 C&I	
690-01-3837	Aguon, Ana O.	Program Coordinator IV	812-FPD	

By signing this report 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.

Immediate Supervisor's Name:
Leon P.C. Bamba

Immediate Supervisor's Signature: *Leon P.C. Bamba* **Date:** 10/12/2020

Project Coordinator Name:
Leon P.C. Bamba

Project Coordinator Signature: *Leon P.C. Bamba* **Date:** 10/12/2020

Federal Programs Compliance Administrator Name:
Ignacio C. Santos, FPD Administrator

Federal Programs Compliance Administrator Signature: _____ **Date:** _____

Project Manager Name:
Joseph L.M. Sanchez

Project Manager Signature: *Joseph L.M. Sanchez* **Date:** 10/16/2020

LABOR COST DISTRIBUTION REPORT
PPE : 07/18/2020_PD 07/24/2020_PP22

Sum of TOTAL PROJECTS	Name	Emp #	R-OBJECT			Grand Total
			0111	0115	0121	
82650	ADELLE A DIMALANTA	9353	1,922.65		639.92	2,562.57
	ALLANDAIL L RIVERA	14768		1,105.00	16.02	1,121.02
	AMBER N TAJALLE	11702		75.00	1.09	76.09
	DIVINA GRACIA C LEONES-TUMANDA	9675	2,278.69		745.82	3,024.51
	ERNEST O OCHOCO	7239	1,731.31		624.11	2,355.42
	FRANK U CANDASO	14605	1,567.77		525.72	2,093.49
	Jael KRIS NOEMI R ESTIPONA	15795	811.35		251.16	1,062.51
	LEON P BAMBA	11835	2,475.00		693.49	3,168.49
	LEVI JUN B SUMBO	4310	1,305.69		564.36	1,870.05
	WILHELMINA P SHARMA	2930		1,085.00	15.73	1,100.73
Grand Total			12,092.46	2,265.00	4,077.42	18,434.88

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Project No. 6

Gifted and Talented Education (GATE)

Fixed Assets

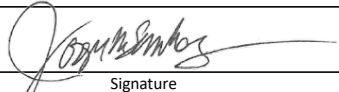
SCHOOL/DIVISION:

GATE / CURRICULUM & INSTRUCTIONAL IMPROVEMENT

As of: 9/30/2020

SCHOOL/DIVISION HEAD:

JOSEPH L.M. SANCHEZ, Deputy Superintendent for C&I



VERIFIED BY: Leon P.C. Bamba

Leon P. C. Bamba

ASSET TAG #	DESCRIPTION	MODEL	SERIAL/PARCEL	DEPREC PRIN	CUSTODIAN	LOCATION MEMO	DEPARTMENT	ROOM	PURCHASE MEMO	CONDITION
01823 01823	LENOVO THINKPAD NOTEBOOK	E520	MPOAWWC	1,338.00	HSTES	BITTER, AMBER	307	22C	20120270	GO
02452 02452	MACBOOK PRO 15"	A1286	C02J60UEDV35	3,482.00	GATE	EMMANUEL SANTOS	855	313	20120631	GO
1204 21513	QUIK PRO BUZZER SYSTEM	N/A	N/A	629.00	GATE	PUBLIC BROADCAST SYSTEM	855	PBS	20150561	GO
12834 12834	HP OFFICEJET PRINTER	6600	CN36A6QG4C	0.00	GATE	GATE OFFICE	855	313	20150561	NW
15627 15627	SENNHEISER WIRELESS MIC SET	EW 112 P G3-B	4342057513/372029859	653.00	GATE	TAG ON TRANSMITTER	855	SHS	20140106	GO
15628 15628	SENNHEISER WIRELESS MIC SET	EW 112 P G3-B	4352057657/372029835	653.00	GATE	TAG ON TRANSMITTER	855	SHS	20140106	GO
15629 15629	SENNHEISER WIRELESS MIC SET	EW 112 P G3-B	4352057659/372029829	653.00	GATE	TAG ON TRANSMITTER	855	SHS	20140106	GO
15630 15630	SENNHEISER WIRELESS MIC SET	EW 112 P G3-B	4352057656/372029830	653.00	GATE	TAG ON TRANSMITTER	855	SHS	20140106	GO
15631 15631	SENNHEISER WIRELESS MIC SET	EW 112 P G3-A	4463120068/463074462	653.00	GATE	TAG ON TRANSMITTER	855	SHS	20140106	GO
15632 15632	SENNHEISER WIRELESS MIC SET	EW 112 P G3-A	4463120042/463074326	653.00	GATE	TAG ON TRANSMITTER	855	SHS	20140106	NW
15633 15633	SENNHEISER WIRELESS MIC SET	EW 112 P G3-G	4263039045/263018680	653.00	GATE	TAG ON TRANSMITTER	855	SHS	20140106	GO
15634 15634	SENNHEISER WIRELESS MIC SET	EW 112 P G3-G	4263039044/263018683	653.00	GATE	TAG ON TRANSMITTER	855	SHS	20140106	FA
15635 15635	SENNHEISER WIRELESS MIC SET	EW 112 P G3-G	4283039376/283039376	653.00	GATE	TAG ON TRANSMITTER	855	SHS	20140106	GO
15636 15636	SENNHEISER WIRELESS MIC SET	EW 112 P G3-G	4433041807/433020066	653.00	GATE	TAG ON TRANSMITTER	855	SHS	20140106	GO
16521 16521	ETC SELADOR VIVID 11" LED FIXTURE	ETC VIVID	455861278	1,432.50	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
16522 16522	ETC SELADOR VIVID 11" LED FIXTURE	ETC VIVID	455861306	1,432.50	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
16523 16523	ETC SELADOR VIVID 11" LED FIXTURE	ETC VIVID	455861233	1,432.50	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
16524 16524	ETC SELADOR VIVID 11" LED FIXTURE	ETC VIVID	455861275	1,432.50	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
16525 16525	ETC SELADOR VIVID 11" LED FIXTURE	ETC VIVID	455861273	1,432.50	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
16526 16526	ETC SELADOR VIVID 11" LED FIXTURE	ETC VIVID	455861276	1,432.50	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
16527 16527	ETC SELADOR VIVID 11" LED FIXTURE	ETC VIVID	455861271	1,432.50	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
16528 16528	ETC SELADOR VIVID 11" LED FIXTURE	ETC VIVID	455861274	1,432.50	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
16529 16529	ETC SELADOR VIVID 11" LED FIXTURE	ETC VIVID	455861272	1,432.50	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
16530 16530	ETC SELADOR VIVID 11" LED FIXTURE	ETC VIVID	455861277	1,432.50	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
16552 16552	Presonus StudioLive 32.4A1 Mixer	STUDIO LIVE 32.4.2	SL3E14012512	4,485.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
17070 17070	DELL PROJECTOR	APJ1510	B5B4NY1	799.99	MULES	RABAGO, MIE	314	124	20143727	GO
17071 17071	DELL PROJECTOR	APJ1510	C1VRF22	799.99	BPCEs	EUH, BORA	303	12	20143727	GO
17072 17072	DELL PROJECTOR	APJ1510	C2TRF22	799.99	GATE	GATE OFFICE	855	313	20143727	GO
17141 17141	DELL PROJECTOR	APJ1510	34B4NY1	799.99	HBPEs	KELSEY DELA CRUZ/RM.CSB	318	GATE	20143727	GO
17142 17142	DELL PROJECTOR	APJ1510	39TRF22	799.99	QJSMES	NADEAU, ANTOINETTE	311	D28	20143727	GO
17143 17143	DELL PROJECTOR	APJ1510	54B4NY1	799.99	DLPES	ROWLAND, CYNTHIA	323	24	20143727	GO
17144 17144	DELL PROJECTOR	APJ1510	62VRF22	799.99	LBJES	LEON GUERRERO, V.	312	F1	20143727	GO
17146 17146	DELL PROJECTOR	APJ1510	74B4NY1	799.99	FES	BALETO, PRETZEL ANN	306		20143727	GO
17147 17147	DELL PROJECTOR	APJ1510	83B4NY1	799.99	HBPEs	LIZAMA, AMY - GATE TCHR	318	C5-A	20143727	GO
17148 17148	DELL PROJECTOR	APJ1510	B2VRF22	799.99	JMGES	VALENE SALAS	308	34	20143727	GO
17149 17149	DELL PROJECTOR	APJ1510	B3B4NY1	799.99	ASTES	PATUBO, LIZEL	325	B101	20143727	GO
17150 17150	DELL PROJECTOR	APJ1510	B4B4NY1	799.99	OCPEs	CEPEDA, MONICA	316	27	20143727	GO
17151 17151	DELL PROJECTOR	APJ1510	D3B4NY1	799.99	FES	MALINAO, JEFFERY	306	114	20143727	GO
17152 17152	DELL PROJECTOR	APJ1510	F3B4NY1	799.99	AES	DUAROSON, CEFERINO	329	313	20143727	GO
17153 17153	DELL PROJECTOR	APJ1510	F4B4NY1	799.99	AHES	TAITANO, STEPHANIE	301	14	20143727	GO
17154 17154	DELL PROJECTOR	APJ1510	G3B4NY1	799.99	MASEs	TINA BUENDICHO	302	25	20143727	GO
17155 17155	DELL PROJECTOR	APJ1510	G4B4NY1	799.99	HSTES	GILL, ULRICA - GATE PROG	307	30	20143727	GO
17156 17156	DELL PROJECTOR	APJ1510	HYTRF22	799.99	MACHES	RIVERA, CIELITO	327	BBB1	20143727	GO
17157 17157	DELL PROJECTOR	APJ1510	J1VRF22	799.99	IES	POWERS, AMBER	309	A102	20143727	GO
17158 17158	DELL PROJECTOR	APJ1510	J3B4NY1	799.99	TALES	LANI OG, JOSEPHINE	319	3	20143727	GO
1757 01757	InFocus In112 DLP Projector Part nu	IN112 DLP	BjBB15204019	524.00	GATE	GATE OFFICE	855	313	20120153	GO
17901 17901	ETC SELADOR DESIRE D60 LUST+LED FIXTURE	ETC DESIRE D60	452882240	2,140.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
17902 17902	ETC SELADOR DESIRE D60 LUST+LED FIXTURE	ETC DESIRE D60	452882249	2,140.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
17903 17903	ETC SELADOR DESIRE D60 LUST+LED FIXTURE	ETC DESIRE D60	452882252	2,140.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
17904 17904	ETC SELADOR DESIRE D60 LUST+LED FIXTURE	ETC DESIRE D60	452882253	2,140.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
17905 17905	ETC SELADOR DESIRE D60 LUST+LED FIXTURE	ETC DESIRE D60	452882242	2,140.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
17906 17906	ETC SELADOR DESIRE D60 LUST+LED FIXTURE	ETC DESIRE D60	452882246	2,140.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
17907 17907	ETC SELADOR DESIRE D60 LUST+LED FIXTURE	ETC DESIRE D60	452882239	2,140.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
17908 17908	ETC SELADOR DESIRE D60 LUST+LED FIXTURE	ETC DESIRE D60	452882256	2,140.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO

17909	17909	ETC SELADOR DESIRE D60 LUST+LED FIXTURE	ETC DESIRE D60	452882243	2,140.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
17910	17910	ETC SELADOR DESIRE D60 LUST+LED FIXTURE	ETC DESIRE D60	452882254	2,140.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
17912	17912	LITTLE GIANT SKYSCRAPER LADDER	LITTLE GIANT 21	N/A	1,195.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
1821	01821	Lenovo ThinkPad Edg	E520	R9N2BVE	1,338.00	HSTES	ITTER, AMBER	307	22C	20120270	GO
1822	01822	Lenovo ThinkPad Edg	E520	R9M49P3	1,338.00	HSTES	ITTER, AMBER	307	22C	20120270	GO
1823	01818	Lenovo ThinkPad Edg	E520	R9M49RF	1,338.00	HSTES	ITTER, AMBER	307	22C	20120270	GO
1824	01819	Lenovo ThinkPad Edg	E520	R9N2BT6	1,338.00	HSTES	ITTER, AMBER	307	22C	20120270	GO
1825	01820	Lenovo ThinkPad Edg	E520	R9N2BTY	1,338.00	HSTES	ITTER, AMBER	307	22C	20120270	GO
18571	18571	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010BA7600	694.00	MERES	F. BALAJADIA	315	A1	20140654	GO
18574	18574	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011037600	694.00	JMGES	VALENE SALAS	308	34	20140654	GO
18575	18575	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010EE7600	694.00	MULES	RABAGO , MIE	314	124	20140654	GO
18576	18576	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010EB7600	694.00	MULES	RABAGO , MIE	314	124	20140654	GO
18577	18577	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010957600	694.00	GATE	GATE OFFICE	855	313	20140654	GO
18579	18579	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010E67600	694.00	JQSMES	NADEAU, ANTONETTE	311	D28	20140654	GO
18580	18580	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010B17600	694.00	GATE	GATE OFFICE	855	313	20140654	GO
18581	18581	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010E07600	694.00	DLPES	MEDLER , JOSEPHINE	323	9	20140654	GO
18582	18582	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010BD7600	694.00	DLPES	MEDLER , JOSEPHINE	323	9	20140654	GO
18583	18583	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010FF7600	694.00	DLPES	ROWLAND , CYNTHIA	323	24	20140654	GO
18584	18584	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010C67600	694.00	DLPES	ROWLAND , CYNTHIA	323	24	20140654	GO
18585	18585	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084351D9EC7600	694.00	VSABMS	FRANCISCO LAZAGA	431	23	20140654	GO
18586	18586	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010C77600	694.00	ASTES	PATUBO, LIZEL	325	B101	20140654	GO
18587	18587	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008434214A97600	694.00	ASTES	PATUBO, LIZEL	325	B101	20140654	GO
18588	18588	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010C57600	694.00	ASTES	COFFMAN , RAND	325	I104	20140654	GO
18589	18589	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010C47600	694.00	PCLES	DELGADO, EIMEE	317	16	20140654	GO
18590	18590	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011417600	694.00	PCLES	DELGADO, EIMEE	317	16	20140654	GO
18591	18591	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010AF7600	694.00	OMS	OMS LIBRARY	436	LIBRA	20140654	GO
18592	18592	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010C87600	694.00	OMS	OMS LIBRARY	436	LIBRA	20140654	GO
18593	18593	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010E37600	694.00	OMS	OMS LIBRARY	436	LIBRA	20140654	GO
18594	18594	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084350110A7600	694.00	OMS	OMS LIBRARY	436	LIBRA	20140654	GO
18595	18595	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011187600	694.00	OMS	OMS LIBRARY	436	LIBRA	20140654	GO
18596	18596	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011217600	694.00	OMS	OMS LIBRARY	436	LIBRA	20140654	GO
18597	18597	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084350110E7600	694.00	OMS	OMS LIBRARY	436	LIBRA	20140654	GO
18598	18598	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011047600	694.00	OMS	OMS LIBRARY	436	LIBRA	20140654	GO
18599	18599	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084350110B7600	694.00	JLGRMS	CART #18689	434	LIBRA	20140654	GO
18600	18600	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010DF7600	694.00	JLGRMS	LCART #18689	434	LIBRA	20140654	GO
18601	18601	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010D47600	694.00	JLGRMS	CART #18689	434	LIBRA	20140654	GO
18602	18602	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011327600	694.00	JLGRMS	CART #18689	434	LIBRA	20140654	GO
18603	18603	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016DF7600	694.00	VSABMS	FRANCISCO LAZAGA	431	23	20140654	GO
18604	18604	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010E87600	694.00	OCPE	CEPEDA, MONICA	316	27	20140654	GO
18605	18605	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084350111E7600	694.00	OCPE	CEPEDA, MONICA	316	27	20140654	GO
18606	18606	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010B47600	694.00	JLGRMS	CART #18689	434	LIBRA	20140654	GO
18607	18607	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435017177600	694.00	JLGRMS	CART #18689	434	LIBRA	20140654	GO
18608	18608	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016CD7600	694.00	JLGRMS	CART #18689	434	LIBRA	20140654	GO
18609	18609	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016E17600	694.00	JLGRMS	CART #18689	434	LIBRA	20140654	GO
18610	18610	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016C37600	694.00	AHES	TAITANO, STEPHANIE	301	14	20140654	GO
18611	18611	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016C67600	694.00	UES	MANEJERO , RAFFY	321	H106	20140654	GO
18612	18612	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010AC7600	694.00	CBMES	HAMADA, PEARL	324	7	20140654	GO
18613	18613	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011147600	694.00	TALES	LANI OG, JOSEPHINE	319	3	20140654	GO
18614	18614	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016C57600	694.00	VSABMS	FRANCISCO LAZAGA	431	23	20140654	GO
18615	18615	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011627600	694.00	UES	MANEJERO , RAFFY	321	H106	20140654	GO
18616	18616	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016BD7600	694.00	VSABMS	FRANCISCO LAZAGA	431	23	20140654	GO
18617	18617	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016D17600	694.00	TALES	LANI OG, JOSEPHINE	319	17	20140654	GO
18618	18618	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084350113E7600	694.00	AES	REPLACED BY TAG 21863	329	AES	20140654	NW
18619	18619	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084350170E7600	694.00	IES	POWERS , AMBER	309	A102	20140654	GO
18621	18621	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016BF7600	694.00	IES	POWERS , AMBER	309	A102	20140654	GO
18622	18622	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016FA7600	694.00	VSABMS	FRANCISCO LAZAGA	431	23	20140654	GO
18623	18623	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016C47600	694.00	VSABMS	FRANCISCO LAZAGA	431	23	20140654	GO
18624	18624	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011357600	694.00	GATE	GATE OFFICE	855	313	20140654	NW
18625	18625	RICOH 210 CF MULTI-FUNCTION PRINTER		S2888900132	0.00	MASES	TINA BUENDICHO	302	25	20140654	GO
18626	18626A	COMPUTER SYSTEM TOWER/CPU		WY4V8	0.00	FAC	RM. 25	GDOE	MASES	200802029	NW
18629	18629	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010F77600	694.00	IMS	OLIN , FRANCES	433	24	20140654	GO
18630	18630	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084351D9F17600	694.00	IMS	OLIN , FRANCES	433	24	20140654	GO
18631	18631	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084351D9F47600	694.00	IMS	OLIN , FRANCES	433	24	20140654	GO

18632	18632	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016C97600	694.00	BPCE	AVELLANA, SHIRLEY	303	21	20140654	GO
18633	18633	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011487600	694.00	BPCE	AVELLANA, SHIRLEY	303	21	20140654	GO
18634	18634	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084350109D7600	694.00	BPCE	AVELLANA, SHIRLEY	303	21	20140654	GO
18635	18635	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010C37600	694.00	MAUES	PEREZ , MARIDEL	313	101	20140654	GO
18636	18636	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010F47600	694.00	MAUES	PEREZ , MARIDEL	313	101	20140654	GO
18637	18637	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010967600	694.00	UES	MANEJERO,RAFFY	321		20140654	NW
18638	18638	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016DC7600	694.00	UES	MANEJERO,RAFFY	321		20140654	NW
18639	18639	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084350109E7600	694.00	LBJES	LEON GUERRERO, V.	312	F1	20140654	GO
18640	18640	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084351D9F27600	694.00	LBJES	CAYANAN, B.	312	F2	20140654	GO
18641	18641	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010A97600	694.00	HSTES	RITTER, AMBER	307	22C	20140654	GO
18642	18642	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016D07600	694.00	HSTES	RITTER, AMBER	307	22C	20140654	GO
18643	18643	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016CA7600	694.00	HSTES	ULRICA GILL	307	30	20140654	GO
18644	18644	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435017037600	694.00	VSABMS	FRANCISCO LAZAGA	431	23	20140654	GO
18645	18645	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016CC7600	694.00	GATE	DUAROSAN, CEFERINO	855	313	20140654	GO
18646	18646	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016C77600	694.00	GATE	DUAROSAN, CEFERINO	855	GATE	20140654	GO
18647	18647	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016D37600	694.00	MAUES	LAPLANTE, MARC	313	304	20140654	GO
18648	18648	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084351D9ED7600	694.00	GATE	GATE OFFICE	855	313	20140654	NW
18649	18649	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084351D9EB7600	694.00	SHS	GATE OFFICE AT SHS	474	GATE	20140654	GO
18650	18650	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084351D9F07600	694.00	JMGES	REPLACEDBYTAG#26604	308	34	20140654	NW
18651	18651	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016D27600	694.00	TAMES	ANNIE AREVALO	320	C214	20140654	GO
18652	18652	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011507600	694.00	TAMES	MARGERET BABUATA	320	A106	20140654	GO
18653	18653	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010F17600	694.00	TAMES	MARGERET BABUATA	320	A106	20140654	GO
18654	18654	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010917600	694.00	TAMES	ANNIE AREVALO	320	C214	20140654	GO
18655	18655	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016E276	694.00	IMS	OLIN , FRANCES	433	24	20140654	GO
18656	18656	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010AD7600	694.00	UES	MANEJERO , RAFFY	321	H106	20140654	GO
18657	18657	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010D37600	694.00	UES	MANEJERO , RAFFY	321	H106	20140654	GO
18658	18658	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084351D9EE7600	694.00	WES	MAFNAS , MARIA SOCORRO	322	11	20140654	GO
18659	18659	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084351D9EF7600	694.00	WES	MAFNAS , MARIA SOCORRO	322	11	20140654	GO
18660	18660	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008434214A87600	694.00	HBPES	LOUGHRAN, VICKY	318	D1	20140654	GO
18661	18661	ACER LAPTOP TRAVELMATE TMP 246	TMP 246	NXV9VAA008435011077600	0.00	GATE	GATE OFFICE	855	313	20140654	NW
18662	18662	ACER LAPTOP TRAVELMATE TMP 246	TMP 246	NXV9VAA008435011087600	0.00	HBPES	KELSEY DELA CRUZ	318	C 5 B	20140654	GO
18663	18663	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010D57600	694.00	HBPES	VICKIE LOUGHRAN	318	D1	20140654	GO
18664	18664	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016CE7600	694.00	IMS	OLIN , FRANCES	433	24	20140654	GO
18665	18665	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010FA7600	694.00	FES	BALETO , PRETZEL ANN	306	306	20140654	GO
18666	18666	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084350110F7600	694.00	FES	BALETO , PRETZEL ANN	306	306	20140654	GO
18685	18685	Anthro Mobile Carts for Laptops	NCCD30BK/SM5	10077806	3,000.00	VSABMS	FRANCISCO LAZAGA	431	23	20140654	GO
18686	18686	Anthro Mobile Carts for Laptops # 18686	NCCD30BK/SM5	10075065	3,000.00	MAUES	PEREZ , MARIDEL	313	101	20140654	GO
18687	18687	Anthro Mobile Carts for Laptops	NCCD30BK/SM5	10075067	3,000.00	LPUMS	CARINO, JUVI	435	A112	20140654	GO
18688	18688	Anthro Mobile Carts for Laptops	NCCD30BK/SM5	10066991	3,000.00	IMS	OLIN , FRANCES	433	24	20140654	GO
18689	18689	ANTHRO MOBILE CART	NCCD30BK/SM5	10075076	3,000.00	JLGRMS	LIBRARY	434	LIBRA	20140654	GO
18690	18690	Anthro Mobile Carts for Laptops	NCCD30BK/SM5	10077803	3,000.00	FBLGMS	VALENCIA, CHARINA	432	C5	20140654	GO
1881	01881	Apple 16GB Ipad with WiFi-White (MC	A1395	DN6HL7PCDFHW	501.00	GATE	GATE OFFICE-TIYAN	855	313	20120466	GO
1882	01882	Apple 16GB Ipad with WiFi-White (MC	A1395	DVPHLLNGDFHW	501.00	GATE	GATE OFFICE-TIYAN	855	313	20120466	GO
1883	01883	Apple 16GB Ipad with WiFi-White (MC	A1395	DN6HMNIJDFHW	501.00	GATE	GATE OFFICE	855	313	20120466	GO
1885	01885	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC262665179	1,395.00	LPUMS	CART #18687 -CARINO, JUVI	435	A112	20120463	GO
1887	01887	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC262625171	1,395.00	LPUMS	CART #18687 -CARINO, JUVI	435	A112	20120463	GO
1888	01888	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC262646176	1,395.00	MAUES	PEREZ , MARIDEL	313	101	20120463	GO
1889	01889	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC26262817D	1,395.00	LPUMS	CART #18687 -CARINO, JUVI	435	A112	20120463	GO
1891	01891	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC262643178	1,395.00	MAUES	PEREZ , MARIDEL	313	101	20120463	GO
1895	01895	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC26262117G	1,395.00	LPUMS	CART #18687 -CARINO, JUVI	435	A112	20120463	GO
1896	01896	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC262655178	1,395.00	LPUMS	CART #18687 -CARINO, JUVI	435	A112	20120463	GO
1899	01899	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC262659177	1,395.00	MAUES	PEREZ , MARIDEL	313	101	20120463	GO
1900	01900	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC26265017C	1,395.00	MAUES	PEREZ , MARIDEL	313	101	20120463	GO
1901	01901	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC26264817C	1,395.00	LPUMS	CART #18687 CARINO, JUVI	435	A112	20120463	GO
1902	01902	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC262598175	1,395.00	MAUES	PEREZ , MARIDEL	313	101	20120463	GO
1903	01903	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC262649176	1,395.00	MAUES	PEREZ , MARIDEL	313	101	20120463	GO
1905	01905	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC26263317G	1,395.00	LPUMS	CART #18687 CARINO, JUVI	435	A112	20120463	GO
1906	01906	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC26260617F	1,395.00	LPUMS	CART #18687 CARINO, JUVI	435	A112	20120463	GO
1977	01977	MEGA-2600 Mid Tower Computer System	CS-301 BK	2KPT4	1,973.40	GATE	ED17-073	855	GATE	20120563	NW
1978	01978	MEGA-2600 Mid Tower Computer System	CS-301 BK	MARX6	1,973.40	GATE	SHS GATE OFFICE	855	GATE	20120563	NW
21067	21067	HP DESKJET PRINTER	2680	CN06MFD11M	0.00	HBPES	AIME LIZAMA	318	C 5 A		GO
21191	21191	ACER XC603 WORKSTATION CPU	AXC-603-UR2D	DTSUMAA01144002FBD3000	768.00	HBPES	LIZAMA, AIMEE/ SUMBO,LEVI	318	C5A	20150251	GO
21192	21192	ACER XC603 WORKSTATION CPU	AXC-603-UR2D	DTSUMAA01144002FB63000	768.00	MULES	SANTOS , MICHELLE	314	112	20150251	GO

21193	21193	ACER XC603 WORKSTATION CPU	AXC-603-UR2D	DTSUMAA01144002FC13000	768.00	ASTES	REYES, LEONORA	325	GATE	20150251	GO
21210	21210	ACER XC603 WORKSTATION CPU	AXC-603-UR2D	DTSUMAA01144002E193000	768.00	GATE	GATE OFFICE	855	GATE	20150251	GO
21418	21418	Lenovo Flex 2 Laptop	20405	WB15630755	748.00	HSTES	RITTER, AMBER	307	22C	20150252	GO
21419	21419	Lenovo Flex 2 Laptop	20405	WB15631226	748.00	HSTES	RITTER, AMBER	307	22C	20150252	GO
21420	21420	Lenovo Flex 2 Laptop	20405	WB15630920	748.00	MAUES	PEREZ , MARIDEL	313	101	20150252	GO
21421	21421	Lenovo Flex 2 Laptop	20405	WB15631164	748.00	MAUES	PEREZ , MARIDEL	313	101	20150252	GO
21422	21422	Lenovo Flex 2 Laptop	20405	WB15631155	748.00	FBLGMS	AILEEN CANOS ROBOTICS	432	C5	20150252	GO
21423	21423	Lenovo Flex 2 Laptop	20405	WB15630779	748.00	FBLGMS	AILEEN CANOS ROBOTICS	432	C5	20150252	GO
21424	21424	Lenovo Flex 2 Laptop	20405	WB15630902	748.00	LPUMS	ROBOTICS -CARINO, JUVI	435	A112	20150252	GO
21425	21425	Lenovo Flex 2 Laptop	20405	WB15631267	748.00	LPUMS	ROBOTICS -CARINO, JUVI	435	A112	20150252	GO
21426	21426	Lenovo Flex 2 Laptop	20405	WB15631036	748.00	GATE	DIVINA LEONES -TUMANDA	855	313	20150252	GO
21427	21427	Lenovo Flex 2 Laptop	20405	WB15630705	748.00	GATE	GENINE ROCCO	855	313	20150252	GO
21428	21428	Lenovo Flex 2 Laptop	20405	WB15630905	748.00	GATE	GATE OFFICE	855	313	20150252	GO
21429	21429	Lenovo Flex 2 Laptop	20405	WB15630916	748.00	GATE	GATE OFFICE	855	313	20150252	GO
21430	21430	Lenovo Flex 2 Laptop	20405	WB15630980	748.00	GATE	FRANK CANDASO	855	313	20150252	GO
21431	21431	Lenovo Flex 2 Laptop	20405	WB15630756	748.00	GATE	GATE OFFICE	855	313	20150252	GO
21432	21432	Lenovo Flex 2 Laptop	20405	WB15630914	748.00	GATE	LEON BAMBA	855	313	20150252	GO
22002	18627	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016C27600	694.00	IMS	OLIN , FRANCES	433	24	20140654	GO
22003	18628	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011637600	694.00	IMS	OLIN , FRANCES	433	24	20140654	GO
22009	18573	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010E27600	694.00	IMS	OLIN , FRANCES	433	24	20140654	GO
26606	26606	ACER STUDENT LAPTOP	N16W1	NXGK4AA0237290083E6600	782.00	GATE	GATE OFFICE	855	313	20170525	GO
26607	26607	ACER STUDENT LAPTOP	N16W1	NXGK4AA023729008596600	782.00	GATE	DIMALANTA, ADELIE	855	313	20170525	GO
26608	26608	ACER STUDENT LAPTOP	N16W1	NXGK4AA023729008376600	782.00	GATE	GATE OFFICE	855	GATE	20170525	GO
26610	26610	ACER STUDENT LAPTOP	N16W1	NXGK4AA0237290084A6600	782.00	GATE	FRANK CANDASO	855	313	20170525	GO
26611	26611	ACER STUDENT LAPTOP	N16W1	NXGK4AA023729008586600	782.00	GATE	ROCCO, GENINE	855	313	20170525	GO
26625	26604	ACER TRAVELMATE LAPTOP	TMP246-M-340W	NXV9VAA0084460FACB7600	694.00	JMGES	VALENE SALAS	308	34	20140654	GO
26627	26609	ACER STUDENT LAPTOP	N16W1	NXGK4AA023729008366600	782.00	GATE	GATE OFFICE	855	313	20170525	GO
2857	00205	SONY VAIO LAPTOP COMPUTER	PCG-7161L	282895343003973	1,265.00	HBPE\$	SUMBO, LEVI	318	C5A	200901329	GO
2858	00206	LAPTOP COMPUTER SONY	PCG-7161L	282895343006431-C601YNNE	1,265.00	GATE	SHS GATE OFFICE	855	GATE	200901329	NW
2859	00207	LAPTOP COMPUTER	PCG-7161L	282895343003481/C601MUYO	1,265.00	MULES	SANTOS , MICHELLE	314	112	200901329	GO
2860	00208	SONY LAPTOP COMPUTER	PCG-7161L	282895343003481/C601MUWF	1,265.00	GATE	DIVINA LEONES-TUMANDA	855	313	200901329	GO
2861	00209	LAPTOP COMPUTER	PCG-7161L	282895343006524	1,265.00	RPM	SURVEYED TO GSA -ED19-053	892	WHSE	200901329	NW
2862	00210	LAPTOP COMPUTER	PCG-7161L	282895343004041	1,265.00	GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200901329	NW
2863	00211	LAPTOP COMPUTER	PCG-7161L	282895343006493	1,265.00	GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200901329	NW
2864	00212	SONY LAPTOP COMPUTER	PCG-7161L	282895343006546	1,265.00	GATE	ED17-073	855	GATE	200901329	NW
2865	00213	SONY LAPTOP COMPUTER	PCG-7161L	282895343003389	1,265.00	GATE	ED17-073	855	GATE	200901329	NW
2866	00214	SONY VAIO LAPTOP COMPUTER	PCG-7161L	282895343006506/C601YNQM	1,265.00	HSTES	ULRICA GILL - GATE ROOM	307	30	200901329	GO
2867	00215	LAPTOP COMPUTER	PCG-7161L	282895343006505	1,265.00	GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200901329	NW
2868	00216	SONY LAPTOP COMPUTER	PCG-7161L	282895343003496	1,265.00	GATE	ED17-073	855	GATE	200901329	NW
2869	01914	DIGITAL CAMERA	DS126191	1740307802	789.75	GATE	PR#2015-17056	855	GATE	200901538	GO
2870	01915	AIR CONDITIONER	38CKCO48-X3	4408X78132	1,950.00	GATE	SURVEY REPORT # ED15-032	855	GATE	200900433	NW
2871	01916	AIR CONDITIONER	38CKCO48-X3	3808X81545	1,950.00	GATE	SURVEY REPORT #ED15-032	855	GATE	200900433	NW
2881	01824	LENOVO THINKPAD NOTEBOOK	E520	MPOAW36	1,338.00	HSTES	RITTER, AMBER	307	22C	20120270	GO
2882	01825	LENOVO THINKPAD NOTEBOOK	E520	MPOAWOV	1,338.00	HSTES	RITTER, AMBER	307	22C	20120270	GO
2883	01826	LENOVO THINKPAD NOTEBOOK	E520	MPOAWGV	1,338.00	MAUES	PEREZ , MARIDEL	313	101	20120270	GO
2884	01827	LENOVO THINKPAD NOTEBOOK	E520	MPOBIBC	1,338.00	GATE	PR#13-17766	855	TECH	20120270	GO
3108	02453	MACBOOK PRO 15"	A1286	CO2J80L8DV35	3,482.00	GATE	SHS GATE OFFICE	855	GATE	20120631	NW
3510	21743	DELL 13.3 NOTEBOOK	XPS	8F88562	1,832.00	GATE	GATE OFFICE	855	OFFIC	20150665	GO
35523	35523	SONY CAMERA	ILCE-7M2	3440816	1,349.95	GATE	CANDASO, FRANK	855	313	20191534	NE
3853	09595	ASUS N73SV-DH72 17.3 NOTEBOOK COMPUTER (	N76VJ-DH72	CBN0AS450592476	1,469.00	FBLGMS	VALENCIA, CHARINA	432	C5	20130100	GO
3854	09594	ASUS N73SV-DH72 17.3 NOTEBOOK COMPUTER (	N76VJ-DH72	CBN0AS450602478	1,469.00	FBLGMS	VALENCIA, CHARINA	432	C5	20130100	GO
3855	09598	ASUS N73SV-DH72 17.3 NOTEBOOK COMPUTER (	N76VJ-DH72	CBN0AS45061547G	1,469.00	FBLGMS	VALENCIA, CHARINA	432	C5	20130100	GO
3856	09591	ASUS N73SV-DH72 17.3 NOTEBOOK COMPUTER (	N76VJ-DH72	CBN0AS45061847B	1,469.00	FBLGMS	VALENCIA, CHARINA	432	C5	20130100	GO
3857	09597	ASUS N73SV-DH72 17.3 NOTEBOOK COMPUTER (	N76VJ-DH72	CBN0AS450623474	1,469.00	FBLGMS	VALENCIA, CHARINA	432	C5	20130100	GO
3858	09592	ASUS N73SV-DH72 17.3 NOTEBOOK COMPUTER (	N76VJ-DH72	CBN0AS45063847H	1,469.00	FBLGMS	VALENCIA, CHARINA	432	C5	20130100	GO
3859	09593	ASUS N73SV-DH72 17.3 NOTEBOOK COMPUTER (	N76VJ-DH72	CBN0AS45064247A	1,469.00	FBLGMS	VALENCIA, CHARINA	432	C5	20130100	GO
3860	09599	ASUS N73SV-DH72 17.3 NOTEBOOK COMPUTER (	N76VJ-DH72	D1N0AS50641804A	1,469.00	FBLGMS	VALENCIA, CHARINA	432	C5	20130100	GO
3861	09600	ASUS N73SV-DH72 17.3 NOTEBOOK COMPUTER (	N76VJ-DH72	D1N0AS506534040	1,469.00	FBLGMS	VALENCIA, CHARINA	432	C5	20130100	GO
3862	09596	ASUS N73SV-DH72 17.3 NOTEBOOK COMPUTER (	N76VJ-DH72	D1N0AS506568044	1,469.00	FBLGMS	VALENCIA, CHARINA	432	C5	20130100	GO
39	00237	Multi-Media Projector ACER	X1160	EYJ5601009824006115912	800.00	GATE	GATE OFFICE	855	GATE	200802186	NW
40	00176	Dell Notebook Computer	Vostro 1510	J0B6H1	1,468.00	GATE	ED15 - 069(REC-WHSE-BAY)	855	GATE	200802181	NW
40563	40563	ASUS CHROMEBOOK TABLET	C101PA-DB02	K1N0CX171601049	405.00	AHES	TAITANO, STEPHANIE	301	14	20191394	NE
40567	40567	ASUS CHROMEBOOK TABLET	C101PA-DB02	J8N0CX13C680475	405.00	AHES	TAITANO, STEPHANIE	301	14	20191394	NE

40568	40568	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J93851A	405.00	ASTES	PATUBO, LIZEL	325		B101	20191394	NE
40569	40569	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10182251E	405.00	ASTES	PATUBO, LIZEL	325		B101	20191394	NE
40570	40570	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10266851E	405.00	JQSMES	NADEAU, ANTOINETTE	311		D28	20191394	NE
40571	40571	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX1075351F	405.00	JQSMES	NADEAU, ANTOINETTE	311		D28	20191394	NE
40572	40572	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX102574518	405.00	GATE	LEONES-TUMANDA, DIVINA	855		313	20191394	NE
40573	40573	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX101794517	405.00	GATE	STORAGE RM	855		313	20191394	NE
40574	40574	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10188451G	405.00	GATE	STORAGE RM	855		313	20191394	NE
40575	40575	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX101681518	405.00	AES	DUAROSAN, CEFERINO	329			20191394	NE
40576	40576	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10183051A	405.00	AES	DUAROSAN, CEFERINO	329			20191394	NE
40577	40577	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10245951C	405.00	JMGES	SALAS, VALENE	308	34		20191394	NE
40578	40578	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10169351H	405.00	JMGES	SALAS, VALENE	308	34		20191394	NE
40579	40579	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX06T25450C	405.00	LES	TUMANDA, CATHERINE	328			20191394	NE
40580	40580	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX102544516	405.00	LES	TUMANDA, CATHERINE	328			20191394	NE
40581	40581	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX102204518	405.00	MAUES	PEREZ, MARIDEL	313	101		20191394	NE
40582	40582	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX102542515	405.00	MAUES	PEREZ, MARIDEL	313	101		20191394	NE
40583	40583	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10167851F	405.00	GATE	STORAGE RM	855		313	20191394	NE
40584	40584	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX101987514	405.00	GATE	STORAGE RM	855		313	20191394	NE
40585	40585	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13K05251C	405.00	UES	MANEJERO, RAFFY	321	H106		20191394	NE
40586	40586	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J820516	405.00	UES	MANEJERO, RAFFY	321	H106		20191394	NE
40587	40587	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J81551B	405.00	BPCE	AVELLANA, SHIRLEY	303	21		20191394	NE
40588	40588	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13K182516	405.00	BPCE	AVELLANA, SHIRLEY	303	21		20191394	NE
40589	40589	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J780517	405.00	GATE	STORAGE RM	855	313		20191394	NE
40590	40590	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J91751C	405.00	GATE	STORAGE RM	855	313		20191394	NE
40591	40591	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13K033518	405.00	DLPE	MEDLER, JOSIE	323	9		20191394	NE
40592	40592	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J74651B	405.00	DLPE	MEDLER, JOSIE	323	9		20191394	NE
40593	40593	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13K032513	405.00	DLPE	ROWLAND, CYNTHIA	323	24		20191394	NE
40594	40594	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J80151E	405.00	DLPE	ROWLAND, CYNTHIA	323	24		20191394	NE
40595	40595	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J80551B	405.00	GATE	STORAGE RM	855	313		20191394	NE
40596	40596	ASUS CHROMEBOOK TABLET	C101PA-DB02	K1N0CX10X27703C	405.00	GATE	STORAGE RM	855	313		20191394	NE
40597	40597	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J859519	405.00	GATE	STORAGE RM	855	313		20191394	NE
40598	40598	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13K154515	405.00	GATE	STORAGE RM	855	313		20191394	NE
40599	40599	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J89651F	405.00	MULES	RABAGO, MIE	314	124		20191394	NE
40600	40600	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J867517	405.00	MULES	RABAGO, MIE	314	124		20191394	NE
40601	40601	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13K031513	405.00	GATE	STORAGE RM	855	313		20191394	NE
40602	40602	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13K160511	405.00	GATE	STORAGE RM	855	313		20191394	NE
40603	40603	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J836516	405.00	OCPE	CEPEDA, MONICA	316	27		20191394	NE
40604	40604	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J767519	405.00	OCPE	CEPEDA, MONICA	316	27		20191394	NE
40633	40633	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J74751C	405.00	HPBE	LOUGHAN, VICKIE	318	01		20191394	NE
40634	40634	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J894517	405.00	HPBE	LOUGHAN, VICKIE	318	01		20191394	NE
40635	40635	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13K24651A	405.00	GATE	STORAGE RM	855	313		20191394	NE
40639	40639	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX101949516	405.00	TALES	LANI OG, JOSEPHINE	319	17		20191394	NE
40640	40640	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10216951G	405.00	TALES	LANI OG, JOSEPHINE	319	17		20191394	NE
40641	40641	ASUS CHROMEBOOK TABLET	C101PA-DB02	K1N0CX10X528039	405.00	LBJES	AGUON, CARMEL	312	F5B		20191394	NE
40642	40642	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX06T11350A	405.00	LBJES	AGUON, CARMEL	312	F5B		20191394	NE
40643	40643	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10165551H	405.00	TAMES	BABAUTA, MARGARET	320	A106		20191394	NE
40644	40644	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10243151C	405.00	TAMES	BABAUTA, MARGARET	320	A106		20191394	NE
40645	40645	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10193951A	405.00	TAMES	ARREVALO, ANNIE	320	C214		20191394	NE
40646	40646	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10194351H	405.00	TAMES	ARREVALO, ANNIE	320	A106		20191394	NE
40648	40648	AB 1100 PLUS BANKER BILL COUNTER	AB1100+	(99)AB1100SOPA(13)181025(21)17	299.96	GATE	STORAGE RM	855	313		20200040	NE
41	00186	Dell Notebook Computer	Vostro 1510	490B6H1	1,468.00	DLPE	MEDLER , JOSEPHINE	323	9		200802181	GO
42	00195	Dell Notebook Computer	Vostro 1510	J80B6H1	1,468.00	GATE	PR#12-15246	855	GATE		200802181	GO
43	00187	Dell Notebook Computer	Vostro 1510	9F0B6H1	1,468.00	GATE	SHS GATE OFFICE	855	GATE		200802181	NW
44	00188	Dell Notebook Computer	Vostro 1510	BC0B6H1	1,468.00	GATE	ED15-069 (REC-WHSE-BAY)	855	GATE		200802181	NW
45	00184	Dell Notebook Computer	Vostro 1510	5H0B6H1	1,468.00	HSTES	RITTER, AMBER	307	HSTES		200802181	GO
46	00185	Dell Notebook Computer	Vostro 1510	6D0B6H1	1,468.00	MAUES	PEREZ , MARIDEL	313	101		200802181	GO
4646	18578	ACER TRAVELMATE LAPTOP	TMP246	NXV9VAA008435010F97600	694.00	JQSMES	NADEAU, ANTOINETTE	311	D28		20140654	GO
4651	18620	ACER TRAVELMATE LAPTOP	TMP246	NXV9VAA008435016CF7600	694.00	VSABMS	FRANCISCO LAZAGA	431	23		20140654	GO
47	00191	Dell Notebook Computer	Vostro 1510	C90B6H1	1,468.00	GATE	ED15-069 (REC-WHSE-BAY)	855	GATE		200802181	NW
48	00192	Dell Notebook Computer LAPTOP	Vostro 1510	990B6H1	1,468.00	GATE	ED17-073	855	GATE		200802181	NW
49	00174	Dell Notebook Computer	Vostro 1510	391B6H1	1,468.00	DLPE	ROWLAND , CYNTHIA	323	24		200802181	GO
50	00190	Dell Notebook Computer	Vostro 1510	CF0B6H1	1,468.00	GATE	ED15-069 (REC-WHSE-BAY)	855	GATE		200802181	NW
51	00181	Dell Notebook Computer	Vostro 1510	390B6H1	1,468.00	GATE	ED15-069 (REC-WHSE-BAY)	855	GATE		200802181	NW
5107	21863	ACER TRAVELMATE LAPTOP	TMP-246-M-340W	NXV9VAA0084460FAAB7600	694.00	GATE	GATE OFFICE	855	313		20140654	NW

52	00189	Dell Notebook Computer	Vostro 1510	7C0B6H1	1,468.00 MAUES	LAPLANTE , MARC	313	304	200802181	GO
5201	18626	ACER LAPTOP	TMP 246	NXV9AA008435011307600	0.00 FAC	GATE PROGRAM-MASES	GDOE	25	20140654	GO
5202	18626	ACER LAPTOP	TMP 246	NXV9VAA008435011307600	694.00 MASES	TINA BUENDICHO	302	25	20140654	GO
53	00183	Dell Notebook Computer LAPTOP	Vostro 1510	J90B6H1	1,468.00 GATE	SHS GATE OFFICE	855	GATE	200802181	NW
5330	21872	PEARL EXPORT 5 PC DRUM KIT	N/A	N/A	1,172.88 OHS	RONQUILLO , MAXIMO	475	A120	20150359	GO
5331	21864	PRELUDE TRUMPET	TR711	AD12215011	561.75 OHS	RONQUILLO , MAXIMO	475	A120	20150359	GO
5332	21865	PRELUDE TRUMPET	TR711	AD35214186	561.75 OHS	RONQUILLO , MAXIMO	475	A120	20150359	GO
5333	21866	PRELUDE TRUMPET	TR711	AD00115071	561.75 OHS	RONQUILLO , MAXIMO	475	A120	20150359	GO
5335	21867	PRELUDE TRUMPET	TR711	AD35214090	561.75 OHS	RONQUILLO , MAXIMO	475	A120	20150359	GO
5337	21868	PRELUDE TRUMPET	TR711	AD35214088	561.75 OHS	RONQUILLO , MAXIMO	475	A120	20150359	GO
5338	21869	PRELUDE TRUMPET	TR711	AD35214200	561.75 OHS	RONQUILLO , MAXIMO	475	A120	20150359	GO
5339	21870	PRELUDE TRUMPET	TR711	AD35214089	561.75 OHS	RONQUILLO , MAXIMO	475	A120	20150359	GO
5340	21871	PRELUDE TRUMPET	TR711	AD35214054	561.75 OHS	RONQUILLO , MAXIMO	475	A120	20150359	GO
54	00194	Dell Notebook Computer	Vostro 1510	8B0B6H1	1,468.00 MULES	RABAGO, MIE	314	124	200802181	GO
5494	18572	ACER TRAVELMATE LAPTOP	TMP246	NXV9VAA008435010F57600	694.00 MERES	FRANCES BALAJADIA	315	A1	20140654	GO
55	00175	Dell Notebook Computer	Vostro 1510	590B6H1	1,468.00 GATE	ED17-073	855	GATE	200802181	NW
56	00178	Dell Notebook Computer	Vostro 1510	GC0B6H1	1,468.00 GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200802181	NW
57	00180	Dell Notebook Computer LAPTOP	Vostro 1510	JH0B6H1	1,468.00 IES	POWERS , AMBER	309	A102	200802181	GO
58	00182	Dell Notebook Computer	Vostro 1510	6B0B6H1	1,468.00 GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200802181	NW
59	00193	Dell Notebook Computer	Vostro 1510	5C0B6H1	1,468.00 MASES	TINA BUENDICHO	302	25	200802181	GO
5944	21054	IN FOCUS PROJECTOR	IN 112	BJBB21200997	426.50 GATE	PR#2018-4979	855	OFFIC	20120251	FA
5945	22472	IN FOCUS PROJECTOR	IN 112	BJBB21200989	426.50 DLPES	MEDLER , JOSEPHINE	323	9	20120251	GO
60	00177	Dell Notebook Computer	Vostro 1510	GG0B6H1	1,468.00 GATE	ED15 - 069(REC-WHSE-BAY)	855	GATE	200802181	NW
61	00196	Dell Notebook Computer	Vostro 1510	4B0B6H1	1,468.00 SHS	GATE OFFICE @ SHS	474	GATE	200802181	GO
62	00179	Dell Notebook Computer	Vostro 1510	1B0B6H1	1,468.00 GATE	SHS GATE CABINET	855	GATE	200802181	NW
63	00200	Apple Notebook Computer	MacBook	W88336TQOPO	1,484.00 GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200802179	NW
64	00199	Apple Notebook Computer	MacBook	W883374TOPO	1,484.00 GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200802179	NW
65	00198	Apple Notebook Computer	MacBook	W88337UMOPO	1,484.00 GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200802179	NW
66	00236	Apple Notebook Computer	MacBook	W88338Y00PO	1,484.00 GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200802179	NW
67	00202	Apple Notebook Computer	MacBook	W88337P5OPO	1,484.00 GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200802179	NW
68	00201	Apple Notebook Computer	MacBook	W88338WTOPO	1,484.00 GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200802179	NW
92	00197	Apple Notebook Computer	MacBook	W88338UTOPPO	1,484.00 GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200802179	NW
93	00203	Voyageur Desktop Computer	Voyageur	78X310013652	1,498.00 GATE	ED13-026 4/25/13	855	GATE	200802174	NW
94	00204	Voyageur Desktop Computer	Voyageur	78X310013858	1,498.00 GATE	ED13-026 4/25/13	855	GATE	200802174	NW
GATE THEATER	GATE THEATER	GATE THEATER			0.00 SHS		474			

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Travel Activities

Question #9
Attachment #3

May 06, 2022

FY	TA #	TRAVELER	TITLE	EVENT NAME	EVENT LOC	EVENT DATES	PROJECT NAME	FUNDING SOURCE
18	T18900001	LEONES-TUMANDA, DIVINA	School Program Consultant	NAGC NATL ASSN FOR GIFTED CHILDREN	CHARLOTTE, NC	11/09-11/12/2017	GATE - 8265	F1682
18	T18900002	SANTOS, MICHELLE	Teacher	NAGC NATL ASSN FOR GIFTED CHILDREN	CHARLOTTE, NC	11/09-11/12/2017	GATE - 8265	F1682
18	T18900003	CALANO, SHANDICE J	Program Coordinator	NAGC NATL ASSN FOR GIFTED CHILDREN	CHARLOTTE, NC	11/09-11/12/2017	LEA / STATE ADMINISTRATION - 8270	F1682
18	T18900004	SANTOS, IGNACIO C.	FPO Administrator	2 > BRUMAN FALL 2017 & GRANTS MGMT	2 > CLARK COUNTY, NV & SAN DIEGO, CA	2 > 11/29-12/01 & 12/04-06/2017	LEA / STATE ADMINISTRATION - 8270	F1682
18	T18900005	DUENAS, RACHEL LEE SANTOS	Program Coordinator	2 > BRUMAN FALL 2017 & GRANTS MGMT	2 > CLARK COUNTY, NV & SAN DIEGO, CA	2 > 11/29-12/01 & 12/04-06/2017	LEA / STATE ADMINISTRATION - 8270	F1682
18	T18900006	BUKIKOSA, SHANNON	Program Coordinator	2 > BRUMAN FALL 2017 & GRANTS MGMT	2 > CLARK COUNTY, NV & SAN DIEGO, CA	2 > 11/29-12/01 & 12/04-06/2017	LEA / STATE ADMINISTRATION - 8270	F1682
18	T18900040	ANDERSON, CHRISTOPHER	Student Support Services Administrator	NAESP NATL MENTORING TRAINING & CERT'N PROGRAM	MONTGOMERY, AL	11/30-12/01/2017	TEACHER & ADMINISTRATOR EFFECTIVENESS - 8260	F1682
18	T18900041	CRUZ, ERIKA R	Deputy Superintendent ESCL	NAESP NATL MENTORING TRAINING & CERT'N PROGRAM	MONTGOMERY, AL	11/30-12/01/2017	TEACHER & ADMINISTRATOR EFFECTIVENESS - 8260	F1682
18	T18900050	BLAZ, MARIA A.F.	Program Coordinator	SSAE 2018 STATE COORDINATORS MTG	WASHINGTON, DC	01/09-01/10/2018	LEA / STATE ADMINISTRATION - 8270	F1682
18	T18900051	SANTOS, IGNACIO C.	FPO Administrator	MCKINNEY-VENTO STATE COORDINATORS NATL CONF	WASHINGTON, DC	02/21-02/23/2018	LEA / STATE ADMINISTRATION - 8270	F1682
18	T18900059	BUKIKOSA, SHANNON	Program Coordinator	GRANTS MGMT - UNIFORM ADMINISTRATIVE REQUIREMENTS	SEATTLE, WA	02/20-02/23/2018	LEA / STATE ADMINISTRATION - 8270	F1682
18	T18900060	CALANO, SHANDICE J	Program Coordinator	GRANTS MGMT - UNIFORM ADMINISTRATIVE REQUIREMENTS	SEATTLE, WA	02/20-02/23/2018	LEA / STATE ADMINISTRATION - 8270	F1682
18	T18900061	CHARGUALAF, STEPHANIE	Program Coordinator	GRANTS MGMT - UNIFORM ADMINISTRATIVE REQUIREMENTS	SEATTLE, WA	02/20-02/23/2018	LEA / STATE ADMINISTRATION - 8270	F1682
18	T18900065	BLAS, DAWN	Project Director	FULFILL THE PROMISE NATL SYMPOSIUM 20th	BURLINGAME, CA	02/11-02/13/2018	TEACHER & ADMINISTRATOR EFFECTIVENESS - 8260	F1760
18	T18900066	BALETO, PRETZEL AN HECIA	Teacher Induction Mentor	FULFILL THE PROMISE NATL SYMPOSIUM 20th	BURLINGAME, CA	02/11-02/13/2018	TEACHER & ADMINISTRATOR EFFECTIVENESS - 8260	F1760
18	T18900067	CRUZ, DARLENE MARIE	TAE Professional Administrative Staff	FULFILL THE PROMISE NATL SYMPOSIUM 20th	BURLINGAME, CA	02/11-02/13/2018	TEACHER & ADMINISTRATOR EFFECTIVENESS - 8260	F1760
18	T18900068	FERNANDEZ, JOSEPH	Teacher Induction Mentor	FULFILL THE PROMISE NATL SYMPOSIUM 20th	BURLINGAME, CA	02/11-02/13/2018	TEACHER & ADMINISTRATOR EFFECTIVENESS - 8260	F1760
18	T18900069	SAN NICOLAS, TIFFANY	Teacher Induction Mentor	FULFILL THE PROMISE NATL SYMPOSIUM 20th	BURLINGAME, CA	02/11-02/13/2018	TEACHER & ADMINISTRATOR EFFECTIVENESS - 8260	F1760
18	T18900070	SANTOS, DEBRA	Teacher Induction Mentor	FULFILL THE PROMISE NATL SYMPOSIUM 20th	BURLINGAME, CA	02/11-02/13/2018	TEACHER & ADMINISTRATOR EFFECTIVENESS - 8260	F1760
18	T18900062	BLAZ, MARIA A.F.	Program Coordinator	GRANTS MGMT - ADMINISTRATIVE & COST PRIN	WASHINGTON, DC	03/19-03/22/2018	State Administration - 8271	F1760
18	T18900063	SLADE, APRIL	Program Coordinator	GRANTS MGMT - ADMINISTRATIVE & COST PRIN	WASHINGTON, DC	03/19-03/22/2018	State Administration - 8271	F1760
18	T18900064	YAMASHITA, ROQUE	Program Coordinator	GRANTS MGMT - ADMINISTRATIVE & COST PRIN	WASHINGTON, DC	03/19-03/22/2018	State Administration - 8271	F1760
18	T18900084	FULLO, DEXTER	Principal	NAEC 2018	DALLAS, TX	03/05-03/07/2018	Second Chance - 8267	F1760
18	T18900085	PENDON, JESSE	Program Coordinator	NAEC 2018	DALLAS, TX	03/05-03/07/2018	Second Chance - 8267	F1760
18	T18900086	GUERRERO, JESSICA	Instructional Coac & Teacher Leader	NAEC 2018	DALLAS, TX	03/05-03/07/2018	Second Chance - 8267	F1760
18	T18900087	SAN NICOLAS, JOHN	Instructional Coac & Teacher Leader	NAEC 2018	DALLAS, TX	03/05-03/07/2018	Second Chance - 8267	F1760
18	T18900075	BILIRAN, GERTRUDE	Science Teacher	NSTA - NATL SCIENCE TEACHER ASSOC	ATLANTA, GA	03/15-03/18/218	College Pathway - 8263	F1760
18	T18900076	NAHOLOWAA, LEAH BETH	Project Director	NSTA - NATL SCIENCE TEACHER ASSOC	ATLANTA, GA	03/15-03/18/218	College Pathway - 8263	F1760
18	T18900077	FIELDER, JAHIL	Science Teacher	NSTA - NATL SCIENCE TEACHER ASSOC	ATLANTA, GA	03/15-03/18/218	College Pathway - 8263	F1760
18	T18900078	MANIBUSAN, PATRICK	Science Teacher	NSTA - NATL SCIENCE TEACHER ASSOC	ATLANTA, GA	03/15-03/18/218	College Pathway - 8263	F1760
18	T18900079	CASIMURA, YVETTE	Science Teacher	NSTA - NATL SCIENCE TEACHER ASSOC	ATLANTA, GA	03/15-03/18/218	LEA / STATE ADMINISTRATION - 8270	F1682
18	T18900080	SAN NICOLAS, NATHANIEL (NON DOE)	Science Teacher	NSTA - NATL SCIENCE TEACHER ASSOC	ATLANTA, GA	03/15-03/18/218	LEA / STATE ADMINISTRATION - 8270	F1682
18	T18900081	LUZANO, PAUL	Science Teacher	NSTA - NATL SCIENCE TEACHER ASSOC	ATLANTA, GA	03/15-03/18/218	LEA / STATE ADMINISTRATION - 8270	F1682
18	T18900113	SANTOS, IGNACIO C.	FPO Administrator	INSULAR AREAS TECHNICAL ASSISTANCE CONF	WASHINGTON, DC	04/19-04/20/2018	State Administration - 8271	F1760
18	T18900115	TAITANO, TALING M	Deputy Superintendent F&S	INSULAR AREAS TECHNICAL ASSISTANCE CONF	WASHINGTON, DC	04/19-04/20/2018	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1760
18	T18900116	SANCHEZ, JOSEPH LM	Deputy Superintendent C&I	INSULAR AREAS TECHNICAL ASSISTANCE CONF	WASHINGTON, DC	04/19-04/20/2018	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -	F1760
18	T18900117	DUENAS, RACHEL LEE SANTOS	Project Coordinator	INSULAR AREAS TECHNICAL ASSISTANCE CONF	WASHINGTON, DC	04/19-04/20/2018	State Administration - 8271	F1760
18	T18900118	AGUON, ANA O	Project Coordinator	INSULAR AREAS TECHNICAL ASSISTANCE CONF	WASHINGTON, DC	04/19-04/20/2018	State Administration - 8271	F1760
18	T18900119	BUKIKOSA, SHANNON	Project Coordinator	INSULAR AREAS TECHNICAL ASSISTANCE CONF	WASHINGTON, DC	04/19-04/20/2018	State Administration - 8271	F1760
18	T18900120	CHARGUALAF, STEPHANIE	Project Coordinator	INSULAR AREAS TECHNICAL ASSISTANCE CONF	WASHINGTON, DC	04/19-04/20/2018	State Administration - 8271	F1760
18	T18900121	CALANO, SHANDICE J	Project Coordinator	INSULAR AREAS TECHNICAL ASSISTANCE CONF	WASHINGTON, DC	04/19-04/20/2018	State Administration - 8271	F1760
18	T18900122	BLAZ, MARIA A.F.	Project Coordinator	INSULAR AREAS TECHNICAL ASSISTANCE CONF	WASHINGTON, DC	04/19-04/20/2018	State Administration - 8271	F1760
18	T18900123	YAMASHITA, ROQUE	Project Coordinator	INSULAR AREAS TECHNICAL ASSISTANCE CONF	WASHINGTON, DC	04/19-04/20/2018	State Administration - 8271	F1760
18	T18900124	SLADE, APRIL	Project Coordinator	INSULAR AREAS TECHNICAL ASSISTANCE CONF	WASHINGTON, DC	04/19-04/20/2018	State Administration - 8271	F1760
18	T18900088	NAHOLOWAA, LEAH BETH	Project Director	NCTM - NATL COUNCIL OF TEACHERS OF MATHEMATICS	WASHINGTON, DC	04/25-04/28/2018	College Pathway - 8263	F1760
18	T18900089	CORTEZ, ELAINE	Teacher	NCTM - NATL COUNCIL OF TEACHERS OF MATHEMATICS	WASHINGTON, DC	04/25-04/28/2018	College Pathway - 8263	F1760
18	T18900090	MASNAYON, CARLA	Principal	NCTM - NATL COUNCIL OF TEACHERS OF MATHEMATICS	WASHINGTON, DC	04/25-04/28/2018	College Pathway - 8263	F1760
18	T18900091	DE GUZMAN, GEMMA	Teacher	NCTM - NATL COUNCIL OF TEACHERS OF MATHEMATICS	WASHINGTON, DC	04/25-04/28/2018	College Pathway - 8263	F1760
18	T18900092	PORTACIO, ALYMARK	Teacher	NCTM - NATL COUNCIL OF TEACHERS OF MATHEMATICS	WASHINGTON, DC	04/25-04/28/2018	LEA / STATE ADMINISTRATION - 8270	F1682
18	T18900093	MILLER, RACHEL	Teacher	NCTM - NATL COUNCIL OF TEACHERS OF MATHEMATICS	WASHINGTON, DC	04/25-04/28/2018	College Pathway - 8263	F1682
18	T18900135	GRUBAY, PATRICK	Principal	NAESP NATL MENTORING TRAINING & CERT'N PROGRAM	COLUMBUS, OH	04/14-04/16/2018	TEACHER & ADMINISTRATOR EFFECTIVENESS - 8260	F1760
18	T18900136	DUENAS, RITA	Principal	NAESP NATL MENTORING TRAINING & CERT'N PROGRAM	COLUMBUS, OH	04/14-04/16/2018	TEACHER & ADMINISTRATOR EFFECTIVENESS - 8260	F1760
18	T18900126	TOPASNA, DAWN	Teacher	INNOVATIVE TEACHING STRATEGIES NATL CONF	ATLANTA, GA	06/20-06/23/2018	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) AUYDANTE' - 8262	F1760
18	T18900127	DELA CRUZ, NATASHA	Principal	INNOVATIVE TEACHING STRATEGIES NATL CONF	ATLANTA, GA	06/20-06/23/2018	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) AUYDANTE' - 8262	F1760
18	T18900128	SABLAN, VICKI	ESL Coordinator	INNOVATIVE TEACHING STRATEGIES NATL CONF	ATLANTA, GA	06/20-06/23/2018	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) AUYDANTE' - 8262	F1760
18	T18900129	TABLAN, SHERLYN	Teacher	INNOVATIVE TEACHING STRATEGIES NATL CONF	ATLANTA, GA	06/20-06/23/2018	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) AUYDANTE' - 8262	F1760
18	T18900130	ESCUADRA, KELLY	Program Coordinator	INNOVATIVE TEACHING STRATEGIES NATL CONF	ATLANTA, GA	06/20-06/23/2018	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) AUYDANTE' - 8262	F1760
18	T18900195	MANZANILLA, JOVITA D	Teacher	GATE CHALLENGE BOWL NATL & JUNIOR NATL	NEW ORLEANS, LA	05/26-05/28/2018	GATE - 8265	F1760
18	T18900195A	MANZANILLA, JOVITA D FOR 9 STUD	Students (9)	GATE CHALLENGE BOWL NATL & JUNIOR NATL	NEW ORLEANS, LA	05/26-05/28/2018	GATE - 8265	F1760
18	T18900144	SANCHEZ, JOSEPH LM	Deputy Superintendent C&I	NCSA 2018	SAN DIEGO, CA	06/27-06/29/2018	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA - 8261	F1760
18	T18900145	AGUON, CARLA	School Program Consultant	NCSA 2018	SAN DIEGO, CA	06/27-06/29/2018	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA - 8261	F1760
18	T18900146	REYES, JIM	Principal	NCSA 2018	SAN DIEGO, CA	06/27-06/29/2018	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA - 8261	F1760
18	T18900147	BLAS, JOSHUA	Program Coordinator	NCSA 2018	SAN DIEGO, CA	06/27-06/29/2018	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA - 8261	F1760
18	T18900148	AGUON, ANA O	Program Coordinator	NCSA 2018	SAN DIEGO, CA	06/27-06/29/2018	State Administration - 8271	F1760
18	T18900153	SANCHEZ, ELOISE	School Program Consultant	NAEYC 2018	AUSTIN, TX	06/10-06/13/2018	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA - 8261	F1760
18	T18900154	HANZSEK, ELIZABETH	Principal	NAEYC 2018	AUSTIN, TX	06/10-06/13/2018	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA - 8261	F1760
18	T18900155	PAREL-FONTBUENAS, JOSEPHINE	Assistant Principal	NAEYC 2018	AUSTIN, TX	06/10-06/13/2018	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA - 8261	F1760

18	T18900156	WILLIAM, TINA	Teacher	NAEYC 2018	AUSTIN, TX	06/10-06/13/2018	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA - 8261	F1760
18	T18900157	ROCHELLE, NEIL	Program Coordinator	ISTE 2018 1	CHICAGO, IL	06/24-06/27/2018	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1760
18	T18900159	SERRENGAN, KRIS	Librarian	ISTE 2018 3	CHICAGO, IL	06/24-06/27/2018	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1760
18	T18900160	PENDON-LUMTIACO, NELDIE	Librarian	ISTE 2018 4	CHICAGO, IL	06/24-06/27/2018	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1760
18	T18900161	GARVILLES, MARY	Teacher	ISTE 2018 5	CHICAGO, IL	06/24-06/27/2018	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1760
18	T18900162	GUERRERO, ANDREW	Teacher	ISTE 2018 6	CHICAGO, IL	06/24-06/27/2018	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1760
18	T18900163	TAN, EDWARD (NON DOE)	Teacher	ISTE 2018 7	CHICAGO, IL	06/24-06/27/2018	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1760
18	T18900164	AQUINO, NELBA (NON DOE)	Principal	ISTE 2018 8	CHICAGO, IL	06/24-06/27/2018	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1682
18	T18900165	SAN PABLO, INIGIO (NON DOE)	Teacher	ISTE 2018 9	CHICAGO, IL	06/24-06/27/2018	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1682
18	T18900166	DUPREE, MARIE (NON-DOE)	Teacher	ISTE 2018 10	CHICAGO, IL	06/24-06/27/2018	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1682
18	T18900167	TIOZON, OLDA (NON DOE)	Teacher	ISTE 2018 11	CHICAGO, IL	06/24-06/27/2018	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1760
18	T18900168	HAN, JACLYN (NON DOE)	Teacher	ISTE 2018 12	CHICAGO, IL	06/24-06/27/2018	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1760
18	T18900169	BUKIKOSA, VINCENT	TAE Instructional Coach	ISTE 2018 13	CHICAGO, IL	06/24-06/27/2018	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1760
18	T18900170	PAULINO, ELIZA	TAE Instructional Coach	ISTE 2018 14	CHICAGO, IL	06/24-06/27/2018	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1760
18	T18900171	INDALECIO, FRANKY	TAE Instructional Coach	ISTE 2018 15	CHICAGO, IL	06/24-06/27/2018	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1760
18	T18900172	DE VERA, JESSICA	Teacher	ISTE 2018 16.	CHICAGO, IL	06/24-06/27/2018	College Pathway - 8263	F1760
18	T18900173	SANTOS, DERRICK	Principal	ISTE 2018 17	CHICAGO, IL	06/24-06/27/2018	College Pathway - 8263	F1682
18	T18900174	FELIPE, MARIA LOURDES	Instructional Coach	ISTE 2018 18	CHICAGO, IL	06/24-06/27/2018	College Pathway - 8263	F1682
18	T18900175	PRUDENTE, SOLANGE	GATE Teacher / STEAM Chair	ISTE 2018 19	CHICAGO, IL	06/24-06/27/2018	College Pathway - 8263	F1682
18	T18900176	CONNER, MARIBETH	Teacher / STEAM Member	ISTE 2018 20	CHICAGO, IL	06/24-06/27/2018	College Pathway - 8263	F1682
18	T18900177	PATUBO, IUZEL	Teacher / STEAM Member	ISTE 2018 21	CHICAGO, IL	06/24-06/27/2018	College Pathway - 8263	F1682
18	T18900178	EMMANUEL, JEFF	Teacher	ISTE 2018 22	CHICAGO, IL	06/24-06/27/2018	College Pathway - 8263	F1682
18	T18900179	QUINDARA, PIA ADELA	Teacher / STEAM Member	ISTE 2018 23	CHICAGO, IL	06/24-06/27/2018	College Pathway - 8263	F1682
18	T18900181	FLORES, APRIL	Teacher	ISTE 2018 25	CHICAGO, IL	06/24-06/27/2018	Career Pathway - 8264	F1760
18	T18900182	WOOLEY, AMANDA	Teacher	ISTE 2018 26	CHICAGO, IL	06/24-06/27/2018	Career Pathway - 8264	F1760
18	T18900183	DUENAS, RACHEL LEE SANTOS	Program Coordinator	ISTE 2018 27	CHICAGO, IL	06/24-06/27/2018	State Administration - 8271	F1760
18	T18900184	CALANO, SHANDICE J	Program Coordinator	ISTE 2018 28	CHICAGO, IL	06/24-06/27/2018	State Administration - 8271	F1760
18	T18900185	YAMASHITA, ROQUE	Program Coordinator	ISTE 2018 29	CHICAGO, IL	06/24-06/27/2018	LEA / STATE ADMINISTRATION - 8270	F1682
18	T18900187	SALAS, JULIE	Principal	ISTE 2018 30	CHICAGO, IL	06/24-06/27/2018	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1760
18	T18900188	HIGA, CELINI	Program Coordinator	ISTE 2018 31	CHICAGO, IL	06/24-06/27/2018	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1760
18	T18900202	BEAUSOLIEL, COLLETE 1+5 STUD	Teacher	MATE INTL COMPETITION 2018	FEDERAL WAY, WA	06/21-06/23/2018	College Pathway - 8263	F1760
18	T18900203	NAHLOWAWA, LEAH BETH (CHAPERONE)	Program Coordinator	MATE INTL COMPETITION 2018	FEDERAL WAY, WA	16/21-06/23/2018	College Pathway - 8263	F1760
18	T18900218	NAZ, JUDY	Teacher	AP ANNL CONF	HOUSTON, TX	07/19-07/22/2018	College Pathway - 8263	F1760
18	T18900219	GALANG, BRIAN (NON DOE)	Teacher	AP ANNL CONF	HOUSTON, TX	07/19-07/22/2018	College Pathway - 8263	F1760
18	T18900227	DUENAS, SOPHIA	Principal	PBL OHIO INSTITUTE	NEW ALBANY, OH	07/25-07/27/2018	Career Pathway - 8264	F1760
18	T18900228	ARI, FREDA SEIJUNG	Assistant Principal	PBL OHIO INSTITUTE	NEW ALBANY, OH	07/25-07/27/2018	Career Pathway - 8264	F1760
18	T18900229	MILLANES, AIRA	Teacher	PBL OHIO INSTITUTE	NEW ALBANY, OH	07/25-07/27/2018	Career Pathway - 8264	F1760
18	T18900230	FLORES, FRANK	JROTC Instructor	PBL OHIO INSTITUTE	NEW ALBANY, OH	07/25-07/27/2018	Career Pathway - 8264	F1760
18	T18900231	JWETECHONG (WILSON), MALINE	Teacher	PBL OHIO INSTITUTE	NEW ALBANY, OH	07/25-07/27/2018	Career Pathway - 8264	F1760
18	T18900232	ROMANES, ROSELLE	Teacher	PBL OHIO INSTITUTE	NEW ALBANY, OH	07/25-07/27/2018	Career Pathway - 8264	F1760
18	T18900213	ICHIHARA-ROSARIO, ELIZABETH	Counselor	NACAC	SALT LAKE CITY, UT	09/25-09/29/2018	College Pathway - 8263	F1760
18	T18900214	KELLEY, JAMES ROBERT (PNP)	Counselor	NACAC	SALT LAKE CITY, UT	09/25-09/29/2018	College Pathway - 8263	F1760
18	T18900215	AQUINO, LISA C (PNP)	Counselor	NACAC	SALT LAKE CITY, UT	09/25-09/29/2018	College Pathway - 8263	F1760
18	T18900216	NAHLOWAWA, LEAH BETH	Program Coordinator	NACAC	SALT LAKE CITY, UT	09/25-09/29/2018	College Pathway - 8263	F1760
18	T18900252	BUKIKOSA, SHANNON	Program Coordinator	NATL PRIVATE SCHOOL LEADERSHIP CONF	WASHINGTON, DC	09/20-09/21/2018	State Administration - 8271	F1760
18	T18900253	CHARGUALAF, STEPHANIE	Program Coordinator	NATL PRIVATE SCHOOL LEADERSHIP CONF	WASHINGTON, DC	09/20-09/21/2018	State Administration - 8271	F1760
19	T19900012	SANTOS, IGNACIO C	FPO Administrator	BRUMAN FALL FORUM 2018	NEW ORLEANS, LA	11/28-11/30/2018	State Administration - 8271	F1760
19	T19900013	DUENAS, RACHEL S	Program Coordinator	BRUMAN FALL FORUM 2018	NEW ORLEANS, LA	11/28-11/30/2018	State Administration - 8271	F1760
19	T19900014	BLAZ, MARIA	Program Coordinator	BRUMAN FALL FORUM 2018	NEW ORLEANS, LA	11/28-11/30/2018	State Administration - 8271	F1760
19	T19900015	YAMASHITA, ROQUE	Program Coordinator	BRUMAN FALL FORUM 2018	NEW ORLEANS, LA	11/28-11/30/2018	State Administration - 8271	F1760
19	T19900019	LEONES-TUMANDA, DIVINA	Program Coordinator	NAGC_NATL ASSOC FOR GIFTED CHILDREN	MINNEAPOLIS, MN	11/14-11/18/2018	GATE - 8265	F1760
19	T19900020	PEREZ, MARIDEL R	Teacher	NAGC_NATL ASSOC FOR GIFTED CHILDREN	MINNEAPOLIS, MN	11/14-11/18/2018	GATE - 8265	F1760
19	T19900021	CALANO, SHANDICE	Program Coordinator	NAGC_NATL ASSOC FOR GIFTED CHILDREN	MINNEAPOLIS, MN	11/14-11/18/2018	State Administration - 8271	F1760
19	T19900028	SANCHEZ, JOSEPH LM	Deputy superintendent ES&CL	NAEA-NATL DROPOUT PREVENTION CONF	COLUMBUS, OH	10/28-10/31/2018	Second Chance - 8267	F1760
19	T19900029	FULLO, DEXTER	Principal	NAEA-NATL DROPOUT PREVENTION CONF	COLUMBUS, OH	10/28-10/31/2018	Second Chance - 8267	F1760
19	T19900030	PENDON, JESSE	Program Coordinator	NAEA-NATL DROPOUT PREVENTION CONF	COLUMBUS, OH	10/28-10/31/2018	Second Chance - 8267	F1760
19	T19900038	SANTIAGO, CONNIE Q	Program Coordinator	SWIS FALL FACILITATOR CERT TRNG	HUNTINGTON BEACH, CA	11/07-11/09/2018	STUDENT, PARENT AND COMMUNITY ENGAGEMENT -8266	F1760
19	T19900039	LUMTIACO, FRANCISCO VG	Program Coordinator	SWIS FALL FACILITATOR CERT TRNG	HUNTINGTON BEACH, CA	11/07-11/09/2018	STUDENT, PARENT AND COMMUNITY ENGAGEMENT -8266	F1760
19	T19900052	FERNANDEZ, JON (SUPT)	Superintendent	USED VISIT	WASHINGTON, DC	12/13-14/2018	State Administration - 8271	F1760
19	T19900054	SANTOS, IGNACIO C	FPO Administrator	USED VISIT	WASHINGTON, DC	12/13-14/2018	State Administration - 8271	F1760
19	T19900060	BAMBA, LEON	GATE Program Coordinator	NAGC_NATL ASSOC FOR GIFTED CHILD	Alexandria, Virginia	03/17-19 / 2019	GATE - 8265	F1760
19	T19900061	CANDASO, FRANK	Program Coordinator	NAGC_NATL ASSOC FOR GIFTED CHILD	Alexandria, Virginia	03/17-19 / 2019	GATE - 8265	F1760
19	T19900062	POWERS AMBER	Teacher	NAGC_NATL ASSOC FOR GIFTED CHILD	Alexandria, Virginia	03/17-19 / 2019	GATE - 8265	F1760
19	T19900064	DUENAS, SOPHIE	Principal	2019 INSIGHT ONSITE SEMINAR (NATIONAL CAREER ACADEMY COALITION)	HAWAII	02/06-09/2019	Career Pathway -82640	F1760
19	T19900065	SANTOS, IGNACIO C	FPO Administrator	NCHE STATE COORDINATORS	WASHINGTON, DC	02/18-23/2019	State Administration - 8271	F1760
19	T19900066	BLAZ, MARIA	Program Coordinator	NCHE STATE COORDINATORS	WASHINGTON, DC	02/18-23/2019	State Administration - 8271	F1760
19	T19900067	BUKIKOSA, DORIS	Program Coordinator	NCHE STATE COORDINATORS	WASHINGTON, DC	02/18-23/2019	State Administration - 8271	F1760
19	T19900068	KANESHIRO, JOYCE	Program Coordinator	PBIS INTERVENTION	PORTLAND OREGON	02/27/209-03/01/2019	STUDENT, PARENT AND COMMUNITY ENGAGEMENT -8266	F1760

19	T19900069	PALOMO, LUCILLE	Program Coordinator	PBIS INTERVENTION	PORTLAND OREGON	02/27/209-03/01/2019	STUDENT, PARENT AND COMMUNITY ENGAGEMENT -8266	F1760
19	T19900070	LIMITACO, FRANCISCO VG	Program Coordinator	PBIS INTERVENTION	PORTLAND OREGON	02/27/209-03/01/2019	STUDENT, PARENT AND COMMUNITY ENGAGEMENT -8266	F1760
19	T19900071	SANTIAGO, CONNIE Q	Program Coordinator	PBIS INTERVENTION	PORTLAND OREGON	02/27/209-03/01/2019	STUDENT, PARENT AND COMMUNITY ENGAGEMENT -8266	F1760
19	T19900079	SANCHEZ, JOSEPH LM	Deputy superintendent ES&CL	2019 INSULAR AREAS TECHNICAL ASS	WASHINGTON, DC	03/11-14/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	T1760
19	T19900080	SANTOS, IGNACIO C	FPO Administrator	2019 INSULAR AREAS TECHNICAL ASS	WASHINGTON, DC	03/11-15/2019	State Administration - 8271	T1760
19	T19900081	DUENAS, RACHEL S	Program Coordinator	2019 INSULAR AREAS TECHNICAL ASS	WASHINGTON, DC	03/11-14/2019	State Administration - 8271	T1760
19	T19900082	BLAZ, MARIA	Program Coordinator	2019 INSULAR AREAS TECHNICAL ASS	WASHINGTON, DC	03/11-14/2019	State Administration - 8271	T1760
19	T19900083	BUKIKOSA, SHANNON	Program Coordinator	2019 INSULAR AREAS TECHNICAL ASS	WASHINGTON, DC	03/11-14/2019	State Administration - 8271	T1760
19	T19900084	YAMASHITA, ROQUE	Program Coordinator	2019 INSULAR AREAS TECHNICAL ASS	WASHINGTON, DC	03/11-14/2019	State Administration - 8271	T1760
19	T19900085	CALANO, SHANDICE	Program Coordinator	2019 INSULAR AREAS TECHNICAL ASS	WASHINGTON, DC	03/11-14/2019	State Administration - 8271	T1760
19	T19900086	CHARGUALAF, STEPHANIE	Program Coordinator	2019 INSULAR AREAS TECHNICAL ASS	WASHINGTON, DC	03/11-14/2019	State Administration - 8271	T1760
19	T19900087	AGUON, ANA	Program Coordinator	2019 INSULAR AREAS TECHNICAL ASS	WASHINGTON, DC	03/11-14/2019	State Administration - 8271	T1760
19	T19900088	BLAS, JOSHUA	Program Coordinator	2019 INSULAR AREAS TECHNICAL ASS	WASHINGTON, DC	03/11-14/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	T1760
19	T19900089	BUKIKOSA, DORIS	Program Coordinator	2019 INSULAR AREAS TECHNICAL ASS	WASHINGTON, DC	03/11-14/2019	STUDENT, PARENT AND COMMUNITY ENGAGEMENT -8266	F1760
19	T19900090	SANCHEZ, ELOISE	School Program Consultant	NAEYC-NATIONAL INSTITUTE EARLY CHILD	LONG BEACH, CA.	06/2-5/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1760
19	T19900091	CAMACHO, MICHELLE	Teacher	NAEYC-NATIONAL INSTITUTE EARLY CHLD	LONG BEACH, CA.	06/2-5/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1760
19	T19900092	RIVERA, MATILDE	Teacher	NAEYC-NATIONAL INSTITUTE EARLY CHILD	LONG BEACH, CA.	06/2-5/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1760
19	T19900093	CRUZ, PIA	Teacher	NAEYC-NATIONAL INSTITUTE EARLY CHILD	LONG BEACH, CA.	06/2-5/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1760
19	T19900095	DEGUZMAN, MICHELLE	Teacher	NAEYC-NATIONAL INSTITUTE EARLY CHILD	LONG BEACH, CA.	06/2-5/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1760
19	T19900098	RIVERA, MARILDA	ESL Coordinator	ISTE ED TECH CONFERENCE	PHILADELPHIA PA	06/22-26/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900099	CRUZ, NATASHA	Teacher	ISTE ED TECH CONFERENCE	PHILADELPHIA PA	06/22-26/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900101	VILLANUEVA, PAMELA	Teacher	ISTE ED TECH CONFERENCE	PHILADELPHIA PA	06/22-26/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900102	QUITANO, ELWIN	ESL Coordinator	ISTE ED TECH CONFERENCE	PHILADELPHIA PA	06/22-26/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900103	ARIH, FRED	Assistant Principal	ISTE ED TECH CONFERENCE	PHILADELPHIA PA	06/22-26/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900104	BLAS, JOSHUA	Program Coordinator	ISTE ED TECH CONFERENCE	PHILADELPHIA PA	06/22-26/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900105	CHACO, FELIX	Program Coordinator	ISTE ED TECH CONFERENCE	PHILADELPHIA PA	06/22-26/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900106	DELA CRUZ, NATASHA	Teacher	ISTE ED TECH CONFERENCE	PHILADELPHIA PA	06/22-26/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900107	SANTOS, GENEVIEVE	Teacher	ISTE ED TECH CONFERENCE	PHILADELPHIA PA	06/22-26/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900109	SANCHEZ, RENEE-LYNN	Teacher	ISTE ED TECH CONFERENCE	PHILADELPHIA PA	06/22-26/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900110	CANOS, RONALD	Teacher	ISTE ED TECH CONFERENCE	PHILADELPHIA PA	06/22-26/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1860
19	T19900111	CAJIGAL, ALDRIN	Teacher	ISTE ED TECH CONFERENCE	PHILADELPHIA PA	06/22-26/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1860
19	T19900112	LIMO MELISSA	Principial	ISTE ED TECH CONFERENCE	PHILADELPHIA PA	06/22-26/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1860
19	T19900114	SANTIAGO, BENJAMIN	Teacher	ISTE ED TECH CONFERENCE	PHILADELPHIA PA	06/22-26/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1860
19	T19900115	PAMPLONA, ARGIE (PNP)	Teacher	ISTE ED TECH CONFERENCE	PHILADELPHIA PA	06/22-26/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1860
19	T19900116	SUPLIDO, JOEL (PNP)	Teacher	ISTE ED TECH CONFERENCE	PHILADELPHIA PA	06/22-26/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1860
19	T19900118	MAFNAS, MARIA	Teacher	NATIONAL COUNCIL OF TEACH IN MATHEMATICS	SAN DIEGO, CA	04/03-6/2019	College Pathway - 8263	F1760
19	T19900119	DELA CRUZ, NATASHA	Teacher	NATIONAL COUNCIL OF TEACH IN MATHEMATICS	SAN DIEGO, CA	04/03-6/2019	College Pathway - 8263	F1760
19	T19900120	SABANGAN HA'ANI	Teacher	NATIONAL COUNCIL OF TEACH IN MATHEMATICS	SAN DIEGO, CA	04/03-6/2019	College Pathway - 8263	F1760
19	T19900121	TABLAN, SHERLYN V.	Teacher	NATIONAL COUNCIL OF TEACH IN MATHEMATICS	SAN DIEGO, CA	04/03-6/2019	College Pathway - 8263	F1760
19	T19900122	GUMATAOTAO, BERNADETH	Teacher	NATIONAL COUNCIL OF TEACH IN MATHEMATICS	SAN DIEGO, CA	04/03-6/2019	College Pathway - 8263	F1760
19	T19900123	REYES, MENCHUE	Teacher	NATIONAL COUNCIL OF TEACH IN MATHEMATICS	SAN DIEGO, CA	04/03-6/2019	College Pathway - 8263	F1760
19	T19900124	NAHOLOWAA, LEAH BETH O.	Program Coordinator	NATIONAL COUNCIL OF TEACH IN MATHEMATICS	SAN DIEGO, CA	04/03-6/2019	College Pathway - 8263	F1760
19	T19900132	LEON GUERRERO, CHRISTOPHER	Teacher/Coach	TCEA ROBOTICS STATE COM	AUSTIN, TEXAS	04/24-28/2019	College Pathway - 8263	F1760
19	T19900133	HIDALGO, RODRIGO	Teacher/Coach	TCEA ROBOTICS STATE COM	AUSTIN, TEXAS	04/24-28/2019	College Pathway - 8263	F1760
19	T19900134	FLORES, RITA +3 STUDENTS	Principal	TCEA ROBOTICS STATE COM	AUSTIN, TEXAS	04/24-28/2019	College Pathway - 8263	F1760
19	T19900135	NAHOLOWAA, LEAH BETH O. +4 STUDENTS	Program Coordinator	TCEA ROBOTICS STATE COM	AUSTIN, TEXAS	04/24-28/2019	College Pathway - 8263	F1760
19	T19900136	URBANO, BONIFACIO	Teacher	NATIONAL SCIENCE TEAH ASSO.	ST. LOUIS, MO	04/11-14/2019	College Pathway - 8263	F1760
19	T19900137	LAZAGA, FRANCISCO	Teacher	NATIONAL SCIENCE TEAH ASSO.	ST. LOUIS, MO	04/11-14/2019	College Pathway - 8263	F1760
19	T19900138	LEON GUERRERO, LORNA	Teacher	NATIONAL SCIENCE TEAH ASSO.	ST. LOUIS, MO	04/11-14/2019	College Pathway - 8263	F1760
19	T19900139	ELANE, CORAZON	Assistant Principal	NATIONAL SCIENCE TEAH ASSO.	ST. LOUIS, MO	04/11-14/2019	College Pathway - 8263	F1760
19	T19900140	ANITOK, JULIETA	Teacher	NATIONAL SCIENCE TEAH ASSO.	ST. LOUIS, MO	04/11-14/2019	College Pathway - 8263	F1760
19	T19900141	DIAZ, MARIA CHRISTINA R.	Teacher	NATIONAL SCIENCE TEAH ASSO.	ST. LOUIS, MO	04/11-14/2019	College Pathway - 8263	F1760
19	T19900142	NAHOLOWAA, LEAH BETH O.	Program Coordinator	NATIONAL SCIENCE TEAH ASSO.	ST. LOUIS, MO	04/11-14/2019	College Pathway - 8263	F1760
19	T19900143	TRUSSO, ANN MARIE	Teacher	NCITS 2019	LAS VEGAS, NV	06/19-22/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900144	UMADHAY, URSULA	Teacher	NCITS 2019	LAS VEGAS, NV	07/07-13/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900145	PEREZ, REBECCA	Principial	NCITS 2019	LAS VEGAS, NV	06/19-22/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900146	SANTOS-BILLANY, TANIYA	Teacher	NCITS 2019	ATLANTA, GA	06/19-22/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900147	CAJIGAL, ALDRIN	Teacher	NCITS 2019	LAS VEGAS, NV	06/19-22/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900148	BARCINAS, HAANE ISA	Teacher	NCITS 2019	ATLANTA, GA	06/19-22/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900149	LIMO MELISSA	Principial	NCITS 2019	LAS VEGAS, NV	06/19-22/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900150	BLAS, JOSHUA	Program Coordinator	NCITS 2019	ATLANTA, GA	06/19-22/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900151	DEGUZMAN, MICHELLE	Teacher	NCITS 2019	ATLANTA, GA	06/19-22/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900152	DUENAS, SOPHIE	Principial	NCITS 2019	ATLANTA, GA	06/19-22/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900153	SANTIAGO, BENJAMIN	Teacher	NCITS 2019	LAS VEGAS, NV	07/07-13/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900154	BERRY, JOYCE	Teacher	NCITS 2019	LAS VEGAS, NV	07/07-13/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900155	ESCUADRA, KELLY	Program Coordinator	NCITS 2019	ATLANTA, GA	06/19-22/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900157	GARCIA, MARITES	Teacher	NCITS 2019	LAS VEGAS, NV	07/07-13/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE' -8262	F1860
19	T19900166	GIANCHAND, CLINT	Teacher	NBEA 2019 ANNUAL CONVENTION	CHICAGO, ILLINOIS	04/16-20/2019	Career Pathway -82640	F1760

19	T19900167	WEGER, DIANA	Teacher	NBEA 2019 ANNUAL CONVENTION	CHICAGO, ILLINOIS	04/16-20/2019	Career Pathway -82640	F1760
19	T19900184	SANTOS, IGNACIO C	FPO Administrator	BRUNSTEIN&MANASEVIT PLLC SPRING	WASHINGTON D.C.	05/ 8-10 / 2019	State Administration - 8271	F1760
19	T19900185	BUKIKOSA, SHANNON	Program Coordinator	BRUNSTEIN&MANASEVIT PLLC SPRING	WASHINGTON D.C.	05/ 8-10 / 2019	State Administration - 8271	F1760
19	T19900186	CALANO, SHANDICE	Program Coordinator	BRUNSTEIN&MANASEVIT PLLC SPRING	WASHINGTON D.C.	05/ 8-10 / 2019	State Administration - 8271	F1760
19	T19900188	SAHAGON, STACEY	Deputy superintendent A&A	NCSA	ORLANDO, FLORIDA	06/ 24-26 /2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1860
19	T19900189	CAMACHO, MICHELLE	Program Coordinator	NCSA	ORLANDO, FLORIDA	06/ 24-26 /2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1860
19	T19900190	AGUION, CARLA	School Program Consultant	NCSA	ORLANDO, FLORIDA	06/ 24-26 /2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1860
19	T19900191	SANTOS, DERRICK	Principal	NCSA	ORLANDO, FLORIDA	06/ 24-26 /2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1860
19	T19900192	PEREZ, REBECCA	Principal	NCSA	ORLANDO, FLORIDA	06/ 24-26 /2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1860
19	T19900195	WESOLOWSKI, FEMELYNE	Librarian	ISTE ED TECH CONFERENCE NEIL LEAD	PHILADELPHIA PA	06/22-26/2019	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1860
19	T19900196	MENDOZA, JAMIE	Librarian	ISTE ED TECH CONFERENCE NEIL LEAD	PHILADELPHIA PA	06/22-26/2019	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1860
19	T19900197	PAULINO, CHELO MARIE	Teacher	ISTE ED TECH CONFERENCE NEIL LEAD	PHILADELPHIA PA	06/22-26/2019	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1860
19	T19900198	PAJELA, MANDY	Teacher	ISTE ED TECH CONFERENCE NEIL LEAD	PHILADELPHIA PA	06/22-26/2019	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1860
19	T19900199	ROCHELLE, NEIL A.	Program Coordinator	ISTE ED TECH CONFERENCE NEIL LEAD	PHILADELPHIA PA	06/22-26/2019	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1860
19	T19900200	CAMISURA, YVETTE	Teacher	ISTE ED TECH CONFERENCE NEIL LEAD	PHILADELPHIA PA	06/22-26/2019	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1860
19	T19900201	SANTOS, MARTIN	Teacher	ISTE ED TECH CONFERENCE NEIL LEAD	PHILADELPHIA PA	06/22-26/2019	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1860
19	T19900202	GALINO, MARLENE	Teacher	ISTE ED TECH CONFERENCE NEIL LEAD	PHILADELPHIA PA	06/22-26/2019	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1860
19	T19900203	TIOZON, OLDA	Teacher	ISTE ED TECH CONFERENCE NEIL LEAD	PHILADELPHIA PA	06/22-26/2019	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1860
19	T19900204	SAMALA, ROMMEL	Teacher	ISTE ED TECH CONFERENCE NEIL LEAD	PHILADELPHIA PA	06/22-26/2019	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1860
19	T19900205	BASCO, JOHN	Teacher	ISTE ED TECH CONFERENCE NEIL LEAD	PHILADELPHIA PA	06/22-26/2019	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1860
19	T19900206	SANCHEZ, JIANA	Teacher	ISTE ED TECH CONFERENCE NEIL LEAD	PHILADELPHIA PA	06/22-26/2019	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1860
19	T19900207	PETRA, THOMAS	Teacher	ISTE ED TECH CONFERENCE NEIL LEAD	PHILADELPHIA PA	06/22-26/2019	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1860
19	T19900208	NAVARRO, MARIZ	Teacher	ISTE ED TECH CONFERENCE NEIL LEAD	PHILADELPHIA PA	06/22-26/2019	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1860
19	T19900214	WHITAKER, ALICIA	Librarian	AMERICAN LIBRARY ASSOC	WASHINGTON, DC	06/20-06/25/2019	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1860
19	T19900215	GENTAPANAN, MELISSA	Librarian	AMERICAN LIBRARY ASSOC	WASHINGTON, DC	06/20-06/25/2019	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1860
19	T19900216	IMAMURA, ELIZABETH	Librarian	AMERICAN LIBRARY ASSOC	WASHINGTON, DC	06/20-06/25/2019	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1860
19	T19900217	CO, JHOANNA	Librarian	AMERICAN LIBRARY ASSOC	WASHINGTON, DC	06/20-06/25/2019	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1860
19	T19900228	DYSCO, GENE +9 STUDENTS	Teacher	NATIONAL MOCK TRIAL CHAMPS	ATHENS, GEORGIA	05/ 12-20 /2019	GATE - 8265	F1860
19	T19900229	BARLONGO, MARLENE	Teacher	NATIONAL MOCK TRIAL CHAMPS	ATHENS, GEORGIA	05/ 12-20 /2019	GATE - 8265	F1860
19	T19900231	FLORES, RITA	Assistant Principal	NATIONAL MOCK TRIAL CHAMPS	ATHENS, GEORGIA	05/ 12-20 /2019	GATE - 8265	F1860
19	T19900236	ESCUADRA, KELLY	Program Coordinator	ISTE. CAREER PATH	PHILADELPHIA PA	06/22-26/2019	Career Pathway -82640	F1860
19	T19900237	CARINO, MARIE JUVY	Teacher	ISTE. CAREER PATH	PHILADELPHIA PA	06/22-26/2019	Career Pathway -82640	F1860
19	T19900238	GUERRERO, LORETTE	Teacher	ISTE. CAREER PATH	PHILADELPHIA PA	06/22-26/2019	Career Pathway -82640	F1860
19	T19900239	LEON GUERRERO FRANK	Program Coordinator	ISTE. CAREER PATH	PHILADELPHIA PA	06/22-26/2019	Career Pathway -82640	F1860
19	T19900240	BAMBA, LEON	Program Coordinator	37TH ANNUAL NATIONAL ACADEMIC CHAMPIONSHIP	WASHINGTON DC	05/31-06/02/2019	GATE - 8265	F1860
19	T19900241	MANZANILLA, JOVITAV+7	Coach	37TH ANNUAL NATIONAL ACADEMIC CHAMPIONSHIP	WASHINGTON D.C.	05/31-06/02/2019	GATE - 8265	F1860
19	T19900242	GAYLE, CATHERINE+6	Coach	37TH ANNUAL NATIONAL ACADEMIC. ST JOHN	ORLANDO, FLORIDA	06/14-16/2019	GATE - 8265	F1860
19	T19900243	CANDASO, FRANK	Program Coordinator	37TH ANNUAL NATIONAL ACADEMIC	ORLANDO, FLORIDA	06/14-16/2019	GATE - 8265	F1860
19	T19900258	CANOS, AILEEN	Teacher	ISTE. STEM	PHILADELPHIA PA	06/22-26/2019	College Pathway - 8263	F1860
19	T19900259	UNCANGCO, MABEL	Teacher	ISTE. STEM	PHILADELPHIA PA	06/22-26/2019	College Pathway - 8263	F1860
19	T19900260	POWERS, AMBER	Teacher	ISTE. STEM	PHILADELPHIA PA	06/22-26/2019	College Pathway - 8263	F1860
19	T19900261	CORTEZ, ELAINE	Teacher	ISTE. STEM	PHILADELPHIA PA	06/22-26/2019	College Pathway - 8263	F1860
19	T19900262	CAMERON, HEIDI	Teacher	ISTE. STEM	PHILADELPHIA PA	06/22-26/2019	College Pathway - 8263	F1860
19	T19900263	FLORES, RYAN	Teacher	ISTE. STEM	PHILADELPHIA PA	06/22-26/2019	College Pathway - 8263	F1860
19	T19900264	RIVERA, ALANDAIL	Teacher	ISTE. STEM	PHILADELPHIA PA	06/22-26/2019	College Pathway - 8263	F1860
19	T19900265	SANCHEZ, ELOISE	School Program Consultant	ISTE. STEM	PHILADELPHIA PA	06/22-26/2019	College Pathway - 8263	F1860
19	T19900266	SANCHEZ, JOSEPH LM	Deputy superintendent ES&CL	SECOND CHANCE/NATIONAL TRAUMA	KISSIMMEE, FL	06/23-26/2019	Second Chance - 8267	F1860
19	T19900267	FULLO, DEXTER	Principal	SECOND CHANCE/NATIONAL TRAUMA	KISSIMMEE, FL	06/23-26/2019	Second Chance - 8267	F1860
19	T19900268	PENDON, JESSE	Program Coordinator	SECOND CHANCE/NATIONAL TRAUMA	KISSIMMEE, FL	06/23-26/2019	Second Chance - 8267	F1860
19	T19900269	WENZEL, JASMIN	Teacher	SECOND CHANCE/NATIONAL TRAUMA	KISSIMMEE, FL	06/23-26/2019	Second Chance - 8267	F1860
19	T19900270	EUSEBIO, AUDREY	Teacher	SECOND CHANCE/NATIONAL TRAUMA	KISSIMMEE, FL	06/23-26/2019	Second Chance - 8267	F1860
19	T19900271	SAN NICOLAS, JOHN	Teacher	SECOND CHANCE/NATIONAL TRAUMA	KISSIMMEE, FL	06/23-26/2019	Second Chance - 8267	F1860
19	T19900273	SERISOLA, JONILEE	Teacher	SECOND CHANCE/NATIONAL TRAUMA	KISSIMMEE, FL	06/23-26/2019	Second Chance - 8267	F1860
19	T19900274	GUMATAOTAO, JONAH (female)	Teacher	ISTE GIHA	PHILADELPHIA PA	06/22-26/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1860
19	T19900275	TERIA, JIMMY	School Program Consultant	NAEYC YOUNG CHILDREN	LONG BEACH, CA.	06/02-05/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1860
19	T19900280	SANTOS, IGNACIO C	FPO Administrator	ISTE. FPO	PHILADELPHIA PA	06/22-26/2019	State Administration - 8271	F1860
19	T19900281	DUENAS, RACHEL LEE. S.	Program Coordinator	ISTE. FPO	PHILADELPHIA PA	06/22-26/2019	State Administration - 8271	F1860
19	T19900282	BUKIKOSA, SHANNON	Program Coordinator	ISTE. FPO	PHILADELPHIA PA	06/22-26/2019	State Administration - 8271	F1860
19	T19900283	CHARGUALAF, STEPHANIE	Program Coordinator	ISTE. FPO	PHILADELPHIA PA	06/22-26/2019	State Administration - 8271	F1860
19	T19900284	YAMASHITA, ROQUE	Program Coordinator	ISTE. FPO	PHILADELPHIA PA	06/22-26/2019	State Administration - 8271	F1860
19	T19900285	DUENAS, RACHEL RAE O.	Program Coordinator	ISTE. TAE	PHILADELPHIA PA	06/22-26/2019	TEACHER AND ADMINISTRATIVE EFFECTIVENESS - 8260	F1860
19	T19900286	EGRUBAY, PATRICK	Principal	NATL PRINCIPALS CONF	BOSTON, MA	07/18-20/2019	TEACHER AND ADMINISTRATIVE EFFECTIVENESS - 8260	F1860
19	T19900287	SALAS, JULIE	Principal	NATL PRINCIPALS CONF	BOSTON, MA	07/18-20/2019	TEACHER AND ADMINISTRATIVE EFFECTIVENESS - 8260	F1860
19	T19900288	MANZANILLA, JOVITA +6Students	Coach	NATL FORENSIC LEAGUE	DALLAS, TEXAS	06/16-21/2019	GATE - 8265	F1860
19	T19900289	CATAHAY, JESSE	Coach	NATL FORENSIC LEAGUE	DALLAS, TEXAS	06/16-21/2019	GATE - 8265	F1860
19	T19900290	CALANO, SHANDICE	Program Coordinator	ISTE. FPO	PHILADELPHIA PA	06/22-26/2019	State Administration - 8271	F1860
19	T19900291	HIGA, CELLINI	Program Coordinator	ISTE - EETT	PHILADELPHIA PA	06/22-26/2019	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1860
19	T19900294	SANTOS, IGNACIO C	FPO Administrator	NAEYC-NATIONAL INSTITUTE EARLY CHILD	LONG BEACH, CA.	06/2-5/2019	State Administration - 8271	F1860

19	T19900296	COMBS, MAYLEN R	Teacher	ISTE GIHA	PHILADELPHIA PA	06/22-26/2019	TEACHER AND ADMINISTRATIVE EFFECTIVENESS - 8260	F1860
19	T19900299	NAHOLOWAA, LEAH BETH O.	Program Coordinator	ISTE - COLLEGE	PHILADELPHIA PA	06/22-26/2019	College Pathway - 8263	F1860
19	T19900300	PEREZ, SHEILA	Teacher	ISTE - TAE	PHILADELPHIA PA	06/22-26/2019	TEACHER AND ADMINISTRATIVE EFFECTIVENESS - 8260	F1860
19	T19900301	OBIAS, GLORIA	Teacher	ISTE GIHA	PHILADELPHIA PA	06/22-26/2019	TEACHER AND ADMINISTRATIVE EFFECTIVENESS - 8260	F1860
19	T19900302	SHIMIZU, DEBRA	Teacher	ISTE - AYUDANTE	PHILADELPHIA PA	06/22-26/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE - 8262	F1860
19	T19900303	CADE, KRISTINA	Teacher	ISTE - AYUDANTE	PHILADELPHIA PA	06/22-26/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT AYUDANTE - 8262	F1860
19	T19900304	PINGUL JEREMY J	Teacher	ISTE - COLLEGE	PHILADELPHIA PA	06/22-26/2019	College Pathway - 8263	F1860
19	T19900305	QUITANO, JANE	Teacher	ISTE. CAREER PATH	PHILADELPHIA PA	06/22-26/2019	Career Pathway -82640	F1860
19	T19900308	MIRA, GERTRUDE B +1 Student	Teacher	MATE UNDERWATER TOBOTICS	KINGSPORT TENNESSE	06/20-22/2019	College Pathway - 8263	F1860
19	T19900309	PUNZALAN, JOEL +2 Students	Principal	MATE UNDERWATER TOBOTICS	KINGSPORT TENNESSE	06/20-22/2019	College Pathway - 8263	F1860
19	T19900310	LAZAGA, FRANCISCO +4 Students	Teacher	MATE UNDERWATER TOBOTICS	KINGSPORT TENNESSE	06/20-22/2019	College Pathway - 8263	F1860
19	T19900311	CUENCO, RUTH +2 Students	Teacher	MATE UNDERWATER TOBOTICS	KINGSPORT TENNESSE	06/20-22/2019	College Pathway - 8263	F1860
19	T19900312	GARVILLES, MARY	Teacher	ISTE EETT	PHILADELPHIA PA	06/22-26/2019	ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT) - 8268	F1860
19	T19900327	SANTOS, IGNACIO C	FPO Administrator	USDOE MEETING	WASHINGTON D.C.	7/15-17/2019	State Administration - 8271	F1860
19	T19900332	SAN AGUSTIN, COLLEEN	Social Worker	24TH INTERNATIONAL SUMMIT ON VIOLENCE	SAN DIEGO, CA	9/4-8/2019	STUDENT, PARENT AND COMMUNITY ENGAGEMENT -8266	F1860
19	T19900333	CAMACHO, PATRICK	Social Worker	24TH INTERNATIONAL SUMMIT ON VIOLENCE	SAN DIEGO, CA	9/4-8/2019	STUDENT, PARENT AND COMMUNITY ENGAGEMENT -8266	F1860
19	T19900334	PEREZ, SIMEON	Social Worker	24TH INTERNATIONAL SUMMIT ON VIOLENCE	SAN DIEGO, CA	9/4-8/2019	STUDENT, PARENT AND COMMUNITY ENGAGEMENT -8266	F1860
19	T19900335	ZABALLA-DULLA, MARY CHRISTINE	Social Worker	24TH INTERNATIONAL SUMMIT ON VIOLENCE	SAN DIEGO, CA	9/4-8/2019	STUDENT, PARENT AND COMMUNITY ENGAGEMENT -8266	F1860
19	T19900336	AMANDE, MARICOR	Social Worker	24TH INTERNATIONAL SUMMIT ON VIOLENCE	SAN DIEGO, CA	9/4-8/2019	STUDENT, PARENT AND COMMUNITY ENGAGEMENT -8266	F1860
19	T19900337	CORTEZ, RUSSEL	Teacher	2019 ANNUAL AP CONFERENCE	ORLANDO, FLORIDA	7/19-24/2019	College Pathway - 8263	F1860
19	T19900338	GUMATAOTAO, BERNADETTE	Teacher	2019 ANNUAL AP CONFERENCE	ORLANDO, FLORIDA	7/19-24/2019	College Pathway - 8263	F1860
19	T19900339	ANGELES, MARY ANNE	Teacher	2019 ANNUAL AP CONFERENCE	ORLANDO, FLORIDA	7/19-24/2019	College Pathway - 8263	F1860
19	T19900340	BLAS, ANTHONY	Teacher	2019 ANNUAL AP CONFERENCE	ORLANDO, FLORIDA	7/19-24/2019	College Pathway - 8263	F1860
19	T19900341	MANGOSONG, GILBERT	Teacher	2019 ANNUAL AP CONFERENCE	ORLANDO, FLORIDA	7/19-24/2019	College Pathway - 8263	F1860
19	T19900342	NAHOLOWAA, LEAH BETH O.	Program Coordinator	2019 ANNUAL AP CONFERENCE	ORLANDO, FLORIDA	7/19-24/2019	College Pathway - 8263	F1860
19	T19900347	CEPEDA, NADINE	District Psychologist	MENTAL HEALTH FIRST AID	LOS ANGELES, CALIFORNIA	08/26-28/2019	STUDENT, PARENT AND COMMUNITY ENGAGEMENT -8266	F1860
19	T19900348	MARTIN, JUAN	Social Worker	MENTAL HEALTH FIRST AID	LOS ANGELES, CALIFORNIA	08/26-28/2019	STUDENT, PARENT AND COMMUNITY ENGAGEMENT -8266	F1860
19	T19900349	LIMITIACO, FRANCISCO VG	PBIS Coach	MENTAL HEALTH FIRST AID	LOS ANGELES, CALIFORNIA	08/26-28/2019	STUDENT, PARENT AND COMMUNITY ENGAGEMENT -8266	F1860
19	T19900350	SUKOLA DR., KELLY	Deputy superintendent ES&CL	MENTAL HEALTH FIRST AID	LOS ANGELES, CALIFORNIA	08/26-28/2019	STUDENT, PARENT AND COMMUNITY ENGAGEMENT -8266	F1860
19	T19900354	LUJAN, JOSEPH V.	Counselor	NATIONAL COLLEGE ADMISSION	LOUISVILLE, KY	09/24-28/2019	College Pathway - 8263	F1860
19	T19900355	FELISAN, SAHLEE	Counselor	NATIONAL COLLEGE ADMISSION	LOUISVILLE, KY	09/24-28/2019	College Pathway - 8263	F1860
19	T19900356	CAMACHO, BEATRIZ	Counselor	NATIONAL COLLEGE ADMISSION	LOUISVILLE, KY	09/24-28/2019	College Pathway - 8263	F1860
19	T19900357	SHIU, JANE	Counselor	NATIONAL COLLEGE ADMISSION	LOUISVILLE, KY	09/24-28/2019	College Pathway - 8263	F1860
19	T19900360	SANTOS, IGNACIO C	FPO Administrator	2019 NATIONAL PRIVATE SCHOOL	WASHINGTON D.C.	09/22-28/2019	State Administration - 8271	F1860
19	T19900361	DUENAS, RACHEL	Program Coordinator	2019 NATIONAL PRIVATE SCHOOL	WASHINGTON D.C.	09/22-28/2019	State Administration - 8271	F1860
20	T20900002	DUAROSAN, CEFERINO	Teacher	NATIONAL ASSOCIATION FOR GIFTED	ALBERQUERQUE, NEW MEXICO	11/6-10/2019	GATE - 8265	F1960
20	T20900003	LIZAMA, AIMEE	Teacher	NATIONAL ASSOCIATION FOR GIFTED	ALBERQUERQUE, NEW MEXICO	11/6-10/2019	GATE - 8265	F1960
20	T20900004	MAFNAS, MARIA	Teacher	NATIONAL ASSOCIATION FOR GIFTED	ALBERQUERQUE, NEW MEXICO	11/6-10/2019	GATE - 8265	F1960
20	T20900005	LEONES-TUMANDA, DIVINA	Program Coordinator	NATIONAL ASSOCIATION FOR GIFTED	ALBERQUERQUE, NEW MEXICO	11/6-10/2019	GATE - 8265	F1960
20	T20900007	SANTOS, IGNACIO	FPD Administrator	NATIONAL ASSOCIATION FOR GIFTED	ALBERQUERQUE, NEW MEXICO	11/6-10/2019	State Administration - 8271	F1860
20	T20900008	CALANO, SHANDICE	Program Coordinator	NATIONAL ASSOCIATION FOR GIFTED	ALBERQUERQUE, NEW MEXICO	11/6-10/2019	State Administration - 8271	F1860
20	T20900032	SANTOS, IGNACIO	FPD Administrator	31ST ANNUAL NATIONAL EHCY	WASHINGTON D.C.	11/2-5/2019	State Administration - 8271	F1860
20	T20900033	DUENAS, RACHEL LEE	Program Coordinator	31ST ANNUAL NATIONAL EHCY	WASHINGTON D.C.	11/2-5/2019	State Administration - 8271	F1860
20	T20900034	BLAZ, MARIA A.	Program Coordinator	31ST ANNUAL NATIONAL EHCY	WASHINGTON D.C.	11/2-5/2019	State Administration - 8271	F1860
20	T20900035	BUKIKOSA, DORIS	Program Coordinator	31ST ANNUAL NATIONAL EHCY	WASHINGTON D.C.	11/2-5/2019	State Administration - 8271	F1860
20	T20900046	SANTOS, IGNACIO	FPD Administrator	USDE MEETING	WASHINGTON D.C.	11/14-15/2019	State Administration - 8271	F1860
20	T20900050	GARCIA, MARITES	Principal	2019 NATIONAL INSTITUTE FOR EARLY CHILDHOOD	NASHVILLE, TN	11/20-23/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1960
20	T20900051	GIANCHAND, KRISTINE	Teacher	2019 NATIONAL INSTITUTE FOR EARLY CHILDHOOD	NASHVILLE, TN	11/20-23/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1960
20	T20900054	DELA CRUZ, KELSEY	Teacher	2019 NATIONAL INSTITUTE FOR EARLY CHILDHOOD	NASHVILLE, TN	11/20-23/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1960
20	T20900056	IGLESIAS, EVANGELINE	ECE Leadership Committee Member	2019 NATIONAL INSTITUTE FOR EARLY CHILDHOOD	NASHVILLE, TN	11/20-23/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1960
20	T20900057	NAPUTI, TERESITA	ECE Leadership Committee Member	2019 NATIONAL INSTITUTE FOR EARLY CHILDHOOD	NASHVILLE, TN	11/20-23/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1960
20	T20900058	SAIPWEIRIK, SR. ERENCIA	Principal	2019 NATIONAL INSTITUTE FOR EARLY CHILDHOOD	NASHVILLE, TN	11/20-23/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1960
20	T20900059	GUANGA, CRYSTALLY	Teacher	2019 NATIONAL INSTITUTE FOR EARLY CHILDHOOD	NASHVILLE, TN	11/20-23/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1960
20	T20900060	DEFANT, BELEN	Principal	2019 NATIONAL INSTITUTE FOR EARLY CHILDHOOD	NASHVILLE, TN	11/20-23/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1960
20	T20900061	UMWEICH, SR. AGATHA	Teacher	2019 NATIONAL INSTITUTE FOR EARLY CHILDHOOD	NASHVILLE, TN	11/20-23/2019	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA -8261	F1960
20	T20900011	SURLA, CHRISTOPHER	Program Coordinator	BRUNSTEIN PLLC FALL FORUM /PMA	NEW ORLEANS, LA	12/4-6/2019	State Administration - 8271	F1860
20	T20900012	DUENAS, RACHEL LEE	Program Coordinator	BRUNSTEIN PLLC FALL FORUM /PMA	NEW ORLEANS, LA	12/4-6/2019	State Administration - 8271	F1860
20	T20900013	BLAZ, MARIA A.	Program Coordinator	BRUNSTEIN PLLC FALL FORUM /PMA	NEW ORLEANS, LA	12/4-6/2019	State Administration - 8271	F1860
20	T20900014	AGUON, ANA O.	Program Coordinator	BRUNSTEIN PLLC FALL FORUM /PMA	NEW ORLEANS, LA	12/4-6/2019	State Administration - 8271	F1860
20	T20900015	YAMASHITA, ROQUE J.	Program Coordinator	BRUNSTEIN PLLC FALL FORUM /PMA	NEW ORLEANS, LA	12/4-6/2019	State Administration - 8271	F1860
20	T20900016	CHARGUALAF, STEPHANIE	Program Coordinator	BRUNSTEIN PLLC FALL FORUM /PMA	NEW ORLEANS, LA	12/4-6/2019	State Administration - 8271	F1860
20	T20900037	SANCHEZ, JOSEPH L.M.	Deputy superintendent ES&CL	BRUNSTEIN PLLC FALL FORUM /PMA	NEW ORLEANS, LA	12/4-6/2019	State Administration - 8271	F1960
20	T20900038	CALANO, SHANDICE	Program Coordinator	BRUNSTEIN PLLC FALL FORUM /PMA	NEW ORLEANS, LA	12/4-6/2019	State Administration - 8271	F1960
20	T20900039	RUPLEY, SEAN	Program Coordinator	BRUNSTEIN PLLC FALL FORUM /PMA	NEW ORLEANS, LA	12/4-6/2019	State Administration - 8271	F1960
20	T20900041	SANTOS, IGNACIO	FPD Administrator	NATIONAL ESEA CONFERENCE/PREL MEETING	ATLANTA, GEORGIA/HONOLULU, HI	01/30 - 02/07/2020	State Administration - 8271	F1960
20	T20900042	DUENAS, RACHEL LEE	Program Coordinator	NATIONAL ESEA CONFERENCE/PREL MEETING	ATLANTA, GEORGIA/HONOLULU, HI	01/30 - 02/07/2020	State Administration - 8271	F1960
20	T20900043	BLAZ, MARIA A.	Program Coordinator	NATIONAL ESEA CONFERENCE/PREL MEETING	ATLANTA, GEORGIA/HONOLULU, HI	01/30 - 02/07/2020	State Administration - 8271	F1960
20	T20900075	BUKIKOSA, SHANNON	Program Coordinator	NATIONAL ESEA CONFERENCE/PREL MEETING	ATLANTA, GEORGIA/HONOLULU, HI	01/30 - 02/07/2020	State Administration - 8271	F1960

20	T20900093	PAULINO, CHELO	Teacher	TCEA CONVENTION & EXPOSITION	AUSTIN, TX	02/03 - 02/07/2020	Career Pathway -82640	F1960
20	T20900094	ESCUADRA, KELLY	Program Coordinator	TCEA CONVENTION & EXPOSITION	AUSTIN, TX	02/03 - 02/07/2020	Career Pathway -82640	F1960
20	T20900091	DUENAS, SOPHIA	Principal	NCAC INSIGHT ONSITE	WAIPAHU, HAWAII	02/06 - 02/07/2020	Career Pathway -82640	F1960
20	T20900092	WOOLEY, AMANDA	Teacher	NCAC INSIGHT ONSITE	WAIPAHU, HAWAII	02/06 - 02/07/2020	Career Pathway -82640	F1960
20	T20900103	MENDIOLA, RUFINA F.	Chamoru Studies Administrator	NABE CONFERENCE	LAS VEGAS, NV	02/25 - 02/28/2020	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA - 8261	F1960
20	T20900104	MANIBUSAN, BARBARA	Teacher	NABE CONFERENCE	LAS VEGAS, NV	02/25 - 02/28/2020	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA - 8261	F1960
20	T20900105	AGULTO, MARIA	Teacher	NABE CONFERENCE	LAS VEGAS, NV	02/25 - 02/28/2020	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA - 8261	F1960
20	T20900106	GARCIA, JULIE	Teacher	NABE CONFERENCE	LAS VEGAS, NV	02/25 - 02/28/2020	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA - 8261	F1960
20	T20900107	RUPLEY, SEAN	Program Coordinator	NABE CONFERENCE	LAS VEGAS, NV	02/25 - 02/28/2020	State Administration - 8271	F1960
20	T20900115	SANCHEZ, JOSEPH L.M.	Deputy superintendent ES&CL	NABE CONFERENCE	LAS VEGAS, NV	02/25 - 02/28/2020	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA - 8261	F1960
20	T20900116	CHACO, FELIX	Program Coordinator	NABE CONFERENCE	LAS VEGAS, NV	02/25 - 02/28/2020	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA - 8261	F1960
20	T20900123	SANTOS, IGNACIO	FPD Administrator	EHCY STATE COORDINATORS ANNUAL MEETING	ARLINGTON, VA	02/25 - 02/28/2020	State Administration - 8271	F1960
20	T20900124	BLAZ, MARIA A.	Program Coordinator	EHCY STATE COORDINATORS ANNUAL MEETING	ARLINGTON, VA	02/25 - 02/28/2020	State Administration - 8271	F1960
20	T20900125	BUKIKOSA, DORIS	Program Coordinator	EHCY STATE COORDINATORS ANNUAL MEETING	ARLINGTON, VA	02/25 - 02/28/2020	STUDENT, PARENT AND COMMUNITY ENGAGEMENT -8266	F1960
20	T20900079	BLAZ, MARIA A.	Program Coordinator	2020 INSULAR AREAS AND PALAU TECHNICAL ASSISTANCE MEETING	WASHINGTON D.C.	03/10 - 03/13/2020	State Administration - 8271	F1960
20	T20900080	BUKIKOSA, SHANNON	Program Coordinator	2020 INSULAR AREAS AND PALAU TECHNICAL ASSISTANCE MEETING	WASHINGTON D.C.	03/10 - 03/13/2020	State Administration - 8271	F1960
20	T20900081	AGUON, ANA O.	Program Coordinator	2020 INSULAR AREAS AND PALAU TECHNICAL ASSISTANCE MEETING	WASHINGTON D.C.	03/10 - 03/13/2020	State Administration - 8271	F1960
20	T20900082	CALANO, SHANDICE	Program Coordinator	2020 INSULAR AREAS AND PALAU TECHNICAL ASSISTANCE MEETING	WASHINGTON D.C.	03/10 - 03/13/2020	State Administration - 8271	F1960
20	T20900083	CHARGUALAF, STEPHANIE	Program Coordinator	2020 INSULAR AREAS AND PALAU TECHNICAL ASSISTANCE MEETING	WASHINGTON D.C.	03/10 - 03/13/2020	State Administration - 8271	F1960
20	T20900084	RUPLEY, SEAN	Program Coordinator	2020 INSULAR AREAS AND PALAU TECHNICAL ASSISTANCE MEETING	WASHINGTON D.C.	03/10 - 03/13/2020	State Administration - 8271	F1960
20	T20900085	SURLA, CHRISTOPHER	Program Coordinator	2020 INSULAR AREAS AND PALAU TECHNICAL ASSISTANCE MEETING	WASHINGTON D.C.	03/10 - 03/13/2020	State Administration - 8271	F1960
20	T20900086	YAMASHITA, ROQUE J.	Program Coordinator	2020 INSULAR AREAS AND PALAU TECHNICAL ASSISTANCE MEETING	WASHINGTON D.C.	03/10 - 03/13/2020	State Administration - 8271	F1960
20	T20900087	TAITANO, RHEA	Program Coordinator	2020 INSULAR AREAS AND PALAU TECHNICAL ASSISTANCE MEETING	WASHINGTON D.C.	03/10 - 03/13/2020	State Administration - 8271	F1960
20	T20900088	SANCHEZ, JOSEPH L.M.	Deputy superintendent ES&CL	2020 INSULAR AREAS AND PALAU TECHNICAL ASSISTANCE MEETING	WASHINGTON D.C.	03/10 - 03/13/2020	College Pathway -8263, TEACHER AND ADMINISTRATIVE EFFECTIVENESS -8260	F1960
20	T20900127	NAHOLOWAA, LEAH BETH	Program Coordinator	2020 INSULAR AREAS AND PALAU TECHNICAL ASSISTANCE MEETING	WASHINGTON D.C.	03/10 - 03/13/2020	College Pathway -8263	F1960
20	T20900128	CAMACHO, MICHELLE	Program Coordinator	2020 INSULAR AREAS AND PALAU TECHNICAL ASSISTANCE MEETING	WASHINGTON D.C.	03/10 - 03/13/2020	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA - 8261	F1960
20	T20900078	DUENAS, RACHEL LEE	Program Coordinator	2020 INSULAR AREAS AND PALAU TECHNICAL ASSISTANCE MEETING	WASHINGTON D.C.	03/10 - 03/13/2020	State Administration - 8271	F1960
20	T20900169	LIMITACO, FRANCISCO	Program Coordinator	PBIS CONFERENCE	MIAMI, FL	03/11 - 03/14/2020	STUDENT, PARENT AND COMMUNITY ENGAGEMENT -8266	F1960
20	T20900170	SANTIAGO, CONNIE	Program Coordinator	PBIS CONFERENCE	MIAMI, FL	03/11 - 03/14/2020	STUDENT, PARENT AND COMMUNITY ENGAGEMENT -8266	F1960
20	T20900171	KANESHIRO, JOYCE	Program Coordinator	PBIS CONFERENCE	MIAMI, FL	03/11 - 03/14/2020	STUDENT, PARENT AND COMMUNITY ENGAGEMENT -8266	F1960
20	T20900172	PALOMO, LUCILLE	Program Coordinator	PBIS CONFERENCE	MIAMI, FL	03/11 - 03/14/2020	STUDENT, PARENT AND COMMUNITY ENGAGEMENT -8266	F1960
20	T20900173	BUKIKOSA, DORIS	Program Coordinator	PBIS CONFERENCE	MIAMI, FL	03/11 - 03/14/2020	STUDENT, PARENT AND COMMUNITY ENGAGEMENT -8266	F1960
20	T20900141	PENDON, JESSE	Program Coordinator	NATIONAL YOUTH AT RISK CONFERENCE	SAVANNAH, GA	03/08 - 03/11/2020	Second Chance - 8267	F1960
20	T20900142	ROSETE, ASHERDEE	Principal	NATIONAL YOUTH AT RISK CONFERENCE	SAVANNAH, GA	03/08 - 03/11/2020	Second Chance - 8267	F1960
20	T20900143	GARRIDO, CARMEN	Teacher	NATIONAL YOUTH AT RISK CONFERENCE	SAVANNAH, GA	03/08 - 03/11/2020	Second Chance - 8267	F1960
20	T20900145	ANCHETA, JULIE	Teacher	NATIONAL YOUTH AT RISK CONFERENCE	SAVANNAH, GA	03/08 - 03/11/2020	Second Chance - 8267	F1960
20	T20900146	TRELTAS, TIARA J.S.	Teacher	NATIONAL YOUTH AT RISK CONFERENCE	SAVANNAH, GA	03/08 - 03/11/2020	Second Chance - 8267	F1960
20	T20900147	SAN NICOLAS, JOHN	Teacher	NATIONAL YOUTH AT RISK CONFERENCE	SAVANNAH, GA	03/08 - 03/11/2020	Second Chance - 8267	F1960
20	T20900148	CASTRO, LIZA MARIA	Teacher	SPRING CUE 2020	PALM SPRINGS, CA	03/19 - 03/21/2020	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA - 8261	F1960
20	T20900149	PEREZ, MARIDEL	Teacher	SPRING CUE 2020	PALM SPRINGS, CA	03/19 - 03/21/2020	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA - 8261	F1960
20	T20900151	SELEEN, SHANNON	Teacher	SPRING CUE 2020	PALM SPRINGS, CA	03/19 - 03/21/2020	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA - 8261	F1960
20	T20900152	SAN NICOLAS, JONILIN	Teacher	SPRING CUE 2020	PALM SPRINGS, CA	03/19 - 03/21/2020	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA - 8261	F1960
20	T20900153	SHIPMAN, RYAN	Teacher	SPRING CUE 2020	PALM SPRINGS, CA	03/19 - 03/21/2020	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA - 8261	F1960
20	T20900155	CHARGUALAF, JO ANN	Instructional Coach	SPRING CUE 2020	PALM SPRINGS, CA	03/19 - 03/21/2020	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA - 8261	F1960
20	T20900156	BLAS, CHRISTIE	Teacher	SPRING CUE 2020	PALM SPRINGS, CA	03/19 - 03/21/2020	IMPROVING STUDENT LEARNING & ACHIEVEMENT (ISLA) GIHA - 8261	F1960
20	T20900174	INDALECIO, FRANKY	Instructional Coach	SPRING CUE 2020	PALM SPRINGS, CA	03/19 - 03/21/2020	TEACHER AND ADMINISTRATIVE EFFECTIVENESS - 8260	F1960
20	T20900175	LEON GUERRERO, CHRISTOPHER	Instructional Coach	SPRING CUE 2020	PALM SPRINGS, CA	03/19 - 03/21/2020	TEACHER AND ADMINISTRATIVE EFFECTIVENESS - 8260	F1960
20	T20900178	CAMACHO, BERTHA	Instructional Coach	SPRING CUE 2020	PALM SPRINGS, CA	03/19 - 03/21/2020	TEACHER AND ADMINISTRATIVE EFFECTIVENESS - 8260	F1960
20	T20900179	CAMACHO, YVONNE	Instructional Coach	SPRING CUE 2020	PALM SPRINGS, CA	03/19 - 03/21/2020	TEACHER AND ADMINISTRATIVE EFFECTIVENESS - 8260	F1960
20	T20900180	FRANQUEZ, MICHELLE	Instructional Coach	SPRING CUE 2020	PALM SPRINGS, CA	03/19 - 03/21/2020	TEACHER AND ADMINISTRATIVE EFFECTIVENESS - 8260	F1960
20	T20900181	PETRA, THOMAS	Teacher	SPRING CUE 2020	PALM SPRINGS, CA	03/19 - 03/21/2020	TEACHER AND ADMINISTRATIVE EFFECTIVENESS - 8260	F1960
21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
22	T22900006	SANTOS, IGNACIO C.	FPD Administrator	NAT'L ASSOCIATION FOR GIFTED CHILDREN CONVENTION	DENVER, CO	11/08-11/14/2021	State Administration - 8271	F2060
22	T22900007	ROCCO, GENINE	Teacher (GATE Tester)	NAT'L ASSOCIATION FOR GIFTED CHILDREN CONVENTION	DENVER, CO	11/08-11/14/2021	State Administration - 8271	F2060
22	T22900009	CAMACHO, MICHELLE	Program Coordinator	NAT'L ASSOCIATION FOR GIFTED CHILDREN CONVENTION	DENVER, CO	11/08-11/14/2021	State Administration - 8271	F2060
22	T22900010	DUENAS, RACHEL L.	Program Coordinator	NAT'L ASSOCIATION FOR GIFTED CHILDREN CONVENTION	DENVER, CO	11/08-11/14/2021	State Administration - 8271	F2060
22	T22900011	GOMEZ, LESLEY	Teacher	NAT'L ASSOCIATION FOR GIFTED CHILDREN CONVENTION	DENVER, CO	11/08-11/14/2021	State Administration - 8271	F2060
22	T22900012	OCHOCO, ERNEST	Program Coordinator	NAT'L ASSOCIATION FOR GIFTED CHILDREN CONVENTION	DENVER, CO	11/08-11/14/2021	State Administration - 8271	F2060
22	T22900016	SANTOS, IGNACIO C.	FPD Administrator	BRUSTEIN & MANASEVIT PLLC FALL FORUM 2021	CLARK COUNTY, NV	12/01-12/03/2021	State Administration - 8271	F2060
22	T22900017	DUENAS, RACHEL L.	Program Coordinator	BRUSTEIN & MANASEVIT PLLC FALL FORUM 2021	CLARK COUNTY, NV	12/01-12/03/2021	State Administration - 8271	F2060
22	T22900018	CHARGUALAF, STEPHANIE N.	Program Coordinator	BRUSTEIN & MANASEVIT PLLC FALL FORUM 2021	CLARK COUNTY, NV	12/01-12/03/2021	State Administration - 8271	F2060
22	T22900019	SURLA, CHRISTOPHER B.	Program Coordinator	BRUSTEIN & MANASEVIT PLLC FALL FORUM 2021	CLARK COUNTY, NV	12/01-12/03/2021	State Administration - 8271	F2060
22	T22900020	RUPLEY, SEAN R.	Program Coordinator	BRUSTEIN & MANASEVIT PLLC FALL FORUM 2021	CLARK COUNTY, NV	12/01-12/03/2021	State Administration - 8271	F2060
22	T22900021	TAITANO, RHEA JEAN A.	Program Coordinator	BRUSTEIN & MANASEVIT PLLC FALL FORUM 2021	CLARK COUNTY, NV	12/01-12/03/2021	State Administration - 8271	F2060
22	T22900024	BLAZ, MARIA	Program Coordinator	BRUSTEIN & MANASEVIT PLLC FALL FORUM 2021	CLARK COUNTY, NV	12/01-12/03/2021	State Administration - 8271	F2060
22	T22900026	SURLA, CHRISTOPHER B.	Program Coordinator	NAT'L ASSOCIATION FOR GIFTED CHILDREN CONVENTION	DENVER, CO	11/08-11/14/2021	State Administration - 8271	F2060
22	T22900027	SANTOS, IGNACIO C.	FPD Administrator	2022 NATIONAL ESEA CONFERENCE	NEW ORLEANS, LA	02/16-02/19/2022	State Administration - 8271	F2160
22	T22900028	DUENAS, RACHEL LEE S.	Program Coordinator	2022 NATIONAL ESEA CONFERENCE	NEW ORLEANS, LA	02/16-02/19/2022	State Administration - 8271	F2160

22	T22900029	BLAZ, MARIA A.	Program Coordinator	2022 NATIONAL ESEA CONFERENCE	NEW ORLEANS, LA	02/16-02/19/2022	State Administration - 8271	F2160
22	T22900030	CHARGUALAF, STEPHANIE N.	Program Coordinator	2022 NATIONAL ESEA CONFERENCE	NEW ORLEANS, LA	02/16-02/19/2022	State Administration - 8271	F2160
22	T22900031	RUPLEY, SEAN R.	Program Coordinator	2022 NATIONAL ESEA CONFERENCE	NEW ORLEANS, LA	02/16-02/19/2022	State Administration - 8271	F2160
22	T22900032	SURLA, CHRISTOPHER B.	Program Coordinator	2022 NATIONAL ESEA CONFERENCE	NEW ORLEANS, LA	02/16-02/19/2022	State Administration - 8271	F2160
22	T22900042	SANTOS, IGNACIO C.	FPD Administrator	NGMA 2022 ANNUAL GRANTS TRAINING	ARLINGTON, VA	04/19-04/21/2022	State Administration - 8271	F2160
22	T22900043	DUENAS, RACHEL LEE S.	Program Coordinator	NGMA 2022 ANNUAL GRANTS TRAINING	ARLINGTON, VA	04/19-04/21/2022	State Administration - 8271	F2160
22	T22900044	BUKIKOSA, SHANNON	Program Coordinator	NGMA 2022 ANNUAL GRANTS TRAINING	ARLINGTON, VA	04/19-04/21/2022	State Administration - 8271	F2160
22	T22900045	BLAZ, MARIA	Program Coordinator	NGMA 2022 ANNUAL GRANTS TRAINING	ARLINGTON, VA	04/19-04/21/2022	State Administration - 8271	F2160
22	T22900046	CHARGUALAF, STEPHANIE N.	Program Coordinator	NGMA 2022 ANNUAL GRANTS TRAINING	ARLINGTON, VA	04/19-04/21/2022	State Administration - 8271	F2160
22	T22900047	SURLA, CHRISTOPHER B.	Program Coordinator	NGMA 2022 ANNUAL GRANTS TRAINING	ARLINGTON, VA	04/19-04/21/2022	State Administration - 8271	F2160
22	T22900048	RUPLEY, SEAN	Program Coordinator	NGMA 2022 ANNUAL GRANTS TRAINING	ARLINGTON, VA	04/19-04/21/2022	State Administration - 8271	F2160
22	T22900049	SANTOS, IGNACIO C.	FPD Administrator	PBIS 19TH INTERNATIONAL CONFERENCE	SAN DIEGO, CA	04/13-04/16/2022	State Administration - 8271	F2160
22	T22900050	CHARGUALAF, STEPHANIE N.	Program Coordinator	PBIS 19TH INTERNATIONAL CONFERENCE	SAN DIEGO, CA	04/13-04/16/2022	State Administration - 8271	F2160
22	T22900051	BUKIKOSA, DORIS D.	Program Coordinator	PBIS 19TH INTERNATIONAL CONFERENCE	SAN DIEGO, CA	04/13-04/16/2022	State Administration - 8271	F2160
22	T22900052	LIMTIACO, FRANCISCO G.	Program Coordinator	PBIS 19TH INTERNATIONAL CONFERENCE	SAN DIEGO, CA	04/13-04/16/2022	State Administration - 8271	F2160

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Travel Activities

Question #10
Attachment #2

May 04, 2022



**DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT**



www.gdoe.net

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Barrigada, Guam 96913

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Email: jonfemendez@gdoe.net

JON J. P. FERNANDEZ
Superintendent of Education

**STATEMENT OF COMMITMENT FOR OFF-ISLAND CONFERENCES,
TRAININGS and WORKSHOPS**

This is a statement of commitment between the Guam Department of Education/Superintendent of Education and the traveler named below relative to their participation in the identified off-island conference and their subsequent responsibilities upon their return.

Name of Traveler:	
Title of Conference/Training/Workshop:	
Dates of Event:	Location/Venue of Event:

Condition 1	<p>Upon completion of travel, training shall be conducted/facilitated by the traveler within thirty (30) business days to their target audience and is to be conducted as often as is necessary to all essential personnel.</p> <p>If a training cannot be conducted within the thirty (30) business days, a schedule (date/time) of when the training would be conducted will be submitted to the Federal Programs Division within the 30 day timeframe.</p> <p>After the training is conducted, the traveler will provide the Federal Programs Division with the training documentation, such as the sign-in sheets, training agenda and training summary.</p>
Condition 2	<p>Upon completion of travel, a written report shall be submitted to the Superintendent within fourteen (14) days via the program manager or administrator of the funding source.</p>
Condition 3	<p>The Guam Department of Education expects all travelers to meet the specifications stated in Conditions 1 and 2. Failure to comply with any or all the above stated conditions shall result in the traveler paying the entire cost of airfare, conference/training fees, and per diem expenditures to the Guam Department of Education.</p>

Signature of Employee:	Date:
Signature of Program Manager/Division Head:	Date:
Signature of Federal Programs Administrator:	Date:
Signature of Superintendent of Education:	Date:

Approved by: _____

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Services for Non-Public School Students and Teachers

Assessment Questions

May 04, 2022

Services for Non-Public School Students and Teachers

Assessment Questions

Questions	Insular Area Response	Suggested Documentation
<p>How frequently does the Insular Area meet with or consult with non-public school officials? Describe the consultation process. How do you ensure all required consultation topics are addressed?</p>	<p><i>The FPD, at a minimum of twice a year, provides technical assistance to non-public school officials by conducting training and workshops.</i></p> <p><i>The consultation process involves training and workshops during the inception of the Consolidated Grant Application, during the receipt of the Grant Award Notice and throughout the grant cycle.</i></p> <p><i>FPD ensures all required consultation topics are addressed by providing an agenda that clearly identifies the outline of the meeting, and by providing a question and answer session at the end of every technical assistance meetings and workshops.</i></p>	<ul style="list-style-type: none"> ● Compiled Pre-Award Flowchart Attachment #1: Page 7 ● Consultation with Private Non-Public (PNP) and Charter Schools Flowchart Attachment #2: Page 9

<p>Is a timeline developed for consultation in collaboration with private school officials? Does the Insular Area have annual affirmation of consultation forms on file for all participating private schools?</p>	<p><i>Yes, there is a timeline developed for consultation with non-public schools set forth during the inception of the Consolidated Grant Application.</i></p> <p><i>During the Consolidated Grant Consultative workshop, timelines are provided to all schools to ensure requests, needs, justification and data to support their needs are submitted to FPD in a timely manner.</i></p> <p><i>Yes, FPD maintains a Notice of Intent to Participate form as an annual affirmation and sign-in sheets and agenda files are maintained as evidence of providing timely and meaningful consultation with all the non-public educational institutions.</i></p>	<p>Notice of Intent to Participate Attachment #1: Page 98 Timeline/Calendar Attachment #2: Page 100-102</p>
<p>Has the Insular Area designated an ombudsman? In what monitoring and enforcement activities does the ombudsman participate?</p>	<p><i>Yes, the GDOE has designated an ombudsman, as evidenced in a memorandum dated June 29, 2017.</i></p> <p><i>As an Insular Area, the GDOE has been designated as one SEA and one LEA. The GDOE has designated a State Program Officer for private non-public schools to serve as the Ombudsman. In reference to monitoring and enforcement activities please find attached for your perusal and disposition a sample copy of the Observation and Monitoring Report as evidence of GDOEs monitoring activities on the private non-public educational institutions.</i></p>	<p>Letter to USED Program Office re: Designated Personnel for Ombudsman Attachment #1: Page 104 Observation and Monitoring Report Attachment #2: Page 106-109</p>

How are the needs of students and teachers in non-public schools determined?	<i>The respective private non-public schools determine their need by way of stakeholders' input. (students, parents, teachers, administrators and educational community).</i>	Matrix of Service Attachment #1: Page 111
Regarding non-public schools, how does the Insular Area ensure that federally-provided resources are used for secular, neutral, and non-ideological purposes?	<i>FPD provides timely and meaningful consultation to ensure that all resources are used for secular, neutral and non-ideological purposes. Reminders are provided during consultative workshops and through email communications. Regular on-site monitoring visits are conducted to ensure federally funded resources are used for its intended purposes.</i>	
How are the non-public school activities monitored to ensure that they primarily benefit the children enrolled in the non-public school, and not the "general" needs of the non-public school?	<i>FPD conducts school site visits and desk audits to ensure that approved activities benefit the number of students to be served as stipulated in the approved Consolidated Grant Application.</i>	Observation and Monitoring Report Attachment #2: Page

<p>Who is responsible for overseeing the supports, goods, and services to non-public schools?</p>	<p><i>In coordination with the GODE's district office, FPD is responsible for overseeing the support, goods and services to non-public school educational institutions.</i></p>	
<p>How are supplies and equipment used to support non-public students tracked?</p>	<p><i>Supplies and equipment are tracked through the fixed assets reports. In addition supplies are tracked through the review process of requisitions entered into the MUNIS Financial System.</i></p>	<ul style="list-style-type: none"> ● Fixed Assets Report Attachment #1: Page 47 ● MUNIS Requisition Attachment #2: Page 49-52
<p>How does the Insular Area assess personnel provided to students in non-public schools with CG funds? Are personnel following all legal requirements? Do these personnel effectively address student needs through the services they provide?</p>	<p><i>The Consolidated Grant does not fund any personnel from the non-public schools.</i></p>	

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Services for Non-Public School Students and Teachers

Question #1
Attachment #1

May 04, 2022

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

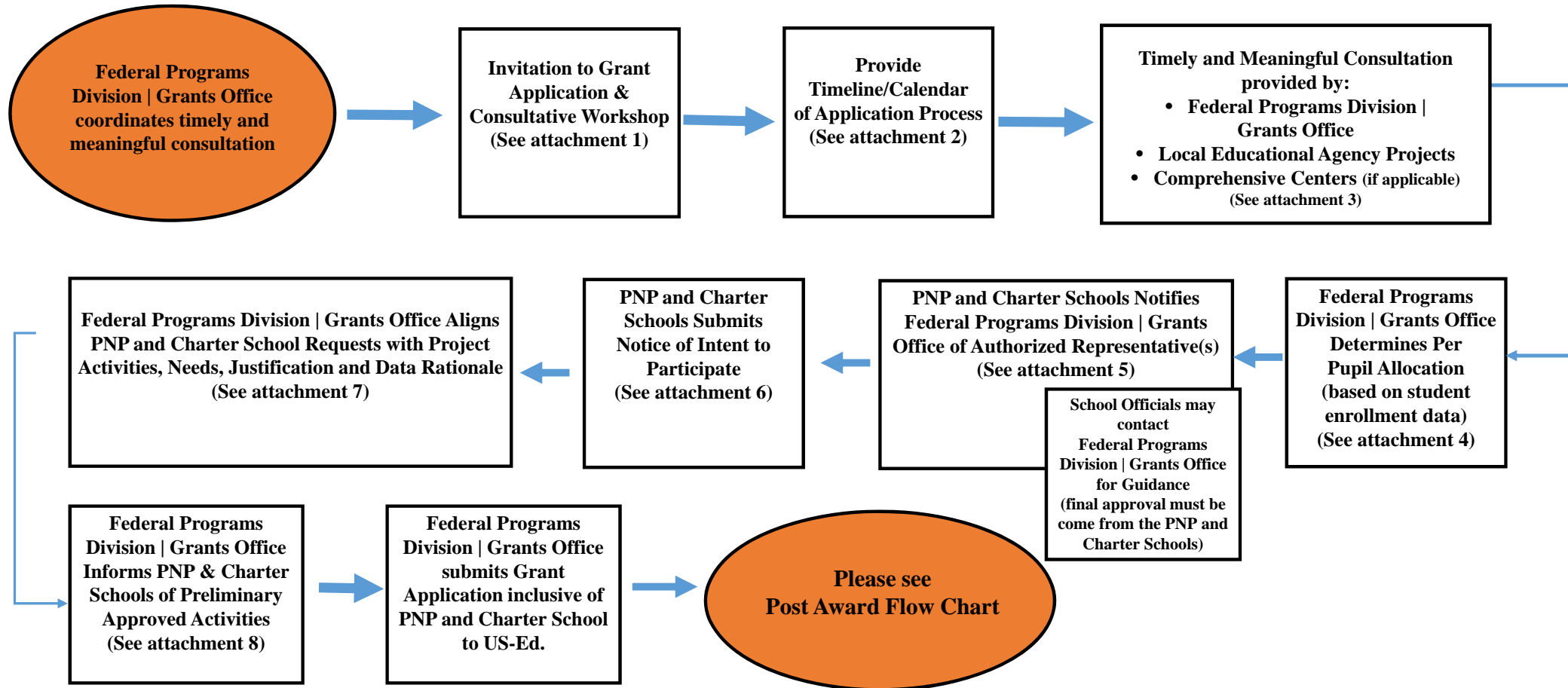
Consolidated Grant Monitoring – May 2022
Assessment Questions

Services for Non-Public School Students and Teachers

Question #1
Attachment #2

May 04, 2022

Consultation with Private Non-Public (PNP) and Charter Schools





GUAM DEPARTMENT OF EDUCATION FEDERAL PROGRAMS DIVISION

State Agency for US-Ed Grants
501 Mariner Avenue
Barrigada, Guam 96913
Telephone: (671)475-0470/300-1267



JON J.P. FERNANDEZ
Superintendent of Education

IGNACIO C. SANTOS
Federal Programs Division

January 17, 2022

Authorized Representative(s):

St. John's School
Harvest Christian Academy
Saint Paul Christian School
Providence International Christian Academy
Guam Adventist Academy
Japanese School of Guam
Superintendent, Office of Catholic Education
All Principals, Catholic Schools

Ref: FFY 2022 Consolidated Grant Application Stakeholders Consultative and Technical Assistance Workshop | Virtual

Buenas yan Hafa Adai! The Guam Department of Education (GDOE) is pleased to inform all stakeholders of its intent to submit and consolidate the FFY 2022 U.S. Department of Education (US-Ed) grant funds under the Title V, Part B: Rural and Low-Income Schools Program (RLIS) Consolidated Grant Application (CGA) for Year 3 of the three (3) year CGA grant cycle. The GDOE Federal Programs Division/Grants Office, serving as the State Educational Agency (FPD-SEA), is responsible for the oversight and administration of the grant funds. The FPD-SEA will be conducting the virtual **FFY 2022 Consolidated Grant Application (CGA) Stakeholders Consultative and Technical Assistance Workshop** to address grant requirements.

The FPD-SEA is required to coordinate with the PreK- 12 education community stakeholders to include students, parents, teachers and school administrators from the public, private-non-public and charter schools to determine eligibility and needs. Services and resources will be allocated to participating Pre-K – 12 educational institutions based on the previous school year's (SY) student enrollment (SY 2020-2021), needs and justification of requests.

As a result of the impacts caused by the COVID-19 Global Pandemic and the standing Government of Guam Executive Order 2021-31, the FPD-SEA will be conducting the **FFY 2022 Consolidated Grant Application (CGA) Stakeholders Consultative and Technical Assistance Workshop online**. Pre-recorded CGA Project presentations will be available for your review on the GDOE Federal Programs Division website. Virtual presentations will outline the objectives of the FFY 2022 Consolidated Grant Application, allowable uses of funds, how to avail of the supplemental services for your school, required assurances, compliance with all Federal requirements and regulations terms and conditions and due dates.

The table below illustrates the dates and times the pre-recorded **FFY 2022 CGA Stakeholders Consultative and Technical Assistance Workshop** presentation will be available and schedule of

the workshop Round Robin, and Question and Answer (Q&A) sessions via Zoom platform for specified participating groups:

DATE		FFY 2022 Consolidated Grant Application (CGA) Stakeholders Consultative and Technical Assistance Workshop Virtual Presentations
Thursday & Friday, February 3 & 4, 2022		Virtual presentations will be available for asynchronous viewing, at a time that is convenient for you. Access link will be provided via email to all registered participants on Wednesday, February 2, 2022.
DATE	TIME	FFY 2022 Consolidated Grant Application (CGA) Stakeholders Consultative and Technical Assistance Workshop Round Robin, & Question & Answer (Q&A) sessions
Wednesday February 11, 2022	9:00AM	Group 1: GDOE Elem Principals, Charter Schools (PreK-5) and respective School Leadership Teams
	10:00AM	Group 2: GDOE Secondary Principals, Charter Schools (6-12), Division/Section Heads and respective School Leadership Teams
	1:30PM	Group 1: Private-Non-Public Schools (PreK-12)
	3:00PM	Group 2: Office of Catholic Education (PreK-12)

The FPD-SEA requires that all participating representatives provide an **e-confirmation** (via email) for participation on the designated scheduled virtual meeting, and for all information received, **no later than Thursday, January 20, 2022** to federal-programs@gdoe.net. This is necessary to ensure only confirmed attendees are provided the link to the workshop and attendance and participation is documented in adherence to Federal requirements.

Should additional information be needed, please contact Mr. Ike C. Santos, Federal Programs Administrator via email federal-programs@gdoe.net. Thank you for your attention and cooperation.

Si Yu'os Ma'ase,



JON J.P. FERNANDEZ

cc: Federal Programs Administrator
 Third Party Fiduciary Agent (TPFA)

Mbakwem departs from chief public health officer position

By Joe Taitano II
Pacific Daily News

Chima Mbakwem has stepped down from his position as chief public health officer for the Department of Public Health and Social Services, a role he has held since the first months of the COVID-19 pandemic, Public Health spokesperson Janela Carrera confirmed Wednesday.

Mbakwem's departure is permanent, but he will still be working with Public Health, Carrera said. He will return to focusing on Hansen's disease and

Tuberculosis, the job he was assigned prior to becoming chief public health officer. Carrera said Mbakwem will still be involved in COVID-19 affairs, especially as an infectious disease expert.

Mbakwem worked as the TB/Hansen's disease program manager for Public Health prior to stepping in as chief public health officer, and as program manager was named a 2021 TB Elimination Champion by the U.S. Centers for Disease Control and Prevention, PDN files show.

Zennia Pecina, formerly the administrator for Public Health's Health Professional Licensing office, is now acting chief public health officer.

Reach reporter Joe Taitano II at JTaitano@guampdn.com.



PDN FILE PHOTO

Chima D. Mbakwem, pictured here, has stepped down from his position as chief public health officer for the Department of Public Health and Social Services.

Teacher pay raises in the works

By Julianne Hernandez
Pacific Daily News

The Guam Department of Education is working on getting pay increases for teachers, similar to the increase recently granted to law enforcement officers.

Superintendent Jon Fernandez said that the department is working on a proposal and discussing with the governor's office and Department of Administration to determine how much the pay adjustment will be.

"We have been asked to provide a recommendation for the educator pay adjustment, we will be working with the Department of Administration over the next week and a half to prepare an estimate that we can factor into our budget," Fernandez said.

Last week, under the executive order signed by Gov. Lou Leon Guerrero, it was announced law enforcement officers across government of Guam agencies will receive an 18% base pay increase Jan. 30.

Though the Guam Department of Education currently doesn't have a specific percentage or any

financial details about an educator pay adjustment, this is a response to the teachers' shortage, and officials hope it will improve retention.

"We know our educators have worked hard over the last two years through this pandemic. Many of them have had to adjust to distance learning to try and to ensure that they're implementing the safety protocols at the same time. Many of their colleagues are choosing retirement, or resigning completely due to the anxiety and stress," Fernandez said. "We do need that support and recognizing their hard work, and also retaining those who continue to work hard and also recruiting teachers who can fill those vacancies."

In the meantime, the department is trying to ensure there is enough funding to get through the current fiscal year.

Guam DOE's fiscal year budget will be reviewed and submitted to the Legislature by the end of January.

Contact reporter Julianne Hernandez at jhernandez@guampdn.com or 671-488-1439.



JON J.P. FERNANDEZ
Superintendent of Education

GUAM DEPARTMENT OF EDUCATION FEDERAL PROGRAMS DIVISION

State Agency for US-Ed Grants
501 Mariner Avenue Barrigada, Guam 96913
Telephone: (671)475-0470/300-1267



IGNACIO C. SANTOS
Federal Programs Division

NOTICE TO THE PUBLIC

FFY 2022 Consolidated Grant Application Stakeholders Consultative and Technical Assistance Workshop | Virtual Presentation

The Guam Department of Education (GDOE) is pleased to inform all stakeholders of its intent to submit and consolidate the FFY 2022 U.S. Department of Education (US-Ed) grant funds under the Title V, Part B: Rural and Low-Income Schools Program (RLIS) Consolidated Grant Application (CGA) for Year 3 of the three (3) year CGA grant cycle. The GDOE Federal Programs Division/Grants Office, serving as the State Educational Agency (FPD-SEA), is responsible for the oversight and administration of the grant funds. The FPD-SEA will be conducting the virtual FFY 2022 Consolidated Grant Application (CGA) Stakeholders Consultative and Technical Assistance Workshop to address grant requirements.

The FPD-SEA is required to coordinate with the PreK-12 education community stakeholders to include students, parents, teachers and school administrators from the public, private-non-public and charter schools to determine eligibility and needs. Services and resources will be allocated to participating PreK-12 educational institutions based on the previous school year's (SY) student enrollment (SY 2020-2021), needs and justification of requests.

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The table below illustrates the dates and times the pre-recorded FFY 2022 CGA Stakeholders Consultative and Technical Assistance Workshop presentation will be available and schedule of the workshop Round Robin, and Question and Answer (Q&A) sessions via Zoom platform for specified participating groups:

FFY 2022 Consolidated Grant Application (CGA) Stakeholders Consultative and Technical Assistance Workshop Virtual		
DATE	Virtual presentations will be available for asynchronous viewing at a time that is convenient for you. Access link will be provided via email to all registered participants on Wednesday, February 2, 2022.	
Thursday & Friday, February 3 & 4, 2022		
DATE	TIME	FFY 2022 Consolidated Grant Application (CGA) Stakeholders Consultative and Technical Assistance Workshop Round Robin, & Question & Answer (Q&A) sessions
Wednesday February 11, 2022	9:00AM	Group 1: GDOE Elem Principals, Charter Schools (PreK-5) and respective School Leadership Teams
	10:00AM	Group 2: GDOE Secondary Principals, Charter Schools (6-12), Division/Section Heads and respective School Leadership Teams
	1:30PM	Group 1: Private-Non Public Schools (PreK-12)
	3:00PM	Group 2: Office of Catholic Education (PreK-12)

The FPD-SEA requires that all participating representatives provide an e-confirmation (via email) for participation on the designated scheduled virtual meeting and for all information received, no later than Friday, January 28, 2022 to federal_programs@gdoe.net. This is necessary to ensure only confirmed attendees are provided the link to the workshop and attendance and participation is documented in adherence to Federal requirements. Should additional information be needed, please contact Mr. Ike C. Santos, Federal Programs Administrator via email federal_programs@gdoe.net. Thank you for your attention and cooperation.

"This activity is administered by the Guam Department of Education (GDOE) - Federal Programs Division/Grants Office and funded by the U.S. Department of Education Consolidated Grant to the Outlying Areas."

FFY2022 Consolidated Grant Application Submission Calendar

February 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3 FY2022 CGA Stakeholder Consultative Workshop	4 FY2022 CGA Stakeholder Consultative Workshop	5
6	7	8	9 ***DUE DATE*** Notice of Intent to Participate	10	11 FY2022 CGA Stakeholder Consultative Workshop Q&A Session	12
13	14	15	16	17	18 Project Proposals 1 st DRAFT DUE to Comprehensive Center via email (8am-4pm) <i>Hawaii Standard Time: (Feb. 17, 2022) 12pm-8pm</i>	19
20	21	22 (NEW) Project Proposals 1 st DRAFT DUE emailed to Comprehensive Center via email (8am-4pm) <i>Hawaii Standard Time: (Feb. 22, 2022)</i>	23 <div style="border: 1px solid blue; padding: 5px; text-align: center;">Comprehensive Center to email feedback to Federal Programs Division and Projects</div>	24 ZOOM Mtg: PREL 1 st draft SCCE @ 3pm Hawaii Standard	25 ZOOM Mtg: PREL 1 st draft SCCE @ 11am Guam Time <div style="border: 1px solid blue; padding: 5px; text-align: center;">Comprehensive Center to email feedback to Federal Programs Division and Projects & ZOOM</div>	26
27 ZOOM Mtg: PREL 1 st draft CCCLR, CSAI & CIQD @ 3pm Hawaii Standard	28 ZOOM Mtg: PREL 1 st draft CCCLR, CSAI & CIQD @ 11am Guam Time <div style="border: 1px solid blue; padding: 5px; text-align: center;">Comprehensive Center to email feedback to Federal Programs Division and Projects & ZOOM</div>					

FFY2022 Consolidated Grant Application Submission Calendar

March 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4 Project Proposals 2nd DRAFT DUE to Comprehensive Center (8am-4pm) Hawaii Standard Time: (Mar 2, 2022) 12pm – 4pm	5
6	7 Comprehensive Center to email feedback to Federal Programs Division and Projects (No ZOOM Meeting)	8	9 Technical Assistance with Comprehensive Center - 2ND REVIEW (8am-4pm) (4 projects) Hawaii Standard Time: (March 8, 2022) 12pm – 8pm	10 Technical Assistance with Comprehensive Center -2ND REVIEW (8am-4pm) (4 projects) Hawaii Standard Time: (March 9, 2022) 12pm – 8pm	11	12
13	14 Project Proposals 3rd DRAFT DUE to Comprehensive Center via email (8am-4pm) Hawaii Standard Time: (Mar. 13, 2022) 12pm – 8pm	15 Comprehensive Center to email feedback to Federal Programs Division and Projects	16 2022 Insular Areas and Palau Technical Assistance Meeting March 16-17, 2022	17 2022 Insular Areas and Palau Technical Assistance Meeting March 16-17, 2022	18 ZOOM meetings can be scheduled only if needed	19
20	21 Technical Assistance with Comprehensive Center 3RD REVIEW (8am-4pm) (4 projects) Hawaii Standard Time: (March 20, 2022) 12pm – 8pm	22	23	24	25 Project Proposal FINAL DRAFT DUE to Federal Programs Division via email	26
27	28	29	30	31		

FFY2022 Consolidated Grant Application Submission Calendar

April 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8 FFY2022 CGA FINAL APPLICATION SUBMISSION TO U.S. DEPARTMENT OF EDUCATION	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30



JON J. P. FERNANDEZ
Superintendent of Education

GUAM DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION
State Agency for USEd Grants
500 Mariner Avenue
Barrigada, Guam 96913-1608
Telephone: (671) 475-0470/300-1267
Fax: (671) 477-4587



IKE C. SANTOS
Federal Programs Administrator

Technical Assistance Meeting
Office of Catholic Education
1:30pm - Monday, March 28, 2022

Agenda

- I. OCE: FY2022 Consolidated Grant Matrix of Service
- II. OCE: FY2021 Consolidated Grant Budget Narrative
- III. Q & A



JON P. FERNANDEZ
 Superintendent of Education

Federal Programs Division – GDOE
 Telephone: 300-0470
 Fax: 475-4587



Ike C. Santos
 Administrator

**Technical Assistance Meeting
 FY2022 Consolidated Grant
 Office of Catholic Education**

Location	OCE District Office
Date	Monday, March 28, 2022
Time	1:30 PM

Name (Please Print)	School/Division	Phone No.	Signature
1. Stephanie Charqualel	FPD	300-1261	<i>[Signature]</i>
2. ROSIE QUINTANA	OCE	562-0053	<i>[Signature]</i>
3. VERA DE LA CRUZ	OCE	864-66157	<i>[Signature]</i>
4. FR. VIL PODRILUTZ	OCE	486-9394	<i>[Signature]</i>
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Guam Department of Education
FY'22 Carryover Consolidated Grant Application - Estimated Allocation Table

Estimated 2022 Allocation Table Insular Areas as of 03/17/2022	\$	34,141,164.00	OVERALL Projected Award
	\$	1,707,058.20	State Allocation 5%
	\$	32,434,105.80	Sub Total

School/Student Participation Information	Enrollment as of 09.30.21	Estimated Allocation	Roll-Up Totals	% of Estimated Allocation
Project Allocation			\$27,176,366.54	
1. College, Career, Civic Engagement and Life Readiness (CCCLR)		\$6,145,409.52		18.0%
2. Curriculum and Instructional Quality and Development (CIQD)		\$6,691,668.14		19.6%
3. Classroom Supports & Academic Interventions (CSAI)		\$9,900,937.56		29.0%
4. School Climate and Culture Engagement (SCCE)		\$4,438,351.32		13.0%
5. Private Non-Public Schools (PNP)		\$5,257,739.26	\$5,257,739.26	15.4%
6. State Administration | State Educational Agency (SEA)		\$1,707,058.20	\$1,707,058.20	5.0%
		\$34,141,164.00	\$34,141,164.00	100%
<i>Estimated 2022 Allocation Table Insular Areas as of 03/17/2022</i>		<i>\$34,141,164.00</i>	<i>\$34,141,164.00</i>	
		<i>\$0.00</i>	<i>\$0.00</i>	
Per Pupil Allocation (Estimated) | 9/2021 Student Enrollment Data				% of overall Student Enrollment
* GDOE Public schools (w/ Headstart + Pre-GATE)	26,619	\$ 25,528,947.11	\$ 27,327,165.52	79%
* iLearn Charter School	702	\$ 673,252.97		2%
* Guahan Charter School	765	\$ 733,673.11		2%
SIFA Charter School	344	\$ 329,913.14		1%
Career TechHighAcademyCharterSchool	64	\$ 61,379.19		0%
* Private-Non-Public Schools	5,325	\$ 5,106,940.28		16%
* Office of Catholic Education (OCE)	3,296	\$ 3,161,028.20	\$ 5,106,940.28	
Harvest Christian Academy	909	\$ 871,776.28		
St. John's School	520	\$ 498,705.91		
St. Paul's Christian School	377	\$ 361,561.78		
* Guam Adventist Academy (GAA)	120	\$ 115,085.98		
* Japanese School of Guam	78	\$ 74,805.89		
* Providence International Christian Academy (PICA)	25	\$ 23,976.25		
		\$ 5,106,940.28		100%
	33,819	\$959.05	\$ 32,434,105.80	

* Subject to change, Per Pupil Cost based on current student enrollment. (updated March 17, 2022)

FY'2022 CG PNP/CHARTER SCHOOLS
Matrix of Service

NAME OF PNP/CHARTER SCHOOL: Office of Catholic Education (OCE) Schools

Core: (Basic Program of Instruction)

- 1) Subject area instruction for grades K-12 (Language Arts, Reading, Mathematics, Science, Social Studies).
- 2) Pre-high school college preparatory in the middle school grades 6 through 8 (English, Mathematics, Science, Social Studies).
- 3) College preparatory program in the high school grades 9 through 12. Preparation for college admissions exams, dual enrollment in college-level courses, and Advanced Placement courses and exams.

Overall Need: (List the identified need(s) or priority the project is to address; Explain how and when these need(s) or priority were identified)

- 1) Students in elementary and middle school grades show below grade-level readiness in reading and mathematics affected by enrollment patterns, absence of differentiated instruction, specific support to address deficiencies of individual students.
This need was identified by a review of non-cohort ACT Aspire test scores in grades 3 through 10 from the 2018-2019 academic year.
- 2) Students in grades K-12 are in need of support in accessing, organizing, and using online research resources for lessons in major subject areas (Language Arts, Mathematics, Social Studies, Science). This need was identified during the 2019-2020 academic year by surveying schools' availability of online research resources, survey of teachers' incorporation of research resources to support language arts, mathematics, science and social studies lessons, and teachers' reviews of classroom-based assessments.
- 3) Students in grades K-12 are in need of support in developing and using problem-solving skills and higher-order thinking and communicating in language arts, mathematics, science, and social studies classes.
This need was identified during the 2019-2020 academic year by surveying teachers' reviews of classroom-based assessments targeting problem-solving and higher-order thinking skills.
- 4) High school students' performance on college admissions/placement exams indicate below average performance in English language/reading, mathematics, and Advanced Placement subject areas signaling the need for enhanced preparation for high school level courses, insufficient achievement in college preparatory courses, including AP courses.
This need was identified by a review of non-cohort ACT Aspire test scores in grades 9 and 10 from the 2018-2019 academic year; a review of PSAT, SAT, and ACT scores earned by students in their junior and/or senior years; review of placement tests taken at the University of Guam; review of the level of participation and the achievement on AP exams.

FY'2022 CG PNP/CHARTER SCHOOLS Matrix of Service

Data/Evidence: (Provide data or evidence to support the Need)

ACT Aspire Data

- 1) Average Reading scores from the administration of the ACT Aspire in grades 3 through 10 indicate that a majority of students scored below the grade level readiness (range of students below grade level readiness is from 49% to 71%).
- 2) Average Math scores from the administration of the ACT Aspire in grades 3 through 10 indicate that a majority of students scored below the grade level readiness (range of students below grade level readiness is from 59% to 85%).

Summary of Surveys of Teachers

- 1) 35% of teachers see improvements needed in students being able to access, organize, and use online research materials while 39% of teachers indicate the need for more online research resources that students can access and use for assignments/projects.
- 2) 55% of teachers require students' use of problem-solving skills in the classroom while 74% of teachers report that students only have average to below average problem-solving skills.
- 3) 54% of classroom activities require students' use of higher order thinking skills, but 68% of teachers report that students only have average to below average capability to use higher-order thinking skills.
- 4) 86% indicate that using instructional technology has a positive impact on student learning while 30% of the teachers report that inadequate resources in instructional technology are available in the schools and 68% of the teachers call for professional development on using technology in the classroom to enhance student learning.

Pre-College Admissions Data

- 1) There has been a reduction (average of 8%) of the percentage of high schools students enrolling in AP courses.
- 2) The average AP scores for all tests taken by Catholic high school students is below a 3.
- 3) The average SAT scores (ERW and Math) is approximately 1100.
- 4) 35% of students who take the UOG placement test in Math only place in non-credit Math courses.
- 5) 35% of students who take the UOG placement test English only place in non-credit English courses.

Goal Statement: (Indicate the goals during three-year grant cycle; Explain how the Goal will meet the project's needs; Indicate how the project's goal connects to the project's a) objective(s); b) basic program(s) of instruction; c) supplemental projects)

During the next three-year grant cycle, the Office of Catholic Education will enhance the knowledge and skills of students in grades K-12 and demonstrate that

- Students will achieve enhanced learning outcomes in reading and mathematics in the elementary, middle, and high school classes.
- K-12 students will develop the capacity to successfully retrieve, organize, and use online research materials needed for science and social studies classes.
- K-12 students will develop their capabilities to successfully address problem solving and higher-order thinking skills at appropriate grade levels.

FY'2022 CG PNP/CHARTER SCHOOLS Matrix of Service

- High school students will develop their capabilities to successfully prepare for successful college admission, placement, and completion.

Annual Objectives: (List three annual and specific objectives, one for each year (Year 1 – FY 2020, Year 2 – FY 2021, and Year 3 – FY 2022) that will lead to meeting the goal of this project; Explain in what ways the objective(s) will support accomplishing the goal; Ensure the objective(s) is SMART Specific, Measurable, Achievable, Relevant, Time-bound)

- 1) By the end of Year 1 (FY 2020),
 - a. Teachers will report enhanced student learning in reading and mathematics in K-8 classes as a results of the implementation of online formative assessment and supportive online curriculum materials that address students' deficiencies with the necessary equipment, online resources, and professional development for the classroom teachers.
 - b. Students in one-third of the elementary, middle, and high school classes will demonstrate their ability to access and use online research materials with the necessary equipment, online resources, and professional development for librarians and teachers.
 - c. Students in one-third of the elementary, middle, and high school classes will demonstrate enhanced problem-solving and higher-order thinking skills using problem –based classrooms with the necessary equipment and professional development for teachers and school-based curriculum coordinators.
 - d. OCE middle and high school PreAP and AP teachers will develop and implement a vertical alignment plan for middle and high school Pre-AP and AP classes with necessary professional development.
 - e. Middle and high school language arts and social studies teachers will develop and implement enhanced PreAP and AP classes in language arts and social studies fields with necessary professional development
 - f. HS juniors and seniors will have access to online preparation materials for AP exams, SAT, ACT
 - g. Teachers in the nursery/kindergarten schools and the kindergarten classes in seven elementary schools will report the development of enhanced reading and math skills using digital and printed resources with necessary equipment and professional development.

- 2) By the end of Year 2 (FY 2021),
 - a. One large, two small elementary schools and one high school will develop and implement the use of online research materials with the necessary equipment, online resources, and professional development for librarians and teachers.
 - b. Students in another third of the elementary, middle, and high school classes will demonstrate their ability to access and use online research materials with the necessary equipment, online resources, and professional development for librarians and teachers.
 - c. Students in another third of the elementary, middle, and high school classes will demonstrate enhanced problem-solving and higher-order thinking skills using problem –based classrooms with the necessary equipment and professional development for teachers and school-based curriculum coordinators.
 - d. Middle and high school math and science teachers will develop and implement enhanced PreAP and AP classes in math and science fields with necessary professional development
 - e. One half of the OCE schools will complete the replacement of outdated instructional technology equipment (interactive whiteboards, mobile laptop carts, etc.).

FY'2022 CG PNP/CHARTER SCHOOLS
Matrix of Service

- 3) By the end of Year 3 (FY 2022)
- a. Students in the remaining of the elementary, middle, and high school classes will demonstrate their ability to access and use online research materials with the necessary equipment, online resources, and professional development for librarians and teachers.
 - b. Students in remaining third of the elementary, middle, and high school classes will demonstrate enhanced problem-solving and higher-order thinking skills using problem –based classrooms with the necessary equipment and professional development for teachers and school-based curriculum coordinators.
 - c. The remaining half of the OCE schools will complete the replacement of outdated instructional technology equipment (interactive whiteboards, mobile laptop carts)

FY'2022 CG PNP | CHARTER SCHOOLS
Matrix of Service

DRAFT 1

NAME OF PNP/ CHARTER SCHOOL: <i>Office of Catholic Education</i>			
Project #1: College, Career, Civic Engagement and Life Readiness			
Component 1: <u>Increasing rigorous academic and technical courses with high quality instruction</u> National Career Academies Training, Association for Career and Technical Education (ACTE), Projects Based Learning (PBL), Visual Communication/ Video Production & Broadcasting Program with Media Camera Equipment (Visual and Video Production/Broadcasting, Computer Science/ Information Technology Program, Engineering/Robotics, Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP) Summer Institute (APSI), Career and Technical Education (CTE) Workshop - Career Exploration, STEAM			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Questions Comments
<u>Grade:</u> K4 =33 K =90 1=168 2=165 3=182 4=212 5=188 6=236 7=238 8=235 9=264 10=257 11=256 12=266	<u>Teachers by Grade:</u> K4 =3 K =6 1=8 2=8 3=7 4=12 5=16 6=14 7=15 8=13 <i>High Schools:</i> Teachers = 33 Coordinators=2 Administrators 5 <u>NOTE: SHOULD INDICATE TOTAL POPULATION OF TEACHERS BY GRADE LEVEL, COORDINATORS, & ADMINISTRATORS</u>	1)Visual Communication/ Video Production & Broadcasting Program with Media Camera Equipment (Visual and Video Production/ Broadcasting) 2)Computer Science/ Information Technology Program 3)Engineering/Robotics 4)Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP) Summer Institute (APSI) 5)Career and Technical Education (CTE) Workshop - Career Exploration 6)STEAM	Recommendation to include Professional development in CORE subject areas to integrate career-oriented lessons into academic lessons.

FY'2022 CG PNP | CHARTER SCHOOLS
Matrix of Service

Component 2: <u>Career oriented programs and assessments</u> Career, Technical Education (CTE) Academies: ACT WorkKeys, Skilled Labor and Trades Academy, Specialized Trainings and Career, Technical Education (CTE) Courses, Career Interest Inventory Management & Assessment System			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get)	Recommendations Questions Comments
<u>Grade:</u> K4 =33 K =90 1=168 2=165 3=182 4=212 5=188 6=236 7=238 8=235 9=264 10=257 11=256 12=266	<u>Teachers by Grade:</u> K4 =3 K =6 1=8 2=8 3=7 4=12 5=16 6=14 7=15 8=13 <i>High Schools:</i> Teachers = 33 Coordinators=2 Administrators 5 <u>NOTE: SHOULD INDICATE TOTAL POPULATION OF TEACHERS BY GRADE LEVEL, COORDINATORS, & ADMINISTRATORS</u>	Career, Technical Education (CTE) Academies to include: 1)Specialized Trainings and Career 2)Technical Education (CTE) Courses 3)Career Interest Inventory Management & Assessment System	

FY'2022 CG PNP | CHARTER SCHOOLS
Matrix of Service

Component 3: <u>Specialized events and opportunities</u> STEAM Enrichment Kits, Engineering Robotics, STEAM Engineering Robotics | Arena Drones, E-sports, Academic Special Events, National Forensic League (NFL), Visual Performing Arts (VPA), Interscholastic Sports			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<u>Grade:</u> K4 =33 K =90 1=168 2=165 3=182 4=212 5=188 6=236 7=238 8=235 9=264 10=257 11=256 12=266	<u>Teachers by Grade:</u> K4 =3 K =6 1=8 2=8 3=7 4=12 5=16 6=14 7=15 8=13 <i>High Schools:</i> Teachers = 33 Coordinators=2 Administrators 5 <u>NOTE: SHOULD INDICATE TOTAL POPULATION OF TEACHERS BY GRADE LEVEL, COORDINATORS, & ADMINISTRATORS</u>	1)STEAM Enrichment Kits 2)Engineering Robotics 3)STEAM Engineering Robotics |Arena Drones 4)E-sports 5)Academic Special Events– National Forensic League (NFL), Academic Challenge Bowl (ACB), Math Counts, Math Olympiad 6)Visual Performing Arts (VPA) 7)Interscholastic Sports	
Component 4: <u>Academic, College and Career Readiness</u> Pre-Advanced Placement | Advanced Placement, College Exploration and Readiness Opportunities: College Fair, STEAM Mentoring, College Readiness Math and English Camp, SAR, ACT Preparation, National Technical Honor Society, Career Fairs, National Career Academy Coalition (NCAC) Certification, Skills USA, Health Certifications			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services	What will service recipients get	Recommendations Questions Comments

FY'2022 CG PNP | CHARTER SCHOOLS
Matrix of Service

	(Please indicate grade level)		
<p><u>Grade:</u> 9=264 10=257 11=256 12=266</p>	<p><u>High Schools:</u> Teachers = 33 Coordinators=2 Administrators 5</p> <p><u>NOTE: SHOULD INDICATE TOTAL POPULATION OF HIGH SCHOOL TEACHERS BY GRADE, COORDINATORS, & ADMINISTRATORS</u></p>	<p>1)Pre-Advanced Placement | Advanced Placement</p> <p>2)College Exploration and Readiness Opportunities: College Fair</p> <p>3)STEAM Mentoring College Readiness Math and English Camp</p> <p>4)SAR</p> <p>5)ACT Preparation</p> <p>6)Career Fairs</p> <p>7)National Career Academy Coalition (NCAC) Certification</p> <p>8)Skills USA</p> <p>9)Health Certifications</p>	

FY'2022 CG PNP | CHARTER SCHOOLS
Matrix of Service

NAME OF PNP/ CHARTER SCHOOL: <i>Office of Catholic Education</i>			
Project #2: Curriculum and Instructional Quality and Development			
Component 1: <u>Teacher and Administrator Induction, Recruitment and Retention</u> Initial Teacher Certification Assistance, Teacher Mentoring, New Teacher Academy, Teacher Coaching, Administrator Mentoring, Professional Development - instructional coaches, school-based and district teacher mentors			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<u>Grade:</u> K4 =33 K =90 1=168 2=165 3=182 4=212 5=188 6=236 7=238 8=235 9=264 10=257 11=256 12=266	<u>Teachers by Grade:</u> K4 =3 K =6 1=8 2=8 3=7 4=12 5=16 6=14 7=15 8=13 <i>High Schools:</i> Teachers = 33 Coordinators=2 Administrators 5 <u>NOTE: SHOULD INDICATE TOTAL POPULATION OF TEACHERS BY GRADE, COORDINATORS, & ADMINISTRATORS</u>	1)Initial Teacher Certification Assistance 2)Teacher Mentoring 3)New Teacher Academy 4)Teacher Coaching 5)Administrator Mentoring 6)Professional Development - instructional coaches	
Component 2: <u>Improving Teacher Effectiveness</u> Professional Development: Cooperative Learning and Student Engagement Strategies, Sheltered Instruction Observation Protocol (SIOP), Enhancing Teacher Skills and Integrating Technology into Education, Effective Literacy Strategies, STEAM (i.e. Science, Technology, Engineering, Arts and Mathematics) Science Training in Instructional Strategies and working with Science Kits (i.e. Full Options Science Systems kits), Next Generation Science Standards, Higher Order Thinking Skills, Technology Standards, Conscious Discipline, Using Assessment Data for Educational Planning and Interventions, Professional Development for academic programs with focus on high-quality instruction			

FY'2022 CG PNP | CHARTER SCHOOLS
Matrix of Service

for high-ability students, Classroom Instruction That Works (CITW), Math Instructional Strategies			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<p><i>None. Only applicable to teachers. However, students will benefit from Improving Teacher Effectiveness.</i></p>	<p><u>Teachers by Grade:</u> K4 =3 K =6 1=8 2=8 3=7 4=12 5=16 6=14 7=15 8=13</p> <p><i>High Schools:</i> Teachers = 33 Coordinators=2 Administrators 5</p> <p><u>NOTE: SHOULD INDICATE TOTAL POPULATION OF TEACHERS BY GRADE, COORDINATORS, & ADMINISTRATORS</u></p>	<p>Professional Development to include: Cooperative Learning and Student Engagement Strategies, Sheltered Instruction Observation Protocol (SIOP), Enhancing Teacher Skills and Integrating Technology into Education, Effective Literacy Strategies, STEAM (i.e. Science, Technology, Engineering, Arts and Mathematics) Science Training in Instructional Strategies and working with Science Kits (i.e. Full Options Science Systems kits), Next Generation Science Standards, Higher Order Thinking Skills, Technology Standards, Conscious Discipline, Using Assessment Data for Educational Planning and Interventions, Professional Development for academic programs with focus on high-quality instruction for high-ability students, Classroom Instruction That Works (CITW), Math Instructional Strategies</p>	

FY'2022 CG PNP | CHARTER SCHOOLS
Matrix of Service

Component 3: <u>Specialized School Support</u> Pre-K Academics and Early Childhood Classrooms and Supports, Library Improvement			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<u>Grade:</u> K4 =33 K =90 1=168 2=165	<u>Teachers by Grade:</u> K4 =3 K =6 1=8 2=8 <i>NOTE: SHOULD INDICATE TOTAL POPULATION OF TEACHERS BY GRADE, COORDINATORS, & ADMINISTRATORS</i>	1)Pre-K Academics and Early Childhood Classrooms and Supports 2)Library Improvement	
Component 4: <u>Formative and Summative Assessments</u> Assessment Kits, Standards Based Assessments, Assessments (Contractual Services)			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<u>Grade:</u> K4 =33 K =90 1=168 2=165 3=182 4=212 5=188 6=236 7=238 8=235 9=264 10=257	<u>Teachers by Grade:</u> K4 =3 K =6 1=8 2=8 3=7 4=12 5=16 6=14 7=15 8=13 High Schools: Teachers = 33	1)Assessment Kits 2)Standards Based Assessments	

FY'2022 CG PNP | CHARTER SCHOOLS
Matrix of Service

11=256 12=266	Coordinators=2 Administrators 5 <i>NOTE: SHOULD INDICATE TOTAL POPULATION OF TEACHERS BY GRADE, COORDINATORS, & ADMINISTRATORS</i>		
Component 5: <u>Curriculum Development</u> Development of CHamoru Immersion Curricula, Modules, and Support Services, Development of Curricular Resources, Development of Proficiency Scales and Assessment Rubrics, Teacher Toolkit, CHamoru Curricular Resources			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<u>Grade:</u> K4 =33 K =90 1=168 2=165 3=182 4=212 5=188 6=236 7=238 8=235 9=264 10=257 11=256 12=266	<i>NOTE: SHOULD INDICATE TOTAL NUMBER OF CHAMORU TEACHERS (BY GRADE) AND COORDINATORS, & ADMINISTRATORS (if applicable).</i>	1)Development of CHamoru Immersion Curricula 2)Modules, and Support Services, Development of Curricular Resources 3)Development of Proficiency Scales and Assessment Rubrics 4)Teacher Toolkit 5)CHamoru Curricular Resources	
Component 6: Supplemental Resources and Equipment Supports Student Planners, Student Information System Training, Interactive Touchscreen Whiteboard Equipment Use Training, Bandwidth Expansion, Learner Centers			
Number of students who will receive services (Please	Number of teachers, administrators, coordinators who will receive services	What will service recipients get	Recommendations Questions Comments

FY'2022 CG PNP | CHARTER SCHOOLS
Matrix of Service

breakdown by grade level)	(Please indicate grade level)		
<p><u>Grade:</u> K4 =33 K =90 1=168 2=165 3=182 4=212 5=188 6=236 7=238 8=235 9=264 10=257 11=256 12=266</p>	<p><u>Teachers by Grade:</u> K4 =3 K =6 1=8 2=8 3=7 4=12 5=16 6=14 7=15 8=13 <i>High Schools:</i> Teachers = 33 Coordinators=2 Administrators 5 <u>NOTE: SHOULD INDICATE TOTAL POPULATION OF TEACHERS BY GRADE, COORDINATORS, & ADMINISTRATORS</u></p>	<p>1)Student Planners 2)Interactive Touchscreen Whiteboard Equipment Use Training 3)Bandwidth Expansion 4)Learner Centers</p>	

FY'2022 CG PNP | CHARTER SCHOOLS
Matrix of Service

NAME OF PNP/CHARTER SCHOOL: <i>Office of Catholic Education</i>			
Project #3: Classroom Supports & Academic Interventions			
Component 1: State Systemic Improvement Program and English-as-a-Second Language Supports			
State Systemic Improvement Program, English-as-a-Second Language Supports			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<i>NOTE: NEED TO IDENTIFY SCHOOLS (FOR OCE'S INFO.) & NUMBER OF STUDENTS BY GRADE.</i>	<i>NOTE: NEED TO IDENTIFY SCHOOLS (FOR OCE'S INFO.) & NUMBER OF TEACHERS.</i>	English-as-a-Second Language Supports	
Component 2: Classroom Instructional Support			
Teacher Assistants and Instructional Program Aides, Kinder Learn			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<i>Grade:</i> K4 =33 K =90	<i>NOTE: NEED TO IDENTIFY SCHOOLS (FOR OCE'S INFO.) & NUMBER OF TEACHERS.</i>	Kinder Learn (supplies and equipment to support visual learning and hands on learning)	
Component 3: After School Program for Instruction, Remediation, and Enrichment (ASPIRE) / EARLY BIRD			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<i>None indicated.</i>			

FY'2022 CG PNP | CHARTER SCHOOLS
Matrix of Service

Component 4: Interventions, Remediation, and Enrichment			
Student Advocate & Mentor (SAM), Credit Recovery: <i>Eskuelan Puengi (EP)</i> , Summer School, Second Chance			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<p><u>Grade:</u> K =90 1=168 2=165 3=182 4=212 5=188 6=236 7=238 8=235</p> <p>9=264 10=257 11=256</p> <ul style="list-style-type: none"> • Summer school will be for students who wish to seek enrichment and/or credit recovery. 	<p><u>NOTE: NEED TO IDENTIFY SCHOOLS (FOR OCE'S INFO.) & NUMBER OF TEACHERS PER GRADE LEVEL.</u></p>	<p>Summer School</p>	
Component 5: Alternative Pathways			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<p><i>None indicated.</i></p>			

FY'2022 CG PNP | CHARTER SCHOOLS
Matrix of Service

NAME OF PNP/CHARTER SCHOOL: <i>Office of Catholic Education</i>			
Project #4: School Climate, Culture & Engagement			
Component 1: <u>Social Supports & Outreach</u> Social Workers, Community Program Aides, Interpreter/Translator Services,			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<i>None indicated.</i>			
Component 2: <u>PBIS Framework:</u> School Wide Information System (SWIS), Positive Behavior Intervention and Support Coaches (Program Coordinator III), PBIS Trainings/Workshops, Professional Development, Mental Health and Wellness, Positive Learning Centers			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<i>NOTE: NEED TO CHECK IF APPLICABLE.</i>			
Component 3: <u>Positive Behaviors & Safe Environments</u> SRO Program, Play by the Rules and Safe School Ambassador Program (SSA), Restorative Justice and Peer Mediation, Age Appropriate Youth Peer Mediation, Teen Court			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<u>Grade:</u> 7=238 8=235 9=264 10=257 11=256 12=266	<i>NOTE: NEED TO IDENTIFY NUMBER OF TEACHERS, COORDINATORS, 7 ADMINISTRATORS PER GRADE LEVEL.</i>	1)SRO Program 2)Play by the Rules and Safe School Ambassador Program (SSA) 3)Restorative Justice and Peer Mediation	

FY'2022 CG PNP | CHARTER SCHOOLS
Matrix of Service

		4)Age Appropriate Youth Peer Mediation	
Component 4: Health & Safety: iSupport and iClean Initiatives, School Safety, Physical Fitness and Intramural Sports, Physical Fitness and Intramural Equipment, Uniforms, Stipends, Student Health Tracking, First Aid and CPR, Health and Fitness			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<u>Grade:</u> K4 =33 K =90 1=168 2=165 3=182 4=212 5=188 6=236 7=238 8=235 9=264 10=257 11=256 12=266	<u>Teachers by Grade:</u> K4 =3 K =6 1=8 2=8 3=7 4=12 5=16 6=14 7=15 8=13 <i>High Schools:</i> Teachers = 33 Coordinators=2 Administrators 5 <u>NOTE: SHOULD INDICATE TOTAL POPULATION OF TEACHERS BY GRADE, COORDINATORS, & ADMINISTRATORS</u>	1)iSupport and iClean Initiatives 2)School Safety 3)Physical Fitness and Intramural Sports 4)Physical Fitness and Intramural Equipment 5)Uniforms, Stipends 6)Student Health Tracking 7)First Aid and CPR 8)Health and Fitness	

Project Narrative

1. PROJECT TITLE	Project #5: Private, Non-Public Schools (PNP)			
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	<p>ESEA TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A—Improving Basic Programs Operated by Local Educational Agencies</p> <p>ESEA TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A—Supporting Effective Instruction</p> <p>ESEA TITLE III—LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A—English Language Acquisition, Language Enhancement, And Academic Achievement Act</p> <p>ESEA TITLE IV—21ST CENTURY SCHOOLS. Part A—Student Support and Academic Enrichment Grants. Subpart 1—Student Support and Academic Enrichment Grants</p> <p>Title V PART B – RURAL EDUCATION INITIATIVE, Subpart 2-Rural and Low-Income School Program (RLIS)</p>			
2b. SEA OR LEA SERVICES	Local Level – Local Education Agency (LEA)			
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES	
	Grade Level(s)	Number of Students	Participant Type(s)	Number of Participants
	PNP			
	<u>Grades PreK-5:</u> ▪ PNP	▪ 2,460	<u>School Administrators:</u> ▪ PreK-12	▪ 39 PNP
	<u>Grades 6-8:</u> ▪ PNP	▪ 1,204	<u>School Asst. Administrators</u> ▪ PreK-12	▪ 14 PNP
	<u>Grades 9-12:</u> ▪ PNP	▪ 1,661	<u>Teachers</u> ▪ PreK-5 ▪ 6-8 ▪ 9-12	▪ 141 PNP ▪ 134 PNP ▪ 147 PNP

4. NEED(S) for PROJECT

Prompts: *(Limit response to 300 words or fewer)*

The following PNPs are participating in this project: Office of Catholic Education (OCE), St. John’s School (SJS), St. Paul’s Christian School (SPCS), Harvest Christian Academy (HCA), Providence International Christian Academy (PICA), Guam Adventist Academy (GAA), and Japanese School of Guam (JSG). Each participant submitted needs data to GDOE to support their requests. Below is a summary of the key areas of need. GDOE will work with each PNP to review quarterly their progress in implementing activities and measuring progress in addressing these needs.

While different summative assessment tools are used by the PNPs (e.g., Iowa Assessment, ACT Aspire, MAP) all showed a need for improved academic performance. In general, annual assessment data show approximately 50-70% (or more in some cases) of grade 3-10 students scoring below grade level in reading and 60-85% (or more) below grade level in math. While the number of PNP students participating in AP courses is low, most students taking AP courses score below 3 and half or more of students taking UOG placement tests in math and English place in non-credit bearing courses. In addition, more than half of the students are ELLs. Private Non-Public Schools (PNP) have a goal for all students to leave high school ready for college and/or careers with useful technological ability. Therefore, additional supports are needed to improve student achievement, including in-class and out of class supports and supports for special populations.

More than one-third of teachers reported that students needed improvement in technical literacy and access to online resources and all the schools in general needed more technology available for student use and upgraded technology as more than half of the technology equipment they have, was acquired prior to 2015. More than two-thirds of teachers reported below average problem solving and higher order thinking skills among students and a need for more professional development on using technology in the classroom and well as other professional development for teachers to support student learning. An effective teacher is considered the number one school-based factor accounting for student achievement with effective school leadership a close second. Additional professional development is essential to meet student needs.

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement: *(Limit words to 300 or fewer)*

By the end of the three-year grant program, the PNPs will have achieved the following overall goal: a) Expand student access to experiences to improve student performance in math and reading and enhance their college and career readiness; and b) Provide professional development and technology support for teachers to hone their knowledge and skills in technology integration and disciplinary specific pedagogies.

5b. Annual Objectives: *(Limit words to 300 or fewer)*

Due to the COVID-19 pandemic that created difficulty in data collection for Year 1, the annual targets for Year 2 and Year 3 have been revised. To make it more realistic for the project, the annual percentages/targets for Year 1 were maintained for Year 2, and Year 3 percentages were changed to reflect the original Year 2 percentages.

A. Expand student access to experiences to improve performance in math and reading and enhance their college and career readiness:

Component 1. Academic Performance

- **YEAR 1:** Improve academic performance in math and reading by at least 2% from baseline on the summative assessment used by the Private, Non-public (PNP) school.
- **YEAR 2:** Improve academic performance in math and reading by at least 2% from baseline on the summative assessment used by the Private, Non-public (PNP) school.
- **YEAR 3:** Improve academic performance in math and reading by at least 3% from baseline on the summative assessment used by the Private, Non-public (PNP) school.

- **YEAR 1:** The percent of AP students scoring 3 or above will increase by at least 2% for those PNPs offering Advanced Placement (AP).
- **YEAR 2:** The percent of AP students scoring 3 or above will increase by at least 2% for those PNPs offering Advanced Placement (AP).
- **YEAR 3:** The percent of AP students scoring 3 or above will increase by at least 3% for those PNPs offering Advanced Placement (AP).

Component 2. Specialized Events & Opportunities

- **YEAR 1:** There will be at least a 2% increase in student participation in STEAM activities, other academic and non-academic special events and at least 60% of participating students will report they are more engaged in learning and that they had a positive experience.
- **YEAR 2:** There will be at least a 2% increase in student participation in STEAM activities, other academic and non-academic special events and at least 60% of participating students will report they are more engaged in learning and that they had a positive experience.
- **YEAR 3:** There will be at least a 3% increase in student participation in STEAM activities, other academic and non-academic special events and at least 65% of participating students will report they are more engaged in learning and that they had a positive experience.

Component 3. Academic & Career Planning

- **YEAR 1:** 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, and at least 15% of these students will indicate an interest in pursuing a STEAM college path/CTE path.
- **YEAR 2:** 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, and at least 15% of these students will indicate an interest in pursuing a STEAM college path/CTE path.
- **YEAR 3:** At least 75% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 20% of these students will indicate an interest in pursuing a STEAM college path/CTE path.

B. Provide professional development and other supports for teachers to hone their knowledge and skills in technology integration and disciplinary-specific pedagogies:

Component 4. Professional Development

- **YEAR 1:** At least 40% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
- **YEAR 2:** At least 40% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).

- **YEAR 3:** At least 50% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).

Component 5. Technology Support & Technology Integration

- **YEAR 1:** Teachers in participating schools will report at least 10% improved access to technology and online resources and increased integration of technology in the classroom.
- **YEAR 2:** Teachers in participating schools will report at least 10% improved access to technology and online resources and increased integration of technology in the classroom.
- **YEAR 3:** Teachers in participating schools will report at least 20% improved access to technology and online resources and increased integration of technology in the classroom.

5c. Means of Evaluating Program Outcome(s) Chart

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Project Title: Private-Non-Public Schools (PNP)

Means of Evaluating Program Outcome(s) Chart # _____

Project Activity <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>(i.e., metric) Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate : Yes or No</i>	Baseline Data <i>(Current school year or most recent)</i> <i>If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2021-2022).</i>	Quarterly Performance Targets <i>Please focus on outcomes rather than outputs.</i>			
						2021 December End of Target Performance	2022 End of March Target Performance	2022 End of June Target Performance	2022 End of September Target Performance
Component 1. Academic Performance 1. Summative Assessment	a) At least 3% increase in students scoring at the “Proficient”/ “Ready” and “Advanced/Exceeding” level in Math from baseline	ACT Aspire Spring Summative Results	No. of students in grades 3-10 scoring in the “Ready” & “Exceeding” levels in Math/ Reading from baseline (ACT Aspire)	Yes	a) Each PNP to provide baseline data in Math for each grade level, if available.	Summative testing not done at this time.	Summative testing not done at this time.	Summative testing given at this time, but results reported next quarter.	At least 3% increase from baseline
	b) At least 3% increase in students scoring at the “Proficient”/ “Ready” and “Advanced/Exceeding” level in Reading from baseline	Or Results of any similar Summative Assessment used by the PNPs AP Test results	Or No. of students in appropriate grade levels scoring in the “Proficient” & “Advanced” levels in Math/Reading (similar tests) No. of AP test takers who score a 3 or better	Yes	b) Each PNP to provide baseline data in Reading for each grade level, if available. Each PNP offering AP to provide baseline data on % of AP students scoring 3 or better, if available.	Summative testing not done at this time. AP Testing not administered at this time.	Summative testing not done at this time. AP Testing not administered at this time.	Summative testing given at this time, but results are reported next quarter. AP Testing given at this time, but results are	At least 3% increase from baseline At least 3% increase in % of students scoring 3 or better

	in the percentage of AP students scoring 3 or better (among PNPs offering AP)							reported next quarter.	
Component 2. Specialized Events & Opportunities STEAM activities, Academic Special Events (ASE), Visual Performing Arts (VPA), and Music activities	a) At least 3% increase in student participation in STEAM activities, ASE, VPA, and Music (as applicable to each PNP school)	Events Roster	No. of students participating in specialized events and opportunities	Yes	Each PNP to provide baseline data on % of students participating in STEAM activities, ASE, and VPA, if available.	Conduct and documentation of specialized events and opportunities	Conduct and documentation of specialized events and opportunities	Conduct and documentation of specialized events and opportunities	At least 3% increase in student participation in STEAM, ASE, VPA, and Music activities (as applicable)
	b) At least 65% of students who participate in STEAM activities, ASE, VPA, and Music activities will indicate being engaged in learning and confident in their academic work (as applicable to each PNP school)	Web-based survey on STEAM events, ASE, VPA, and Music activities	No. of student participants who indicate being engaged in learning and confident in their work	Yes	Baseline data on % of student participants (in STEAM, ASE, VPA, and Music activities) who indicate being engaged in learning and confident in their work, if available.	At least 50% (if survey administered at this time)	At least 55% (if survey administered at this time)	At least 65% (if survey administered at this time)	This marks the start of a new school year. Reporting will start in the 1 st quarter of FY'22.
Component 3. Academic & Career Planning College & Career Fairs	a) At least 75% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path	Student Survey	No. of students indicating College/Career Fair relevant and helpful	Yes	Baseline data will be provided, if available.	At least 75% (if Fair is held at this time)	At least 75% (if Fair is held at this time)	At least 75% (if Fair is held at this time)	This marks the start of a new school year. Reporting will start in the 1 st quarter of FY'212.
	b) At least 20% of participating students will	Student Survey	No. of students indicating an interest in pursuing	Yes	Baseline data will be provided, if available.	At least 15% (if survey	At least 15% (if survey	At least 20% (if survey	This marks the start of a new school year.

	indicate an interest in pursuing a STEAM college path or a CTE path		a STEAM path in college or a CTE path			administered at this time)	administered at this time)	administered at this time)	Reporting will start in the 1 st quarter of FY'22.
Component 4. Professional Development PD Trainings	At least 50% of teachers participating in PD will report implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness	Web-based survey	No. of teachers who report, or are observed, to have a change in classroom instructional practices	Yes	Baseline data will be provided, if available.	At least 20% (if survey administered at this time)	At least 30% (if survey administered at this time)	At least 50% (if survey administered at this time)	This marks the start of a new school year. Reporting will start in the 1 st quarter of FY'22.
Component 5. Technology Support & Technology Integration Technology Services & Technology Integration	At least 20% of teachers will report improved access to technology and online resources, and more technology integration in the classroom	Web-based Survey	No. of teachers reporting improved access to technology and online resources, and more technology integration in the classroom	Yes	Baseline data will be provided, if available.	At least 15% (if survey administered at this time)	At least 17% (if survey administered at this time)	At least 20%	This marks the start of a new school year. Reporting will start in the 1 st quarter of FY'22.
	At least 20% of students will report improved access to technology and online resources, and more technology integration in the classroom	Web-based Survey	No. of teachers reporting improved access to technology and online resources, and more technology integration in the classroom	Yes	Baseline data will be provided, if available.	At least 15% (if survey administered at this time)	At least 17% (if survey administered at this time)	At least 20%	This marks the start of a new school year. Reporting will start in the 1 st quarter of FY'22.

6. PROJECT DESCRIPTION

6a. BASIC PROGRAM OF INSTRUCTION: *(Limit words to 150 or fewer)*

Private Non-Public Schools (PNP) offer core instructional programs in the areas of Reading, Language Arts, Math, Science, Social Studies (and other courses) to students in grades Pre-K through 12. These courses are offered in PNP schools to enable students to successfully progress from grade to grade in smaller classroom settings.

Intense instruction is focused on courses to help prepare students for graduation, college, and careers after high school in a safe, positive, and supportive environment that is challenging and exceptional, and built around open communication between parents and administration.

Guam Private, Non-Public School Participants are as follows:

1. Office of Catholic Education (OCE)
2. St. John's School (SJS)
3. St. Paul's Christian School (SPCS)
4. Harvest Christian Academy (HCA)
5. Providence International Christian Academy (PICA)
6. Guam Adventist Academy (GAA)
7. Japanese School of Guam (JSG)

6b. SUPPLEMENTAL PROJECT AND MANAGEMENT: *(Limit words to 850 or fewer)*

5.1 Private, Non-Public Schools – Annual Request

GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.

The Private, Non-Public Schools (PNP) will participate in component activities outlined within the following Consolidated Grant projects:

- Project #1 - College, Career, Civic Engagement, and Life Readiness (CCCLR)
- Project #2 - Curriculum and Instructional Quality and Development (CIQD)
- Project #3 - Classroom Supports & Academic Interventions (CSAI)
- Project #4 - School Climate, Culture & Engagement (SCCE)

Funding request to support participation for PNP administrators, teachers, and students. The PNP project will be administered by the State Administration in conjunction with the (4) projects.

Each respective PNP Authorized Representatives will be responsible for the overall implementation, data compilation and collection, meeting reporting requirements, meeting goals and objectives, and ensuring all relative requirements are met for their respective PNP schools.

Funding requested to support the following shared personnel costs annually: (Shared costs/proportioned with 3-5 projects). Personnel will provide support to all participating PNP schools.

- (2) Computer Technicians II (FTE) – Shared personnel will provide Information Technology (IT) support to Consolidated Grant activities. This includes (1) formatting, disseminating, and maintaining technology equipment, (2) maintaining basic infrastructure, (3) equipment monitoring and updates, and (4) maintain internet connectivity and computer labs. Services provided to participating public, charter and private-non-public schools. (Shared costs/proportioned with 5 project)
- (2) Computer Technicians I (FTE) – Shared personnel will provide Information Technology (IT) support to Consolidated Grant activities. This includes (1) formatting, disseminating, and maintaining technology equipment, (2) maintaining basic infrastructure, (3) equipment monitoring and updates, and (4) maintain internet connectivity and computer labs. Services provided to participating public, charter and private-non-public schools. (Shared costs/proportioned with 5 project)
- (1) Program Coordinator IV | State Data Officer (FTE) – Shared personnel will review, advise, and provide technical assistance as it relates to data collection, analysis and reporting for Consolidated Grant activities. Supports all projects and participating schools (e.g., Public, PNP, Charter) in the development and review of data collection practices, data tools and reporting procedures (Shared costs/proportioned with 5 project)
- (1) Program Coordinator III | State Technology Officer (FTE) – Shared personnel will align, support, review and monitor the technology equipment infrastructure of Consolidated Grant activities. Tasked with all duties as it relates to the review, system integration and use of technology across the state administration, projects, and participating schools. Provides insight as it relates to innovative technology and use strategies. In collaboration with state stakeholders, develops policies and procedures that enhance and encourage the use of technology and use strategies. (Shared costs/proportioned with 5 project)
- Funds requested to support project activities with tools, equipment, supplies and services necessary to implement all aspects of the project activities: All GDOE-CG procured equipment remains the property of GDOE and are marked and tracked for accountability. Ref: GDOE SOP 200-019.
- Mileage reimbursement for Computer Technicians I and II will be shared among the five (5) projects. Technicians conduct activities as it pertains to delivery of supports, services, and project

implementation and may be required to conduct on-site tech support services to participating public, charter and private-non-public schools.

- **31st Pacific Educational Conference:** Procure professional development registration fees for an estimated 100 teachers, 20 administrators, and 50 students – Summer 2023. This event is the largest convergence of educators in the Pacific region.
- Funding to pay for advertisements necessary and required for bid publication for professional services will be provided through this project.

Shared professional services: (with 3- 6 projects): Annual

- Procure digital subscriptions (Video-web-conferencing - online team collaborations) (Shared costs/proportioned with 6 projects)
- Procure remote support software for Computer Technicians to provide desktop support and streamline systems management at schools (i.e., GOVERLAN) (Shared costs/proportioned with 5 projects) PNP (OCE, HCA, SJS, SPCS, PICA, GAA, JSG)
- Procure consultative services for Effective Leadership & Communication, Fixed Asset Management for Consolidated Grant assets, and External Evaluator, and Technology Support Services/Help Desk.
- Effective Leadership & Communication Professional Development (Shared costs/proportioned with 5 projects). Increased cost of professional services.

The procurement of professional services to improve grant funding accountability, improve communications and collaboration, improve stakeholder conversations, internal monitoring, management processes and accountability to stakeholders, consultation processes and collaboration through effective decision making and advance workplace productivity through the Crucial Conversations framework or similar training model.

- Automated Fixed Assets Management System (Shared costs/proportioned with 6 projects) Increased cost of professional services.

The procurement and implementation of the Fixed Assets Management System will help the project to improve the administration and management of Consolidated Grant project funded fixed assets that are located at the State Administration Office. The system will help with the oversight, tracking, reporting and accuracy of real-time inventory to include acquisition, funding source, location, quality, condition, depreciation and survey of equipment information, and support state monitoring activities. GDOE provides assurances that these funds will only be used for CGA funded activities and will supplement and not supplant state and local funds, inclusive of the Automated Fixed Assets Management System.

- External Evaluator (Shared costs/proportioned with 6 projects) Increased cost of professional services.

Procure professional consultative services to conduct an evaluation on the effectiveness of project activities and impact on project goals to improve student achievement. Consultant will use qualitative and quantitative data and provide an analysis of the data, written report to State Administration/Federal Programs Administrator. Evaluation will allow the State Administration to identify areas of concerns, areas for improvement and successes for all Consolidated Grant projects, inclusive of private-non-public and State Administration.

- Technology Support Services/Help Desk (Shared costs/proportioned for 5 projects)
Procure professional services to provide support and assistance for students, teachers, and staff in the use of technology supplies and equipment. Contractual service provider will establish and operate a system to track, troubleshoot and remediate all issues related to the operation of CGA funded technology supports. Services necessary to support the growing technology and internet needs of the education community (public, participating charter and private-non-public schools). GDOE provides assurances that these funds will only be used for CGA funded activities and will supplement and not supplant state and local funds. Estimated 6,000 students, parents, teachers and school personnel to be supported.
- **NEW: Travel:**
 - ✚ **International Society for Technology in Education (ISTE)** on June 2023, estimated 6 travelers (6 STEAM/technology teachers) for PNP (OCE, SPCS)
 - ✚ **National Association for the Education of Young Children** on November 2022, estimated 2 travelers (2 teachers) for PNP (OCE)
 - ✚ **National Association for Bilingual Education Annual Conference** on February 2023, estimated 2 travelers (2 teachers) for PNP (OCE)

5.1 College, Career, Civic Engagement, and Life Readiness – Annual Request

GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.

5.1.1 Increasing Rigorous Academic and Technical Courses with High Quality Instruction– Annual

Procure professional services for professional development, equipment, instructional and training supplies, kits, printing of resource materials, venue and other relative supplies, materials, and services to implement the following project activities:

- **5.1.1.1 MODIFIED: Project Based Learning (PBL):** Procure professional services for PBL professional development for elementary, secondary PNP (OCE, GAA SJS) participating

teachers to enhance their repertoire of teaching strategies with skills that engages students in learning through real-world projects.

5.1.1.2 EXPANDED: Engineering/Robotics: Procure professional services for professional development for PNP (OCE, SJS, GAA PICA, SPCS) teachers in Engineering/Robotics for cadre of teachers on the implementation of various Engineering/Robotics curricula and learning strategies. Procure kits, supplies and equipment for teachers/classrooms: KIBO (K- 1st grade), WeDO (2nd-5th grade), EV3 (6th-12 grade), **MODIFIED: 3D Printers, Drones (9th -12th grade), NEW: laser cutter, interactive board, accessories and training.**

5.1.1.3 EXPANDED: Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP) Summer Institute (APSI): Procure professional services for professional development for PNP (OCE, GAA, SJS) APSI, for participating PNP secondary school teachers, counselors, and administrators to learn about the APSI, AP and Pre-AP strategies and the AP curriculum in the following content areas: Pre-AP Strategies: AP Vertical Teams in English, Pre-AP Strategies: AP Vertical Teams in Mathematics, AP Vertical Teams in History and Social Sciences, AP Calculus AB and BC combined, AP Biology, AP Chemistry, AP English Language and Literature. PNP goal to increase the number of course offerings in the Advanced Placement Program.

5.1.1.4 EXPANDED: Career and Technical Education (CTE) Workshop - Career Exploration: Procure professional services for CTE curriculum development for PNP (OCE, SJS, GAA) teachers, counselors and administrators; Procure professional services for resource materials printing. Explore topics, create resource materials such as planning guides and handbook of strategies on these topics for K-12 students, and provide training for English, Math, Science, Social Studies teachers on implementing these resources.

5.1.1.5 MODIFIED: STEAM: Procure professional services for STEAM Professional Development Training for PNP teachers on Underwater Robotics, STEAM Aquaponics, STEAM K-12 education for sustainability, Climate Change & STEAM Education, and Instructional Strategies. (OCE, GAA, SJS).

5.1.1.6 NEW: National Career Academies Training: Procure professional services for training and updated methodologies for participating school educators for CTE Career Academies. Contractual for professional development in best practices in Career Academies that helps

prepare students for college and careers. Includes funding for training supplies to conduct the PD PNP (OCE).

5.1.1.7 NEW: Visual Communication/ Video Production & Broadcasting Program with Media Camera Equipment (Visual and Video Production/Broadcasting): Procure professional services for professional development to develop visual/video production/broadcasting program course of study for secondary schools to include procurement of relevant audio/video recording and camera supplies/equipment for classroom instruction and associated equipment training for 3 high schools.

5.1.2 Career Oriented Programs and Assessments – Annual Request

Funds requested to annually procure the professional services and other relative, materials, and services to implement project activities.

5.1.2.1 Career, Technical Education (CTE) Academies Procure annually:

MODIFIED: Professional services renewal for PNP (OCE) to support activities with an institute of higher education, such as Guam Community College (GCC), with CTE Academies (courses) including but not limited to: allied health, automotive technology, (carpentry and AutoCAD), early childhood education, electronics, computer networking, marketing, tourism, visual communications, and telecommunications during the regular school year, after-school summer and breaks, and work experience opportunities during the summer. Courses, taught by instructors, provide students with industry training and experience in their field of study and must acquire 180 hours of work experience to receive a Certificate of Mastery (renewal of GCC contract noted earlier). PNP (OCE, GAA, PICA) **MODIFIED:** Professional services for the ACT *WorkKeys* Curriculum and corresponding Assessment, a job skills assessment tool to gauge student skills. The data will help to determine the level of career readiness of its senior population and help measure the effectiveness of the CTE academies.

- *WorkKeys* Curriculum computer program: 10th-12th grade
- *WorkKeys* Assessments: 12th grade PNP school

5.1.2.2 Skilled Labor and Trades Academy: Procure annually professional services renewal with local trades/labor schools, Guam Contractors Association Trades Academy, to provide PNP (GAA, PICA) high school students with specific trades or skilled labor occupation courses, inclusive of the course text and guiding resources and work experience

opportunities to 9th through 12th grade students from participating schools. Provide students the opportunity to take courses in trades or skilled labor occupations with other trades schools will supplement the existing CTE programs of study. Students can benefit greatly by the flexibility of course offerings, which are available after-school at one of the pilot schools from a contracted instructor, or courses can be taken at night at the trade school. Students are provided the opportunity to take CTE courses at their own pace after-school hours, allowing all students to take courses until successful completion without additional cost to the project. Upon completion of all courses, students receive a certificate from the National Center for Construction Education and Research (NCCER), not offered through GCC, further increasing their potential for career opportunities.

5.1.2.3 EXPANDED: Specialized Trainings and Career, Technical Education (CTE) Courses: Procure annually professional services for specialized programs of study for students to explore and enroll in courses leading to certification, to include texts and manuals, associated with Cosmetology (such as esthetics, cosmetology and nails, etc.) allied health (such as nursing assistant, pharmacy technician, phlebotomy technician, physical therapy assistant, caregiving, home health aide, and other) and business & technology (such as accounting, bookkeeping with Quickbooks, bank teller, Intro to Computers, Microsoft Office Specialist and other for CTE PNP (OCE, PICA) students.

5.1.3 Specialized Events and Opportunities – Annual Request

Funds requested to procure the following professional services, equipment, supplies, kits and other supplies, materials, and services to implement project activities:

5.1.3.1 STEAM Enrichment Kits: Procure annually **EXPANDED: kits, instructional supplies,** equipment, EV3 core sets and **MODIFIED: garden supplies** and for Underwater robotics, *Lego League, WeDo, Kibo, EV3* competitions for PNP (OCE, GAA, SJS, PICA, SPCS). Additional funding requested for the competition registration fees.

5.1.3.2 Academic Special Events: Standard Service Agreements for eligible Coaches to promote academic excellence and support the Private, Non-Public School (PNP) students. Coaches for Math Olympiad, Math Counts, Academic Challenge Bowl, and National Forensic League (may be teachers) are identified by principals and prepare students for competitions after school and on Saturdays. Coaching and competitions are held outside regular school day. **NEW: Instructional supplies** to support Math Olympiad, Math Counts, Academic Challenge Bowl, and National Forensic League. An annual island wide awards ceremony will be held in May at venue (funded) to award all Academic Special Events winners (funds for trophies/medals/ribbons). Special events include:

- **Math Olympiad** (math competition for 4th – 5th grade students) to fund a venue to allow PNP teams, to compete annually and to hold the Awards Ceremony for PNP (OCE, HCA, SJS,).
- **Math Counts** (a national math program) Registration fees for middle school students from participating schools to develop math skills; Not to exceed 10 students per participating PNP (OCE, HCA, SJS) school.
- **Academic Challenge Bowl (ACB)**, Procure services for broadcast & taping of weekly studio competition from October 2020-April 2021, up to 38 taping sessions cost shared with GDOE participating schools. Funds for supplies. Curriculum-based program for middle and high school students is trivia-type competition based on criterion-referenced questions and allows students to broaden their knowledge, highlighting student skills in Arts, Mathematics, Social Studies, and Science for PNP (OCE, HCA, SJS, GAA).
- **National Forensic League (NFL)**: Funds requested for NFL team registration fees, per team and instructional kits (OCE, HCA, SJS). Speech and debate activities enhance students' communication, leadership, cognitive, and presentational skills. Funds requested to procure NFL resource packages (workbooks, online subscriptions, and toolkits).

Content areas integrated into a variety of competitions require advanced skills in mathematics, language arts and English, which annually showcase talent and supplement regular curriculum.

5.1.3.3 Visual Performing Arts (VPA): Procure annually to engage PNP students in VPA and provide:

- **MODIFIED:** VPA K-12 teachers/classrooms with instructional supplies/materials (OCE)
- Professional services for printing and binding student art/calendar, pamphlets/poetry book, framing & matting for students work.
- **EXPANDED:** Music band equipment for PNP (OCE, SPCS). Instruments, PA system, microphones, stands.
- **NEW:** Dance instructional materials such as costumes and other related instructional materials for PNP (PICA).
- **EXPANDED:** Service agreements for teachers/instructors in Visual Arts, Theater, Music and Dance Programs to engage PNP (OCE, PICA) students to promote creativity, self-motivation, self-discipline, and confidence for student's 4th-12th grades. Arts enhance perceptual/cognitive skills; forms of arts enhance and complement reading, language

development and writing skills; drama, visual arts, and music assist student in achieving literacy goals by engaging them in their learning process. Auditions are announced for productions, allowing students from various schools the opportunity to participate under VPA program. Up to 2,000 students receive services.

- **NEW: Travel National Art Education Association Convention on April 2023**, estimated 1 traveler (1 teacher) for PNP (OCE). Workshop will provide educators with a greater knowledge for professional learning, connectivity, creativity and inspiration in the language of arts.
- **NEW: Travel Musical Theater Educators' Alliance on January 2023**, estimated 1 traveler (1 teacher) for PNP (OCE). Workshop will provide educators with a greater knowledge to foster social awareness through exposure to the social issues, events and cultures that are portrayed in the scripts.

5.1.3.4 EXPANDED: Interscholastic Sports: Procure professional services for Professional Development for Interscholastic Sports for Athletic Directors and Coaches for PNP participating schools. (SPCS, SJS, GAA) **EXPANDED:** Funds requested to procure sports supplies/materials/equipment/uniforms. (OCE)

5.1.3.5 E-sports: Procure professional services for gaming system equipment, software, and professional development and standard service agreements for teachers.

5.1.4 Academic, College and Career Readiness – Annual Request

Funds requested annually to procure the following professional services, equipment, supplies, kits and other relative supplies, materials, equipment, and services to implement project activities:

5.1.4.1 Pre-Advanced Placement | Advanced Placement:

- **MODIFIED:** Interactive whiteboards and accessories to enhance learning & access online modules in Pre-AP, AP, and other advanced level courses for PNP (OCE)
- **MODIFIED:** Interactive Touchscreen Whiteboard Equipment Use Training: Procure professional services for PNP (OCE) on the various levels of use for the interactive whiteboards (i.e., Level I and Level II) for educators. Trainings will allow educators to maximize the use of the equipment in the classrooms, technology integration in the daily learning environment (estimated 5 participants). Estimated to occur throughout SY 2022-2023.
- Procure AP instructional supplies, digital laboratory, and related instructional resources to provide up-to-date materials for classroom instruction. (OCE)

- Procure AP Exams test fees for participating PNP (OCE, SJS) high school students.

5.1.4.2 College Exploration and Readiness Opportunities:

- **College Fair**
 - **MODIFIED:** Annual College Fair, funds requested for venue, transportation fees, supplies and materials for workshops, for participating for PNP (GAA, SJS) high school students (9th – 12th) geared towards the learning the process of admission, financial aid, residential/dormitory, and student college life and meeting with different Colleges/Universities of both on and off-island campus recruiters. Up to 1,200 student participants. GDOE provides assurances that transportation services are reasonable and necessary in order for students to attend the College Fair because "The requested service is outside the parameters of the Government of Guam's school bus operations.
 - **MODIFIED:** Contractual for College Fair professional development workshops/trainings for PNP (SJS, PICA) high school counselors and teachers.
- **NEW: Travel National Association for College Admission Counseling** on September 2022, estimated 4 travelers (Counselors) for PNP (OCE, SJS). Workshop will provide a greater level of expertise for counselors to further their ability to match students with universities/colleges.
- **Science, Technology, Engineering, Arts and Math (STEAM) Mentoring:** Procure professional services for STEAM Youth Development Mentoring Program, for up to 14 secondary students (6th-12th) from OCE school students will be mentored. Students will engage with hands-on instructional skills that will help express interest/demonstrate aspirations in STEAM activities.
- **NEW: Math and English Camp:** Procure professional services for Math and English Camp for PNP (OCE) educators (teachers/administrators) for online technology courses for English and Math.
- **PSAT | NMSQT:** Procure test fees for an estimated 457 students. (OCE)
- **PSAT:** Procure test fees for an estimated 176 students. (OCE)
- **PSAT 8/9:** Procure test fees for an estimated 185 students. (OCE)

- **EXPANDED: SAT | ACT Preparation:** Procure professional services for SAT & ACT Preparation for an estimated 5 high school students (10th-12th) with face-to-face or online tutorials. (OCE, SJS)
- **Professional Development:** For middle school teachers in Core Subject Areas to integrate career-oriented lessons into academic lessons for an estimated 16 teachers. (OCE)
- **EXPANDED: Career Fairs:** Procure annually supplies and materials, for career-centered fieldtrips, workshops, and school career fairs for participating PNP (OCE, SJS, GAA) middle and high school to hold a Career Fair. Topics and sessions at the Career Fair will include but not limited to information on career exploration, career readiness, different employment opportunities, workforce data and other pertinent information. Promote awareness and provide information to secondary level students on careers as they explore the various opportunities available to them.
- **EXPANDED: Health Certifications:** Procure professional services for Health Certificate Training Course for an estimated 78 high school students enrolled in Family and Consumer Sciences or other courses which require a Health Certificate prior to the student participating in a School-to-Work or Work Experience Program in which food products are involved. Training cost shall include the fees for the health certificate upon successful completion of the course. (OCE PICA)

5.2 Curriculum and Instructional Quality and Development (CIQD) – Annual Request

GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.

5.2.1 Teacher and Administrator Induction, Recruitment, and Retention – Annual Request

New Teacher Academy: (2) CIQD District Teacher Mentors (FTE) - Will oversee school-based mentors and provide training and supports to new teachers through the New Teacher Academy at participating PNP schools. Shared with 1 project: #5 Private, Non-Public School. Mentor services will include regular seminars and supports for new PNP (OCE) teachers. Training will cover research-based instructional strategies, classroom management skills, special populations, and procedural requirements.

EXPANDED: Initial Teacher Certification Assistance: Procure professional services for induction and recruitment activities, PRAXIS tests preparatory classes, PRAXIS tests and graduate college courses focused on assisting degreed Limited Term/Part-Time (LT/PT) teachers to earn full

teacher certification to equip our classrooms with Highly Qualified Teachers. Induction, recruitment and hiring of teachers for this CG project is only for GDOE schools. Estimated 39 PNP participants. (OCE)

Professional Development: Procure professional services for training that will focus on effective support practices, research-based strategies for coaching and mentoring, differential coaching, comprehensive induction and working with administrators/teacher leaders for estimated 16 teachers (OCE).

5.2.2 Improving Teacher Effectiveness – Annual Request

- **MODIFIED:** Procure (Project #2: CIQD) subscriptions for institutional professional memberships for participating schools to academic organizations such as, but not limited to, National Council for Teachers of Math for PNP (OCE) teacher, National Council for the Social Studies, National Science Teaching Association, National Council for the Education of Young Children, National Association of Chemistry Teachers. (OCE).
- Procure supplemental software subscription for student learning through an animation software program that inspires creativity and enables students to "show what they know" through three animation levels. (OCE)
- Procure (Project #2: CIQD) professional services for participating PNP quality professional development opportunities for research-based effective instructional strategies. Procure professional development services for the following training:
 - a. **MODIFIED:** Classroom Instruction That Works (CITW) for PNP (GAA, SJS, SPCS)
 - b. **EXPANDED:** Cooperative Learning and Student Engagement Strategies for PNP (OCE, GAA, SPCS, SJS)
 - c. **EXPANDED:** Sheltered Instruction Observation Protocol (SIOP) for PNP (OCE, SJS) teachers/administrators.
 - d. **EXPANDED:** Higher Order Thinking Skills for PNP (OCE, GAA, SJS)
 - e. **EXPANDED:** STEAM Science Training (i.e., Foss kits) for PNP (OCE, GAA, SPCS)
 - f. **EXPANDED:** Next Generation Science Standards for PNP (OCE, GAA, SJS)
 - g. **EXPANDED:** Technology Integration for PNP (OCE, GAA, SJS, SPCS) (JSG)
 - h. **EXPANDED:** High-quality Instruction for High-ability Students PNP (OCE, GAA).
 - i. **EXPANDED:** Using Assessment Data for Educational Planning and Interventions PNP (OCE, GAA, SJS)
 - j. **MODIFIED:** Math Instructional Strategies –for PNP (GAA, SJS, SPCS) teachers.
 - k. **EXPANDED:** Literacy Training – Contractual training on effective literacy strategies for PNP (OCE, GAA, SPCS, SJS).
 - l. Classroom-based and after school program-based academic coaching.

m. **NEW: Conscious Discipline (OCE)**

5.2.3 Specialized School Support – Annual Request

Procure professional consultative services for:

- **EXPANDED:** Pre-K Academics and Early Childhood – Procure professional services to provide professional development and instructional supports for curriculum modules for teachers of students in grades Pre-K through 2 for PNP (OCE, GAA).

5.2.4 Formative and Summative Assessments – Annual Request

- Procure assessment kits as follows:
 - a. **EXPANDED:** Early Childhood Universal Screener kits and online data tracker for PNP (OCE, GAA).
 - b. **EXPANDED:** ELL Language Assessment kits for PNP (LAS Links) (GAA, SJS).
 - c. **MODIFIED:** Summative Testing Materials for PNP (OCE, SPCS)
 - d. iXL digital formative assessment (OCE)
- **NEW: Travel TESOL 2023 International Convention & English Language Expo on March 2023, estimated 5 travelers (4 teachers/1 administrator) for PNP (JSG). Workshop will provide English language professionals to converge, engage and establish professional networks and integrate knowledge of current trends.**

5.2.5 CHamoru Language: Procure consultative services to train PNP (OCE) CHamoru teachers with the knowledge of the CHamoru language standards and strategies to address standards, and procure professional services for training to CHamoru teachers in the Catholic schools with the knowledge of the CHamoru Language Proficiency Scales and the processes for using the scales to determine the extent of the effectiveness of teaching of CHamoru in the schools.

5.2.6 Supplemental Resources and Equipment Supports – Annual Request

Procure professional consultative services, reference materials and supplies, equipment, and training systems. Procure tools and resources, supplies, materials, and equipment to support teaching and learning in the classrooms:

- **EXPANDED: Student Planners:** Procure professional services for printing of an estimated 28,286 student planners for students in grades K-12 to foster home-school connection in August 2021 for SY 2021-2022. (OCE, GAA, SJS)

- **EXPANDED:** Interactive touchscreen whiteboard equipment, accessories, and training: Procure interactive boards and professional services for training for PNP (OCE, SJS, SPCS) on the various levels of use for the interactive whiteboards (i.e., Level I and Level II) for educators. Trainings will allow educators to maximize the use of the equipment in the classrooms, technology integration in the daily learning environment. Estimated to occur throughout SY 2022-2023.
- **EXPANDED:** Procure supplementary desktop computer and laptops, **MODIFIED:** tablets, mobile carts, wireless access points, POE injectors and software to support PNP (OCE, SJS) students, teachers, and administrators.
- **MODIFIED:** Procure Horizontal Interactive Smart Tables for teachers of Pre-K through 12th grades, interactive touchscreen table and professional services to provide training for teachers on use of such equipment. Horizontal Collaborative Interactive Boards (i.e. Smart table) for PNP (OCE).
- **MODIFIED:** Procure interactive educational robots that will provide an engaging way to teach students coding. Coding is a literacy in the digital age. (OCE)
- **MODIFIED:** Procure virtual dissection tables will provide the students with a clearer and more comprehensive understanding of animal and human anatomy and physiology by supplementing textbook information and classroom lectures/discussions. (OCE)
- Procure mobile science lab such as modular science workstations/adjustable height workstations to facilitate student learning in multiple environments ranging from the classroom to outdoors. (OCE)
- **EXPANDED:** Procure full body strength building equipment – bench and pulley systems with wall attachments. (OCE, SPCS)
- Procure exercise puzzle mats to supplement dance and martial arts curriculum. (OCE)

5.3 Classroom Supports & Academic Interventions – Annual Request

GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.

5.3.1 Classroom Instructional Support – Annual Request

Provide funding support for (15) Classroom Supports and Academic Interventions - School Aide I | Teacher Assistants (TA) Full-Time Limited Term will provide PNP-OCE with up to 6/hrs/day as needed for professional development through-out the school year. Support to be provided to participating PNP schools to allow educators to partake in Consolidated Grant project professional development activities. PNP students elementary/middle/high are served.

5.3.2 Kinder Learn – Annual Request

Funding to support participating PNP (GAA) student classrooms to supplement instruction in K-2 to increase student performance in Reading & Math. **EXPANDED:** Mobile carts/laptops and software /access points, POE Injectors, and online subscription licenses (IXL or similar) for PNP (OCE). This activity is implemented throughout the school year.

5.3.3: After School Intervention – Annual Request

- **After School Intervention Tutors:** To provide standard service agreements to PNP (OCE) tutors to identify and address students' academic deficiencies in core content areas due to challenges from remote learning activities. Intervention strategies will support students in core academic subjects before entering middle schools.
- **After School Programs for Instructional Remediation and Enrichment:** To provide service agreement contracts for academic coaches identify specific students' strengths and challenges and use the assessments to coach the students to acquire necessary prior knowledge and skills, find effective strategies to attain and maintain grade level performance, and to develop the capacity to work with their classroom teachers to receive necessary support. (OCE)

5.3.4 Credit Recovery – Annual Request

- **EXPANDED: Eskuelan Puengi (EP):** PNP (GAA) Provide funding support for instructional supplies for students to participate in the GDOE *Eskuelan Puengi* Program. Students in the 9th-12th lacking 0.5< credits to graduate are eligible to participate in courses by conference for credit recovery.. . PNP (GAA) participating students will enroll at the closest GDOE Public School.
- **EXPANDED: Summer School:** PNP (GAA) Provide funding support for instructional supplies for students K-8 testing below benchmark and/or averaging D in core subjects; high school students lacking 0.5< credits to graduate are eligible to participate in the GDOE Summer School Program. Participating PNP (GAA) students will enroll at the closest GDOE Public School.

5.4 School Climate, Culture & Engagement – Annual Request

GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.

5.4.1 Health & Safety – Annual Request

- Procure training booklets and certification fees for First Aid and CPR for participating PNP (OCE, SJS, PICA) students/teachers and **EXPANDED:** procure professional development opportunities for participating teachers and school health counselors and health training for Healthy Lifestyle Choices.

5.4.2 Positive Behaviors & Safe Environments

- **Play by the Rules:** Procure professional services for PNP (SJS) for certification and training for teachers from (1) PNP (GAA, SJS) school, services to include teacher manuals and student handbooks.
- **Restorative Justice and Peer Mediation:** Procure professional services for Professional Development on Restorative Justice and Peer Mediation strategies for Administrators from GDOE schools and participating Charter schools. (OCE)

5.4.3 Mental Health and Wellness

- **EXPANDED:** Procure professional services on mental health and wellness for PNP (OCE, SJS) counselors to develop and maintain policies and practices addressing students' social/emotional needs and academic issues from social/emotional trauma.

5.4.4 Physical Fitness and Intramural Sports

- Procure professional services on the use of physical activity trackers and to **MODIFIED:** procure physical fitness equipment such as kettle balls, squat racks, etc. and wrist based physical trackers (OCE).
- **EXPANDED:** Procure playground equipment to improve students' social, emotional, and physical growth (OCE, SPCS).
- **NEW:** Portable playground equipment for elementary students (PICA)
- **MODIFIED:** Procure outdoor circuit training to increase physical activity and the monitoring of student physical fitness and promoting healthier lifestyles. (OCE)
- Service agreements intramural coordinators and coaches to support school personnel that serves in the capacity of Intramural Coordinator and Coach.

7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)
(1) Program Coordinator IV - State Data Officer [Shared/proportioned cost with 5 projects]	Shared personnel tasked in the technical assistance as it relates to data collection, overall analysis and reporting of all Consolidated Grant activities.	The State Data Officer will review, advice and provide technical assistance as it relates to data collection, analysis and reporting for Consolidated Grant activities. Supports all projects and participating PNP schools in the development and review of data collection practices, data tools and reporting procedures.	FTE (9%)
(1) Program Coordinator III - State Technology Officer [Shared/proportioned cost with 5 projects]	Shared personnel tasked in the maintenance of the technology infrastructure for all Consolidated Grant projects and PNP by providing support in the use, procurement and management of all technology equipment.	The State Technology Officer will align, support, review and monitor the technology equipment infrastructure of Consolidated Grant activities. Tasked with all duties as it relates to the review, system integration and use of technology across the state administration, projects and participating schools. Provides insight as it relates to innovative technology and use strategies. In collaboration with state stakeholders, develops policies and procedures that enhance and encourage the use of technology and use strategies.	FTE (9%)
(2) Computer Technicians II [Shared/proportioned cost with 5 projects]	Shared personnel tasked with the responsibilities in maintaining and operating all project equipment to its maximum potential, to include software, operating systems, installation, access, and hardware. Provides assessment and maintenance services to project technology equipment.	The Computer Technician II's will provide Information Technology (IT) support to Consolidated Grant activities. This includes (1) formatting, disseminating, and maintaining technology equipment, (2) maintaining basic infrastructure, (3) equipment monitoring, and (4) maintain internet connectivity and computer labs.	FTE (9%)
(2) Computer Technicians I [Shared/proportioned cost with 5 projects]	Shared personnel tasked to support the maintaining and operating all project equipment to its maximum potential, to include software, operating systems, installation, access, and hardware. Provides	The Computer Technician I's will provide support related to all tasks under Information Technology (IT) to support to Consolidated Grant activities. This includes (1) formatting, disseminating, and maintaining technology equipment, (2) maintaining basic infrastructure,	FTE (9%)

	assessment and maintenance services to project technology equipment.	(3) equipment monitoring, and (4) maintain internet connectivity and computer labs	
(2) District Teacher Mentors [Shared/proportioned cost with Project # 2 - Curriculum and Instructional Quality and Development]	Tasked with the oversight of the school-based teacher mentoring activities, developing and providing supports to school-based teacher mentors and the coordination, implementation and evaluation of regular professional development seminars available to new teachers.	The District Teacher Mentors will manage the coordination, implementation and evaluation of all activities as it relates to the school-based mentoring. This includes the development of instructional supports for school-based mentors, providing technical assistance for school-based mentors in the execution of their roles and conducting regular professional development opportunities for new teachers focused primarily on research-based instructional strategies, classroom management skills, working with special populations of students and procedural requirements.	FTE (3%)
(15) School Aides - Teacher Assistants (TA) [Shared/proportioned cost with Project #3 - Classroom Supports & Academic Interventions]	TAs provide classroom support to teachers and students when attending professional development. Through small group instruction, 1:1 assistance, tutoring. TAs/IPAs assist teachers with implementing lesson plans and activities, assist with student assessments. Prepare classroom materials. Receive training at school and district level.	Provide classroom support to teachers and students for at-risk and struggling students throughout the school year. TA will provide classroom support to teachers when attending/participating in Consolidated Grant professional development.	PT (31%)

BUDGET NARRATIVE

1. PROJECT TITLE: Project #5: Private Non-Public Schools

BUDGET SUMMARY PAGE

BUDGET CATEGORIES		INDIRECT COSTS	FY 2021 CARRYOVER FUNDS SUBTOTAL	FY 2022 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries & Fringe Benefits		\$ 11,197.71	\$5,642.04	\$143,264.05	\$160,103.80
3. Travel			\$1,400.00	\$103,800.00	\$105,200.00
4. Equipment			\$183,550.00	\$764,418.00	\$947,968.00
5. Supplies			\$66,075.00	\$405,560.32	\$471,635.32
6. Contractual (Purchased Services)			\$100.00	\$1,664,535.20	\$1,664,635.20
7. Other			\$0.00	\$0.00	\$0.00
Indirect Cost Rate	Subtotals	\$ 11,197.71	\$256,767.04	\$3,081,577.57	\$3,349,542.32
10.60%				Grand Total:	\$3,349,542.32

PROJECT TITLE: Project #5: Private Non-Public Schools

3. TRAVEL

Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fee	Other Fees	FY 2021 Carryover Funds	FY 2022 Funds
On-Island Travel = Local Mileage	Components 1-6 Local mileage reimbursement for project-funded personnel to conduct activities as it relates to project implementation. Funds are requested for mileage reimbursement based on 2020 GSA POV rate to support four (4) computer technicians to be shared across five (5) projects. 4 technicians x 2,000 miles/year x \$.56 = \$4,480.00 /5 = \$896.00.	4	\$ -	\$ -	\$ -	\$ 234.00	\$ -	\$ -	\$ 200.00	\$ 736.00
NEW: 5.1 International Society for Technology in Education (ISTE) - June 2023 (Philadelphia, PA) (PNP: OCE 3, SPCS 3)	Professional development/certification opportunities to strengthen knowledge and skills necessary to ensure PNP administrators/teachers are providing current and effective guidance and technical assistance to all its stakeholders, including district management teams.	6	\$ 3,000.00	\$ 1,260.00	\$ 592.50	\$ 75.00	\$ 725.00	\$ -	\$ 200.00	\$ 33,715.00
NEW: 5.1 National Association for the Education of Young Children Professional Conference - November 2022 (Washington D.C.) (PNP: OCE 2)	Professional development/certification opportunities to strengthen knowledge and skills necessary to ensure PNP administrators/teachers are providing current and effective guidance and technical assistance to all its stakeholders, including district management teams.	2	\$ 3,000.00	\$ 1,128.00	\$ 592.50	\$ 75.00	\$ 540.00	\$ -	\$ 200.00	\$ 10,471.00
NEW: 5.1 National Association for Bilingual Education Annual Conference - February 2023 (Portland, OR) (PNP OCE 2)	Professional development/certification opportunities to strengthen knowledge and skills necessary to ensure PNP administrators/teachers are providing current and effective guidance and technical assistance to all its stakeholders, including district management teams.	2	\$ 2,500.00	\$ 912.00	\$ 555.00	\$ 75.00	\$ 610.00	\$ -	\$ 200.00	\$ 9,104.00
NEW: 5.1.3.3 Musical Theater Educators' Alliance January 4-6, 2023 New York City, NY (PNP OCE 1)	Professional development/certification opportunities to strengthen knowledge and skills necessary to ensure PNP administrators/teachers are providing current and effective guidance and technical assistance to all its stakeholders, including district management teams.	1	\$ 3,000.00	\$ 1,430.00	\$ 592.50	\$ 75.00	\$ 600.00	\$ -	\$ 200.00	\$ 5,497.50

PROJECT TITLE: Project #5: Private Non-Public Schools

4. EQUIPMENT

Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer Software, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
<p>MODIFIED: 5.1.1.2. Increasing Rigorous Academic and Technical Courses with Higher Quality Instruction</p> <p>3D Printer</p>	<p>Provide supplemental equipment to support and enhance classroom instruction and student achievement in computer science and science courses</p>	<p>Procure 3D printer, including warranties and servicing agreements, for science classrooms to support student engagement and increase learning. Estimated: \$1,700.00 x 1 2 printer x 1-4 school.</p>	<p>\$ 200.00</p>	<p>\$1,500.00</p>
		<p>PNP SCHOOLS</p>		
		<p>OCE</p>		
		<p>\$1,700.00</p>		
<p>NEW: 5.1.1.2. Increasing Rigorous Academic and Technical Courses with Higher Quality Instruction</p> <p>Laser Cutters</p>	<p>The electronic laser cutting machine will be used to make lessons more tangible and visually appealing for students. Students will also be able to use the laser cutting machine to demonstrate higher order thinking skills by creating projects that demonstrate and showcase their understanding.</p>	<p>Procure Laser Cutter, including warranties and servicing agreements, for STEAM engineering activities to support student engagement and increase learning. Estimated: \$1,000 x 1 laser cutter x 1 school.</p>	<p>\$ 500.00</p>	<p>\$500.00</p>
		<p>PNP SCHOOLS</p>		
		<p>OCE</p>		
		<p>\$1,000.00</p>		
<p>NEW: 5.1.1.2. Increasing Rigorous Academic and Technical Courses with Higher Quality Instruction</p> <p>Interactive Board</p>	<p>Provide supplemental technology tools to expand and enhance classroom instruction. The supplemental technology tools will help to increase access to technology, improve access to research proven instructional strategies, allow teachers and students to utilize a variety of digital resources, keeps pace with the needs of the modern student, provides opportunity for collaboration, project-based learning, and innovative classroom instruction.</p>	<p>Interactive White Board ActivPanel Touch 70" or equivalent \$4,879.00 x 1, inclusive of warranties and servicing agreements. Funds requested for supplemental technology tools to expand STEAM Engineering.</p>	<p>\$ 1,000.00</p>	<p>\$3,879.00</p>
		<p>PNP SCHOOLS</p>		
		<p>OCE: 1 School</p>		
		<p>\$4,879.00</p>		
<p>NEW: 5.1.1.2. Increasing Rigorous Academic and Technical Courses with Higher Quality Instruction</p> <p>Mobile Stand | Sound Bar for Interactive Board</p>	<p>Provide supplemental technology tools to expand and enhance classroom instruction. The supplemental technology tools will help to increase access to technology, improve access to research proven instructional strategies, allow teachers and students to utilize a variety of digital resources, keeps pace with the needs of the modern student, provides opportunity for collaboration, project-based learning, and innovative classroom instruction.</p>	<p>Technology Support for STEAM Engineering classrooms Mobile Stand and Active Soundbar \$1,348.00 x 1</p>	<p>\$ 250.00</p>	<p>\$1,098.00</p>
		<p>PNP SCHOOLS</p>		
		<p>OCE: 1 School</p>		
		<p>\$1,348.00</p>		

PROJECT TITLE: Project #5: Private Non-Public Schools				
4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer Software, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
<p>EXPANDED: 5.1.3.3 Specialized Events and Opportunities: Visual Performing Arts</p> <p>Music/Band Equipment PNP: SPCS</p>	<p>Supplemental band equipment used for students aspiring to play an instrument for visual performing arts activities so students may enhance their talents and abilities to their full potential. Visual Arts/Theater/Music Programs engage students to promote creativity, self-motivation, self-discipline, and confidence. The use of the band equipment allows teachers to enrich classroom instruction in fine arts, music and theater.</p>	<p>Equipment and supplies for a group of 10 PNP participating students:</p> <p>Instruments - \$7,400</p> <p>PA System and Amplifiers - \$5,800</p> <p>Microphones - \$800</p> <p>Various stands and other supporting hardware - \$3,000</p> <p>Total per set: \$17,000 x 1 7 school</p>	\$ 7,000.00	\$27,000.00
		<p style="text-align: center;">PNP SCHOOLS</p> <p style="text-align: center;">OCE: 1 School | SPCS: 1 School</p>		
		\$34,000.00		
<p>MODIFIED: 5.1.4.1: Academic, College and Career Readiness</p> <p>Interactive White Boards for PNP: OCE</p>	<p>Provide supplemental technology tools to expand and enhance classroom instruction. The supplemental technology tools will help to increase access to technology, improve access to research proven instructional strategies, mechanism for instructional strategies, allow teachers and students to utilize a variety of digital resources, keeps pace with the needs of the modern student, provides opportunity for collaboration, project-based learning, and innovative classroom instruction. The use of technology equipment has enhanced/improved classroom instruction and allows teachers to utilize/implement instructional strategies gained from professional development activities.</p>	<p>Interactive White Board ActivPanel Touch 70" or equivalent \$4,879.00 x 5 68, inclusive of warranties and servicing agreements.</p> <p>Funds requested for supplemental technology tools to expand Pre-AP, AP, advanced level classes.</p>	\$ 1,000.00	\$23,395.00
		<p style="text-align: center;">PNP SCHOOLS</p> <p style="text-align: center;">OCE: 5</p>		
		\$24,395.00		
<p>MODIFIED: 5.1.4.1: Academic, College and Career Readiness</p> <p>Interactive White Board Accessories PNP: OCE</p>	<p>Funds requested for supplemental technology tools to expand Pre-AP, AP, advanced level classes. The supplemental technology tools will help to increase access to technology, improve access to research proven instructional strategies, mechanism for instructional strategies, allow teachers and students to utilize a variety of digital resources, keeps pace with the needs of the modern student, provides opportunity for collaboration, project-based learning, and innovative classroom instruction.</p>	<p>Technology Support for Pre-AP, AP middle/high school classrooms</p> <p>o Mobile Stand and Active Soundbar \$1,348.00 x 5 68</p>	\$ 500.00	\$6,240.00
		<p style="text-align: center;">PNP SCHOOLS</p> <p style="text-align: center;">OCE: 5</p>		
		\$6,740.00		

PROJECT TITLE: Project #5: Private Non-Public Schools

4. EQUIPMENT

Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer Software, Etc.	FY 2021 Carryover Funds	FY 2022 Funds		
<p>EXPANDED: 5.2.6: Supplemental Resources and Equipment Supports</p> <p>Interactive White Boards for PNP: OCE</p>	<p>Provide supplemental technology tools to expand and enhance classroom instruction. The supplemental technology tools will help to increase access to technology, improve access to research proven instructional strategies, mechanism for instructional strategies, allow teachers and students to utilize a variety of digital resources, keeps pace with the needs of the modern student, provides opportunity for collaboration, project-based learning, and innovative classroom instruction. The use of technology equipment has enhanced/improved classroom instruction and allows teachers to utilize/implement instructional strategies gained from professional development activities.</p>	<p>Interactive White Board ActivPanel Touch 70" or equivalent \$4,879.00 x 39 24, inclusive of warranties and servicing agreements.</p> <hr/> <p style="text-align: center;">PNP SCHOOLS OCE: 5 | SJS: 2 | SPCS: 32</p> <hr/> <p style="text-align: center;">\$190,281.00</p>	<p style="text-align: center;">\$ 50,000.00</p>	<p style="text-align: center;">\$140,281.00</p>		
<p>EXPANDED: 5.2.6: Supplemental Resources and Equipment Support</p> <p>Interactive White Board Accessories PNP: OCE</p>	<p>Funds requested for supplemental technology tools to expand and enhance classroom instruction. The supplemental technology tools will help to increase access to technology, improve access to research proven instructional strategies, mechanism for instructional strategies, allow teachers and students to utilize a variety of digital resources, keeps pace with the needs of the modern student, provides opportunity for collaboration, project-based learning, and innovative classroom instruction.</p>	<p>Technology Support for OCE middle/high school classrooms Mobile Stand and Active Soundbar \$1,348.00 x 39 24.</p> <hr/> <p style="text-align: center;">PNP SCHOOLS OCE: 5 | SJS: 2 | SPCS: 32</p> <hr/> <p style="text-align: center;">\$52,572.00</p>			<p style="text-align: center;">\$ 25,000.00</p>	<p style="text-align: center;">\$27,572.00</p>
<p>MODIFIED: 5.2.6 Supplemental Resources and Equipment Supports</p> <p>Mobile Carts for laptops PNP: OCE</p>	<p>Provide mobile carts to expand instruction, increase access to technology, improve access to research proven instructional strategies, provide a mechanism for instructional strategies, allow teachers and students to utilize a variety of digital resources.</p>	<p>Wireless Access Points \$1,088/ea x 5 43, inclusive of warranties and servicing agreements. Funds requested for wireless access points for classrooms/teachers to expand instruction, increase access to technology and to improve access to research proven instructional strategies.</p> <hr/> <p style="text-align: center;">PNP SCHOOLS OCE: 5 Classrooms</p> <hr/> <p style="text-align: center;">\$5,440.00</p>					$ 500.00	$4,940.00

PROJECT TITLE: Project #5: Private Non-Public Schools

4. EQUIPMENT

Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer Software, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
<p>MODIFIED: 5.2.6: Supplemental Resources and Equipment Supports</p> <p>Mobile Carts for laptops PNP: OCE</p>	<p>Provide mobile carts to expand instruction, increase access to technology, improve access to research proven instructional strategies, provide a mechanism for instructional strategies, allow teachers and students to utilize a variety of digital resources.</p>	<p>Mobile Laptop Cart: \$2,195.00/ea. x 5 13, inclusive of warranties and servicing agreements. Funds requested for mobile carts for classrooms/teachers to expand instruction, increase access to technology and to improve access to research proven instructional strategies.</p> <p style="text-align: center;">PNP SCHOOLS OCE: 5 Classrooms \$10,975.00</p>	<p>\$ 1,000.00</p>	<p>\$9,975.00</p>
<p>MODIFIED: 5.2.6: Supplemental Resources & Equipment Support</p> <p>Horizontal Smart Table PNP: OCE</p>	<p>These supplementary technology tools are a mechanism to implement instructional strategies, allows teachers and students to utilize a variety of digital resources and keeps pace with the needs of the modern student.</p>	<p>Horizontal Interactive SMART Tables: \$7,749.00 x 28 44, inclusive of warranties and servicing agreements. 42in LCD 1080p Display Touch Screen. SMART Tables to support 40 simultaneous touches; enabling eight students to collaborate on lessons at the same time. Funds requested for Smart tables to enhance the use of technology in the classroom.</p> <p style="text-align: center;">PNP SCHOOLS OCE: 28 Classrooms \$216,972.00</p>	<p>\$ 50,000.00</p>	<p>\$166,972.00</p>
<p>MODIFIED: 5.2.6: Supplemental Resources & Equipment Support</p> <p>Interactive Educational Robot PNP: OCE</p>	<p>Supplement student learning with the use of an interactive education al robot. The interactive robot will provide an engaging way to teach students coding. Coding is a literacy in the digital age. Coding teaches students skills that transfer to other areas such as: Collaboration, Problem Solving, Computational Thinking and Creativity which they can apply as they grow.</p>	<p>Interactive Educational Robot \$212.00ea x 50 robots. (PNP OCE)</p>	<p>\$ 100.00</p>	<p>\$ 10,500.00</p>
<p>MODIFIED: 5.2.6: Supplemental Resources and Equipment Supports</p> <p>Virtual Dissection Table</p>	<p>Using the virtual dissection table, students will have a clearer and more comprehensive understanding of animal and human anatomy and physiology by supplementing textbook information and classroom lectures/discussions. The virtual dissection table removes the need for the uses of controversial live or preserved animal carcasses.</p>	<p>1 4 virtual dissection tables x \$72,000.00ea. (PNP OCE)</p> <p style="text-align: center;">PNP SCHOOLS OCE: 1 Schools \$72,000.00</p>	<p>\$ 1,000.00</p>	<p>\$71,000.00</p>

PROJECT TITLE: Project #5: Private Non-Public Schools

4. EQUIPMENT

Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer Software, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
5.2.6: Supplemental Resources and Equipment Supports Mobile Science Lab	Provide modular science work station to facilitate student learning in multiple environments ranging from the classroom to outdoors.	1 Push button Adjustable Height Lab Workstation x \$12,500.00ea. (PNP OCE)	\$ 5,000.00	\$7,500.00
		PNP SCHOOLS OCE: 1 School		
		\$12,500.00		
MODIFIED: 5.2.6: Supplemental Resources and Equipment Supports Full body strength building equipment	To supplement fitness for student athletes in response to sedentary lifestyles adopted during stay at home mandates.	2 3 Bench and pulley system with wall attachments x \$5,000.00 per unit. (PNP SPCS)	\$ 1,000.00	\$9,000.00
		PNP SCHOOLS OCE: 1 School | SPCS: 1 School		
		\$10,000.00		
5.2.6: Supplemental Resources and Equipment Supports Exercise Puzzle Mat	To supplement dance and martial arts curriculum	Exercise puzzle mats: 15 mats (48 sq ft) x \$200.00ea. (PNP OCE)	\$ 1,000.00	\$2,000.00
		PNP SCHOOLS OCE: 3 Schools		
		\$3,000.00		
EXPANDED: 5.3.2 Classroom Instructional Support - Kinder Learn Mobile computer carts for Kinder Learn PNP: OCE	Kinder Learn is an online program that requires the use of laptops by students. These supplementary technology tools are a mechanism to implement instructional strategies, allows teachers and students to utilize a variety of digital resources, keeps pace with the needs of the modern student.	Mobile Cart: \$2,195.00./ea. x 2 +, inclusive of warranties and servicing agreements. Funds requested for mobile carts for classrooms/teachers participating in Kinder Learn. The procurement of additional carts allows the project to expand from the instructional activities for additional students and teachers to benefit from the services/activities.	\$ 1,000.00	\$3,390.00
		PNP SCHOOLS OCE: 2 Classrooms		
		\$4,390.00		
EXPANDED: 5.3.2 Classroom Instructional Support - Kinder Learn Mobile computer carts for Kinder Learn PNP: OCE	Kinder Learn is an online program that requires the use of laptops by students. These supplementary technology tools are a mechanism to implement instructional strategies, allows teachers and students to utilize a variety of digital resources, keeps pace with the needs of the modern student.	Wireless Access Points \$1,088.00/ea. x 2 +, inclusive of warranties and servicing agreements. Funds requested for mobile carts for classrooms/teachers participating in Kinder Learn. The procurement of additional carts allows the project to expand from the instructional activities for additional students and teachers to benefit from the services/activities.	\$ 500.00	\$1,676.00
		PNP SCHOOLS OCE: 2 Classrooms		
		\$2,176.00		

PROJECT TITLE: Project #5: Private Non-Public Schools

4. EQUIPMENT

Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer Software, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
MODIFIED: 5.4.4 Physical Fitness and Intramural Sports Physical Fitness	Physical fitness equipment for school gyms or activity centers. Under the direction of their instructors and/or coaches, students will use the equipment for activities that will support their physical development and/or train for general and specific physical activities, such as athletic competitions.	To procure kettlebells, squat racks, barbells, bumper plates, rubber mats, lifting platforms. Each set will include various quantities of each. One set of equipment - 10 ⁴⁸ sets x \$2,000ea PNP SCHOOLS OCE: 6 Schools \$20,000.00	\$ 1,000.00	\$19,000.00
5.4.4 Physical Fitness and Intramural Sports Wrist-based Physical Activity Trackers (Fitbit or similar)	The devices will be used for groups of students working with their teachers/coaches to monitor their activities and their bodies' responses to physical activities. The use of the devices and the analysis of the data collected from the devices will be the basis for instruction on physical activities and their contributions to healthy lifestyles.	For a group of 20 PNP OCE students: Physical Activity Trackers - \$100 X 20 students = \$2,000 x 3 schools x3 sets per school. PNP SCHOOLS OCE: 3 Schools \$18,000.00	\$ 5,000.00	\$13,000.00
EXPANDED: 5.4.4 Physical Fitness and Intramural Sports Playground Equipment	A custom-designed set will provide activities that combine entertaining activities with engaging physical movements in children. This will help in the improvement of students' social, emotional and physical growth. This will also provide worthwhile activities to promote engagement and collaboration among students and build positive school culture.	11 ⁴⁹ PNP OCE schools x \$20,000.00 Custom-designed set includes various activities such as slides, swings, climbing areas. One set - \$20,000 (includes shipping and installation on the school campus) PNP SCHOOLS OCE: 10 Schools | SPCS: 1 School \$220,000.00	\$ 25,000.00	\$195,000.00
MODIFIED: 5.4.4 Physical Fitness and Intramural Sports Outdoor circuit training	Physical fitness equipment for outdoor circuit training. To increase physical activity and the monitoring of student physical fitness and promoting healthier lifestyles.	One set of various equipment and activities in stations including: (PNP OCE) Multi-Level Bars; 2-Person Dips Station; 2-Person Incline Sit-Up Bench; 2-Person Back & Arms Combo; 2-Person Vertical Press; 2 Person Lat Pull 2-Person Chest Press; 4-Person Combo Bars; Plyometric Steps; Balancing Plate Customized Announcement Sign. One Set - \$20,000 (includes shipping and installation) x 1 ² school PNP SCHOOLS OCE: 1 School \$20,000.00	\$ 5,000.00	\$15,000.00

PROJECT TITLE: Project #5: Private Non-Public Schools			
5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
MODIFIED: 5.1.1.2 Increasing Rigorous Academic and Technical Courses with High Quality Instruction: DRONE	8 sets of Drone Classroom Bundle Kits (\$2,500 x 7 22) Project-based learning programs to inspire the next generation about practical science; Making science and engineering interesting for students Encouraging teamwork and collaborative problem solving Preparing students for an active role in a sustainable future.	\$ 5,000.00	\$12,500.00
	PNP SCHOOLS		
	OCE: 3 School | SJS: 1 School | PICA: 1 School | SPCS: 1 School | GAA: 1 School		
	\$17,500.00		
EXPANDED: 5.1.3.1: Specialized Events and Opportunities. STEAM Enrichment Kits	To procure STEAM enrichment kit materials for PNP teachers. The STEAM Science and Math Education Kits will include resources such as: Aquaponics, WeDo Lego, Kibo Lego, Teach Engineering Underwater robotic kits, VEX robotic kits, science supplies. (30 32 PNP teachers x \$750).	\$ 5,000.00	\$17,500.00
	PNP SCHOOLS		
	OCE: 16 Teachers | GAA: 5 Teachers | SJS: 3 Teacher | PICA: 1 Teacher | SPCS: 5 Teachers		
	\$22,500.00		
5.1.3.1: Specialized Events and Opportunities. EV3 Core Sets	EV3 Core Set worth Software Pack and EV3 Expansion Set. 22 PNP teachers x \$500.00.	\$ 3,000.00	\$8,000.00
	PNP SCHOOLS		
	OCE: 16 Teachers | SJS: 1 Teachers | GAA: 5 Teachers		
	\$11,000.00		
MODIFIED: 5.1.3.1: Specialized Events and Opportunities. STEAM Enrichment Kits	Procure garden supplies and tools: 8'x16' wooden enclosures, garden soil, seeds, garden tools To increase outdoor activities and promote sustainability. Estimated at 2 8 schools x 3 sets x \$1000.00	\$ 100.00	\$5,900.00
	PNP SCHOOLS		
	OCE: 1 School | PICA: 1 School		
	\$6,000.00		
NEW: 5.1.3.2: Specialized Events and Opportunities Academic Special Events - Instructional Supplies	Instructional supplies for Academic Special Events (Math Olympiad, Math Counts, Academic Challenge Bowl, NFL): copy paper, pens, pencils, erasers, ink, folders, paper clips, staples, note pads, binders, binder clips, sheet protectors, virtual reality instructional set, flash drives, rubber bands, envelopes, highlighters, markers, glue, steno pads, labels. \$25.00 x 50 students.	\$ 100.00	\$1,150.00
	PNP SCHOOLS		
	OCE: 50 Students		
	\$1,250.00		

PROJECT TITLE: Project #5: Private Non-Public Schools			
5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
5.1.3.2: Specialized Events and Opportunities: Academic Special Events National Forensic League	Instructional supplies For each group of 25 students: National Forensic League Resource Package (workbooks, online subscriptions, toolkits) - \$200 per students X 25 students x 2 schools	\$ 3,000.00	\$7,000.00
	PNP SCHOOLS		
	OCE \$10,000.00		
MODIFIED: 5.1.3.3. Visual Performing Arts Instructional Supplies	Instructional supplies for Academic/Math/Art/Music: such as ink cartridges, paints, paint brushes, stencils, tablets, math games, puzzles, sketch pads, folders, paint supplies, ready made stretched canvas, glue, cabinets, locked cabinets, tables, chairs, virtual reality instructional sets and other related supplies. OCE: 2,378 3,574 students x \$16.08	\$ 5,000.00	\$33,238.24
	PNP SCHOOLS		
	OCE \$38,238.24		
NEW: 5.1.3.3. Visual Performing Arts - Dance Supplemental supplies and materials will assist the VPA teachers with their lesson planning and to employ instructional strategies that better engage students.	Instructional supplies for Dance Program: such as costumes, fabric, dance shoes and other related supplies. PICA: 19 students x \$75.00	\$ 100.00	\$1,325.00
	PNP SCHOOLS		
	PICA \$1,425.00		
EXPANDED: 5.1.3.4 Specialized Events and Opportunities: Interscholastic Sports: Administrators, Athletic Directors, Coaches and Student Athletes (Shared cost/proportioned with PNP)	Procure sports supplies and materials/equipment and uniforms to supplement the Interscholastic Sports Program. Supplies and Materials/equipment and uniforms to be issued to students who are economically challenged. Sports such as football, basketball, volleyball, wrestling, soccer, rugby, etc. (i.e. helmets, balls, ball carts, shoulder pads, net systems, mats, and leg pads, etc.) and uniforms (adult jersey, shorts or pants) Supplies/Equipment - Estimated \$5,000.00 x 7 6 schools Uniforms- Estimated \$750.00 for 7 6 schools x 3 sets of uniforms. Cost per school will vary based on student participation and needs.	\$ 5,000.00	\$45,750.00
	PNP SCHOOLS		
	OCE: 6 Schools | SPCS: 1 School \$50,750.00		

PROJECT TITLE: Project #5: Private Non-Public Schools			
5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
5.1.4.1: Academic, College and Career Readiness: Pre-Advanced Placement/Advanced Placement Digital Laboratory Equipment and Supplies	Digital Laboratory supplies/equipment: digital camera microscopes, digital titration droppers, digital photo timers. Estimated at \$5,000.00 x 3 sets each x 2.	\$ 2,000.00	\$28,000.00
	PNP SCHOOLS		
	OCE: 2 Schools \$30,000.00		
MODIFIED: 5.1.4.2 College Exploration and Readiness Opportunities - College Fair Supplies	Procure supplies and materials for students who attend the College Fair. Portfolios will include but not limited to information and documents on college admission, financial aid, brochures on different universities, colleges and other pertinent information. (\$10.00 x 68 117 students)	\$ 50.00	\$630.00
	PNP SCHOOLS		
	GAA: 18 Students | SJS: 50 Students \$680.00		
EXPANDED: 5.1.4.2 College Exploration and Readiness Opportunities - Career Fair supplies	Career Fairs at all the middle and high schools: provide materials to hold the Fair at the respective schools including but not limited to: paper, folders, notebooks, markers, binders, pens, pencils, chart paper, printer ink (\$10 x 264 25 students)	\$ 500.00	\$2,140.00
	PNP SCHOOLS		
	OCE: 56 | GAA: 58 Students | SJS: 150 Students \$2,640.00		
EXPANDED: 5.2.4: Formative and Summative Assessments Early Childhood Universal Screeners (Cost shared with Project 2)	Procurement of test material tools to help determine specific educational and development needs for Pre-K and kindergarten students. Online subscription and license for tracking of data. Data will be used for proper placement of students. (Participants PreK & Kindergarten students) 324 12 PNP students x \$9.00	\$ 500.00	\$2,416.00
	PNP SCHOOLS		
	OCE: 312 Students | GAA: 12 Students \$2,916.00		
EXPANDED: 5.2.4: Formative and Summative Assessments ELL Test kit materials (Cost shared with Project 2)	LAS Links consumable for grades K-12 to provide immediate measures of the overall proficiency levels of 1,858 PNP students who are English learners. 101 31 PNP students x \$5.00	\$ 100.00	\$405.00
	PNP SCHOOLS		
	GAA: 6 Students | SJS: 95 Students \$505.00		
MODIFIED: 5.2.4: Formative and Summative Assessments: Summative Testing Materials (Cost shared with Project 2)	Summative assessment paper-pencil test kit materials inclusive of scoring and online reporting. Student reports, shipping/handling for 2,036 2,284 PNP students @ \$42.50/student.	\$ 25,000.00	\$61,530.00
	PNP SCHOOLS		
	OCE: 1,812 Students | SPCS: 224 Students \$86,530.00		
5.2.4: Formative and Summative Assessments Digital Formative Assessment Tool	Digital formative assessment tools (iXL or Similar) \$50.00 x 502 students + 800 per school online trainings x 6 schools	\$ 1,000.00	\$ 28,900.00
	PNP SCHOOLS		
	OCE: 502 \$29,900.00		

PROJECT TITLE: Project #5: Private Non-Public Schools			
5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
MODIFIED: 5.2.6: Supplemental Resources and Equipment Support	5 13 POE injector x \$49.44ea., inclusive of warranties and servicing agreements. Funds requested for POE injectors for classrooms/teachers to expand instruction, increase access to technology and to improve access to research proven instructional strategies.		\$247.20
	PNP SCHOOLS		
	OCE: 5 Classrooms \$247.20		
EXPANDED: 5.2.6: Supplemental Resources and Equipment Supports SJS: Desktop iMac Computers for Computer Lab	30 46 Desktop Computer (iMac or Similar) inclusive of warranties and servicing agreements. 30 computers x \$1,500.00	\$ 5,000.00	\$40,000.00
	PNP SCHOOLS		
	SJS: 30 Computers \$45,000.00		
MODIFIED: 5.2.6: Supplemental Resources and Equipment Supports OCE: Tablets for Teachers	20 46 Tablets inclusive of warranties and servicing agreements. 20 46 tablets x \$1,500.00	\$ 1,000.00	\$29,000.00
	PNP SCHOOLS		
	OCE: 20 Tablets \$30,000.00		
MODIFIED: 5.2.6: Supplemental Resources and Equipment Supports Software for Laptops for students	Additional software, warranties and servicing agreements. WinPro Upgrade Software: \$105.45/ea. x 30 | Office Pro: \$122.55/ea. and Security Software Absolute \$59 + Sentinelone \$95 x 30 24	\$ 1,000.00	\$10,460.00
	PNP SCHOOLS		
	SJS: 30 Software \$11,460.00		
EXPANDED: 5.3.2: Kinder Learn Laptops to establish computer carts for student use - Kinder Learn	General-use Laptop: \$767.00/ea. x 60 40 Laptops for Kinder Learn, inclusive of warranties and servicing agreements.	\$ 1,000.00	\$45,020.00
	PNP SCHOOLS		
	OCE: 60 Student Laptops \$46,020.00		
EXPANDED: 5.3.2: Kinder Learn Software helps meet the project's goals in closing the achievement gap in students especially in the early grades. Without these tools, the laptops would have limited use for classroom instruction, thereby hindering the project from achieving goals and objectives.	WinPro Upgrade Software for Kinder Learn: \$105.45/ea. x 60 | Office Pro: \$122.55/ea. x 60 40 and Security Software Absolute \$59 + Sentinelone \$95 and other additional softwares, inclusive of warranties and servicing agreements.	\$ 2,000.00	\$20,920.00
	PNP SCHOOLS		
	OCE: 60 Student Software for Laptops \$22,920.00		
EXPANDED: 5.3.2: Kinder Learn Access points are necessary in order to provide internet services in the classroom for use with the mobile carts/laptops.	POE Injector: \$49.44/ea. x 2 4 for Kinder Learn, inclusive of warranties and servicing agreements.	\$ 25.00	\$73.88
	PNP SCHOOLS		
	OCE: 2 Classrooms \$98.88		

PROJECT TITLE: Project #5: Private Non-Public Schools			
5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
EXPANDED: 5.3.2: Kinder Learn Classroom Support Subscription licenses (IXL or Similar)	Online licenses (IXL or similar) for Kinder Learn, classroom instruction, tutoring in Reading & Math for student use. \$16 per student license + \$800 per school online trainings. 60 49 licenses x \$16.00 + 1 school for online training x \$800.00. (60 49 OCE)	\$ 200.00	\$1,560.00
	PNP SCHOOLS		
	OCE: 60 Student Licenses		
	\$1,760.00		
EXPANDED: 5.3.4: Credit Recovery Eskuelan Puengi Instructional Supplies	Instructional supplies for teachers and students who participate in the EP program. Requested items include folders, paper, chalk, dry-erase markers, pencils, butcher & construction paper, composition notebooks, first aid kits, sanitary and cleaning supplies, extension cords, and other essential supplies. Instructional Supplies per pupil cost \$15. 38 23 PNP students x 15.00.	\$ 100.00	\$470.00
	PNP SCHOOLS		
	GAA: 38 Students		
	\$570.00		
EXPANDED: 5.3.4: Credit Recovery Summer School Instructional Supplies	Instructional supplies for students who participate in the Summer School program. Requested items include art & craft materials, folders, paper, chalk, dry-erase markers, pencils, butcher & construction paper, composition notebooks, flash drives, physical educational supplies, first aid kits, head phones, extensions, physical educational supplies (dodge ball, volleyball, jump rope, etc.), sanitary and cleaning supplies, and other essential supplies. Instructional Supplies per pupil cost \$15. 38 25 PNP students x \$15.00.	\$ 100.00	\$470.00
	PNP SCHOOLS		
	GAA: 38 Students		
	\$570.00		
5.4.1: Health & Safety Instructional Supplies (Health and Safety) Teachers, Coaches, Athletic Directors and Health Counselors	Booklets for teachers, nurses, interscholastic athletic directors, interscholastic coaches and other identified personnel for such training as First Aid etc. Estimated \$10.00 x 33 participants	\$ 100.00	\$230.00
	PNP SCHOOLS		
	OCE: 33 Coaches/Athletic Directors		
	\$330.00		
EXPANDED: 5.4.1: Health & Safety First Aid and CPR Certification Training	Procure professional services for certification training to include booklets and certification fees for an estimated 5 participating interscholastic athletic directors and interscholastic and intramural coaches, teachers, school health counselors and students. Estimated \$15.00 x 55 5 participants	\$ 100.00	\$725.00
	PNP SCHOOLS		
	OCE: 47 Teachers SJS: 6 Teachers PICA: 2 Teachers		
	\$825.00		
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Supply Subtotals		\$ 66,075.00	\$ 405,560.32

PROJECT TITLE: Project #5: Private Non-Public Schools

6. CONTRACTUAL (PURCHASED SERVICES)

Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Advertising/Printing for IFB/RFP Bid Announcement	Necessary and required for bid publication for professional services that will be provided through this project.	Advertising/Printing Services - Bid Announcements, Ads, Public Notices or Announcements. Bid Announcements (Cost for advertising of IFBs, RFPs, Public Notices, Notice of Waiver, Notice of Training and Announcements are substantial) 12 - 2x6 IFB/RFP Announcements @ \$288.00 (POST) and 12 - 2x6 IFB/RFP Announcements @ \$568.00 (GuamPDN)	\$ -	\$ 10,272.00
Registration Fees: Annual Pacific Educational Conference Summer 2023	To participate and provide registration fees for teachers and students in the 2021 Pacific Educational Conference.	PNP Teachers, Administrators and Students. Conference Registration Fees (teachers, administrators): \$150 x 120 = \$18,000.00 (100 Teachers/20 Administrators) Conference Registration Fee (students): \$100 x 50 = \$5,000 OCE | HCA | SJS | SPCS | PICA | GAA | Japanese Sch	\$ -	\$ 23,000.00
Digital subscriptions software (video web conferencing) (shared cost with all projects: est. \$25,000.00 cost proportioned for each project)	Services will support grant/program specific meetings, presentations, trainings, consultation and technical assistance sessions with stakeholders, program personnel, and State/Grants Office activities.	Estimated \$25,000.00 Annual Cost, 50+ licensee/host for online meetings, webinars and presentations for up to 300 attendees. Service will be used exclusively for the Title V-B Activities throughout the CG Projects. (shared cost with 6 projects) GDOE provides assurance that funding will only support CG activities, and will supplement, not supplant state and local funds.		\$ 2,125.00
Software license, maintenance and support - GOVERLAN (Cost shared \$6,400.00 with Public/Charters and Project 5: PNP)	Allow Computer Technicians to provide remote maintenance to technology equipment	Subscriptions to access software for maintenance and support technology equipment. (shared cost with 6 projects)		\$ 576.00
Effective Leadership & Communication Professional Development (shared cost with all projects: est. \$167,000.00-costs proportioned for each project)	Service to improve grant funding accountability, communications and collaboration, stakeholder conversations, internal monitoring, management processes and accountability to stakeholders, consultation processes and collaboration through effective decision making and advance workplace productivity.	Professional consultative services: Effective Leadership & Communication Professional Development (shared cost with 6 projects)	\$ -	\$ 14,195.00

PROJECT TITLE: Project #5: Private Non-Public Schools				
6. CONTRACTUAL (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Automated Fixed Assets Management System (shared cost with all projects: est. \$500,000.00 cost proportioned for each project)	Automated Fixed Assets Management System The procurement and implementation of the Fixed Assets Management System will help the project to improve the administration and management of Consolidated Grant project funded fixed assets that are located at the various school sites (public, charter and private-non-public schools). The system will help with the oversight, tracking, reporting and accuracy of real-time inventory to include acquisition, funding source, location, quality, condition, depreciation and survey of equipment information.	The procurement and implementation of the Fixed Assets Management System will help the project to improve the administration and management of Consolidated Grant project funded fixed assets that are located at the various school sites (public, charter and private-non-public schools). The system will help with the oversight, tracking, reporting and accuracy of real-time inventory to include acquisition, funding source, location, quality, condition, depreciation and survey of equipment information. (shared cost with 6 projects) GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds. GDOE has formally communicated with the ESF-Outlying Program Office with regard to the proportioned shared costs for Automated Employee Time Tracking and Automated Fixed Assets Management systems between the CGA, ESF-SEA, ESF II-SEA and the ARP-OA-SEA grants.	\$ -	\$ 42,500.00
External Evaluator (shared cost with all projects: est: \$305,360.00-cost proportioned for each project)	To conduct an evaluation on the effectiveness of project activities and impact on project goals to improve student achievement. Consultant will use qualitative and quantitative data and provide an analysis of the data, identify areas of concerns, areas for improvement and successes for all Consolidated Grant projects, inclusive of private-non-public and State Administration.	Procure professional consultative services to conduct an evaluation of the effectiveness of the Project activities and impact on Project goal to improve student achievement. Consultant will use qualitative and quantitative data and provide an analysis of the data and provide a written report to the Project Manager. (shared cost with 6 projects)	\$ -	\$ 25,955.60
Professional Services - IT Help Desk (shared cost with all projects: Est. \$65,000.00 - costs proportioned for each project)	Services will support and assist students, parents, teachers, school personnel, and CGA project personnel in the use of CGA funded technology supplies and equipment. Provide a comprehensive support to fully implement and operate the Technology Support Services/Help Desk to include necessary hardware, software, professional development/training, live support, remote support and all logistical requirements.	Professional Services: Professional Services - IT Help Desk (shared cost with 5 projects)	\$ -	\$ 5,850.00
MODIFIED: 5.1.1.1: Increasing Rigorous and Technical Courses with High Quality Instruction: Project Based Learning (In collaboration with Project 1 - CCCLR)	Procure services for training teachers on teaching strategies that enable students to learn by actively engaging in real-world, personally meaningful projects and life readiness.	Contractual services to provide training for schools on Project Based Learning (PBL) that is focused on developing a standards-based PBL unit with assessments to monitor student learning. For 49 62 PNP teachers. Estimated cost for 3-day training is \$975/person.	\$ -	\$ 47,775.00
		PNP SCHOOLS		
		OCE: 39 Teachers | GAA: 5 Teachers | SJS: 5 Teachers		
		\$47,775.00		

PROJECT TITLE: Project #5: Private Non-Public Schools				
6. CONTRACTUAL (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
EXPANDED: 5.1.1.2: Engineering Robotics Professional development to enhance High Quality Instruction	To procure consulting services to provide professional development for a cadre of teachers to be trained on the implementation of engineering/robotics K-12 teaching strategies and curriculum.	Procure services, to include option for online services, on the implementation of engineering/robotics for K-12th grade teaching strategies and curriculum using: KIBO (K- 1st grade), WeDO (2nd-5th grade), EV3 (6th-12 grade), 3D Printers (5th-12th grade) and Drone (9th-12th grade). Est. 52 30 @ \$350 per teacher	\$	\$ 18,200.00
		PNP SCHOOLS OCE: 39 | SJS: 2 Teachers | GAA: 5 Teacher | PICA: 1 Teacher | SPCS: 5 Teachers		
		\$18,200.00		
NEW: 5.1.1.2 Engineering Robotics Professional development to enhance High Quality Instruction: Interactive Board	Procure professional development for teachers to support the use of technology equipment in the classroom specific to interactive whiteboards.	1 PNP OCE teacher @ \$241/sessions x 2 sessions/teacher (i.e. Level I and Level II) to participate in the professional development	\$	\$ 482.00
		PNP SCHOOLS OCE: 1 Teacher		
		\$482.00		
EXPANDED: 5.1.1.3 Advanced Placement and Pre-Advanced Placement Summer Institute Increasing Rigorous Academic and Technical Courses with High Quality Instruction .	Strengthen teachers instructional practices to address the needs of advanced students in the classroom and to afford them more opportunities to avail of Pre-AP and AP courses.	Procure consulting services for professional development for the Guam Summer AP Institute for 49 34 PNP teachers @ \$745 per participant	\$	\$ 36,505.00
		PNP SCHOOLS OCE: 39 Teachers | GAA: 5 Teachers | SJS: 5 Teachers		
		\$36,505.00		
EXPANDED: 5.1.1.4 CTE Workshop and Career Exploration	Career Exploration Training and Curriculum Development: Procure services for training and venue on updated methodologies for GDOE and participating PNP to further enhance Career and Technical Education.	Professional services to develop CTE curriculum focused on Career Exploration topics, create resource materials such as planning guides and handbook of strategies on these topics for K-12 students, and provide training for English, Math, Science, Social Studies teachers on implementing these resources, inclusive of printing. Estimated cost/participant = \$970.00. PNP: 42 18 Teachers.		\$40,740.00
		PNP SCHOOLS OCE: 39 | SJS: 2 | GAA: 1		
		\$40,740.00		

PROJECT TITLE: Project #5: Private Non-Public Schools				
6. CONTRACTUAL (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
MODIFIED: 5.1.1.5: STEAM Professional development to enhance High Quality Instruction:	Enhance teachers' instructional practices to meet the needs of all ability level learners	Procure consulting services for professional development for STEAM Training in Underwater Robotics, STEAM Aquaponics, STEAM K-12 education for sustainability, Climate Change & STEAM Education and effective instructional strategies for 23 22 PNP participants @ \$680/participant.	\$ -	\$ 15,640.00
		PNP SCHOOLS OCE: 16 | GAA: 5 | SJS: 2		
		\$15,640.00		
NEW: 5.1.1.6: National Career Academies Shared cost with Project 1.	Procure services for training on updated methodologies for PNP (OCE) school to enhance Career and Technical Education.	National Career Academies Training: Procure services for training, to include option for online services, on updated methodologies for CTE Career Academies. CTE school teams consisting of teachers/administrators and consultants to develop effective and up-to-date curricula to effectuate an effective CTE program of study. Estimated cost/participant = \$270.00	\$ -	\$ 1,080.00
		PNP SCHOOLS OCE: 4 Teachers		
		\$1,080.00		
NEW: 5.1.1.7: Visual Communication /Video Production & Broadcasting Program with Media Camera Equipment Shared cost with Project 1.	Develop a visual communications/video production program of study to expand and enhance CTE classroom instruction, increase access to technology, improve access to research proven instructional strategies, provide a mechanism for instructional strategies, and allow teachers and students to utilize a variety of digital resources.	Contractual for professional development to develop courses for a Visual Communication/Video Production Program and procurement of relevant Audio/Video Recording Camera/Equipment and associated training. GDOE High Schools Basic Equipment for New Filmmaking Students set. Kit may include Camera with microphone Polarizer Filter for camera lens Wired and wireless Microphone, Audio adapters Camera connection adaptors for microphone Camera Tripod, Video Lights, Cables to connect preview monitor to camcorder - standard audio/video component cables. Training & resource development, including cost for PD @ \$32,142.00 per school. (3 PNP (OCE) high schools).	\$ -	\$ 96,426.00
		PNP SCHOOLS OCE: 3 Schools		
		\$96,426.00		
MODIFIED: 5.1.2.1: Career Oriented Programs and Assessments CTE Academies and WorkKeys Curriculum & Assessments	Career and Technical Education - contractual services to provide, implement, and effectuate the GCC taught Career and Technical Education (CTE) Programs including WorkKeys assessments: with access to the WorkKeys Curriculum and Assessment in order to gauge their students readiness for career placement, and Choices360 Career Interest Assessment.	EXPANSION PARTICIPATING PNP SCHOOLS (6th thru 12th) -WorkKeys Curriculum/ Assessment 40 Students 10th-12th grade -GCC CTE Academy programs including expansion into the middle schools, high schools and post-secondary (37 PNP Students) WorkKeys Curriculum | Workkeys Assessment| CTE expansion/services, inclusive of services during afterschool, summer and winter break @ \$88.00/student		\$ 3,256.00
		PNP SCHOOLS OCE: 34 Students | GAA: 3 Students		
		\$3,256.00		

PROJECT TITLE: Project #5: Private Non-Public Schools				
6. CONTRACTUAL (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
5.1.2.2: Career Oriented Programs and Assessments: Skilled Labor and Trades Academy	Provide students with opportunities to take courses in construction to give them industry skills and certifications that can increase their chance of becoming employed.	Procure professional services (to include materials, etc) renewal with the Guam Contractors Association Trades Academy for course program inclusive of course text and guiding resources for participating PNP school students to take construction, HVAC, electrical, carpentry, etc., CTE courses inclusive of NCCER certification. Inclusive of afterschool, summer and winter break. 11th and 12th grade: 7 PNP students. PNP Est. \$1,900 each course	\$ -	\$13,300.00
		PNP SCHOOLS GAA: 3 Students | PICA: 4		
		\$13,300.00		
EXPANDED: 5.1.2.3: Career Oriented Programs and Assessments: Specialized Trainings and Career, Technical Education Courses Certification Training for CTE	Specialized training provides students with certification that can be used in industry fields (e.g. nursing assistant, pharmacy tech, cosmetology, etc.) and helps them perform better with school assignments.	Specialized training in Cosmetology fields, Allied Health fields and Business & Technology (Microsoft Training) fields towards achieving Certification. 44 40 PNP students x \$937.50.	\$ -	\$41,250.00
		PNP SCHOOLS OCE: 40 Students | PICA: 4		
		\$41,250.00		
5.1.3.2: Specialized Events and Opportunities Standard Service Agreements	Provide standard service agreements for adults who coach & conduct practices with school teams of the various academic competitions	Math Olympiad: Up to 11 PNP coaches, not to exceed \$1,000 per coach. Math Counts: Up to 11 PNP coaches, not to exceed \$1,000 per coach. Academic Challenge Bowl (middle): Up to 11 PNP coaches, not to exceed \$1,000 per coach. Academic Challenge Bowl (high school): Up to 11 PNP coaches, not to exceed \$1,000 per coach. National Forensic League: Up to 11 PNP coaches, not to exceed \$1,000 per coach.	\$ -	\$ 11,000.00
		Standard Service Agreements provide compensation for outcome-based activities for public, charter and private-non-public schools as aligned to the goals and objectives of the project. Individuals participating in Standard Service Agreements perform services outside of normal work hours, during summer, after school, and breaks. Standard Service Agreements: 1) Provide compensation for outcome-based activities for public, charter and private-non-public (PNP) schools as aligned to the goals and objectives of the project. Individuals participating in the Standard Service Agreement(s) perform services outside of normal work hours, during summer, after school, and breaks. 2) Include the participants information, a disclosure of the respective funding source of the activity, the eligibility criteria for teachers to participate, outcomes and deliverables to be completed for the activity, payment amounts aligned to each deliverable and other necessary information. 3) Provide projects with an effective tool and process for assessing outcomes as well as collecting and reporting data to support the needs and justification of the activities, thereby improving accountability of the project.		
	PNP SCHOOLS			
	OCE | GAA | Harvest | SJS \$11,000.00			

PROJECT TITLE: Project #5: Private Non-Public Schools				
6. CONTRACTUAL (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
5.1.3.2: Specialized Events and Opportunities VENUE for 2 events (Math Olympiad & Annual Award)	Provide a venue for both the island-wide Math Olympiad Competition and the Annual Awards Ceremony where approximately 250 students participate	Venue for Island-wide Math Olympiad and Annual Awards Ceremony: Guam currently does not have a venue to rent for a flat rate, venue cost is based on number of participants for 4 PNP School teams to compete. Estimated cost of \$6,000 x 2 events. OCE | HCA | SJS	\$ -	\$ 12,000.00
5.1.3.2: Specialized Events and Opportunities: Academic Special Events Math Counts (Student Registration)	Funds for registration provides students with opportunities to utilize and improve their math knowledge & skills	Registration for approximately 40 PNP middle school students @ \$35 per student, not to exceed 10 students per participating school. 40 students x \$35 = \$1,400 PNP Schools: OCE | HCA | SJS		\$ 1,400.00
5.1.3.2: Specialized Events and Opportunities : Academic Special Events Academic Challenge Bowl (Broadcasting/Taping)	Broadcasting and taping services for the Academic Challenge Bowl Competitions (8th-12th grades) for SY 2020-21.	The broadcast and tapings would cover from October 2020 - April 2021. (10 tapings x \$500). Cost for PNP schools participation. PNP Schools: OCE | HCA | SJS | GAA		\$ 5,000.00
5.1.3.2: Specialized Events and Opportunities: Academic Special Events National Forensic League (NFL) (Team Registration)	Funds for registration provides students with opportunities to utilize and improve their communication skills and help build confidence.	Team registration for NFL per school \$149, up to 3 participating schools. PNP Schools: OCE | HCA | SJS	\$ -	\$ 447.00

PROJECT TITLE: Project #5: Private Non-Public Schools					
6. CONTRACTUAL (PURCHASED SERVICES)					
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds	
EXPANDED: 5.1.3.3 Visual Performing Arts (VPA): (Dance, Music): Standard Service Agreements	Standard service agreements to be provided for two (2) coaches to prepare and provide instructional strategies in age appropriate lessons and activities for Dance and Music for students in middle and high school. VPA engage students to promote creativity, self motivation, self discipline, and confidence. Arts enhance perceptual/cognitive skills; enhance and complement reading, language development and writing skills, and assist in achieving literacy goals by engaging students in their learning processes.	Standard service agreements: \$2500 per quarter per x 4 OCE | PICA coaches. (3: OCE | 1: PICA)			
	Standard Service Agreements provide compensation for outcome-based activities for public, charter and private-non-public schools as aligned to the goals and objectives of the project. Individuals participating in Standard Service Agreements perform services outside of normal work hours, during summer, after school, and breaks. Standard Service Agreements: 1) Provide compensation for outcome-based activities for public, charter and private-non-public (PNP) schools as aligned to the goals and objectives of the project. Individuals participating in the Standard Service Agreement(s) perform services outside of normal work hours, during summer, after school, and breaks. 2) Include the participants information, a disclosure of the respective funding source of the activity, the eligibility criteria for teachers to participate, outcomes and deliverables to be completed for the activity, payment amounts aligned to each deliverable and other necessary information. 3) Provide projects with an effective tool and process for assessing outcomes as well as collecting and reporting data to support the needs and justification of the activities, thereby improving accountability of the project.			\$ 20,000.00	
			PNP SCHOOLS OCE \$20,000.00		
EXPANDED: 5.1.3.4: Interscholastic Sports Professional Development for Athletic Directors and Coaches of Interscholastic Sports (Cost shared - \$68,500.00 with Project 1)	Supplements the Interscholastic Sports Association Interscholastic sports program; promotes year-round fitness and healthy living; promotes year-round academic achievement and social development through sports	Professional development training for Athletic Directors and Coaches of Interscholastic Sports covering the eight domains of the National Standards for Sports Coaches to ultimately lead to earning national certification. 51 47- Athletic Directors and Coaches.			
			PNP SCHOOLS OCE: 33 Athletic Directors/Coaches | SJS: 12 Athletic Directors/Coaches | GAA: 2 Athletic Directors/Coaches | SPCS: 4 Athletic Directors/Coaches	\$ -	\$18,500.00
			\$18,500.00		

PROJECT TITLE: Project #5: Private Non-Public Schools				
6. CONTRACTUAL (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
5.1.3.5 Specialized Events and Opportunities E-Sports	To procure consulting services to provide a professional development for a cadre of teachers to be trained on the implementation on esports in high schools. Exposure will encourage students to explore game/media design degrees, programming and coding, supports competitive team gameplay. Encourages game design, development and STEAM education and introduces broadcasting, journalism and production.	Supports for E-sports program to include training, gaming system equipment and software and competition. 8 PNP OCE teachers x \$500.00	\$ -	\$ 4,000.00
		PNP SCHOOLS OCE: 8 Teachers		
		\$4,000.00		
5.1.3.5: Specialized Events and Opportunities E-Sports Coaches Standard Service Agreements	Provide standard service agreements for adults to coach & conduct practices with school teams of the various academic competitions Standard Service Agreements provide compensation for outcome-based activities for public, charter and private-non-public schools as aligned to the goals and objectives of the project. Individuals participating in Standard Service Agreements perform services outside of normal work hours, during summer, after school, and breaks. Standard Service Agreements: 1) Provide compensation for outcome-based activities for public, charter and private-non-public (PNP) schools as aligned to the goals and objectives of the project. Individuals participating in the Standard Service Agreement(s) perform services outside of normal work hours, during summer, after school, and breaks. 2) Include the participants information, a disclosure of the respective funding source of the activity, the eligibility criteria for teachers to participate, outcomes and deliverables to be completed for the activity, payment amounts aligned to each deliverable and other necessary information. 3) Provide projects with an effective tool and process for assessing outcomes as well as collecting and reporting data to support the needs and justification of the activities, thereby improving accountability of the project.	E-sport Coach standard service agreements for OCE school (middle and high school). \$1,000 per coach X 15	\$ -	\$ 15,000.00
		PNP SCHOOLS OCE		
		\$15,000.00		
MODIFIED: 5.1.4.1: Academic, College and Career Readiness Interactive White Boards for PNP: OCE	Procure professional development for teachers to support the use of technology equipment in the classroom specific to interactive whiteboards	5 68 PNP OCE teachers @ \$241/sessions x 2 sessions/teacher (i.e. Level I and Level II) to participate in the professional development	\$ 100.00	\$2,310.00
		PNP SCHOOLS OCE: 5 Teachers		
		\$2,410.00		

PROJECT TITLE: Project #5: Private Non-Public Schools				
6. CONTRACTUAL (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
5.1.4.1: Academic, College and Career Readiness AND 5.1.4.1: Pre Advanced Placement/ Advanced Placement Advance Placement Test Fees	Allows students to participate in Advance Placement test for AP English, AP Math, AP Science, AP Social Studies	Advanced Placement Test Fees for 500 PNP students x \$100 per student. GDOE provides assurance that funding will only support CG activities, and will supplement, not supplant state and local funds. PNP SCHOOLS OCE: 435 Students | SJS: 65 Students \$50,000.00	\$ -	\$50,000.00
MODIFIED: 5.1.4.2: Academic, College and Career Planning. College Fair Venue and Equipment	Provide venue for the College Fair where DOE facilities do not have the capacity to accommodate 100+ participants.	Procure venue for College Fair to include training equipment, rentals, setup and associated fees for workshops. 68 PNP Students. (18 GAA | 50 SJS) x \$20		\$ 1,360.00
MODIFIED: 5.1.4.2: Academic, College and Career Readiness AND 5.1.4.2: College Exploration and Readiness Opportunities	The College Fair allows for students to learn the process of admission, financial aid, residential/dormitory, and student college life and affords them the opportunity to meet with different Colleges/ Universities of both on and off-island campus recruiters.	Procure bussing services to transport students to participate in College Fair 68 447 PNP students x \$10.00 PNP SCHOOLS GAA: 18 Students | SJS: 50 Students \$680.00		\$ 680.00
MODIFIED: 5.1.4.2: College Exploration and Readiness Opportunities Counselor & Teacher PD on College Readiness (College Fair)	Funds for workshops/trainings for counselors and teachers, to manage the College Fair and provide appropriate guidance to students on taking the pre-requisite courses for college, filling out college applications, choosing colleges, etc.	Procure services for professional development for College Fair for counselors, career education teachers. 11 43 PNP teachers. Fee per participant: \$700. PNP SCHOOLS SJS: 9 Counselor/Teacher | PICA: 2 Counselors/Teachers \$7,700.00	\$ -	\$ 7,700.00
5.1.4.2 Academic, College and Career Readiness Science, Technology, Engineering, Arts and Math (STEAM) Mentoring	Provide Youth Development Program Services geared towards the following: Link high school students with Programs; Summer or after school program for high school students; Youth Apprenticeship Program; “Intro to college” courses to prepare students for college; Workshops for robotics, STEAM, cooking, entomology, photography, fisheries and horticulture; Transportation; Supplies and Materials	To procure contractual services to provide support and services to implement the STEAM College and Career Path Programs STEAM Mentor Program Estimated at 14 OCE PNP students. \$200 per student PNP SCHOOLS OCE: 14 Students \$2,800.00	\$ -	\$ 2,800.00

PROJECT TITLE: Project #5: Private Non-Public Schools				
6. CONTRACTUAL (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
NEW: 5.1.4.2 Academic, College and Career Readiness Math and English Camp: Educators Shared Cost with Project 1.	The proposed courses include Introduction to Educational Technology, E-Learning Instructional Strategies. The On-line Learner, Instructional Design and Engaging E-Learning Activities and Ethical and Legal Issues.	Procure consulting services for online technology courses for English and Math. A series of online technology courses for GDOE/Charter school educators - Est. @ \$1,000 per educator.	\$ -	\$ 39,000.00
		PNP SCHOOLS OCE: 39 Teachers		
		\$39,000.00		
5.1.4.2: Academic, College and Career Readiness	To provide students the opportunity to prepare for the PSAT/NMSQT. Students will gain more rigorous SAT practice early on, and increase their chance of doing well on the PSAT NMSQT to qualify for National Merit junior year and a chance to qualify to win scholarships to college.	PSAT/NMSQT test fees for an estimated 457 PNP OCE students x \$25.00 to include textbooks.		\$ 11,425.00
		PNP SCHOOLS OCE: 457 Students		
		\$11,425.00		
5.1.4.2: College Exploration and Readiness Opportunities	To provide students the opportunity to prepare for the PSAT. Identify students' academic strengths and weaknesses early in high school in order to improve before college. Help identify for students which Advanced Placement (AP) courses they are most likely to do well in.	PSAT test fees for an estimated 176 PNP OCE students x \$25.00 to include textbooks.		\$ 4,400.00
		PNP SCHOOLS OCE: 176 Students		
		\$4,400.00		
5.1.4.2: College Exploration and Readiness Opportunities	To provide students the opportunity to prepare for the PSAT 8/9. The PSAT 8/9 tests the same skills and knowledge as the SAT, PSAT/NMSQT, and PSAT 10—in a way that makes sense for eighth and ninth graders. To measures what students have learned, shows them whether they're on track for college, and lets them know where they need the most improvement. That means students have time to tackle these areas long before they take the SAT.	PSAT 8/9 test fees for an estimated 185 PNP OCE students x \$25.00 to include textbooks.		\$ 4,625.00
		PNP SCHOOLS OCE: 185 Students		
		\$4,625.00		
EXPANDED: 5.1.4.2 Academic, College and Career Readiness SAT | ACT Preparation: Professional Services to provide high school students with face-to-face and/or online tutorials for SAT & ACT Preparation	Provides students with opportunities to prepare for college admission.	Procure services to help prepare students to take the SAT and/or ACT exam. Estimated for 25 5 OCE PNP high school students (11th -12th grade). Estimate \$250.00 per student.	\$ -	\$ 6,250.00
		PNP SCHOOLS OCE: 5 Students | SJS: 20 Students		
		\$6,250.00		

PROJECT TITLE: Project #5: Private Non-Public Schools				
6. CONTRACTUAL (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
5.1.4.2 Academic, College and Career Readiness Professional Development Core Subject Areas	To provide contractual services for professional development for middle school teachers in Core Subject Areas to integrate career-oriented lessons into academic lessons	To procure contractual services to provide support and services for professional development. Estimated 16 OCE PNP Teachers x \$2,500.00. PNP SCHOOLS OCE: 16 Teachers \$40,000.00		\$ 40,000.00
EXPANDED: 5.1.4.2 Academic, College and Career Readiness Health Certifications	For students in Family and Consumer Sciences or other students who require a Health Certificate Training Course prior to participating in a School-to-Work or Work Experience program in which food products are involved.	Training cost shall include the fees for the health certificates upon successful course completion. Estimate @ \$25 per student. PNP SCHOOLS OCE: 70 Students | PICA 8 Students \$1,950.00	\$ -	\$ 1,950.00
EXPANDED: 5.2.1 Initial Teacher Certification Assistance (shared cost with Charters)	Services for Limited Term and Part-Time teachers to complete necessary college course work, Praxis Preparatory Courses prep, and PRAXIS tests leading to completion of requirements for teachers to obtain Initial Teacher Certification	Estimated 39 2 PNP OCE teachers <ul style="list-style-type: none"> Praxis Prep Courses @ \$480 per participant x 3 courses Praxis Tests @ \$500 per participant Graduate Certificate in Teaching Course @ \$325 per participant x 15 courses Administrative Fees @ 6% of total 	\$ -	\$ 281,732.10
5.2.1 Professional Development - Coaching/Mentoring	Training will focus on effective support practices, research-based strategies for coaching and mentoring, differential coaching, comprehensive induction and working with administrators/ teacher leaders.	To procure contractual services for 16 PNP OCE teachers to participate in professional development at \$560.00 per participant	\$ -	\$ 8,960.00
MODIFIED: 5.2.2 Improving Teacher Effectiveness Professional Institutional Memberships	To provide opportunities for OCE teachers to stay up-to-date with research based instructional strategies and access relevant curricular resources for core content.	42 Institutional memberships for PNP OCE National Council for Teachers of Math, (\$149/membership) National Council for the Social Studies (\$949/membership) National Council for the Science (\$80/membership) National Association for the Education of Young Children (\$1,025/membership) Association for Supervision and Curriculum Development (\$169/membership) American Association of Chemistry (\$45.00/membership)	\$ -	\$ 101,514.00

PROJECT TITLE: Project #5: Private Non-Public Schools				
6. CONTRACTUAL (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
5.2.2 Improving Teacher Effectiveness Software Subscription	Supplement student learning through an animation software program that inspires creativity and enables students to "show what they know" through three animation levels.	Classroom license \$200 x 7 PNP OCE schools x 4 licenses per school (Animation-ish or similar)	\$ -	\$ 5,600.00
MODIFIED: 5.2.2: Improving Teacher Effectiveness Professional Development - Classroom Instruction That Works (CITW) (Cost shared with Project 2)	Provide quality professional development opportunities to teachers and instructional coaches in research-based, effective instructional strategies specific to lesson planning/delivery and classroom management.	Procure services for professional development on CITW includes basic training with associated training materials. 21 30 PNP K-12 teachers x \$555.50.		\$ 11,665.50
		PNP SCHOOLS GAA: 5 Teachers | SJS: 5 Teachers | SPCS: 11 Teachers		
		\$11,665.50		
EXPANDED: 5.2.2: Improving Teacher Effectiveness Professional Development Cooperative Learning (Cost shared Project 2)	Provide quality professional development opportunities to teachers in research-based, effective instructional strategies specific to small-group learning to foster students' interdependence, group processing and accountability.	Procure services for professional development on Cooperative Learning includes basic training with associated training materials. 58 28 PNP teachers x \$519.50.	\$ -	\$30,131.00
		PNP SCHOOLS OCE: 39 | GAA: 5 Teachers | SPCS: 11 Teachers | SJS: 3 Teachers		
		\$30,131.00		
EXPANDED: 5.2.2: Improving Teacher Effectiveness Professional Development - Sheltered Instruction Observation Protocol (SIOP) (Cost shared with Project 2)	Provide quality professional development opportunities to teachers and instructional coaches in research-based, effective instructional strategies specific to addressing the academic needs of English Language Learners.	Procure services for professional development on SIOP includes basic training with associated training materials. 18 2 PNP teachers x \$775.50.		\$ 13,959.00
		PNP SCHOOLS OCE: 13 Teachers | SJS: 5 Teachers		
		\$13,959.00		
EXPANDED: 5.2.2: Improving Teacher Effectiveness Higher Order Thinking Skills (Cost shared - \$43,516.00 with Project 2)	Provide quality professional development opportunities to teachers in research-based, effective instructional strategies specific to promoting higher order learning and critical thinking skills.	Procure consulting services to provide professional development for Higher Order Thinking Skills. 49 7 PNP teachers x \$253.00.		\$ 12,397.00
		PNP SCHOOLS OCE: 39 Teachers | GAA: 5 Teachers | SJS: 5 Teachers		
		\$12,397.00		

PROJECT TITLE: Project #5: Private Non-Public Schools				
6. CONTRACTUAL (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
EXPANDED: 5.2.2: Improving Teacher Effectiveness Professional Development - STEAM (Cost shared - \$49,728.00 with Project 2)	Provide quality professional development opportunities to teachers in research-based, effective instructional strategies specific to training Science and Technology Instructional Strategies and working with science kits.	Procure consulting services for professional development for STEAM Training on Science and Technology Instructional Strategies to include Science kits. 15 PNP teachers x \$259.00.		\$ 14,245.00
		PNP SCHOOLS OCE: 39 Teachers | GAA: 5 Teachers | SPCS: 11 Teachers		
		\$14,245.00		
EXPANDED: 5.2.2: Improving Teacher Effectiveness Professional Development - NGSS (Cost shared - \$33,320.00 with Project 2)	Provide quality professional development opportunities to teachers in research-based, effective instructional strategies specific to implementation, curriculum mapping for the Next General Science Standard (NGSS).	To procure consulting services for professional development for Next General Science Standard (NGSS). 47 PNP teachers x \$140.00.		\$ 6,580.00
		PNP SCHOOLS OCE: 39 Teachers | GAA: 5 Teachers | SJS: 3 Teachers		
		\$6,580.00		
EXPANDED: 5.2.2: Improving Teacher Effectiveness Professional Development for Technology Integration (Cost shared - \$125,118.40 with Project 2)	Provide quality professional development opportunities to teachers in research-based, effective instructional strategies specific to integrating technology into the classroom	Procure professional consulting services in Technology Integration. 66 PNP teachers x \$140.00.		\$ 9,240.00
		PNP SCHOOLS OCE: 39 Teachers | GAA: 5 Teachers | SJS: 6 Teachers | SPCS: 11 Teachers | JSG: 5		
		\$9,240.00		
EXPANDED: 5.2.2: Improving Teacher Effectiveness Academic programs focusing on high-quality instruction for high-ability students (Cost shared - \$74,943.00 with Project 2)	Provide quality professional development opportunities to teachers in research-based, effective instructional strategies specific to advanced professional standards that enable them to provide quality instruction to identified high-ability students.	Procure consulting services to provide training in Academic programs focusing on high-quality instruction for high-ability students 44 PNP GAA teachers x \$757.00.		\$33,308.00
		PNP SCHOOLS OCE: 39 Teachers | GAA: 5 Teachers		
		\$33,308.00		
EXPANDED: 5.2.2: Improving Teacher Effectiveness Using Assessment Data for Educational Planning and Interventions	Provide quality professional development opportunities in research-based, effective instructional strategies specific to data analysis of student assessments and how data can be utilized	48 PNP teachers to participate in professional development at \$500.00 per participant		\$ 24,000.00
		PNP SCHOOLS OCE: 39 Teachers | GAA: 5 Teachers | SJS: 4 Teacher		
		\$24,000.00		

PROJECT TITLE: Project #5: Private Non-Public Schools				
6. CONTRACTUAL (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
MODIFIED: 5.2.2: Improving Teacher Effectiveness Math Instructional Strategies Training (Cost shared with Project 2)	Provide quality professional development opportunities to teachers related to research proven Mathematics Instructional strategies	Procure consulting services for Math Instructional Strategies Training. 18 30 PNP teachers x \$424.00.		\$ 7,632.00
		PNP SCHOOLS GAA: 5 Teachers | SJS: 2 Teachers | SPCS: 11 Teachers		
		\$7,632.00		
EXPANDED: 5.2.2: Improving Teacher Effectiveness Literacy Strategies Training (Cost shared with Project 2)	Provide quality professional development opportunities to teachers, administrators and key personnel related to research proven effective Literacy Instructional strategies	Procure consulting services for Literacy Strategies. 58 28 PNP teachers x \$483.00.		\$ 28,014.00
		PNP SCHOOLS OCE: 39 Teachers | GAA: 5 Teachers | SPCS: 11 Teachers | SJS 3 Teachers		
		\$28,014.00		
5.2.2. Improving Teacher Effectiveness	Provide teachers with the knowledge and skills to identify and address student deficiencies, especially those students performing below grade level or those who have weak backgrounds in grade level knowledge and skills. Teachers will develop assessment and coaching strategies to work one-on-one or in small groups with students who need the intervention.	8 PNP OCE teachers x \$2,000.00 Procure professional services for professional development for Classroom-based and After-School Program-based Academic Coaching	\$ -	\$ 16,000.00
		PNP SCHOOLS OCE: 8 Teachers		
		\$16,000.00		
NEW: 5.2.2. Improving Teacher Effectiveness Conscious Discipline	Provide quality professional development opportunities to teachers and instructional coaches in research-based, effective instructional strategies specific to conscious discipline strategies.	39 PNP OCE teachers x \$700.00 Procure consulting services for Conscious Discipline training.	\$ -	\$27,300.00
		PNP SCHOOLS OCE: 39 Teachers		
		\$27,300.00		
EXPANDED: 5.2.3: Specialized School Support Professional Development Early Childhood (Cost shared - \$40,698.00 with Project 2)	Provide quality professional development opportunities to teachers and administrators specific to Early Childhood Education	Procure professional consulting services for the Early Childhood Education (ECE). 25 5 PNP GAA teachers x \$357.00.		\$8,925.00
		PNP SCHOOLS OCE: 20 Teachers | GAA: 5 Teachers		
		\$8,925.00		
5.2.5: Curriculum Development Chamorro Language Standards	Procure professional services for CHamoru teachers in the Catholic schools with the knowledge of the CHamoru Language standards and the teaching strategies to address the standards	Procure consultative services for 8 OCE PNP x \$1,000.00 per participant	\$ -	\$ 8,000.00
		PNP SCHOOLS OCE: 8 Teachers		
		\$8,000.00		

PROJECT TITLE: Project #5: Private Non-Public Schools				
6. CONTRACTUAL (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
5.2.5: Curriculum Development Chamorro Language Proficiency Scales	Providing CHamoru teachers in the Catholic schools with the knowledge of the CHamoru Language Proficiency Scales and the processes for using the scales to determine the extent of the effectiveness of the teaching of CHamoru in the schools	4 PNP OCE Teachers x \$1,000.00 Procure professional services for professional development on the CHamoru Language Proficiency Scales.		\$ 4,000.00
		PNP SCHOOLS OCE: 4 Teachers		
		\$4,000.00		
EXPANDED: 5.2.6: Student Planner	Provide student planners for recording homework assignments and projects to help students manage assignments and foster home-school connection	Student planners for 2,026 1,679 PNP students @\$5.00/student planner		\$ 10,130.00
		PNP SCHOOLS OCE: 1,431 Students | GAA: 120 Students | SJS: 475 Students		
		\$10,130.00		
MODIFIED: 5.2.6 Supplemental Resources and Equipment and 5.3.2 Kinder Learn	Professional development to teachers to support the use of technology equipment in the classroom specific to interactive whiteboards.	39 37 PNP teachers @ \$241/session x 2 sessions/teacher (i.e. Level I and Level II) to participate in the professional development		\$ 18,798.00
		PNP SCHOOLS OCE: 5 Teachers | SJS: 2 Teachers | SPCS: 32 Teachers		
		\$18,798.00		
5.3.3: After School Intervention - Tutors	Provide funds to tutors to identify and address students' academic deficiencies in core content areas due to challenges from remote learning activities. Intervention strategies will support students in core academic subjects before entering middle school.	Standard service agreement: 10 PNP (OCE) elementary and middle schools x 3 tutors per school x \$1,500 per tutor x 3 quarters		\$ - \$135,000.00
		PNP SCHOOLS OCE		
		\$135,000.00		

PROJECT TITLE: Project #5: Private Non-Public Schools				
6. CONTRACTUAL (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Component 5.3.3 After School Programs for Instructional Remediation and Enrichment - Coaches	Students who are performing below grade level or who have entered a grade level from another school can benefit from one-on-one or group academic coaching after school. The Academic Coaches will identify specific students' strengths and challenges and use the assessments to coach the students to acquire necessary prior knowledge and skills, find effective strategies to attain and maintain grade level performance, and to develop the capacity to work with their classroom teachers to receive necessary support.	Standard service agreement for PNP OCE 4 coaches x \$15.00 per hours x 3 days x 2 hours per day x 28 weeks		\$ 10,080.00
	Standard Service Agreements provide compensation for outcome-based activities for public, charter and private-non-public schools as aligned to the goals and objectives of the project. Individuals participating in Standard Service Agreements perform services outside of normal work hours, during summer, after school, and breaks. Standard Service Agreements: 1) Provide compensation for outcome-based activities for public, charter and private-non-public (PNP) schools as aligned to the goals and objectives of the project. Individuals participating in the Standard Service Agreement(s) perform services outside of normal work hours, during summer, after school, and breaks. 2) Include the participants information, a disclosure of the respective funding source of the activity, the eligibility criteria for teachers to participate, outcomes and deliverables to be completed for the activity, payment amounts aligned to each deliverable and other necessary information. 3) Provide projects with an effective tool and process for assessing outcomes as well as collecting and reporting data to support the needs and justification of the activities, thereby improving accountability of the project.			
5.4.2: Positive Behaviors & Safe Environments Play By the Rules	Training will support appropriate student behavior, resulting in safer schools	Training and consultative support on: Play By the Rules (PBR) \$2,250 license per school x 2 school Services to include teacher manuals and student handbooks 75 students x \$6.00.		\$ 4,950.00
		PNP SCHOOLS		
		GAA: 29 Students | SJS: 46 Students		
		\$4,950.00		
5.4.2 Restorative Justice	To provide an option to conflict resolution and an alternative to out of school suspensions.	Professional consultative services to provide training on Restorative Justice Strategies and Practices for school administrators and identified personnel. Estimated 1 sessions x \$5,000.00 (50 participants per session)		\$ 5,000.00
		PNP SCHOOLS		
		OCE: 9 Teachers		
		\$5,000.00		

PROJECT TITLE: Project #5: Private Non-Public Schools				
6. CONTRACTUAL (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion: Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
EXPANDED: 5.4.3: Mental Health and Wellness (In collaboration with Project 4: SCCE)	To provide Counseling Services for students, parents, personnel experiencing trauma. Professional services to develop and maintain policies and practices addressing students' social/emotional needs and academic issues from social/emotional trauma.	Professional services for training on mental health and wellness 18 13 PNP counselors x \$4,500.00	\$ -	\$ 81,000.00
		PNP SCHOOLS		
		OCE: 13 Counselors | SJS: 5 Teachers \$81,000.00		
5.4.1: Health & Safety Training for Health & PE Classroom Teachers, Students and School Health Counselors In collaboration with Project 4: SCCE	Professional Development or Training to build capacity of personnel to motivate students on making healthier lifestyle choices.	Professional Development or Training for Health & PE Teachers, students and School Health Counselor on Healthy Lifestyle Choices, Physical Fitness and Data Collection. Estimated cost 72 PNP teachers x \$200.00.	\$ -	\$ 14,400.00
		PNP SCHOOLS		
		OCE: 72 Teachers \$14,400.00		
5.4.4 Physical Fitness and Intramural Sports PNP: OCE	Classroom and physical education coaches will require a working knowledge of the devices, the approaches to analyzing the data from the devices, and supporting the students' knowledge and understanding of the relationship between daily activities and healthy lifestyles.	To procure professional services for professional development on the uses of Physical Activity Trackers and the analysis of data collected from the use of the devices. 3 PNP OCE teachers x \$1,000.00		\$ 3,000.00
5.4.4 Physical Fitness and Intramural Sports PNP: OCE	To support school personnel that serves in the capacity of Intramural Coordinator and Coach. For intramural related duties performed outside the regular work hours to include afterschool hours and weekends to promote fitness and healthy living.	Service agreements for PNP OCE intramural coordinators and coaches. \$2,500 per quarter per coach x 4 quarters x 3 coordinators and coaches.		\$ 30,000.00
		Standard Service Agreements provide compensation for outcome-based activities for public, charter and private-non-public schools as aligned to the goals and objectives of the project. Individuals participating in Standard Service Agreements perform services outside of normal work hours, during summer, after school, and breaks. Standard Service Agreements: 1) Provide compensation for outcome-based activities for public, charter and private-non-public (PNP) schools as aligned to the goals and objectives of the project. Individuals participating in the Standard Service Agreement(s) perform services outside of normal work hours, during summer, after school, and breaks. 2) Include the participants information, a disclosure of the respective funding source of the activity, the eligibility criteria for teachers to participate, outcomes and deliverables to be completed for the activity, payment amounts aligned to each deliverable and other necessary information. 3) Provide projects with an effective tool and process for assessing outcomes as well as collecting and reporting data to support the needs and justification of the activities, thereby improving accountability of the project.		
Do Not Use Line - for formatting purposes - if additional lines are needed, please insert above this line.				
Contractual Subtotals			\$ 100.00	\$ 1,664,535.20

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Services for Non-Public School Students and Teachers

Question #2
Attachment #1

May 04, 2022

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Services for Non-Public School Students and Teachers

Question #2
Attachment #2

May 04, 2022

FFY2022 Consolidated Grant Application Submission Calendar

February 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3 FY2022 CGA Stakeholder Consultative Workshop	4 FY2022 CGA Stakeholder Consultative Workshop	5
6	7	8	9 ***DUE DATE*** Notice of Intent to Participate	10	11 FY2022 CGA Stakeholder Consultative Workshop Q&A Session	12
13	14	15	16	17	18 Project Proposals 1 st DRAFT DUE to Comprehensive Center via email (8am-4pm) <i>Hawaii Standard Time: (Feb. 17, 2022) 12pm-8pm</i>	19
20	21	22 (NEW) Project Proposals 1 st DRAFT DUE emailed to Comprehensive Center via email (8am-4pm) <i>Hawaii Standard Time: (Feb. 22, 2022)</i>	23 <div style="border: 1px solid blue; padding: 5px; text-align: center; color: blue;">Comprehensive Center to email feedback to Federal Programs Division and Projects</div>	24 ZOOM Mtg: PREL 1 st draft SCCE @ 3pm Hawaii Standard	25 ZOOM Mtg: PREL 1 st draft SCCE @ 11am Guam Time <div style="border: 1px solid blue; padding: 5px; text-align: center; color: blue;">Comprehensive Center to email feedback to Federal Programs Division and Projects & ZOOM</div>	26
27 ZOOM Mtg: PREL 1 st draft CCCLR, CSAI & CIQD @ 3pm Hawaii Standard	28 ZOOM Mtg: PREL 1 st draft CCCLR, CSAI & CIQD @ 11am Guam Time <div style="border: 1px solid blue; padding: 5px; text-align: center; color: blue;">Comprehensive Center to email feedback to Federal Programs Division and Projects & ZOOM</div>					

FFY2022 Consolidated Grant Application Submission Calendar

March 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4 Project Proposals 2nd DRAFT DUE to Comprehensive Center (8am-4pm) Hawaii Standard Time: (Mar 2, 2022) 12pm – 4pm	5
6	7 Comprehensive Center to email feedback to Federal Programs Division and Projects (No ZOOM Meeting)	8	9 Technical Assistance with Comprehensive Center - 2ND REVIEW (8am-4pm) (4 projects) Hawaii Standard Time: (March 8, 2022) 12pm – 8pm	10 Technical Assistance with Comprehensive Center -2ND REVIEW (8am-4pm) (4 projects) Hawaii Standard Time: (March 9, 2022) 12pm – 8pm	11	12
13	14 Project Proposals 3rd DRAFT DUE to Comprehensive Center via email (8am-4pm) Hawaii Standard Time: (Mar. 13, 2022) 12pm – 8pm	15 Comprehensive Center to email feedback to Federal Programs Division and Projects	16 2022 Insular Areas and Palau Technical Assistance Meeting March 16-17, 2022	17 2022 Insular Areas and Palau Technical Assistance Meeting March 16-17, 2022	18 ZOOM meetings can be scheduled only if needed	19
20	21 Technical Assistance with Comprehensive Center 3RD REVIEW (8am-4pm) (4 projects) Hawaii Standard Time: (March 20, 2022) 12pm – 8pm	22	23	24	25 Project Proposal FINAL DRAFT DUE to Federal Programs Division via email	26
27	28	29	30	31		

FFY2022 Consolidated Grant Application Submission Calendar

April 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8 FFY2022 CGA FINAL APPLICATION SUBMISSION TO U.S. DEPARTMENT OF EDUCATION	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Services for Non-Public School Students and Teachers

Question #3
Attachment #1

May 04, 2022



**DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT**



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JON J. P. FERNANDEZ

Superintendent of Education

JUN 29 2017

Ms. Britt Jung
Group Leader, Technical Assistance and Insular Areas
U.S. Department of Education
Office of Elementary and Secondary Education
School Support and Rural Programs
400 Maryland Avenue, SW | Washington, DC 20202

Re: Ombudsmen Designation and Contact Information

Dear Ms. Jung:

Buenas yan Hafa Adai! This letter is in response to your email dated June 15, 2017 regarding the abovementioned subject. On behalf of the Guam Department of Education (GDOE), the designated Guam State Educational Agency Ombudsman State Point of Contact for the Consolidated Grant is:

Stephanie N. Chargualaf
State Program Officer (PCIII)
Guam Department of Education
Federal Programs Division
snchargualaf@gdoe.net
(671) 300-1261

Stephanie has assisted and provided technical assistance to all Private Non-Public schools for the past years. Stephanie is approachable, communicates well and has established relations with the PNP liaisons and is well verse on determining the proportionate share of funds, updates enrollment of students by school and by grade. She monitors the program services and financials of each PNP to ensure that the delivery of services provided are on a timely manner and finds every effort to resolve any issues or concerns.

Should you have any questions regarding this notification, please feel free to contact me at (671) 300-1547 or jonfernandez@gdoe.net.

Si Yu'os Ma'ase!


JON J.P. FERNANDEZ

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Services for Non-Public School Students and Teachers

Question #3 and Question #5
Attachment #2

May 04, 2022



GUAM DEPARTMENT OF EDUCATION

Federal Programs Division

State Agency for US-Ed

500 Mariner Avenue Barrigada, Guam 96913

Telephone: (671) 475-0470 or 300-1267

Fax: (671) 477-4587



JON J. P. FERNANDEZ
Superintendent of Education

IGNACIO C. SANTOS
Administrator

Program Activity Observation and Monitoring Report

Consolidate Grant Title V, Part B RLIS

Project: FY18 Second Chance

Programmatic Monitoring: School Year: 2018-2019

Recipient Guam Department of Education Curriculum and Instruction Improvement Second Chance Project Santa Rita, Guam 96915	Director /Administrator of Schools Mr. Joseph L.M. Sanchez	
	Email jsanchez@gdoe.net	
Mailing Address 500 Mariner Avenue Barrigada, GU 96913	Telephone 300-5331	
	Fax	
Point of Contact (Project Coordinator) Jesse Pendon	Phone 565-5291	Fax
Address 500 Mariner Avenue Barrigada, GU 96913	Email: jesse.pendon@gdoe.net	
Assigned Project Manager and Project Coordinator Joseph L.M. Sanchez & Jesse Pendon		

FY18 Second Chance Project

8.1 Support Credit Recovery

Improve its graduation rate by focusing on providing Credit Recovery to students ages 17-21 who are at least 2 years behind in graduation credits or who are unable to attend high school due to a life altering circumstance (homelessness, incarceration, need to become a family wage earner, etc.)

Reduce class size to facilitate one-on-one interactions between teachers, instructional aides and students. The project places students into a small classroom environment with a student-teacher ratio of 15 to 1. Teachers will provide a variety of credit recovery options such as but not limited to face to face, course by conference, online, and blended learning. With this personalized support, the students will earn credits towards graduation at an accelerated pace. Instructional Aides provide additional support by providing supervised tutoring sessions outside the normal instruction time.

8.2 Alternative Pathways to Earn Credits

Funds will be used for the contracting of an accredited, professionally monitored, and self-paced credit recovery service for Second Chance students:

- To be conducted outside normal school hours, semesters and days in order to provide maximum flexibility in scheduling for students.
- Students participating in this activity will be provided the opportunity to take High School courses at their own pace which will be facilitated and monitored by certified classroom teachers.
- The Department recognizes that some students find it difficult to succeed in our traditional district schools because of special circumstances (homelessness, work, primary caregiver of a family member etc.,) and/or district schedules. This activity under the Second Chance project is meant to address their needs and offer them another option to earn high school credits.
- Through this activity, students can apply at the Second Chance project and be placed in this independent study pathway to either augment or replace their current school schedule.

OBSERVATION/MONITORING *(Report may include tables, graphs and pictures)*

May 1, 2019 – 8:00am: Ms. Stephanie Chargualaf, State Program Officer from the Federal Programs Division met with Mr. Jesse Pendon, Project Coordinator, to conduct the quarterly review of the FY18 Second Chance Project.

In the FY18 Consolidated Grant Application, the Second Chance Project submitted a project application with an approved budget allocation of \$1,548,844.00.

Records were reviewed, files of project application and other related documents were properly filed and maintained.

8.1 Support Credit Recovery - Class Size, Instructional Program Aides

I observed several classrooms with the teacher providing instructional lessons and also observed students being provided with computer equipment by the Instructional Program Aides (funded by ISLA Ayudante) for classroom and online learning assignments.

8.1 Support Credit Recovery - Credit Recovery

Goal 2 indicates that 58% of the students will recover enough credits to allow them to move to the next grade level, currently the progression rate is 74% of the students are passing all required courses.

Objective 1.1 indicates that on an annual basis the Project will graduate a minimum of the 85% of the seniors currently enrolled, currently there will be 70 students who will obtain the required credits to graduate.

Fiscal

The Project continues to implement the Employee’s Daily Attendance Log with great improvement of the number of project staff that continue to sign in and out on a daily basis.

8.2 Alternative Pathways to Earn Credits

Requisition 20190121 for one of the Project’s largest approved contractual activity was entered on December 4, 2019 and currently going through the workflow process. The requisition is for the contracting of an accredited, professionally monitored and self-paced credit recovery service, the current cost is at \$201,843.73. The RFP has been issued and it is currently in the negotiation process and pending a revised quote from the vendor.

Revised 7/23/18

Most budget activities have been entered and going through the workflow process and the Project Lead will continue to enter additional requisitions using the FY17 Carryover funds and the current FY18 funds.

A ten percent (10%) review of the fixed asset inventory was conducted, all equipment checked are operable and in good condition, no missing equipment reporting during this period.



Instructional Program Aide issuing out computer equipment.



Student utilizing laptop for classroom online assignments.



Students in class--- with Teacher – Ms...



Project staff reviewing student data.

Reviewed by:

 **MAY 08 2019**

Stephanie N. Chargualaf **Date**
State Program Officer

 **MAY 09 2019**

Rachel Lee Santos Duenas **Date**
Senior State Program Officer

 **MAY 08 2019**

Ignacio C. Santos **Date**
Federal Programs Administrator

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Services for Non-Public School Students and Teachers

Question #4
Attachment #1

May 04, 2022

FY'2022 CG PNP/CHARTER SCHOOLS
Matrix of Service

NAME OF PNP/CHARTER SCHOOL: Office of Catholic Education (OCE) Schools

Core: (Basic Program of Instruction)

- 1) Subject area instruction for grades K-12 (Language Arts, Reading, Mathematics, Science, Social Studies).
- 2) Pre-high school college preparatory in the middle school grades 6 through 8 (English, Mathematics, Science, Social Studies).
- 3) College preparatory program in the high school grades 9 through 12. Preparation for college admissions exams, dual enrollment in college-level courses, and Advanced Placement courses and exams.

Overall Need: (List the identified need(s) or priority the project is to address; Explain how and when these need(s) or priority were identified)

- 1) Students in elementary and middle school grades show below grade-level readiness in reading and mathematics affected by enrollment patterns, absence of differentiated instruction, specific support to address deficiencies of individual students.
This need was identified by a review of non-cohort ACT Aspire test scores in grades 3 through 10 from the 2018-2019 academic year.
- 2) Students in grades K-12 are in need of support in accessing, organizing, and using online research resources for lessons in major subject areas (Language Arts, Mathematics, Social Studies, Science). This need was identified during the 2019-2020 academic year by surveying schools' availability of online research resources, survey of teachers' incorporation of research resources to support language arts, mathematics, science and social studies lessons, and teachers' reviews of classroom-based assessments.
- 3) Students in grades K-12 are in need of support in developing and using problem-solving skills and higher-order thinking and communicating in language arts, mathematics, science, and social studies classes.
This need was identified during the 2019-2020 academic year by surveying teachers' reviews of classroom-based assessments targeting problem-solving and higher-order thinking skills.
- 4) High school students' performance on college admissions/placement exams indicate below average performance in English language/reading, mathematics, and Advanced Placement subject areas signaling the need for enhanced preparation for high school level courses, insufficient achievement in college preparatory courses, including AP courses.
This need was identified by a review of non-cohort ACT Aspire test scores in grades 9 and 10 from the 2018-2019 academic year; a review of PSAT, SAT, and ACT scores earned by students in their junior and/or senior years; review of placement tests taken at the University of Guam; review of the level of participation and the achievement on AP exams.

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Data/Evidence: (Provide data or evidence to support the Need)

ACT Aspire Data

- 1) Average Reading scores from the administration of the ACT Aspire in grades 3 through 10 indicate that a majority of students scored below the grade level readiness (range of students below grade level readiness is from 49% to 71%).
- 2) Average Math scores from the administration of the ACT Aspire in grades 3 through 10 indicate that a majority of students scored below the grade level readiness (range of students below grade level readiness is from 59% to 85%).

Summary of Surveys of Teachers

- 1) 35% of teachers see improvements needed in students being able to access, organize, and use online research materials while 39% of teachers indicate the need for more online research resources that students can access and use for assignments/projects.
- 2) 55% of teachers require students' use of problem-solving skills in the classroom while 74% of teachers report that students only have average to below average problem-solving skills.
- 3) 54% of classroom activities require students' use of higher order thinking skills, but 68% of teachers report that students only have average to below average capability to use higher-order thinking skills.
- 4) 86% indicate that using instructional technology has a positive impact on student learning while 30% of the teachers report that inadequate resources in instructional technology are available in the schools and 68% of the teachers call for professional development on using technology in the classroom to enhance student learning.

Pre-College Admissions Data

- 1) There has been a reduction (average of 8%) of the percentage of high schools students enrolling in AP courses.
- 2) The average AP scores for all tests taken by Catholic high school students is below a 3.
- 3) The average SAT scores (ERW and Math) is approximately 1100.
- 4) 35% of students who take the UOG placement test in Math only place in non-credit Math courses.
- 5) 35% of students who take the UOG placement test English only place in non-credit English courses.

Goal Statement: (Indicate the goals during three-year grant cycle; Explain how the Goal will meet the project's needs; Indicate how the project's goal connects to the project's a) objective(s); b) basic program(s) of instruction; c) supplemental projects)

During the next three-year grant cycle, the Office of Catholic Education will enhance the knowledge and skills of students in grades K-12 and demonstrate that

- Students will achieve enhanced learning outcomes in reading and mathematics in the elementary, middle, and high school classes.
- K-12 students will develop the capacity to successfully retrieve, organize, and use online research materials needed for science and social studies classes.
- K-12 students will develop their capabilities to successfully address problem solving and higher-order thinking skills at appropriate grade levels.

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- High school students will develop their capabilities to successfully prepare for successful college admission, placement, and completion.

Annual Objectives: (List three annual and specific objectives, one for each year (Year 1 – FY 2020, Year 2 – FY 2021, and Year 3 – FY 2022) that will lead to meeting the goal of this project; Explain in what ways the objective(s) will support accomplishing the goal; Ensure the objective(s) is SMART Specific, Measurable, Achievable, Relevant, Time-bound)

- 1) By the end of Year 1 (FY 2020),
 - a. Teachers will report enhanced student learning in reading and mathematics in K-8 classes as a results of the implementation of online formative assessment and supportive online curriculum materials that address students' deficiencies with the necessary equipment, online resources, and professional development for the classroom teachers.
 - b. Students in one-third of the elementary, middle, and high school classes will demonstrate their ability to access and use online research materials with the necessary equipment, online resources, and professional development for librarians and teachers.
 - c. Students in one-third of the elementary, middle, and high school classes will demonstrate enhanced problem-solving and higher-order thinking skills using problem –based classrooms with the necessary equipment and professional development for teachers and school-based curriculum coordinators.
 - d. OCE middle and high school PreAP and AP teachers will develop and implement a vertical alignment plan for middle and high school Pre-AP and AP classes with necessary professional development.
 - e. Middle and high school language arts and social studies teachers will develop and implement enhanced PreAP and AP classes in language arts and social studies fields with necessary professional development
 - f. HS juniors and seniors will have access to online preparation materials for AP exams, SAT, ACT
 - g. Teachers in the nursery/kindergarten schools and the kindergarten classes in seven elementary schools will report the development of enhanced reading and math skills using digital and printed resources with necessary equipment and professional development.
- 2) By the end of Year 2 (FY 2021),
 - a. One large, two small elementary schools and one high school will develop and implement the use of online research materials with the necessary equipment, online resources, and professional development for librarians and teachers.
 - b. Students in another third of the elementary, middle, and high school classes will demonstrate their ability to access and use online research materials with the necessary equipment, online resources, and professional development for librarians and teachers.
 - c. Students in another third of the elementary, middle, and high school classes will demonstrate enhanced problem-solving and higher-order thinking skills using problem –based classrooms with the necessary equipment and professional development for teachers and school-based curriculum coordinators.
 - d. Middle and high school math and science teachers will develop and implement enhanced PreAP and AP classes in math and science fields with necessary professional development
 - e. One half of the OCE schools will complete the replacement of outdated instructional technology equipment (interactive whiteboards, mobile laptop carts, etc.).

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Matrix of Service

- 3) By the end of Year 3 (FY 2022)
- a. Students in the remaining of the elementary, middle, and high school classes will demonstrate their ability to access and use online research materials with the necessary equipment, online resources, and professional development for librarians and teachers.
 - b. Students in remaining third of the elementary, middle, and high school classes will demonstrate enhanced problem-solving and higher-order thinking skills using problem –based classrooms with the necessary equipment and professional development for teachers and school-based curriculum coordinators.
 - c. The remaining half of the OCE schools will complete the replacement of outdated instructional technology equipment (interactive whiteboards, mobile laptop carts)

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Matrix of Service

DRAFT 1

NAME OF PNP/ CHARTER SCHOOL: <i>Office of Catholic Education</i>			
Project #1: College, Career, Civic Engagement and Life Readiness			
Component 1: <u>Increasing rigorous academic and technical courses with high quality instruction</u> National Career Academies Training, Association for Career and Technical Education (ACTE), Projects Based Learning (PBL), Visual Communication/ Video Production & Broadcasting Program with Media Camera Equipment (Visual and Video Production/Broadcasting, Computer Science/ Information Technology Program, Engineering/Robotics, Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP) Summer Institute (APSI), Career and Technical Education (CTE) Workshop - Career Exploration, STEAM			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Questions Comments
<u>Grade:</u> K4 =33 K =90 1=168 2=165 3=182 4=212 5=188 6=236 7=238 8=235 9=264 10=257 11=256 12=266	<u>Teachers by Grade:</u> K4 =3 K =6 1=8 2=8 3=7 4=12 5=16 6=14 7=15 8=13 <i>High Schools:</i> Teachers = 33 Coordinators=2 Administrators 5 <u>NOTE: SHOULD INDICATE TOTAL POPULATION OF TEACHERS BY GRADE LEVEL, COORDINATORS, & ADMINISTRATORS</u>	1)Visual Communication/ Video Production & Broadcasting Program with Media Camera Equipment (Visual and Video Production/ Broadcasting) 2)Computer Science/ Information Technology Program 3)Engineering/Robotics 4)Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP) Summer Institute (APSI) 5)Career and Technical Education (CTE) Workshop - Career Exploration 6)STEAM	Recommendation to include Professional development in CORE subject areas to integrate career-oriented lessons into academic lessons.

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Component 2: <u>Career oriented programs and assessments</u> Career, Technical Education (CTE) Academies: ACT WorkKeys, Skilled Labor and Trades Academy, Specialized Trainings and Career, Technical Education (CTE) Courses, Career Interest Inventory Management & Assessment System			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get)	Recommendations Questions Comments
<u>Grade:</u> K4 =33 K =90 1=168 2=165 3=182 4=212 5=188 6=236 7=238 8=235 9=264 10=257 11=256 12=266	<u>Teachers by Grade:</u> K4 =3 K =6 1=8 2=8 3=7 4=12 5=16 6=14 7=15 8=13 <i>High Schools:</i> Teachers = 33 Coordinators=2 Administrators 5 <u>NOTE: SHOULD INDICATE TOTAL POPULATION OF TEACHERS BY GRADE LEVEL, COORDINATORS, & ADMINISTRATORS</u>	Career, Technical Education (CTE) Academies to include: 1)Specialized Trainings and Career 2)Technical Education (CTE) Courses 3)Career Interest Inventory Management & Assessment System	

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Matrix of Service

Component 3: <u>Specialized events and opportunities</u> STEAM Enrichment Kits, Engineering Robotics, STEAM Engineering Robotics Arena Drones, E-sports, Academic Special Events, National Forensic League (NFL), Visual Performing Arts (VPA), Interscholastic Sports			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<u>Grade:</u> K4 =33 K =90 1=168 2=165 3=182 4=212 5=188 6=236 7=238 8=235 9=264 10=257 11=256 12=266	<u>Teachers by Grade:</u> K4 =3 K =6 1=8 2=8 3=7 4=12 5=16 6=14 7=15 8=13 <i>High Schools:</i> Teachers = 33 Coordinators=2 Administrators 5 <u>NOTE: SHOULD INDICATE TOTAL POPULATION OF TEACHERS BY GRADE LEVEL, COORDINATORS, & ADMINISTRATORS</u>	1)STEAM Enrichment Kits 2)Engineering Robotics 3)STEAM Engineering Robotics |Arena Drones 4)E-sports 5)Academic Special Events– National Forensic League (NFL), Academic Challenge Bowl (ACB), Math Counts, Math Olympiad 6)Visual Performing Arts (VPA) 7)Interscholastic Sports	
Component 4: <u>Academic, College and Career Readiness</u> Pre-Advanced Placement | Advanced Placement, College Exploration and Readiness Opportunities: College Fair, STEAM Mentoring, College Readiness Math and English Camp, SAR, ACT Preparation, National Technical Honor Society, Career Fairs, National Career Academy Coalition (NCAC) Certification, Skills USA, Health Certifications			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services	What will service recipients get	Recommendations Questions Comments

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	(Please indicate grade level)		
<p><u>Grade:</u> 9=264 10=257 11=256 12=266</p>	<p><u>High Schools:</u> Teachers = 33 Coordinators=2 Administrators 5</p> <p><u>NOTE: SHOULD INDICATE TOTAL POPULATION OF HIGH SCHOOL TEACHERS BY GRADE, COORDINATORS, & ADMINISTRATORS</u></p>	<p>1)Pre-Advanced Placement Advanced Placement</p> <p>2)College Exploration and Readiness Opportunities: College Fair</p> <p>3)STEAM Mentoring College Readiness Math and English Camp</p> <p>4)SAR</p> <p>5)ACT Preparation</p> <p>6)Career Fairs</p> <p>7)National Career Academy Coalition (NCAC) Certification</p> <p>8)Skills USA</p> <p>9)Health Certifications</p>	

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Matrix of Service

NAME OF PNP/ CHARTER SCHOOL: <i>Office of Catholic Education</i>			
Project #2: Curriculum and Instructional Quality and Development			
Component 1: <u>Teacher and Administrator Induction, Recruitment and Retention</u> Initial Teacher Certification Assistance, Teacher Mentoring, New Teacher Academy, Teacher Coaching, Administrator Mentoring, Professional Development - instructional coaches, school-based and district teacher mentors			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<u>Grade:</u> K4 =33 K =90 1=168 2=165 3=182 4=212 5=188 6=236 7=238 8=235 9=264 10=257 11=256 12=266	<u>Teachers by Grade:</u> K4 =3 K =6 1=8 2=8 3=7 4=12 5=16 6=14 7=15 8=13 <i>High Schools:</i> Teachers = 33 Coordinators=2 Administrators 5 <u>NOTE: SHOULD INDICATE TOTAL POPULATION OF TEACHERS BY GRADE, COORDINATORS, & ADMINISTRATORS</u>	1)Initial Teacher Certification Assistance 2)Teacher Mentoring 3)New Teacher Academy 4)Teacher Coaching 5)Administrator Mentoring 6)Professional Development - instructional coaches	
Component 2: <u>Improving Teacher Effectiveness</u> Professional Development: Cooperative Learning and Student Engagement Strategies, Sheltered Instruction Observation Protocol (SIOP), Enhancing Teacher Skills and Integrating Technology into Education, Effective Literacy Strategies, STEAM (i.e. Science, Technology, Engineering, Arts and Mathematics) Science Training in Instructional Strategies and working with Science Kits (i.e. Full Options Science Systems kits), Next Generation Science Standards, Higher Order Thinking Skills, Technology Standards, Conscious Discipline, Using Assessment Data for Educational Planning and Interventions, Professional Development for academic programs with focus on high-quality instruction			

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for high-ability students, Classroom Instruction That Works (CITW), Math Instructional Strategies			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<p><i>None. Only applicable to teachers. However, students will benefit from Improving Teacher Effectiveness.</i></p>	<p><u>Teachers by Grade:</u> K4 =3 K =6 1=8 2=8 3=7 4=12 5=16 6=14 7=15 8=13</p> <p><i>High Schools:</i> Teachers = 33 Coordinators=2 Administrators 5</p> <p><u>NOTE: SHOULD INDICATE TOTAL POPULATION OF TEACHERS BY GRADE, COORDINATORS, & ADMINISTRATORS</u></p>	<p>Professional Development to include: Cooperative Learning and Student Engagement Strategies, Sheltered Instruction Observation Protocol (SIOP), Enhancing Teacher Skills and Integrating Technology into Education, Effective Literacy Strategies, STEAM (i.e. Science, Technology, Engineering, Arts and Mathematics) Science Training in Instructional Strategies and working with Science Kits (i.e. Full Options Science Systems kits), Next Generation Science Standards, Higher Order Thinking Skills, Technology Standards, Conscious Discipline, Using Assessment Data for Educational Planning and Interventions, Professional Development for academic programs with focus on high-quality instruction for high-ability students, Classroom Instruction That Works (CITW), Math Instructional Strategies</p>	

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Component 3: <u>Specialized School Support</u> Pre-K Academics and Early Childhood Classrooms and Supports, Library Improvement			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<u>Grade:</u> K4 =33 K =90 1=168 2=165	<u>Teachers by Grade:</u> K4 =3 K =6 1=8 2=8 <i>NOTE: SHOULD INDICATE TOTAL POPULATION OF TEACHERS BY GRADE, COORDINATORS, & ADMINISTRATORS</i>	1)Pre-K Academics and Early Childhood Classrooms and Supports 2)Library Improvement	
Component 4: <u>Formative and Summative Assessments</u> Assessment Kits, Standards Based Assessments, Assessments (Contractual Services)			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<u>Grade:</u> K4 =33 K =90 1=168 2=165 3=182 4=212 5=188 6=236 7=238 8=235 9=264 10=257	<u>Teachers by Grade:</u> K4 =3 K =6 1=8 2=8 3=7 4=12 5=16 6=14 7=15 8=13 <i>High Schools:</i> Teachers = 33	1)Assessment Kits 2)Standards Based Assessments	

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11=256 12=266	Coordinators=2 Administrators 5 <i>NOTE: SHOULD INDICATE TOTAL POPULATION OF TEACHERS BY GRADE, COORDINATORS, & ADMINISTRATORS</i>		
Component 5: <u>Curriculum Development</u> Development of CHamoru Immersion Curricula, Modules, and Support Services, Development of Curricular Resources, Development of Proficiency Scales and Assessment Rubrics, Teacher Toolkit, CHamoru Curricular Resources			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<u>Grade:</u> K4 =33 K =90 1=168 2=165 3=182 4=212 5=188 6=236 7=238 8=235 9=264 10=257 11=256 12=266	<i>NOTE: SHOULD INDICATE TOTAL NUMBER OF CHAMORU TEACHERS (BY GRADE) AND COORDINATORS, & ADMINISTRATORS (if applicable).</i>	1)Development of CHamoru Immersion Curricula 2)Modules, and Support Services, Development of Curricular Resources 3)Development of Proficiency Scales and Assessment Rubrics 4)Teacher Toolkit 5)CHamoru Curricular Resources	
Component 6: Supplemental Resources and Equipment Supports Student Planners, Student Information System Training, Interactive Touchscreen Whiteboard Equipment Use Training, Bandwidth Expansion, Learner Centers			
Number of students who will receive services (Please	Number of teachers, administrators, coordinators who will receive services	What will service recipients get	Recommendations Questions Comments

FY'2022 CG PNP | CHARTER SCHOOLS
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breakdown by grade level)	(Please indicate grade level)		
<p><u>Grade:</u> K4 =33 K =90 1=168 2=165 3=182 4=212 5=188 6=236 7=238 8=235 9=264 10=257 11=256 12=266</p>	<p><u>Teachers by Grade:</u> K4 =3 K =6 1=8 2=8 3=7 4=12 5=16 6=14 7=15 8=13 <i>High Schools:</i> Teachers = 33 Coordinators=2 Administrators 5</p> <p><u>NOTE: SHOULD INDICATE TOTAL POPULATION OF TEACHERS BY GRADE, COORDINATORS, & ADMINISTRATORS</u></p>	<p>1)Student Planners 2)Interactive Touchscreen Whiteboard Equipment Use Training 3)Bandwidth Expansion 4)Learner Centers</p>	

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NAME OF PNP/CHARTER SCHOOL: <i>Office of Catholic Education</i>			
Project #3: Classroom Supports & Academic Interventions			
Component 1: State Systemic Improvement Program and English-as-a-Second Language Supports			
State Systemic Improvement Program, English-as-a-Second Language Supports			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<i>NOTE: NEED TO IDENTIFY SCHOOLS (FOR OCE'S INFO.) & NUMBER OF STUDENTS BY GRADE.</i>	<i>NOTE: NEED TO IDENTIFY SCHOOLS (FOR OCE'S INFO.) & NUMBER OF TEACHERS.</i>	English-as-a-Second Language Supports	
Component 2: Classroom Instructional Support			
Teacher Assistants and Instructional Program Aides, Kinder Learn			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<i>Grade:</i> K4 =33 K =90	<i>NOTE: NEED TO IDENTIFY SCHOOLS (FOR OCE'S INFO.) & NUMBER OF TEACHERS.</i>	Kinder Learn (supplies and equipment to support visual learning and hands on learning)	
Component 3: After School Program for Instruction, Remediation, and Enrichment (ASPIRE) / EARLY BIRD			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<i>None indicated.</i>			

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Component 4: Interventions, Remediation, and Enrichment			
Student Advocate & Mentor (SAM), Credit Recovery: <i>Eskuelan Puengi (EP)</i> , Summer School, Second Chance			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<p><u>Grade:</u> K =90 1=168 2=165 3=182 4=212 5=188 6=236 7=238 8=235</p> <p>9=264 10=257 11=256</p> <ul style="list-style-type: none"> • Summer school will be for students who wish to seek enrichment and/or credit recovery. 	<p><u>NOTE: NEED TO IDENTIFY SCHOOLS (FOR OCE'S INFO.) & NUMBER OF TEACHERS PER GRADE LEVEL.</u></p>	<p>Summer School</p>	
Component 5: Alternative Pathways			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<p><i>None indicated.</i></p>			

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NAME OF PNP/CHARTER SCHOOL: <i>Office of Catholic Education</i>			
Project #4: School Climate, Culture & Engagement			
Component 1: <u>Social Supports & Outreach</u> Social Workers, Community Program Aides, Interpreter/Translator Services,			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<i>None indicated.</i>			
Component 2: <u>PBIS Framework:</u> School Wide Information System (SWIS), Positive Behavior Intervention and Support Coaches (Program Coordinator III), PBIS Trainings/Workshops, Professional Development, Mental Health and Wellness, Positive Learning Centers			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<i>NOTE: NEED TO CHECK IF APPLICABLE.</i>			
Component 3: <u>Positive Behaviors & Safe Environments</u> SRO Program, Play by the Rules and Safe School Ambassador Program (SSA), Restorative Justice and Peer Mediation, Age Appropriate Youth Peer Mediation, Teen Court			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<u>Grade:</u> 7=238 8=235 9=264 10=257 11=256 12=266	<i>NOTE: NEED TO IDENTIFY NUMBER OF TEACHERS, COORDINATORS, 7 ADMINISTRATORS PER GRADE LEVEL.</i>	1)SRO Program 2)Play by the Rules and Safe School Ambassador Program (SSA) 3)Restorative Justice and Peer Mediation	

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		4)Age Appropriate Youth Peer Mediation	
Component 4: <u>Health & Safety:</u> iSupport and iClean Initiatives, School Safety, Physical Fitness and Intramural Sports, Physical Fitness and Intramural Equipment, Uniforms, Stipends, Student Health Tracking, First Aid and CPR, Health and Fitness			
Number of students who will receive services (Please breakdown by grade level)	Number of teachers, administrators, coordinators who will receive services (Please indicate grade level)	What will service recipients get	Recommendations Questions Comments
<u>Grade:</u> K4 =33 K =90 1=168 2=165 3=182 4=212 5=188 6=236 7=238 8=235 9=264 10=257 11=256 12=266	<u>Teachers by Grade:</u> K4 =3 K =6 1=8 2=8 3=7 4=12 5=16 6=14 7=15 8=13 <i>High Schools:</i> Teachers = 33 Coordinators=2 Administrators 5 <u>NOTE: SHOULD INDICATE TOTAL POPULATION OF TEACHERS BY GRADE, COORDINATORS, & ADMINISTRATORS</u>	1)iSupport and iClean Initiatives 2)School Safety 3)Physical Fitness and Intramural Sports 4)Physical Fitness and Intramural Equipment 5)Uniforms, Stipends 6)Student Health Tracking 7)First Aid and CPR 8)Health and Fitness	

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Services for Non-Public School Students and Teachers

Question #6
Attachment #1

May 04, 2022



**GUAM DEPARTMENT OF EDUCATION
FEDERALLY FUNDED FIXED ASSET INVENTORY - \$4,999.99 and BELOW from PRESENT
DIVISION/SCHOOL: CENTRAL OFFICE**

Inventory Date: 12/31/2021

Name _____ Signature _____ Date _____

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
25308		MS Surface Pro 4 128GB Tablet	1724	66929371053	\$ 984.00	1	WES SCCE Rm 46	J. Martin	20170002-01	06/27/17	NE	
	2-2500-94-D3	Microsoft Office Docking Station		943192709574	\$ 334.00	1	WES SCCE Rm 46	J. Martin	20170002-01	06/27/17	NE	
		Single Pedestal desk		C-107P	\$ 225.00	1	WES SCCE Rm 46	J. Martin	94004407	07/28/94	FA	
		Toshiba 3 TB External Hard Drive			\$ 189.00	1	WES SCCE Rm 46	J. Martin	20170017	01/13/17	NE	
45417		Lenovo Thinkpad	L390 YOGA	R90Y54EM	\$ 1,542.34	1	WES SCCE Rm 46	J. Martin	20200445	02/17/21	NE	
		Desk Riser			\$ 463.00	1	WES SCCE Rm 46	J. Martin	20170493		GO	Transferred to WES
75308		MS Surface Pro 4 128GB Tablet	1724	66929371053	\$ 984.00	1	WES SCCE Rm 46	J. Martin	20170002-01	06/27/17	NE	Transferred 10/01/21 From DLPES
		Microsoft Office Docking Station		943192709574	\$ 334.00	1	WES SCCE Rm 46	J. Martin	20170002-01	06/27/17	NE	Transferred 10/01/21 From DLPES
		Toshiba 3 TB External Hard Drive			\$ 189.00	1	WES SCCE Rm 46	J. Martin	20170017	01/13/17	NE	Transferred 10/01/21 From DLPES
38450		Lenovo Student Laptop	Thinkpad L390 Yoga	R90WBMV6	\$ 787.00	1	WES SCCE Rm 46	J. Martin	20190843	10/28/19	NE	Transferred 10/01/21 From DLPES
		Bundle: Docking, Monitor, Battery, Keyboard, Mouse & Bag			\$ 549.27	1	WES SCCE Rm 46	J. Martin	20191275/0844/845/1276	10/28/19	NE	Transferred 10/01/21 From DLPES
38454		Lenovo Student Laptop	Thinkpad L390 Yoga	R90WBMH9	\$ 787.00	1	SHS/MSES-SCCE Office	M Zabala-Dulla	20190843	10/28/19	GO	Transferred to MSES
		Bundle: Dock station, Monitor, Battery back up, Keyboard, Mouse and Bag			\$ 549.27	1	SHS/MSES-SCCE Office	M Zabala-Dulla	20191275/1276/844/845	10/28/19	GO	Transferred to MSES
45417		Lenovo Thinkpad	L390 YOGA	R90Y54EM	\$ 1,542.34	1	WES SCCE Rm 46	J. Martin	20200445	02/17/21	NE	Received 02/17/21
	7-2500-94-D3	Single Pedestal desk		C-107P	\$ 225.00	1	WES SCCE Rm 46	J. Martin	94004407	07/28/94	FA	Transferred 10/01/21 From DLPES
		Desk Riser			\$ 463.00	1	WES SCCE Rm 46	J. Martin	20170493		GO	Transferred 10/01/21 From DLPES
	7-2500-09-E1	Executive Chairs	WR-302G1011		\$ 278.00	1	VSABMS SCCE Rm 29	P. Camacho	20090051	06/01/09	FA	09/17/21: Returned chair to SSS for distribution to other DOE departments.
		Tri-fold Display Board	SB93513Q		\$ 495.00	1	LPUMS SCCE A101a	C. Quitugua	20120129	10/25/12	FA	Transferred to V. Nagai 09/25/21
		HD Handtruck 500lbs	4063		\$ 239.25	1	LPUMS SCCE A101a	C. Quitugua	20120131	11/01/12	FA	Transferred to V. Nagai 09/25/21
		18-drawer Crystal Cabinet	B4-18P		\$ 275.00	1	LPUMS SCCE A101a	C. Quitugua	20120142-00	03/19/12	FA	Transferred to V. Nagai 09/25/21
		Sign-holder	3655		\$ 97.80	1	LPUMS SCCE A101a	C. Quitugua	20120157-00	03/23/12	FA	Transferred to V. Nagai 09/25/21
		Three-step Stool	AB1009		\$ 69.00	1	LPUMS SCCE A101a	C. Quitugua	20120123-00	03/19/12	FA	Transferred to V. Nagai 09/25/21
		Cordless Phone Panasonic 6.0			\$ 138.00	1	LPUMS SCCE A101a	C. Quitugua	20120128-00	03/01/12	FA	Transferred to V. Nagai 09/25/21
		Magazine Rack	MA0002		\$ 85.25	1	LPUMS SCCE A101a	C. Quitugua	20120157-00	03/01/12	FA	Transferred to V. Nagai 09/25/21
		Four-drawer Legal Cabinet	25-450		\$ 375.00	2	LPUMS SCCE A101a	C. Quitugua	20120123-00	04/09/12	FA	Transferred to V. Nagai 09/25/21
		Oscillating Fan	2520		\$ 29.65	1	LPUMS SCCE A101a	C. Quitugua	20120157	03/23/12	FA	Transferred to V. Nagai 09/25/21
		Chair, Folding Padded	FC16P		\$ 29.00	2	LPUMS SCCE A101a	C. Quitugua	20120129	04/09/12	FA	Transferred to V. Nagai 09/25/21
22027		Printer, All in One Mono Laser Displays 2go 3-panel tabletop Exhibit Boards 72"x36"	L2540DW	U63B85DGN423547	\$ 248.44	1	LPUMS SCCE A101a	C. Quitugua	20160321400	06/28/16	FA	Transferred to E. Cruz 09/25/21
					\$ 235.00	1	LPUMS SCCE A101a	C. Quitugua	20191316-00	09/16/19	GO	Transferred to V. Nagai 09/25/21
47823		BenQ DLP Color Projector	MS535A	PD74L0064904E	\$ 449.00	1	LPUMS SCCE A101a	C. Quitugua	20200768	11/04/20	NE	Transferred to V. Nagai 09/25/21
		High Back Ergonomic Office Chair	EY-04A		\$ 299.99	1	LPUMS SCCE A101a	C. Quitugua	20211620	7/20/2021	NE	Transferred to V. Nagai 09/25/21
		Chair, Black Executive High back chair w/arms (Black)	#NL-2P	CH698AXSN	\$ 259.95	2	JFKHS-SCCE A126	E. Toves	20120112-00	02/20/12	GO	No Procurement Information/ Transferred from L. Palomo/SURVEYED 10/2021
		Executive High back chair w/arms (Black)	#NL-2P	CH698AXSN	\$ 259.95	2	CBMES-SCCE Rm 16A	R. Mafnas	20120112-00	02/20/12	GO	Received from JFKHS to CBMES

Certification: By signing this report, I certify to the best of my knowledge that the Fixed Asset Inventory Report is true, complete, and accurate and in accordance with rules and regulations governing the program or project. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

Type or Print Name and Title of Program Manager	ERIKA S. CRUZ, DS ESCL	Telephone: (area code, number, and extension)	(671) 300-1631
Signature of Authorized Certifying Official:		Email address:	escruz@odoe.net
		Date Report Submitted: (Month, Day, Year)	1/18/2022
Type or Print Name and Title of Project:	DORIS D. BUKKOSA, PL	Telephone: (area code, number, and extension)	(671) 300-1625
Signature of Project Coordinator:		Email address:	dbukkosa@odoe.net
		Date Report Submitted: (Month, Day, Year)	1/17/2022

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Services for Non-Public School Students and Teachers

Question #6
Attachment #2

May 04, 2022

Bill To
 A&M PUBLIC SECTOR SERVICES
 3RD PARTY FIDUCIARY - GDOE
 PO BOX 4322
 HAGATNA, GU
 96932

Requisition 20221755-00 FY 2022
 PO 20221540
 Acct No:
 82840000.0240.F2160
 Review:
 Buyer:
 Status: Converted

Vendor
 NATIONAL OFFICE SUPPLY
 P.O. BOX 3767

Ship To
 CATHOLIC SCHOOLS OFFICE
 196B CUESTA SAN RAMON

HAGATNA, GU 96932

HAGATNA, GU 96932
 rquitugua@archagana.org

Tel#671-734-0312

Delivery Reference
 rerguiza@dcsguam.com

Date Ordered	Vendor Number	Date Required	Ship Via	Terms	Department
01/26/22	010147				GUAM DEPT OF EDUCATION

LN	Description / Account	Qty	Unit Price	Net Price
<u>General Notes</u>				
	NATIONAL OFFICE - \$605.34			
	SCHOOL ESSENTIALS - \$237.88. LINE 3,4,5,6 NO QUOTE			
	COMPACIFIC - NO QUOTE			
	KEEPSAKES, MD WHOLESALERS - NON RESPONSIVE			
	To ensure prompt processing and payment, please route your invoices to P.O. BOX 4322 Hagatna, GU 96932			
	(This remittance is also indicated on the purchase order.)			
	THIS PURCHASE ORDER SHALL EXPIRE 90 DAYS AFTER THE ISSUE DATE.			
	How is our service? Visit our website at WWW.GDOE.NET/PROCUREMENT to fill out our vendor satisfaction survey!			
001	LETTER SIZE MANILA FOLDERS 100 PER BOX STOCK# 752 1/3	2.00 BX	12.37000	24.74
1	82840000.0240.F2160		24.74	
002	DIXON BRAND NO.2 PENCILS 12 PER BOX	10.00 BX	1.98000	19.80
1	82840000.0240.F2160		19.80	

Bill To
 A&M PUBLIC SECTOR SERVICES
 3RD PARTY FIDUCIARY - GDOE
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 HAGATNA, GU
 96932

Requisition 20221755-00 FY 2022
 PO 20221540
 Acct No:
 82840000.0240.F2160
 Review:
 Buyer:
 Status: Converted

Vendor
 NATIONAL OFFICE SUPPLY
 P.O. BOX 3767

Ship To
 CATHOLIC SCHOOLS OFFICE
 196B CUESTA SAN RAMON

HAGATNA, GU 96932

HAGATNA, GU 96932
 rquitugua@archagana.org

Tel#671-734-0312

Delivery Reference
 rerguiza@dcsguam.com

Date Ordered	Vendor Number	Date Required	Ship Via	Terms	Department
01/26/22	010147				GUAM DEPT OF EDUCATION
LN	Description / Account	Qty	Unit Price	Net Price	
003	PILOT BRAND BALLPOINT PENS 12 PER BOX 0.7 BLACK NON RETRACTABLE	7.00 BX	13.50000	94.50	
1	82840000.0240.F2160		94.50		
004	PILOT BRAND BALLPOINT PENS 12 PER BOX 0.7 RED NON RETRACTABLE	7.00 BX	13.50000	94.50	
1	82840000.0240.F2160		94.50		
005	PILOT BRAND BALLPOINT PENS 12 PER BOX 0.7 BLUE NON RETRACTABLE	7.00 BX	13.50000	94.50	
1	82840000.0240.F2160		94.50		
006	CRAYOLA BRAND 16 COUNT LARGE CRAYONS	20.00 BX	4.93000	98.60	
1	82840000.0240.F2160		98.60		

Bill To
 A&M PUBLIC SECTOR SERVICES
 3RD PARTY FIDUCIARY - GDOE
 PO BOX 4322
 HAGATNA, GU
 96932

Requisition 20221755-00 FY 2022
 PO 20221540
 Acct No:
 82840000.0240.F2160
 Review:
 Buyer:
 Status: Converted

Vendor
 NATIONAL OFFICE SUPPLY
 P.O. BOX 3767

Ship To
 CATHOLIC SCHOOLS OFFICE
 196B CUESTA SAN RAMON

HAGATNA, GU 96932

HAGATNA, GU 96932
 rquitugua@archagana.org

Tel#671-734-0312

Delivery Reference
 rerguiza@dcsguam.com

Date Ordered	Vendor Number	Date Required	Ship Via	Terms	Department
01/26/22	010147				GUAM DEPT OF EDUCATION
LN	Description / Account	Qty	Unit Price	Net Price	
007	8.5" X 11" REGULAR WHITE COPIER PAPER 10 REAMS PER CASE 1 82840000.0240.F2160	3.00 CS	40.00000	120.00	120.00
008	CRAYOLA BRAND 16 COUNT REGULAR CRAYONS 1 82840000.0240.F2160	20.00 BX	1.76000	35.20	35.20
009	12" PLASTIC RULER 1 82840000.0240.F2160	50.00 EACH	0.47000	23.50	23.50

[Requisition Link](#)

Requisition Total 605.34

***** General Ledger Summary Section *****

Account	Amount	Remaining Budget
82840000.0240.F2160	605.34	205975.97
Private Non-Public Schools PNP Supplies & Materials		

***** Approval/Conversion Info *****

Activity	Date	Clerk	Comment
CCancelled	03/22/22	Robin Harry	GL Allocation, GL Allocation,
Approved	02/24/22	Stephanie Chargualaf	

Bill To
A&M PUBLIC SECTOR SERVICES
3RD PARTY FIDUCIARY - GDOE
PO BOX 4322
HAGATNA, GU
96932

Requisition 20221755-00 FY 2022
PO 20221540

Acct No:
82840000.0240.F2160
Review:
Buyer:
Status: Converted

Vendor
NATIONAL OFFICE SUPPLY
P.O. BOX 3767

Ship To
CATHOLIC SCHOOLS OFFICE
196B CUESTA SAN RAMON

HAGATNA, GU 96932

HAGATNA, GU 96932
 rquitugua@archagana.org

Tel#671-734-0312

Delivery Reference
 rerguiza@dcsguam.com

Date Ordered	Vendor Number	Date Required	Ship Via	Terms	Department
01/26/22	010147				GUAM DEPT OF EDUCATION

LN	Description / Account	Qty	Unit Price	Net Price
Approved	03/24/22 Stephanie Chargualaf			
Approved	03/30/22 Anthony Quinata	Auto	approved by: 6394rhar	
Approved	03/30/22 Bridney M.B. Ichihara	Auto	approved by: 6394rhar	
Approved	03/30/22 Danielle Marie G. Quinata	Auto	approved by: 6394rhar	
Approved	03/30/22 Diana M. Dacanay	Auto	approved by: 6394rhar	
Approved	03/30/22 June N. Bunag	Auto	approved by: 6394rhar	
Approved	03/30/22 Kaimana K. Terlaje	Auto	approved by: 6394rhar	
Approved	03/30/22 Peter John E. Villanueva	Auto	approved by: 6394rhar	
Approved	03/30/22 Robin Harry			
Approved	03/30/22 Tara Quidachay	Auto	approved by: 6394rhar	
Approved	04/06/22 Carmen T. Charfauros			
Approved	04/06/22 Diana M. Dacanay	Auto	approved by: 6394ctai	
Approved	04/07/22 Rachel S. Duenas	Auto	approved by: 6394sbuk	
Approved	04/07/22 Shannon Bukikosa			
Forward	04/07/22 A&M Preliminary Approver	Automatic Forward	to 6394ssab	
Forward	04/07/22 Kate Roques	Automatic Forward	to 6394acas	
Approved	04/11/22 Amber Castro			
Approved	04/11/22 Steven Sablan	Auto	approved by: 6394acas	
Approved	04/11/22 Tony Bobb	Auto	approved by: 6394acas	
Forward	04/11/22 A&M Final Approver	Automatic Forward	to 6394acas	
Forward	04/11/22 Kate Roques	Automatic Forward	to 6394acas	
Approved	04/11/22 Amber Castro			
Approved	04/11/22 John Hampford	Auto	approved by: 6394acas	
Approved	04/11/22 Lia Beauvais	Auto	approved by: 6394acas	
Approved	04/11/22 Tony Bobb	Auto	approved by: 6394acas	

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Uses of Funds

Assessment Questions

May 04, 2022

*Uses of Funds
Assessment Questions*

Questions	Insular Area Response	Suggested Documentation
<p>How does the Insular Area determine which eligible Federal programs shall be included within the CG application?</p>	<p>The GDOE determines which eligible Federal programs to include within its Consolidated Grant Application based on the need assessment conducted through Stakeholder Consultative and Technical Assistance workshop events. These workshops provide information related to the estimated school allocations based on a per-pupil calculation, allowable uses of funds, Federal regulations, internal controls, and previous activities implemented by Local Educational Agency (LEA) project personnel. These events provide an opportunity for LEA personnel to begin gathering feedback as to what services and supports are necessary at the school sites to meet the overall goals and objectives of the grant (i.e. aligned to the District's Strategic Plan) and for State Educational Agency (SEA) personnel to discuss the relevant guidance to ensure allowability, allocability and reasonableness of each request.</p> <p>In consultation with stakeholders, FPD determines the most applicable Titles that will best meet each educational institution's needs and if the application should be consolidated. These activities are strategically aligned and drafted into project proposals, in collaboration with the Regional Comprehensive</p>	<ul style="list-style-type: none"> • Compiled Pre-Award Flowchart Attachment #1: Page 9 • Public Announcement - Notice to the Public Attachment #2: Page 20

Questions	Insular Area Response	Suggested Documentation
	Centers, and submitted to the SEA for final review and packaging into the final Consolidated Grant Application.	
<p>For each Federal program under which the Insular Area consolidates and uses funds under the CG, does the Insular Area set aside any funds for program administration? If yes, how does the Insular Area ensure that it does not exceed administrative cost limits? And if yes, how are the reserved funds used?</p>	<p>Yes, the GDOE sets aside funding for program administration under the State Administration | State Educational Agency application section of the Consolidated Grant Application. The Guam Department of Education (GDOE) ensures it does not exceed administrative cost limits by providing an allocated threshold amount for the State Administration | State Educational Agency application based on the Federal regulation. The reserved funds are used based on the Consolidated Grant Application approved by the US Department of Education.</p>	<ul style="list-style-type: none"> CG State Application Attachment #1: Page 22

Questions	Insular Area Response	Suggested Documentation
<p>Describe how the Insular Area ensures and monitors that funds are only used for activities, goods, or services that are allowable under the applicable Federal programs, as approved in the CG application.</p>	<p>GDOE conducts a multi-step set of internal controls to ensure and monitor funds are only used for activities, goods, or services that are allowable under the applicable Federal programs, as approved in the CG application.</p> <p>SEA personnel, inclusive of State Program Officers, Senior State Program Officers, and the FPD Administrator, conduct regular desk audit reviews to ensure allowable uses of funds. These include the review of requisitions, contracts, purchase order modifications, invoices, Request to Fill requests related to the announcement of vacant positions for recruitment, personnel actions for all other personnel-related matters, prior approval travel requests, budget modifications, local mileage reimbursement requests and all other requests related to the use and expenditure of Consolidated Grant Application funds.</p> <p>On-site programmatic monitoring is also regularly conducted to ensure the implementation of supports and services are compliant with Federal regulation and internal controls. These include, but are not limited to, physical inspection of fixed assets, review of on-site personnel records, in-person interviews with Federally funded personnel, and stakeholder feedback sessions with administrators, teachers, and/or students that are recipients of these activities.</p>	<ul style="list-style-type: none"> ● Post-Award CG On-Site Monitoring Attachment #1: Page 48 ● Memorandum: On-Site Monitoring Review Notice Attachment #2: Page 55 ● Program Activity Observation and Monitoring Report Attachment #3: Page 57

Questions	Insular Area Response	Suggested Documentation
<p>If applicable under a Federal program, what process does the Insular Area use to determine whether grant funds are supplementing, not supplanting, state and local funds?</p>	<p>To ensure that grant funds are used to supplement, not supplant, state and local funds, the SEA conducts a final review of all proposed personnel supports, supplies, materials, travel activities, and contractual requests to ensure that activities do not supplant state and local mandated requirements. Only requests that meet these criteria with the SEA are included in the final Consolidated Grant Application for submission, review, and approval from the US Department of Education.</p>	<ul style="list-style-type: none"> • Compiled Pre-Award Flowchart Attachment #1: Page 9
<p>How are grant fund expenditures determined to be reasonable, necessary, and allocable to the Federal program?</p>	<p>In order to determine that grant fund expenditures are reasonable, necessary, and allocable to the Federal program, SEA personnel, inclusive of State Program Officers, Senior State Program Officers, and the FPD Administrator, conduct regular desk audit reviews of all requests to be funded by the Consolidated Grant Application. These include the review of requisitions, contracts, purchase order modifications, invoices, Request to Fill requests related to the announcement of vacant positions for recruitment, personnel actions for all other personnel-related matters, prior approval travel requests, budget modifications, local mileage reimbursement requests, and all other requests related to the use and expenditure of Consolidated Grant Application funds.</p>	<ul style="list-style-type: none"> • Post-Award CG On-Site Monitoring Attachment #1: Page 48 • Memorandum: On-Site Monitoring Review Notice Attachment #2: Page 55 • Program Activity Observation and Monitoring Report Attachment #3: Page 57

Questions	Insular Area Response	Suggested Documentation
	<p>SEA personnel determines the necessity, and allocability of requests by ensuring that all requests (1) are aligned to the Consolidated Grant Application and its period of availability as approved by the US Department of Education; (2) do not violate Federal regulation, guidance and/or internal controls designed to safeguard Federal funds inclusive of 2 CFR 200 SubPart E: Cost Principles; and (3) are necessary to meet the overall goals and objectives of the Consolidated Grant Application project in which the request is being made.</p> <p>As it relates to reasonableness, FPD determines reasonableness if, in its nature and amount, it does not exceed that which would be incurred by a prudent person in the conduct of competitive business.</p>	
<p>Describe the level of support (guidance and technical assistance) the Insular Area provides LEAs/Project Leads around coordinating the use of CG funds with programs that share similar goals and purposes.</p>	<p>The GDOE SEA personnel provide support, guidance, and technical assistance to LEA Projects around the coordination of Consolidated Grant funds with programs that share similar goals and purposes by conducting individual and small-group technical assistance sessions with key project personnel to “leverage” funding and ensure the implementation of activities to provide the maximum benefit to its target population. Some examples include the “leverage” of Consolidated Grant and emergency COVID-related funds to bolster academic</p>	

Questions	Insular Area Response	Suggested Documentation
	<p>intervention activities for students in need of enrichment services, credit recovery, and support to address the academic impact of lost instructional time. These activities include extended-day learning and summer school activities.</p>	
<p>Have there been instances of projects that implemented activities that were not pre-approved? What measures were taken to ensure this did not happen again?</p>	<p>No. As a result of the implementation of internal controls, there have not been instances of the implementation of activities that were not pre-approved.</p> <p>In the event activities appear to be unallowable, the FPD will request the US-Ed for clarity and guidance.</p>	

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Uses of Funds

Question #1 & Question #4
Attachment #1

May 04, 2022



**GUAM DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION**

State Agency for US-Ed Grants

501 Mariner Avenue

Barrigada, Guam 96913

Telephone: (671)475-0470/300-1267



IGNACIO C. SANTOS
Federal Programs Division

NOTICE TO THE PUBLIC

FFY2021 Consolidated Grant Application Stakeholders Consultative and Technical Assistance Workshop | Virtual Presentation

The Guam Department of Education (GDOE) State Educational Agency is required to inform all stakeholders of its intent to submit and consolidate FFY2021 U.S. Department of Education (US-Ed) grant funds under the Title V, Part B: Rural and Low-Income Schools Program (RLIS) Consolidated Grant Application (CGA) for Year 2 of the three year CGA grant cycle. The GDOE Federal Programs Division (FPD)/Grants Office, serves as the State Educational Agency (FPD-SEA), is responsible for the oversight and administration of the grant funds. The FPD-SEA will be conducting virtual **FFY2021 Consolidated Grant Application (CGA) Stakeholders Consultative and Technical Assistance Workshops** to address grant requirements.

FPD-SEA is required to coordinate and provide timely and meaningful consultation with the Pre-K- 12 educational community stakeholders from public, private-non-public and charter schools to determine eligibility and needs. Services and resources will be allocated to eligible participating Pre-K – 12 educational institutions based on the school year (SY) 2019 student enrollment, needs and justification of requests.

As a result of the impacts caused by the COVID-19 Global Pandemic and the standing Government of Guam Executive Order 2021-01, the FPD-SEA has coordinated virtual pre-recorded **FFY2021 Consolidated Grant Application (CGA) Stakeholders Consultative and Technical Assistance Workshop**. Presentation information will outline the objectives of the GDOE FFY2021 Consolidated Grant Application, allowable uses of funds, how to avail of the supplemental services for your school, required assurances, compliance of all terms and conditions and due dates.

The **FFY2021 CGA Stakeholders Consultative and Technical Assistance Workshop** pre-recorded virtual presentation will be available for asynchronous viewing. Workshop schedule availability for the CGA Round Robin and Question and Answer (Q&A) sessions will be conducted through Zoom (virtual platform) for specified participating groups during the dates and times noted below.

DATE		FFY2021 Consolidated Grant Application (CGA) Stakeholders Consultative and Technical Assistance Workshop Virtual Presentations	
Thursday & Friday, February 25 & 26, 2021		Virtual presentations will be available for asynchronous viewing, at a time that is convenient for you. <i>Access link will be provided via email to all registered participants on Wednesday, February 24, 2021</i>	
DATE	TIME	FFY2021 Consolidated Grant Application (CGA) Stakeholders Consultative and Technical Assistance Workshop Round Robin & Question & Answer (Q&A) sessions	
<i>Access link will be provided via email to all registered participants on Monday, March 1, 2021</i>			
Tuesday March 2, 2021	9:00AM	Group 1: GDOE Elem Principals & Charter Schools (Pre-K-5)	
	11:00AM	Group 2: GDOE Secondary Principals & Charter Schools (6-12)	
	1:30PM	Group 1: Private-Non-Public Schools (Pre-K-12)	
	3:00PM	Group 2: Office of Catholic Education (Pre-K-12)	

FPD-SEA requires that all participating school representatives provide an **e-confirmation** (via email) for participation on the designated scheduled virtual meeting, and for all information received, **no later than Tuesday, February 23, 2021** to federal-programs@gdoe.net. This is necessary to ensure attendance and participation is documented and adheres to federal requirements. Should additional information be needed, please contact Mr. Ike C. Santos, Federal Programs Administrator via email at federal-programs@gdoe.net. Thank you for your attention and cooperation.

"This activity is administered by the Guam Department of Education (GDOE) – Federal Programs Division/Grants office and funded by the U.S. Department of Education Consolidated Grant to the Outlying Areas."

PERMISSIONS

RESTRICTED

[Dashboard](#) / ... / [GDOE: Year 3 \(FY2022\) Consolidated Grant Annual Submission](#)

FOLDER 2: REQUIRED CONSOLIDATED GRANT APPLICATION MATERIALS (GDOE, FY2022)


Created by [Tiffany Forrester \(ED\)](#) on [Mar 28, 2022](#)

No labels

CHILD PAGES (0)

ATTACHMENTS (1)

Sort By: Date Name Type Size User Comment

- 
GDOE-FY2022 CGA RLIS Folder II Required Consolidated Grant Application Materials 04.06.22.pdf
 Last edited by: [Ignacio Santos \(NONFED\)](#) on Apr 06, 2022 at 07:40 AM
 No labels

COMMENTS (0)

PERMISSIONS

RESTRICTED

[Dashboard](#) / ... / [GDOE: Year 3 \(FY2022\) Consolidated Grant Annual Submission](#)


FOLDER 1: REQUIRED STANDARD FORMS, ASSURANCES, AND CERTIFICATIONS (GDOE, FY2022)

Created by [Tiffany Forrester \(ED\)](#) on [Mar 28, 2022](#)

No labels

CHILD PAGES (0)

ATTACHMENTS (1)

- 
GDOE FY 2022 CGA RLIS Folder I Required Standard Forms, Assurances, and Certifications 04.06.22.pdf
 Last edited by: [Ignacio Santos \(NONFED\)](#) on Apr 06, 2022 at 07:35 AM
 No labels

COMMENTS (0)

S403A190002 - 19A
Ignacio Santos
GUAM DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION
500 MARINER AVENUE
TIYAN
BARRIGADA, GU 96913

S403A190002 - 19A

JON J FERNANDEZ
GUAM DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION
500 MARINER AVENUE
BARRIGADA, GU 96913 - 0000



**US Department of Education
Washington, D.C. 20202**

S403A190002 - 19A

GRANT AWARD NOTIFICATION

10

PR/AWARD NUMBER: S403A190002 - 19A
RECIPIENT NAME: GUAM DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION

TERMS AND CONDITIONS

- (1) THIS ACTION IS TO INCREASE THE GRANT AWARD IN THE AMOUNT SHOWN IN BLOCK 7.
- (2) Section 421(b) of the General Education Provisions Act, 20 U.S.C. 1225(B), any funds that are not obligated at the end of the Federal funding period specified in Block 6 shall remain available for obligation for an additional period of 12 months.

**Frank Brogan
Assistant Secretary**

10/01/2019

AUTHORIZING OFFICIAL

DATE

EXPLANATION OF BLOCKS ON THE GRANT AWARD NOTIFICATION

For Discretionary, Formula and Block Grants (See Block 2 of the Notification)

- 1. RECIPIENT NAME** - The legal name of the recipient or name of the primary organizational unit that was identified in the application, state plan or other documents required to be submitted for funding by the grant program.
- 2. AWARD INFORMATION** - Unique items of information that identify this notification.
 - PR/AWARD NUMBER** - A unique, identifying number assigned by the Department to each application. On funded applications, this is commonly known as the "grant number" or "document number." The PR/Award Number is also known as the Federal Award Identifying Number, or FAIN.
 - ACTION NUMBER** - A numeral that represents the cumulative number of steps taken by the Department to date to establish or modify the award through fiscal or administrative means. Action number "01" will always be "NEW AWARD"
 - ACTION TYPE** - The nature of this notification (e.g., NEW AWARD, CONTINUATION, REVISION, ADMINISTRATIVE)
 - AWARD TYPE** - The particular assistance category in which funding for this award is provided, i.e., DISCRETIONARY, FORMULA, or BLOCK. If this award was made under a Research and Development grant program, the terms RESEARCH AND DEVELOPMENT will appear under DISCRETIONARY, FORMULA OR BLOCK.
- 3. PROJECT STAFF** - This block contains the names and telephone numbers of the U.S. Department of Education and recipient staff who are responsible for project direction and oversight.
 - *RECIPIENT PROJECT DIRECTOR** - The recipient staff person responsible for administering the project. This person represents the recipient to the U.S. Department of Education.
 - EDUCATION PROGRAM CONTACT** - The U.S. Department of Education staff person responsible for the programmatic, administrative and business management concerns of the Department.
 - EDUCATION PAYMENT CONTACT** - The U.S. Department of Education staff person responsible for payments or questions concerning electronic drawdown and financial expenditure reporting.
- 4. PROJECT TITLE AND CFDA NUMBER** - Identifies the Catalog of Federal Domestic Assistance (CFDA) subprogram title and the associated subprogram number.
- 5.* KEY PERSONNEL** - Name, title and percentage (%) of effort the key personnel identified devotes to the project.
- 6. AWARD PERIODS** - Project activities and funding are approved with respect to three different time periods, described below:
 - BUDGET PERIOD** - A specific interval of time for which Federal funds are being provided from a particular fiscal year to fund a recipient's approved activities and budget. The start and end dates of the budget period are shown.
 - PERFORMANCE PERIOD** - The complete length of time the recipient is proposed to be funded to complete approved activities. A performance period may contain one or more budget periods.
 - *FUTURE BUDGET PERIODS** - The estimated remaining budget periods for multi-year projects and estimated funds the Department proposes it will award the recipient provided substantial progress is made by the recipient in completing approved activities, the Department determines that continuing the project would be in the best interest of the Government, Congress appropriates sufficient funds under the program, and the recipient has submitted a performance report that provides the most current performance information and the status of budget expenditures.
- 7. AUTHORIZED FUNDING** - The dollar figures in this block refer to the Federal funds provided to a recipient during the award periods.
 - *THIS ACTION** - The amount of funds obligated (added) or de-obligated (subtracted) by this notification.
 - *BUDGET PERIOD** - The total amount of funds available for use by the grantee during the stated budget period to this date.
 - *PERFORMANCE PERIOD** - The amount of funds obligated from the start date of the first budget period to this date.
 - RECIPIENT COST SHARE** - The funds, expressed as a percentage, that the recipient is required to contribute to the project, as defined by the program legislation or regulations and/or terms and conditions of the award.
 - RECIPIENT NON-FEDERAL AMOUNT** - The amount of non-federal funds the recipient must contribute to the project as identified in the recipient's application. When non-federal funds are identified by the recipient where a cost share is not a legislation requirement, the recipient will be required to provide the non-federal funds.
- 8. ADMINISTRATIVE INFORMATION** - This information is provided to assist the recipient in completing the approved activities and managing the project in accordance with U.S. Department of Education procedures and regulations.

DUNS/SSN - A unique, identifying number assigned to each recipient for payment purposes. The number is based on either the recipient's assigned number from Dun and Bradstreet or the individual's social security number.

***REGULATIONS** - Title 2 of the Code of Federal Regulations(CFR), Part 200 as adopted at 2 CFR 3474; the applicable parts of the Education Department General Administrative Regulations (EDGAR), specific program regulations (if any), and other titles of the CFR that govern the award and administration of this grant.

***ATTACHMENTS** - Additional sections of the Grant Award Notification that discuss payment and reporting requirements, explain Department procedures, and add special terms and conditions in addition to those established, and shown as clauses, in Block 10 of the award. Any attachments provided with a notification continue in effect through the project period until modified or rescinded by the Authorizing Official.

9. LEGISLATIVE AND FISCAL DATA - The name of the authorizing legislation for this grant, the CFDA title of the program through which funding is provided, and U.S. Department of Education fiscal information.

FUND CODE, FUNDING YEAR, AWARD YEAR, ORG.CODE, PROJECT CODE, OBJECT CLASS -

The fiscal information recorded by the U.S. Department of Education's Grants Management System (G5) to track obligations by award.

AMOUNT - The amount of funds provided from a particular appropriation and project code. Some notifications authorize more than one amount from separate appropriations and/or project codes. The total of all amounts in this block equals the amount shown on the line, "THIS ACTION" (See "AUTHORIZED FUNDING" above (Block 7)).

10. TERMS AND CONDITIONS - Requirements of the award that are binding on the recipient.

***PARTICIPANT NUMBER** - The number of eligible participants the grantee is required to serve during the budget year.

***GRANTEE NAME** - The entity name and address registered in the System for Award Management (SAM). This name and address is tied to the DUNS number registered in SAM under the name and address appearing in this field. This name, address and the associated DUNS is what is displayed in the SAM Public Search.

***PROGRAM INDIRECT COST TYPE** - The type of indirect cost permitted under the program (i.e. Restricted, Unrestricted, or Training).

***PROJECT INDIRECT COST RATE** - The indirect cost rate applicable to this grant.

***AUTHORIZING OFFICIAL** - The U.S. Department of Education official authorized to award Federal funds to the recipient, establish or change the terms and conditions of the award, and authorize modifications to the award

FOR FORMULA AND BLOCK GRANTS ONLY:

(See also Blocks 1, 2, 4, 6, 8, 9 and 10 above)

3. PROJECT STAFF - The U.S. Department of Education staff persons to be contacted for programmatic and payment questions.

7. AUTHORIZED FUNDING

CURRENT AWARD AMOUNT - The amount of funds that are obligated (added) or de-obligated (subtracted) by this action.

PREVIOUS CUMULATIVE AMOUNT - The total amount of funds awarded under the grant before this action.

CUMULATIVE AMOUNT - The total amount of funds awarded under the grant, this action included.

* This item differs or does not appear on formula and block grants.

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Uses of Funds

Question #1
Attachment #2

May 04, 2022



**GUAM DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION**

State Agency for US-Ed Grants

501 Mariner Avenue

Barrigada, Guam 96913

Telephone: (671)475-0470/300-1267



IGNACIO C. SANTOS
Federal Programs Division

NOTICE TO THE PUBLIC

FFY2021 Consolidated Grant Application Stakeholders Consultative and Technical Assistance Workshop | Virtual Presentation

The Guam Department of Education (GDOE) State Educational Agency is required to inform all stakeholders of its intent to submit and consolidate FFY2021 U.S. Department of Education (US-Ed) grant funds under the Title V, Part B: Rural and Low-Income Schools Program (RLIS) Consolidated Grant Application (CGA) for Year 2 of the three year CGA grant cycle. The GDOE Federal Programs Division (FPD)/Grants Office, serves as the State Educational Agency (FPD-SEA), is responsible for the oversight and administration of the grant funds. The FPD-SEA will be conducting virtual **FFY2021 Consolidated Grant Application (CGA) Stakeholders Consultative and Technical Assistance Workshops** to address grant requirements.

FPD-SEA is required to coordinate and provide timely and meaningful consultation with the Pre-K- 12 educational community stakeholders from public, private-non-public and charter schools to determine eligibility and needs. Services and resources will be allocated to eligible participating Pre-K – 12 educational institutions based on the school year (SY) 2019 student enrollment, needs and justification of requests.

As a result of the impacts caused by the COVID-19 Global Pandemic and the standing Government of Guam Executive Order 2021-01, the FPD-SEA has coordinated virtual pre-recorded **FFY2021 Consolidated Grant Application (CGA) Stakeholders Consultative and Technical Assistance Workshop**. Presentation information will outline the objectives of the GDOE FFY2021 Consolidated Grant Application, allowable uses of funds, how to avail of the supplemental services for your school, required assurances, compliance of all terms and conditions and due dates.

The **FFY2021 CGA Stakeholders Consultative and Technical Assistance Workshop** pre-recorded virtual presentation will be available for asynchronous viewing. Workshop schedule availability for the CGA Round Robin and Question and Answer (Q&A) sessions will be conducted through Zoom (virtual platform) for specified participating groups during the dates and times noted below.

DATE		FFY2021 Consolidated Grant Application (CGA) Stakeholders Consultative and Technical Assistance Workshop Virtual Presentations	
Thursday & Friday, February 25 & 26, 2021		Virtual presentations will be available for asynchronous viewing, at a time that is convenient for you. <i>Access link will be provided via email to all registered participants on Wednesday, February 24, 2021</i>	
DATE	TIME	FFY2021 Consolidated Grant Application (CGA) Stakeholders Consultative and Technical Assistance Workshop Round Robin & Question & Answer (Q&A) sessions	
<i>Access link will be provided via email to all registered participants on Monday, March 1, 2021</i>			
Tuesday March 2, 2021	9:00AM	Group 1: GDOE Elem Principals & Charter Schools (Pre-K-5)	
	11:00AM	Group 2: GDOE Secondary Principals & Charter Schools (6-12)	
	1:30PM	Group 1: Private-Non-Public Schools (Pre-K-12)	
	3:00PM	Group 2: Office of Catholic Education (Pre-K-12)	

FPD-SEA requires that all participating school representatives provide an **e-confirmation** (via email) for participation on the designated scheduled virtual meeting, and for all information received, **no later than Tuesday, February 23, 2021** to federal-programs@gdoe.net. This is necessary to ensure attendance and participation is documented and adheres to federal requirements. Should additional information be needed, please contact Mr. Ike C. Santos, Federal Programs Administrator via email at federal-programs@gdoe.net. Thank you for your attention and cooperation.

"This activity is administered by the Guam Department of Education (GDOE) – Federal Programs Division/Grants office and funded by the U.S. Department of Education Consolidated Grant to the Outlying Areas."

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Uses of Funds

Question #2
Attachment #1

May 04, 2022

Project Narrative

Project #6: State Administration | State Educational Agency (SEA)			
1. PROJECT TITLE			
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS)		
2b. SEA OR LEA SERVICES	State Educational Agency Level		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES	Number of Students	3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES
	Grade Level(s)		Participant Type(s)
	<u>Grades PreK-5:</u> <ul style="list-style-type: none"> ▪ PNP ▪ Charter ▪ GDOE 	<ul style="list-style-type: none"> ▪ 2,696 ▪ 1,012 ▪ 13,145 	<u>Project Managers:</u> <ul style="list-style-type: none"> ▪ 2 GDOE | 1 PNP <u>Project Leads:</u> <ul style="list-style-type: none"> ▪ 4 GDOE | 3 Charter | 7 PNP <u>Project Key Personnel:</u> <ul style="list-style-type: none"> ▪ 17 GDOE | 3 Charter | 8 PNP
	<u>Grades 6-8:</u> <ul style="list-style-type: none"> ▪ PNP ▪ Charter ▪ GDOE 	<ul style="list-style-type: none"> ▪ 1369 ▪ 438 ▪ 6,466 	<u>School Administrators:</u> <ul style="list-style-type: none"> ▪ PreK-5 ▪ 6-8 ▪ 9-12 ▪ PreK-12 (PNP)
	<u>Grades 9-12:</u> <ul style="list-style-type: none"> ▪ PNP ▪ Charter ▪ GDOE 	<ul style="list-style-type: none"> ▪ 1,723 ▪ 116 ▪ 9,201 	<u>School Asst. Administrators:</u> <ul style="list-style-type: none"> ▪ PreK-5 ▪ 6-8 ▪ 9-12 ▪ PreK-12 (PNP)
			<ul style="list-style-type: none"> ▪ 7 GDOE | 2 Charter ▪ 17 GDOE | 1 Charter ▪ 22 GDOE | 1 Charter ▪ 18 PNP

4. NEED(S) for PROJECT

(Limit response to 300 words or fewer)

The GDOE State Administration/State Educational Agency/Federal Programs Division/Grants Office (State Administration) is needed to carry out the following essential activities related to funding, oversight and administration of the US-Ed Consolidated Grant funds:

Administration and Management of Funding and Projects

- Administer Federal funds/programs, align programs with overall strategy and K-12 state priorities, manage grant master files, and support and focus on achievement, equity, and progress;
- Keep current with Federal requirements and expectations and participate in leadership coalitions;
- Create regulations, rules, and guidance to clarify and enforce policies and provide funding and technical assistance to help LEAs understand and apply these policies;
- Serve as experts for the planning/implementation/evaluation of grant proposals, Federal grants budget management, and provide guidance on cooperative agreements and memoranda of understanding, cost-share and leveraging, administrative and financial policies, procedures, and reporting requirements;
- Review/authorize reimbursement requests and Federal drawdowns;
- Connect and coordinate with other programs within the public education system including early learning, post-secondary, and workforce and economic development, as well as health care and social service agencies; and

Oversight of Planning, Assessment and Reporting

- Facilitate data use, including monitoring and reporting on grant/program activities;
- Select statewide assessments aligned with state standards;
- Lead a learning agenda for the state education system, prioritizing continuous improvement;
- Collect/review/track statistics related to programs/projects;
- Conduct post-award reviews/analyses/monitoring of award and closing, program evaluation, awardee performance, establish performance measures, and identify/propose recommendations for technology integration/innovation and supplemental activities for students/teachers; and

Engagement with Stakeholders and Providing Training

- Maintain communication and engagement with and provide guidance, support, and technical assistance to key project personnel and stakeholders, including district leaders, school-based educators (e.g., principals and teachers), and parents;
- Support LEAs and educators by aggregating resources and tools, highlighting promising practices in new research and in local administration and, when needed, convening stakeholders and educators, to share ideas and address challenges;
- Provide professional development for key LEA/SEA personnel and training pertaining to reporting, internal monitoring, processes, and adhering to current grant requirements;

- Provide all stakeholders with clear information about the SEA’s role in achieving the education vision for the state;
- Ensure key project personnel and stakeholders (public, charter, and private-non-public) have clear understanding of requirements and expectations to ensure students are being educated or treated equitably;
- Keep stakeholders informed of fiscal/programmatic activities; and
- Make information broadly available, including data on educational achievement and attainment by school-level, district-level, and state-level, including data on different groups of students and information regarding financial equity.

Challenges exist within the district with regard to effective communication, implementation, internal monitoring and management as it relates to the overall understanding and accountability of Federal grants. Challenges are prevalent with the multi-levels of management, supervision, oversight and decision-making within a large unified school district (district, management, financial and school site levels), including the administration of funds to charter and private-non-public schools; varying perceptions, understanding and communication styles impact the effectiveness of stakeholder contribution, consultation and collaboration. Added implementation and management requirements of private-non-public school activities, funding and outcomes tracking and reporting extends the need for additional State Administration resources.

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement: *(Limit words to 300 or fewer)*

During the 3-year cycle, by the end of the grant period (2023), the following goals will be met:

Administration/Supervision/Technical Assistance/Workshops

- 6.1.1. 93% 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.
- 6.1.2. 95% 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 the workshops.

Grant Meetings, Workshops / Grants Management Certification and Training

- 6.2.1. 90% 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 developing and designing services and activities to better serve the students and teachers within the district.

5b. Annual Objectives: *(Limit words to 300 or fewer)*

This project provides oversight of the entire Consolidated Grant (CG) program and provides administrative, evaluation, financial, and training supports. Thus, the satisfaction of stakeholders with the services provided are appropriate goals and objectives. The objectives will assess progress towards meeting the overall goals. Annual goals are listed below for each goal:

Administration/Supervision/Technical Assistance/Workshops

6.1.1. 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.

📊 By September 2021 @ 70%, September 2022 @ 90%, and September 2023 @ 93%

6.1.2. 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.

📊 By September 2021 @ 60%, September 2022 @ 93%, and September 2023 @ 95%

Grant Meetings, Workshops / Grants Management Certification and Training

6.2.1. 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 developing and designing services and activities to better serve the students and teachers within the district.

📊 By September 2021 @ 65%, September 2022 @ 88%, and September 2023 @ 90%

5c. Means of Evaluating Program Outcome(s) Chart

**Project Title: Project #6: State Administration/State Educational Agency (SEA)
Means of Evaluating Program Outcome(s) Chart #**

Project Outcome (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective (Enter the annual objective from 5b that this project activity aligns with.)	Data Source (Enter where the data are located. Identify where the data will come from.)	Unit of Measurement (i.e. metric) (Enter the unit of measurement.)	Evidence-Based (Please indicate: Yes or No)	Quarterly Performance Targets (Please focus on outcomes rather than outputs. (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2021 versus 40% of teachers will participate in professional development.)
6.1 Administration/Supervision/Technical Assistance/Workshops	6.1.1 90% of LEAs (public, charter and PNP) will report satisfaction with process handling and implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the SEA.	Quarterly monitoring reports Observation Reports Survey Results	% of LEAs indicating satisfaction with SEA administration, supervision, monitoring, consultation, and technical assistance	No	<p>Baseline Data (Current school year or most recent) If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2021-2022).</p> <p>At least 89% of LEAs (public, charter and PNP) indicate that they have and continue to receive high quality support, guidance, consultation, and technical assistance from FPD/Grants Office.</p> <p>Performance Target End of December 2021 85%</p> <p>Performance Target End of March 2022 87%</p> <p>Performance Target End of June 2022 89%</p> <p>Performance Target End of September 2022 90%</p>

Project Outcome <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement (i.e. metric) <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Baseline Data <i>(Current school year or most recent)</i> <i>If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2021-2022).</i>	Quarterly Performance Targets <i>Please focus on outcomes rather than outputs.</i> (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2021 versus 40% of teachers will participate in professional development.)								
	6.1.2 - 93% of stakeholders reporting effective, timely, and relevant information received, improved knowledge of grant information, programs, and requirements, and receiving high quality support, guidance, consultation and technical assistance during workshops.	Quarterly monitoring reports Observation Reports Survey Results	% of participants reflecting better understanding of activities and comply with requirements	No	At least 92% of stakeholders report receiving effective, timely, and relevant information received, improved knowledge of grant information, programs, and requirements, and receiving high quality support, guidance, consultation and technical assistance during workshops.	<table border="1"> <tr> <td data-bbox="570 554 812 684"> Performance Target End of December 2021 </td> <td data-bbox="812 554 1055 684"> 90% </td> </tr> <tr> <td data-bbox="570 386 812 554"> Performance Target End of March 2022 </td> <td data-bbox="812 386 1055 554"> 91% </td> </tr> <tr> <td data-bbox="570 218 812 386"> Performance Target End of June 2022 </td> <td data-bbox="812 218 1055 386"> 92% </td> </tr> <tr> <td data-bbox="570 33 812 218"> Performance Target End of September 2022 </td> <td data-bbox="812 33 1055 218"> 93% </td> </tr> </table>	Performance Target End of December 2021	90%	Performance Target End of March 2022	91%	Performance Target End of June 2022	92%	Performance Target End of September 2022	93%
Performance Target End of December 2021	90%													
Performance Target End of March 2022	91%													
Performance Target End of June 2022	92%													
Performance Target End of September 2022	93%													

Project Outcome <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement (i.e. metric) <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Baseline Data <i>(Current school year or most recent)</i> <i>If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2021-2022).</i>	Quarterly Performance Targets <i>Please focus on outcomes rather than outputs.</i> (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2021 versus 40% of teachers will participate in professional development.)								
6.2 Grant Meetings/ Workshops/ Grants Management Certification and Training	6.2.1 - 88% of key LEA/SEA grant/project personnel reflecting better understanding of proper grant management, project design, planning, evaluation, developing and designing services and activities to better serve students and teachers within the district.	Quarterly monitoring reports Observation Reports Reduction in grant application errors	% of key LEA/SEA grant/project personnel reflecting better understanding of activities and comply with requirements	No	At least 87% of key LEA/SEA grant/project personnel report increased understanding of proper grants management, project design, planning, evaluation, implementation, and developing and designing services and activities within the district.	<table border="1"> <tr> <td data-bbox="570 29 824 552"> Performance Target End of December 2021 </td> <td data-bbox="570 552 824 936"> 85% </td> </tr> <tr> <td data-bbox="570 384 824 552"> Performance Target End of March 2022 </td> <td data-bbox="570 552 824 936"> 86% </td> </tr> <tr> <td data-bbox="570 237 824 384"> Performance Target End of June 2022 </td> <td data-bbox="570 384 824 936"> 87% </td> </tr> <tr> <td data-bbox="570 29 824 237"> Performance Target End of September 2022 </td> <td data-bbox="570 237 824 936"> 88% </td> </tr> </table>	Performance Target End of December 2021	85%	Performance Target End of March 2022	86%	Performance Target End of June 2022	87%	Performance Target End of September 2022	88%
Performance Target End of December 2021	85%													
Performance Target End of March 2022	86%													
Performance Target End of June 2022	87%													
Performance Target End of September 2022	88%													

6. PROJECT DESCRIPTION

6a. BASIC PROGRAM OF INSTRUCTION: *(Limit words to 150 or fewer)*

Under Title V, Part B, Subpart 2, the State Administration bears the basic responsibility for the proper and efficient administration and supervision of funds allocated to programs within the State, the Guam Department of Education in accordance with the authorizing statutes and regulations governing the Title V-B programs. Responsibilities include allocating Title V, Part B, Subpart 2 funds to the Local Education Agencies (LEA), ensuring compliance with the Title V, Part B, Subpart 2 statutory provisions, preparing an annual statewide summary on Title V, Part B, Subpart 2 programs, carrying out State-level projects and activities, ensure LEAs carry out programs under one or more of the authorized programs.

The GDOE locally funds Superintendent of Education, Deputy Superintendents, School Administrators, and School Program Consultants and Program Coordinators support program implementation at the district and school levels and assist with supervision of federally funded activities.

6b. SUPPLEMENTAL PROJECT AND MANAGEMENT: *(Limit words to 850 or fewer)*

6.0 The State Administration/State Educational Agency/Federal Programs Division/Grants Office (State Administration) - Annual

GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.

The State Administration will provide support, guidance and technical assistance to all participating stakeholders and the district. Responsible for administering, managing, drawing and distributing federal funds; Aligning programs with overall education initiatives and strategies; Identifying and implementing practices and strategies that will support and improve students' academic achievements; Conducting meetings with projects; Monitoring of projects and activities on a systematic basis; Setting policies and regulations; Building and maintaining relationships with key stakeholders, including district leaders, institutions of higher education, and school-based educators (e.g., principals and teachers), and parents; Remaining current on and ensuring compliance with federal grant regulations; Prioritizing continuous improvement through providing tools, resources, research, and innovations; Connecting and coordinating with other programs, leveraging resources, within the public education system including early learning, postsecondary, and workforce and economic development, as well as health care and social service agencies.

Funding requested for the following personnel to carry out essential roles and responsibilities:

- ✚ State Administration Federal Programs Administrator (FTE)
- ✚ Assistant Federal Programs Administrator (FTE)
- ✚ Program Coordinator IV (PCIV) | Senior State Program/Financial Officer – Team Leader (FTE)
- ✚ (6) Program Coordinator IV (PCIV) | Senior State Program/Financial Officers (FTE)
- ✚ (7) Program Coordinator III (PCIII) | State Program Officers (FTE)
- ✚ (1) Program Coordinator II (PCII) | State Program Officers (FTE)
- ✚ **MODIFIED:** (3) State Administrative Officers (FTE) to support overall activities including record keeping, data compilation, requisition entry, research, drafting memos, routing of contracts and project requests, scheduling events, tracking and documenting trainings, meetings, correspondences and Federal guidance, managing the Grants Master Filing System and other related administrative duties. Other related task responsibilities include supporting the Federal Programs Administrator and all Program Coordinators with daily invoice tracking, monitoring and processing for draws, Employee Time Tracking, procurement (i.e. requisitions and contracts) monitoring and tracking, and Fixed Assets Management.

The following personnel are supported by (5) projects, however, are assigned to the State Administration Office to ensure equitable support to projects, private-non-public and charter schools is provided on all relative activities:

- ✚ (1) Program Coordinator IV (PCIV) | State Data Officer (FTE) – (Shared costs/proportioned with 5 LEA project) Shared personnel will review, advise and provide technical assistance as it relates to data collection, analysis and reporting for Consolidated Grant activities. Supports all projects and participating schools (e.g. Public, PNP, Charter) in the development and review of data collection practices, data tools and reporting procedures.
- ✚ **MODIFIED:** (1) Program Coordinator III (PCIII) | State Technology Officer (FTE) – (Shared costs/proportioned with 5 LEA project) Shared personnel will align, support, review and monitor the technology equipment infrastructure of Consolidated Grant activities. Tasked with all duties as it relates to the review, system integration and use of technology across the state administration, projects and participating schools. Provides insight as it relates to innovative technology and use strategies. In collaboration with State stakeholders, develops policies and procedures that enhance and encourage the use of technology and use strategies.

EXPANDED: Procure administrative supplies (e.g. paper, folders, printer ink, laptops/desktop peripherals, speakers, surge protectors, etc.), health and safety (e.g. hand sanitizer, safety masks, disinfectants, etc.), **EXPANDED:** custodial, training supplies and materials **EXPANDED:** (scanner/printers, laptops and necessary software, and **NEW:** desk telephone units), and equipment (guidance books and resource materials, **MODIFIED:** label printers, die-cut machines, basic and heavy duty shredders), local mileage reimbursement, off-island travel, internet communication services, audit fees, postage meter, copier lease, **EXPANDED:** printing/advertising (e.g. folders, frames, certificates, business cards, posters, and flyers, inclusive of announcements for the Pacific Educational Conference (December 2021)), professional development and related fees, **MODIFIED:** contractual services necessary to implement and oversee all aspects of the project activities:

EXPANDED: Wi-Fi/MiFi and ISDN connection for Internet access (annually) for all State Administration personnel: Procure services to support/carry out tasks, prepare reports, access department databases, the MUNIS systems and federal grant systems, and perform daily required tasks and responsibilities.

EXPANDED: Funding to pay for advertisements necessary and required for bid publication for professional services will be provided through this project, including support for the Pacific Educational Conference (December 2021).

NEW: Procure professional development for State Administration personnel to participate in the Procurement Module 1 course, necessary for entering and reviewing project requisitions; Applicable registration and course fees.

MODIFIED: 31st Pacific Educational Conference: Procure professional development registration fees for an estimated (19) State Administration personnel and Chief State School Officer, at the Pacific Educational Conference professional development opportunities, Guam, December 2021.

Shared professional services (with 5- 6 projects):

MODIFIED: Procure digital subscriptions (Video-web-conferencing - online team collaborations) (Shared costs/proportioned with 6 projects). Increased cost of professional services.

Procure professional services for Effective Leadership & Communication, Automated Employee Time Tracking for Consolidated Grant personnel, Fixed Asset Management for Consolidated Grant assets, External Evaluator:

▪ **MODIFIED:** Effective Leadership & Communication Professional Development (Shared costs/proportioned with 6 projects)
The procurement of professional services to improve grant funding accountability, improve communications and collaboration, improve stakeholder conversations, internal monitoring, management processes and accountability to stakeholders, consultation processes and collaboration through effective decision making and advance workplace productivity through the Crucial Conversations framework or similar training model. Increased cost of professional services.

▪ **MODIFIED:** Automated Employee Time Tracking (Shared costs/proportioned with 5 projects)
The procurement and implementation of the Automated Employee Time Tracking will support project administration, allowing the project to analyze and improve Consolidated Grant employees' productivity and accountability. Automation will help to improve efficiency with monitoring time spent by Consolidated Grant project funded central personnel. GDOE provides assurances that these funds will only be used for CGA funded activities and will supplement and not supplant state and local funds, inclusive of the Automated Employee Time Tracking and Automated Fixed Assets Management Systems. Increased cost of professional services.

▪ **MODIFIED:** Automated Fixed Assets Management System (Shared costs/proportioned with 6 projects)
The procurement and implementation of the Fixed Assets Management System will help the project to improve the administration and management of Consolidated Grant project funded fixed assets that are located at the State Administration Office. The system will help with the oversight, tracking, reporting and accuracy of real-time inventory to include acquisition, funding source, location, quality, condition, depreciation and survey of equipment information, and support state monitoring activities. GDOE provides assurances that these funds will only be used for CGA funded activities and will supplement and not supplant state and local funds, inclusive of the Automated Employee Time Tracking and Automated Fixed Assets Management Systems. Increased cost of professional services.

▪ **MODIFIED:** External Evaluator (Shared costs/proportioned with 6 projects)
Procure professional consultative services to conduct an evaluation on the effectiveness of project activities and impact on project goals to improve student achievement. Consultant will use qualitative and quantitative data and provide an analysis of the data, written report to State Administration/Federal Programs Administrator. Evaluation will allow the State

Administration to identify areas of concerns, areas for improvement and successes for all Consolidated Grant projects, inclusive of private-non-public and State Administration. Increased cost of professional services.

6.1 Administration/Supervision/Technical Assistance/Workshops – Quarter/Annual

GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.

EXPANDED: Procure professional services for venue and **EXPANDED:** printing services (e.g. folders, certificates, posters, and flyers), and trainings supplies/materials (e.g. flash drives, pens, charts, badges, conference/event/exhibit signage etc.) to support activity implementation (for Consultation, Technical Assistance, Grant Award, Monitoring, Manual Guidance, and the Pacific Educational Conference Stakeholders Meetings).

6.1.1 Administration/Supervision/Technical Assistance:

For all three grant years (2020-2023) provide high level services and support activities focused on implementing and managing Federal grants/cooperative agreements and providing grant-related assistance/services including financial management, consultation, monitoring, guidance, and technical assistance to all Local-Level LEA including participating Charter Schools and Private-Non-Public (PNP) schools; Conduct monthly technical assistance meetings (by program and/or all LEA); quarterly/annual monitoring (fiscal/programmatic) through on-site meetings, observations, or other as needed; Coordinate regular meetings with grant recipients; execute quarterly review of project data with project personnel; and provide feedback based on data related to possible changes in activities. Procure professional services for printing/advertising services and conference venue for Consolidated Grant workshops/trainings.

6.1.2 Workshops:

For all three grant years (2020-2023), annually conduct up to 6 - 2/3-day workshops/trainings for an estimated 180-200 participants per session, per activity. Attendees include public, private-non-public and charter key personnel and stakeholders. Designed workshops/trainings will provide technical assistance, oversight, ethics advice, expertise, and consultation to program officials, awardees, review panels, applicants, recipients, and stakeholders as needed. Procurement of venue, advertisement, supplies and printing of materials will be necessary. Feedback will be gathered through workshop evaluations and a semi-annual survey from workshop attendees and/or those who receive technical assistance from the State Administration relative to their CGA projects and activities. Procure

professional services for printing/advertising services and conference venue for Consolidated Grant workshops/trainings.

The State Administration will work collaboratively with the public, private-non-public and charter schools, and other stakeholders on the design and development of the workshops. Stakeholders input and workshop survey results are utilized to further improve future workshops, identify strengths and weaknesses, and determine areas of concerns.

6.2 Grant Meetings, Workshops / Grants Management Certification and Training – Annual

GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.

6.2.1 Grantee Meetings/Workshops/Conferences:

For all three grant years (2020-2023), annually procure off-island travel with associated registration/membership fees for the GDOE Chief State School Officer, Project Managers, and/or key LEA/SEA personnel to participate/attend grantee meetings/workshops/conferences (Fall 2021 – Fall 2022) relative to grants/programs, data/project management, technology, and special projects. Activities will include virtual and in-person opportunities:

- 🚩 **MODIFIED:** FY'22 Consolidated Grant Technical Assistance Conference Spring Washington, DC, Spring 2022 (5 travelers)
- 🚩 **MODIFIED:** Annual State Coordinators Meeting – McKinney–Vento Homeless Assistance Act – National Association for the Education of Homeless Children and Youth, Atlanta, GA, Fall 2021 Session (3 travelers/session)
- 🚩 **MODIFIED:** 2021 National Private School Leadership Conference Washington, D.C., Sept. (2 travelers)
- 🚩 **MODIFIED:** National Center for Education Statistics (NCES) Spring/Summer 2022 Forum, Washington DC (2 traveler/forum)
- 🚩 **MODIFIED:** National ESEA Conference – Location undetermined - February 2022 (5 travelers)
- 🚩 **NEW:** Brustein and Manasevit 2021 – Location undetermined - Spring/Fall Forum (5 travelers)

	<ul style="list-style-type: none"> NEW: Management Concepts, Grants Management Certification Courses – Location undetermined - Fall 2021/Spring 2022 (4 travelers) NEW: Thompson Grants - Federal Grants Forum - Location undetermined - Spring/Fall Forum 2021 (4 travelers) NEW: National Grants Management Association (NGMA) Conference/Workshops – Location undetermined – Spring 2022 (4 travelers) NEW: National Association for Bilingual Education (NABE) National Conference - Location undetermined - February 2022 (2 travelers) NEW: International Standards in Technology Education (ISTE) – Location undetermined – June 2022 (2 traveler)
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7. Personnel Needs		
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position
(1) Federal Programs Administrator	Evaluates LEA funding plans and strategies; Remains current on updates and communicates grant guidance, regulations, expectations/ responsibilities; Evaluates overall grant requests and expenditures; Examines the progress of the funded project and expenditure meets allowable terms; Manages and conducts financial audits as needed; Ensures equitable services are provided; and Ensures proper expenditures and draws of grant funds.	Overall administrator of grant funds; Allocates and appropriates supplemental grant funds to LEAs based on needs, justification and alignment of overall goals for improving educational needs of students; Ensures accountability, allowability and reasonableness; Ensures SEA and LEAs remain accountable and compliant on all aspects of grant/program activities and expenditures; Provides guidance to GDOE leaders and LEAs, charter and private-non-public schools.
		FTE

7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)
(1) Assistant Federal Programs Administrator (VACANT/NEW)	Direct support to the Federal Programs Administrator in all tasks and responsibilities; Manages all personnel; Oversees all LEA project activities and expenditures; Ensures required reports and deadlines are adhered to; Designs and develops training models for personnel; Identifies/recommends innovations for the SEA and LEA for improvement; Remains current with changing Federal regulations and requirements. Conducts reviews; Analyzes financial data; and Keeps Administrator abreast of all tasks.	Assists the Federal Programs Administrator in administering grant funds; Optimizes the grant administration process; Manages timelines and deliverables; Prepares and monitors budgets; Tracks grant applications; Manages overall grant efforts; Ensures accountability and compliance with grant regulations; Reviews grant proposals; Manages grant databases; Train/Inform personnel on policies; Oversees day to day office activities; Assesses all funding requests; Assess expenditures for SEA/LEAs; and Designs and reviews policies and provides recommendations on policies.	FTE
(1) Program Coordinator IV (PCIV) | Senior State Program/Financial Officer - Team Leader)	Direct support to the Federal Programs Administrator in all tasks and responsibilities; Supervise personnel; Ensures required reports and deadlines are adhered to; Identifies/ Recommends innovations for the SEA and LEA for improvement; Remains current with changing Federal regulations and requirements. Analyze LEA financial data and project implementation progress; and Keep Administrator abreast of all tasks.	Supports the Federal Programs Administrator in administering grant funds; Oversees assigned LEA project progress and expenditures; Reviews and provides recommendations on policies; Ensures accountability and compliance with grant regulations.	FTE
(6) Program Coordinator IV (PCIV) | Senior State Program/Financial Officer	Direct support to the Federal Programs Administrator in all tasks and responsibilities; Supervise PCIII's; Ensures required reports and deadlines are adhered to; Identifies/recommends innovations for the SEA and LEA for improvement; Designs/reviews policies; Remains current with	Supports the Federal Programs Administrator in administering grant funds; Oversees assigned LEA project progress and expenditures; Reviews/provides recommendations to policies; Ensures	FTE

FY 2021 Consolidated Grant Application – Revised
August 30, 2021

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

7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)
	changing Federal regulations and requirements. Conducts reviews; Assess expenditures for SEA/LEAs; Analyze LEA financial data and project implementation progress; and Keep Administrator abreast of all tasks.	accountability and compliance with grant regulations.	
(7) Program Coordinator III (PC III) | State Program Officer (5 Filled/1 – 2 Vacant)	Direct support to the Program Coordinator IVs in all tasks and responsibilities; Ensures required reports and deadlines are adhered to; Implements policies; Remains current with changing Federal regulations and requirements. Conducts reviews; Analyzes LEA financial data and project implementation progress.	Assists/Supports the Program Coordinator IVs review of assigned LEA project(s); Tracks/Assesses LEA project progress and expenditures; Ensures accountability and compliance with grant regulations.	FTE
(1) Program Coordinator II (PC II) | State Program Officer (1 Vacant)	Support to the Program Coordinator IV and IIIs in all tasks and responsibilities; Ensures required reports and deadlines are adhered to; Implements policies; Remains current with changing Federal regulations and requirements. Conducts reviews; Analyzes LEA financial data and project implementation progress.	Assists/Supports the Program Coordinator IV and IIIs review of assigned LEA project(s); Tracks/Assesses LEA project progress and expenditures; Ensures accountability and compliance with grant regulations.	FTE
MODIFIED: (3) Administrative Officers (FTE) (2 Filled/1 Vacant)	Provide administrative support and day-to-day task management; Scheduling; Payroll; Accounting activities; Document reviews; Workshop/Meeting planning/organization; Stipend and budget reviews; Records management; Procurement tasks; Inventory control. Other related task as assigned to support Administrator and State Officers include daily invoice tracking, monitoring and processing for draws, Employee Time Tracking, procurement (i.e. requisitions and contracts) monitoring and tracking, and Fixed Assets Management.	Direct support to the Federal Programs Administrator, and all Program Coordinators with day-to-day tasks and responsibilities; Ensure efficiency, task completions, receipt and distribution of all relative information and documents; Tracking of all SEA/LEA requests and procurement activities.	FTE

BUDGET NARRATIVE					
1. PROJECT TITLE: Project#6: State Administration | State Educational Agency (SEA)					
BUDGET SUMMARY PAGE					
BUDGET CATEGORIES	INDIRECT COSTS	FY 2020 CARRYOVER FUNDS SUBTOTAL	FY 2021 FUNDS SUBTOTALS	TOTALS	
2. Personnel Salaries & Fringe Benefits	\$ 87,799.31	\$189,500.00	\$1,077,776.99	\$1,355,076.30	
3. Travel		\$17,500.00	\$208,415.48	\$225,915.48	
4. Equipment		\$2,000.00	\$18,057.50	\$20,057.50	
7. Supplies		\$13,750.00	\$25,446.00	\$39,196.00	
8. Contractual (Purchased Services)		\$43,659.07	\$227,845.32	\$271,504.39	
9. Other		\$0.00	\$0.00	\$0.00	
Indirect Cost Rate	\$ 87,799.31	\$ 266,409.07	\$ 1,557,541.29	\$1,911,749.67	
9.50%			Grand Total:	\$1,911,749.67	

1. PROJECT TITLE: Project#6: State Administration | State Educational Agency (SEA)														
2. PERSONNEL SALARIES & 3. FRINGE BENEFITS														
Personnel			FY 2020 Carryover Funds			FY 2021 Funds			Total Funds for the Project					
Position Titles	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and Differential)	Fringe	FY 2020 Totals	Salary	Wages (Includes Stipends and Differential)	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and Differential)	Fringe	Totals
6.0 (1) Federal Programs Administrator	Overall administrator of grant funds; Allocates and appropriates supplemental grant funds to LEAs based on needs, justification and alignment of overall goals for improving educational needs of students; Ensures accountability, allowability and reasonableness; Ensures SEA and LEAs remain accountable/compliant for all aspects of grant/program activities and expenditures; Provides guidance to GDOE leaders and LEAs, charter and private-non-public schools.	100%	\$ 15,000.00		\$ 1,500.00	\$ 16,500.00	\$ 70,663.00	\$ -	\$ 48,881.11	\$ 119,544.11	\$ 85,663.00	\$ -	\$ 50,381.11	\$ 136,044.11
6.0 (1) Asst. FPD Administrator (NEW/VACANT)	Assists the Federal Programs Administrator in administering grant funds; Optimizes the grant administration process; Manages timelines and deliverables; Prepares and monitors budgets; Track grant applications; Manages overall grant efforts; Ensures accountability and compliance with grant regulations; Reviews grant proposals; Manages grant databases; Train/Inform personnel on policies; Oversees day to day office activities; Assesses all funding requests; Assess expenditures for SEA/LEAs; Designs and reviews policies and provides recommendations on policies.	100%	\$ 15,000.00		\$ 1,500.00	\$ 16,500.00	\$ 36,406.15	\$ -	\$ 15,083.86	\$ 51,490.01	\$ 51,406.15	\$ -	\$ 16,583.86	\$ 67,990.01
6.0 (1) Program Coordinator IV (Senior State Program/Financial Officer - Team Leader)	Supports the Federal Programs Administrator in administering grant funds; Oversees assigned LEA project progress and expenditures; Reviews and provides recommendations on policies; Ensures accountability and compliance with grant regulations.	100%	\$ 15,000.00		\$ 1,500.00	\$ 16,500.00	\$ 48,690.33	\$ -	\$ 16,787.21	\$ 65,477.54	\$ 63,690.33	\$ -	\$ 18,287.21	\$ 81,977.54
6.0 (6) Program Coordinator IV (Senior State Program/Financial Officer)	Supports the Federal Programs Administrator in administering grant funds; Oversees assigned LEA project progress and expenditures; Reviews/provides recommendations to policies; Ensures accountability/compliance with grant regulations.	100%	\$ 45,000.00		\$ 10,000.00	\$ 55,000.00	\$ 299,230.89	\$ -	\$ 96,237.72	\$ 395,468.60	\$ 344,230.89	\$ -	\$ 106,237.72	\$ 450,468.60
6.0 (7) Program Coordinator III (State Program Officer)	Assist/Supports the Program Coordinator IV's review of assigned LEA project; Tracks/Assesses LEA project progress and expenditures; Ensures accountability/compliance with grant regulations.	100%	\$ 45,000.00		\$ 10,000.00	\$ 55,000.00	\$ 200,139.50	\$ -	\$ 82,458.70	\$ 282,598.20	\$ 245,139.50	\$ -	\$ 92,458.70	\$ 337,598.20
6.0 (1) Program Coordinator II (State Program Officer)	Assist/Supports the Program Coordinator IV and III's review of assigned LEA project; Tracks/Assesses LEA project progress and expenditures; Ensures accountability/compliance with grant regulations.	100%				\$ -	\$ 22,205.38	\$ -	\$ 8,310.10	\$ 30,515.49	\$ 22,205.38	\$ -	\$ 8,310.10	\$ 30,515.49
MODIFIED: 6.0 (3) Administrative Officer	Direct support to the Federal Programs Administrator and all Program Coordinators with day-to-day tasks and responsibilities; Ensure efficiency, task completions, receipt and distribution of all relative information and documents; Tracking of all SEA/LEA requests and procurement activities. Other related task as assigned to support Administrator and State Officers include daily invoice tracking, monitoring and processing for draws, Employee Time Tracking, procurement (i.e. requisitions and contracts) monitoring and tracking, and Fixed Assets Management.	100%	\$ 25,000.00		\$ 5,000.00	\$ 30,000.00	\$ 86,868.00	\$ -	\$ 45,815.04	\$ 132,683.04	\$ 111,868.00	\$ -	\$ 50,815.04	\$ 162,683.04
Subtotals			\$ 160,000.00	\$ 0.00	\$ 29,500.00	\$ 189,500.00	\$ 764,203.26	\$ 0.00	\$ 313,573.74	\$ 1,077,776.99	\$ 924,203.26	\$ 0.00	\$ 343,073.74	\$ 1,267,276.99
							Grand Total							\$ 1,267,276.99

1. PROJECT TITLE: Project#6: State Administration | State Educational Agency (SEA)

3. TRAVEL

Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fee	Other Fees	FY 2020 Carryover Funds	FY 2021 Funds
6.0 Local Travel/Local Mileage | State/Grants Office Personnel	State Admin personnel conduct on and off-site fiscal and programmatic reviews periodically and quarterly.	19		\$ -	\$ -	\$ 560.00	\$ -	\$ -	\$ 1,500.00	\$ 9,140.00
MODIFIED: 6.2.1 Off-Island Travel FY'22 Consolidated Grant Technical Assistance Meeting- Washington, D.C. | Spring 2022 | Traveler(s) - State/Grants Office Personnel & Chief State School Officer	Professional development/certification opportunities to strengthen knowledge and skills necessary to ensure State Admin personnel are providing current and effective guidance and technical assistance to all stakeholders, including district management teams and all LEAs.	4	\$ 3,500.00	\$ 1,470.60	\$ 570.00	\$ 100.00	\$ -	\$ 75.00	\$ 1,500.00	\$ 21,362.40
MODIFIED: 6.2.1 Off-Island Travel Annual State Coordinators Meeting – McKinney-Vento Homeless Assistance Act - National Association for the Education of Homeless Children and Youth, Atlanta, GA | Fall 2021 | Traveler(s) - State/Grants Office	Professional development/certification opportunities to strengthen knowledge and skills necessary to ensure State Administration personnel are providing current and effective guidance and technical assistance to all stakeholders, including district management teams and all LEAs.	2	\$ -	\$ 929.10	\$ 495.00	\$ 100.00	\$ 850.00	\$ 75.00	\$ 1,500.00	\$ 3,398.20
MODIFIED: 6.2.1 Off-Island Travel National Private School Leadership Conference (ONPE), Washington, D.C. | Sept. 2021 | Traveler(s) -State/Grants Office Personnel	Professional development/certification opportunities to strengthen knowledge and skills necessary to ensure State Admin personnel are providing current and effective guidance and technical assistance to all stakeholders, including district management teams and all LEAs.	2	\$ 3,500.00	\$ 1,464.90	\$ 570.00	\$ 100.00	\$ -	\$ 75.00	\$ 1,500.00	\$ 9,919.80
MODIFIED: 6.2.1 Off-Island Travel National Center for Education Statistics (NCES) – Washington DC | Spring/Summer Forum 2022 | Traveler(s) - State/Grants Office Personnel	Professional development/certification opportunities to strengthen knowledge and skills necessary to ensure State Admin personnel are providing current and effective guidance and technical assistance to all stakeholders, including district management teams and all LEAs.	2	\$ 3,500.00	\$ 1,470.60	\$ 570.00	\$ 100.00	\$ -	\$ 75.00	\$ 1,500.00	\$ 9,931.20
MODIFIED: 6.2.1 Off-Island Travel National ESEA Conference - New Orleans, LA | February 2022 | Traveler(s) - State/Grants Office Personnel	Professional development/certification opportunities to strengthen knowledge and skills necessary to ensure State Administration personnel are providing current and effective guidance and technical assistance to all stakeholders, including district management teams and all LEAs.	4	\$ 3,500.00	\$ 900.60	\$ 532.50	\$ 100.00	\$ -	\$ 75.00	\$ 1,500.00	\$ 18,932.40
NEW: 6.2.1 Off-Island Travel Bruscin and Manasavitis - Location Undetermined | Fall 2021 | Spring 2022 | Forum Traveler(s) - State/Grants Office Personnel & Chief State School Officer | Location and costs to be determined	Professional development/certification opportunities to strengthen knowledge and skills necessary to ensure State Admin personnel are providing current and effective guidance and technical assistance to all stakeholders, including district management teams and all LEAs.	4	\$ 3,500.00	\$ 1,464.90	\$ 570.00	\$ 100.00	\$ 1,095.00	\$ 75.00	\$ 1,500.00	\$ 25,719.60

1. PROJECT TITLE: Project#6: State Administration | State Educational Agency (SEA)			
5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2020 Carryover Funds	FY 2021 Funds
EXPANDED: 6.0 Administrative Supplies - Procure administrative supplies to ensure program requirements are implemented and compliant with the federal guidelines. Monitor and maintain diversified account.	Est. @ \$500.00 x 19 personnel. Cost of Supplies is based on Government of Guam Budget Guidelines. Paper, folders, labels, printer ink, batteries, speakers, headphones, binders, notebooks, notepad, laptop/desktop accessories, computer monitors, surge protectors, extension cords, computer software & supplies (i.e. battery back up, keyboard, portable hard drives, and other necessary items to operate), and charging towers.	\$ 4,500.00	\$ 5,000.00
EXPANDED: 6.0 Custodial Supplies and Health/Safety Supplies for the State/Grants Office Personnel	Est. @ \$600.00 x 19 personnel. Cleaning solutions (bleach, alcohol, wipes, etc.) and tools (broom, mop, etc.), paper towels, toilet tissue, trash bags, hand sanitizers and safety masks, disinfectants, & other needed supplies. Cost of Supplies is based on Government of Guam Budget Guidelines.	\$ 4,500.00	\$ 6,900.00
MODIFIED: 6.0 Laptops (laptops for new team members and/or replace laptops that are antiquated) for State Staff to Support Daily Operations	(3) Laptops (32G or higher, 8MgP or higher), peripherals, Wi-Fi capable, lightweight, portable, bluetooth compatible, and accessories (MS Operating inclusive Word & Excel and peripherals sold separately) (\$1,200.00. each/estimated) inclusive of warranties and servicing agreements.	\$ 2,500.00	\$ 1,100.00
MODIFIED: 6.0 Software for Laptops for State Staff to Support Daily Operations, Data Collection and Compliance Reports Preparation	(3) Software estimated WinPro Upgrade Software: \$105.45/each | Office Pro: \$122.55/ea. | Adobe \$300 | Security Software Absolute \$59 | Sentinelone \$95 (\$105.45 + \$122.55 + \$300 +59 +95 = \$682.00) (Software cost includes licenses, such as Microsoft Office, Adobe software programs and Avast Endpoint Protection Plan)	\$ 500.00	\$ 1,546.00
NEW: 6.0 Desk Telephone Units for State Staff to Support Daily Operations	(19) Desk Telephone Units: Corded unit with Caller ID/Call waiting, Call Transfer, Voicemail, Speakerphone, Large Display, and Audio Assist. | Estimated @ \$350 per unit inclusive of shipping and handling.	\$ 250.00	\$ 6,400.00
MODIFIED: 6.1 Training Supplies for Workshops, Small/Large Training Sessions, Technical Assistance Meetings, and/or the Pacific Educational Conference	Paper, folders, markers, printer ink, binders, surge protectors, flash drives, pens, chart paper, easel pads, binders, badges, CDs, chart paper, etc. to include conference/event signage, and exhibit signage. Estimated annual (public and private-non-public schools) \$5/participant x 200 participants x 5 workshops \$500/sign x 2 signs	\$ 1,500.00	\$ 4,500.00
Supply Subtotals		\$ 13,750.00	\$ 25,446.00

1. PROJECT TITLE: Project#6: State Administration | State Educational Agency (SEA)			
6. CONTRACTUAL (PURCHASED SERVICES)			
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services: Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2021 Funds
EXPANDED: 6.0 Wireless Connection - MIFI (portable) services for all State/Grants Office Personnel for use at On/Off-Site Meetings	Services will support grant/program specific meetings, presentations, trainings, consultation and technical assistance sessions with stakeholders, program personnel, and State/Grants Office activities.	19 total devices @ \$99.00 per month (up 20 users per device) mifi= (19 x 99 x 12/mo.) GDOE does not possess the capability to employ Wi-Fi across the central offices. Ethernet is also limited to office desks and additional lines are not encouraged as a result of the current limited capacity of the internet LAN connections. Meeting areas/venues do not offer wireless services or charge for internet connection, per unit/per day. Increase speed/bandwidth due to increased need for reliable and high-speed services.	FY 2020 Carryover Funds \$ 5,000.00
6.0 ISDN Connectivity	Services will support grant/program specific meetings, presentations, trainings, consultation and technical assistance sessions with stakeholders, program personnel, and State/Grants Office activities.	\$75.00 x 12 mos. services will be used exclusively for CGA Activities. - Installation cost, monthly recurring charges of installation and connectivity to allow for video conferencing and virtual monitoring between mainland and Guam	\$ 150.00 \$ 750.00
EXPANDED: 6.0/6.1 Advertising /Printing	Services will support grant/program specific meetings, presentations, trainings, consultation and technical assistance sessions with stakeholders, program personnel, and State/Grants Office activities.	Bid announcements (costs for advertising of IFBs, RFPs, Public Notices, Notice of Waiver, Notice of Training and Announcements) are substantial, est. costs: <ul style="list-style-type: none"> • IFB/RFP Announcements: (10) 2x6 @\$288 (POST)/each and (10) @\$568 (GuampDN)/each • Notice to Public: (8) 3x8 @\$624 (POST)/each and (8) @\$1,006 (GuampDN)/each Inclusive of announcements for Pacific Educational Conference (December 2021)	\$ 2,500.00 \$ 19,100.00
MODIFIED: 6.0 Effective Leadership & Communication Professional Development (shared cost with all projects: Est. \$167,000.00 - costs proportioned for each project)	Service to improve grant funding accountability, communications and collaboration, stakeholder conversations, internal monitoring, management processes and accountability to stakeholders, consultation processes and collaboration through effective decision making and advance workplace productivity.	Professional consultative services: Effective Leadership & Communication Professional Development	\$ 2,000.00 \$ 6,350.00
MODIFIED: 6.0 Automated Employee Time Tracking (shared cost with all projects: Est. \$255,445.08.00 - costs proportioned for each project)	The procurement and implementation of the Automated Employee Time Tracking will support project administration, allowing the project to analyze and improve Consolidated Grant employees' productivity and accountability. Automation will help to improve efficiency with monitoring time spent by Consolidated Grant project funded central personnel.	Professional Services: Automated Employee Time Tracking (shared cost with all projects. GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.	\$ 2,500.00 \$ 10,272.25
MODIFIED: 6.0 Fixed Asset Management System Automated (shared cost with all projects: Est. \$500,000.00 - costs proportioned for each project)	To improve the administration and management of Consolidated Grant project funded fixed assets that are located at the State Office. The system will help with the oversight, tracking, reporting and accuracy of real-time inventory to include acquisition, funding source, location, quality, condition, depreciation and survey of equipment information, and support state monitoring activities.	Professional Services: Automated Fixed Assets Management System (shared cost with all projects.) GDOE provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.	\$ 4,500.00 \$ 20,500.00

1. PROJECT TITLE: Project#6: State Administration | State Educational Agency (SEA)			
6. CONTRACTUAL (PURCHASED SERVICES)			
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services: Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2021 Funds
<p>MODIFIED: 6.0 External Evaluator (shared cost with all projects: Est. \$305,350.00 - costs proportioned for each project)</p>	<p>To conduct an evaluation on the effectiveness of project activities and impact on project goals to improve student achievement. Consultant will use qualitative and quantitative data and provide an analysis of the data, identify areas of concerns, areas for improvement and successes for all Consolidated Grant projects, inclusive of private-non-public and State Administration.</p>	<p>Professional Services: External Evaluator</p>	<p>FY 2020 Carryover Funds \$ 4,500.00</p> <p>FY 2021 Funds \$ 10,768.00</p>
<p>MODIFIED: 6.0 Digital Subscriptions Software/Web Conferencing Services/Online Team Collaborations (shared cost with all projects: Est. \$25,000.00 - costs proportioned for each project)</p>	<p>Services will support grant/program specific meetings, presentations, trainings, consultation and technical assistance sessions with stakeholders, program personnel, and State/Grants Office activities.</p>	<p>Annual Cost (proportioned), 50+ license/host for online meetings, webinars and presentations for up to 300 attendees. Service will be used exclusively for the Title V-B Activities throughout the CG Projects at a share cost.</p>	<p>FY 2021 Funds \$ 750.00</p>
<p>EXPANDED: 6.0/6.1 Printing Services | Pacific Educational Conference (December 2021)</p>	<p>Services will support grant/program specific meetings, presentations, trainings, consultation and technical assistance sessions with stakeholders, program personnel, and State/Grants Office activities.</p>	<p>Estimated: \$4/folder x 1,500 | \$2/certificate x 100 | \$25/frame x 25 | \$5/posters x 2,500 | \$50/personnel business card x 19 personnel business cards | Estimated Poster/Folder/Card Design Fee @ \$5,668.89 Posters, flyers, folders, and certificates for the Pacific Educational Conference (December 2021) <i>Calculations are correct: (4x1500) + (2x100) + (23x25) + (5x2500) + (50x19) + 5668.89 = \$25,943.89 (\$500 + \$25,443.89)</i></p>	<p>FY 2021 Funds \$ 25,443.89</p>
<p>6.0 Postage Meter Lease, Maintenance Fees, and Postage Costs</p>	<p>Services will support grant/program specific meetings, presentations, trainings, consultation and technical assistance sessions with stakeholders, program personnel, and State/Grants Office activities.</p>	<p>Annual meter fees: \$1,250.00 (Annual maintenance fees: \$450 + Maintenance of Meter/Scale: \$300.00 + Postage/Certified Mail: \$500.00) - (Source: USPS) - Annual estimated postage costs @ \$300 - Postage used for State/Grants Office, LEA and Program Activities. Costs may be substantially higher to ship/mail from outside the contiguous US.</p>	<p>FY 2021 Funds \$ 750.00</p>
<p>6.0 Copier Lease (State Admin share of lease for State Activities/Federal Programs Division/Grants Office)</p>	<p>Services will support grant/program specific meetings, presentations, trainings, consultation and technical assistance sessions with stakeholders, program personnel, and State/Grants Office activities.</p>	<p>Contractual/Professional Services for Lease of multifunction machine for photocopy, print, scan services, and excess black/color prints. Multifunction machine to be used solely for Consolidated Grant purposes. @ 19 State Admin/FPD/Grants Office Personnel Est. Excess Black Prints @ \$.0068 x 10,500/est. = \$71.40 Excess Color Prints @ .0639 x 6,500/est. = \$415.35</p>	<p>FY 2021 Funds \$ 7,748.25</p>
<p>6.0 Audit Fees</p>	<p>In compliance with Federal Single Audit Act, provides an objective with the examination of the government's activities and hold it to account when spending federal funds. (Costs for Audit over the years have ranged between \$115,000 and \$120,000 annually.)</p>	<p>Estimated @ \$70,500/annual - Overall audit costs have been shared between the various Federal grants (Head Start, Special Education, Discretionary, CG, and Child Nutrition) and local funding.</p>	<p>FY 2021 Funds \$ 59,990.93</p>

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

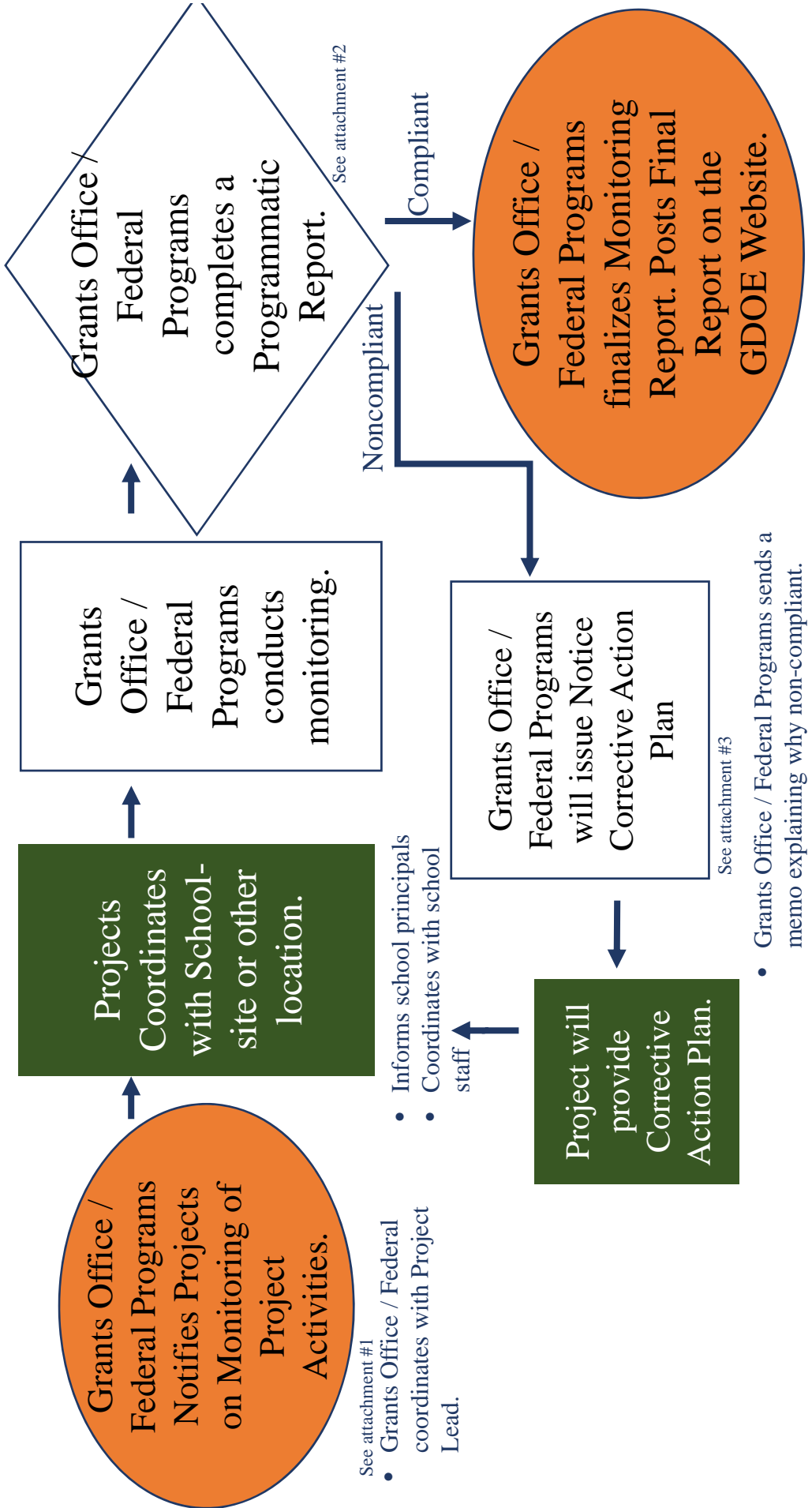
Uses of Funds

Question #3 & Question #5
Attachment #1

May 04, 2022

Post-Award

CG On-Site Monitoring





**GUAM DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION**

State Agency for USEd Grants
501 Mariner Avenue, Barrigada, Guam 96913
Telephone: (671) 475-0470/300-1267
Fax: (671) 477-4587



JON J.P. FERNANDEZ
Superintendent of Education

IGNACIO C. SANTOS
Federal Programs Administrator

MEMORANDUM

**TO: Project Managers, Guam Department of Education
Division Heads
All School Administrators**

FROM: Administrator, Federal Programs

**Subject: On-Site Monitoring Reviews Notice
US Department of Education Grant Funded Supplies, Material and Equipment**

Buenas yan Hafa Adai! The Guam Department of Education (GDOE) Federal Program Division (FPD), which serves as the State Educational Agency (SEA), has provided guidance related to the proper implementation and use of Federally funded supplies, materials and equipment in a memorandum dated February 10, 2022 which required all administrators to acknowledge and provide signed assurances. To ensure accountability, proper internal controls are implemented, and adherence to the aforementioned guidance relative to the prevention of fraud, waste and abuse, the FPD-SEA will periodically conduct on-site monitoring reviews of supplies, materials and equipment. Reviews will target activities funded through the Consolidated Grant Application, Education Stabilization Fund – State Educational Agency, Education Stabilization Fund II – State Educational Agency, American Rescue Plan – Outlying Areas State Educational Agency and various US Department of Education Discretionary Grants.

Should concerns be identified as a result of the FPD-SEA compliance reviews, the respective project manager, lead and school administrator will be notified immediately and will have 15 calendar days to respond and address non-compliance. Lack of addressing non-compliance within the timelines, the Superintendent of Education | Chief State School Officer will be notified accordingly to take appropriate actions, continued non-compliance concerns will be reported to the US-Ed Program Office.

Furthermore, with the upcoming US Department of Education Risk Management site visits, and the Single Audit, and the quarterly/annual reviews conducted by US-Ed, it is imperative that all administrators and project personnel not only adhere and comply with the requirements and guidance but recognize the purpose and scope for each of the aforementioned Federal grants.

Should you require further clarification, please contact your respective Senior State | State Program Officer. Please be guided accordingly.


IGNACIO C. SANTOS
Federal Programs Administrator

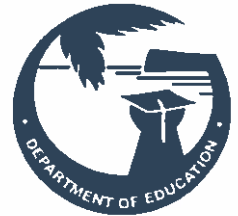
Attachment

cc: Chief State School Officer | Superintendent of Education
Chief Auditor
Deputy Superintendent of Finance & Administrative Services



**GUAM DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION**

State Agency for USEd Grants
500 Mariner Avenue
Barrigada, Guam 96913-1608
Telephone: (671) 475-0470/300-1267
Fax: (671) 477-4587



JON J. P. FERNANDEZ
Superintendent of Education

IKE C. SANTOS
Federal Programs Administrator

November 16, 2017

Mr. Richard Alvia
Superintendent, Office of Catholic Education
196 Cuesta San Ramon Ste. B
Hagatna, Guam 96910

Re: Off-Site Review/Monitor – Academy of Our Lady of Guam

Dear Superintendent Alvia,

Buenas yan Hafa Adai! The Federal Programs Division (State Office) conducted an off-site monitor/review on November 15, 2017 of federally funded activities and equipment at the Academy of Our Lady of Guam. During the review, it was determined that corrective actions were necessary in order to bring activities back into compliance with Title V-A Grant requirements.

FINDING:

One (1) Samsung LCD 46” TV funded by Title V-A Consolidated Grant funds was located and used for unallowable, secular activities:

1. Lobby (Main Office – Waiting Area)

The funding of technological equipment with Federal funds must be used to support classroom instructional time and must be used for non-secular, neutral and nonideological services. (Section 6402(a)(1) of Part D of Title VI of ESEA).

CORRECTIVE ACTION:

The following actions require immediate attention in order to meet grant requirements.

1. Move/transfer Samsung LCD 46” TV to a classroom where core content instruction occurs.
2. Respond, in writing, to this action within ten (10) working days. Your written response is due on Friday, December 1, 2017.
 - Provide processes/methods for improved processes for ensuring compliance with Program requirements.
 - Provide formal supporting documentation to support the movement/transfer of aforementioned equipment.

Thank you for your continued support and understanding. Should you have any questions, please contact Ms. Stephanie N. Chargualaf at snchargualaf@gdoe.net or 300-1261.

Respectfully,

Ignacio C. Santos
Administrator, Federal Programs Division

cc: Superintendent, GDOE
Principal, AOLG



GUAM DEPARTMENT OF EDUCATION
Federal Programs Division

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 501 Mariner Avenue Barrigada, Guam 96913
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JON J. P. FERNANDEZ
 Superintendent of Education

IGNACIO C. SANTOS
 Administrator

Program Activity Observation and Monitoring Report

X **2021 Youth Employment Internship Program (YEIP)**
Programmatic Monitoring: Tuesday, February 19, 2022

Agency/School Site Guam Department of Education, Division of Curriculum and Instructional Improvement and Department of Youth Affairs		Point of Contact (YEIP) /Director/ Administrator of Schools Joseph L.M. Sanchez, Deputy Superintendent, Curriculum and Instructional Improvement Email: jsanchez@gdoe.net	
Mailing Address 501 Mariner Avenue Barrigada, Guam 96913-1608		Telephone (671)300-1247 or (671)300-2251 Fax	
Point of Contact (Project Coordinator) Michelle Camacho Email: mmcamacho@gdoe.net		Phone (671)300-1347	Fax
Address 501 Mariner Avenue Barrigada, Guam 96913-1608		Email	
Assigned Project Manager and Project Coordinator Joseph L.M. Sanchez, Deputy Superintendent Email: jsanchez@gdoe.net Roe-Ann Jean M. Cruz, Program Coordinator II Email: romcruz@gdoe.net			

<p>Project Name: 2021 Youth Employment Internship Program (2021 YEIP)</p> <p>Objective: The YEIP project is funded by American Rescue Plan Outlying Areas – State Educational Agency | Guam Department of Education Sub-Recipient (LEA Services for Public, Charter and Private Non-Public Schools). The objective of the YEIP project meets objective #1 - Throughout the 2021-2022 academic year, Public, Charter and Private Non-Public School Districts will offer evidence-based learning interventions or programs (<i>i.e. after-school, summer school, and other extended learning and enrichment programs</i>) that respond to students’ learning loss while maintaining a safe and healthy school environment for all, consistent with the Centers for Disease Control and Prevention (CDC) guidelines.</p>

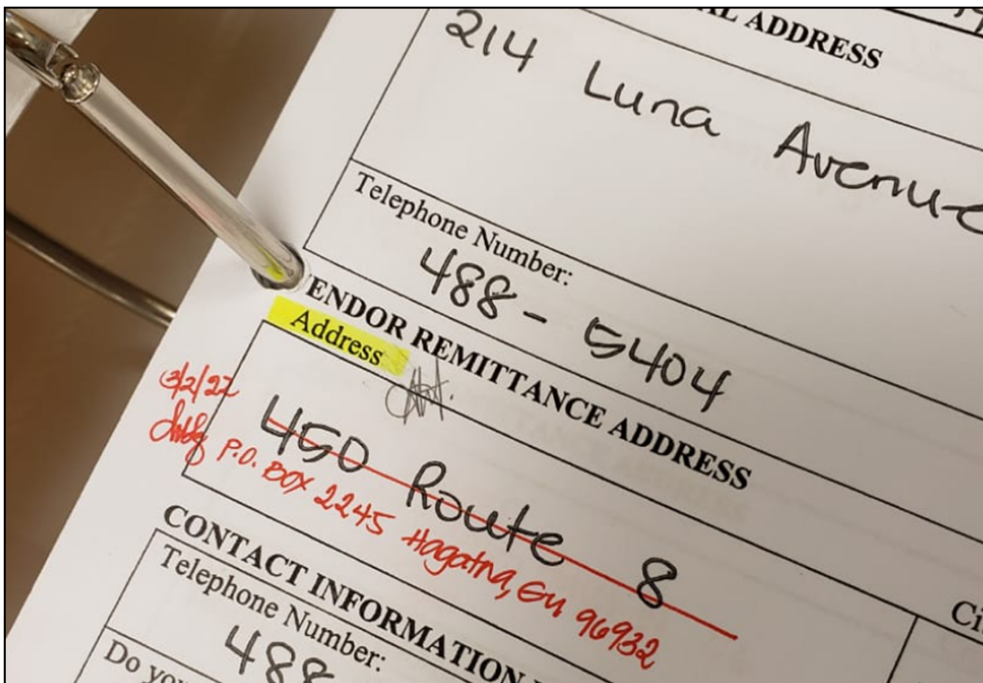
OBSERVATION/MONITORING (Report may include tables, graphs and pictures)

The Guam Department of Education (GDOE) and the Department of Youth Affairs (DYA) entered into an agreement to host, coordinate and implement the 2021 Youth Employment Internship Program (YEIP). This six week program was created for eligible students between the ages of 14 and 21 and/or who recently graduated.

This summer employment activity was designed to enable participants to address their individual learning loss. Participants were placed at various government agencies, organizations or schools to gain on the job training and obtain valuable career and educational skills. This was a career exploration experience that was beneficial to both the student, the agencies and GDOE. Participants were required to submit weekly essays describing their experiences, lessons learned and gain unique career training. In exchange, students were also able to earn stipends of up to \$2,100.00 maximum.

To verify the correct mailing addresses, the Local Educational Agency (LEA) (Ms. Roe-Ann Cruz) reviewed each file. When necessary, the LEA placed phone calls to student and/or their parents/guardians to validate the correct addresses. The corrected addresses were emailed back to the GDOE business office on February 18, 2022.

To improve the student registration process, it is recommended to re-design the registration form and include clear description instructions. Additional concerns of the implementation phase should also be discussed in detailed as well as best practices, stakeholders input and procedures. This will allow the project to improve activities and overall services to interns and ensure interns gain skills and experiences.



Example of validation of correct addresses.

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Uses of Funds

Question #3 & Question #5
Attachment #2

May 04, 2022



**GUAM DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION**

State Agency for USEd Grants
501 Mariner Avenue, Barrigada, Guam 96913
Telephone: (671) 475-0470/300-1267
Fax: (671) 477-4587



JON J.P. FERNANDEZ
Superintendent of Education

IGNACIO C. SANTOS
Federal Programs Administrator

MEMORANDUM

**TO: Project Managers, Guam Department of Education
Division Heads
All School Administrators**

FROM: Administrator, Federal Programs

**Subject: On-Site Monitoring Reviews Notice
US Department of Education Grant Funded Supplies, Material and Equipment**

Buenas yan Hafa Adai! The Guam Department of Education (GDOE) Federal Program Division (FPD), which serves as the State Educational Agency (SEA), has provided guidance related to the proper implementation and use of Federally funded supplies, materials and equipment in a memorandum dated February 10, 2022 which required all administrators to acknowledge and provide signed assurances. To ensure accountability, proper internal controls are implemented, and adherence to the aforementioned guidance relative to the prevention of fraud, waste and abuse, the FPD-SEA will periodically conduct on-site monitoring reviews of supplies, materials and equipment. Reviews will target activities funded through the Consolidated Grant Application, Education Stabilization Fund – State Educational Agency, Education Stabilization Fund II – State Educational Agency, American Rescue Plan – Outlying Areas State Educational Agency and various US Department of Education Discretionary Grants.

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Furthermore, with the upcoming US Department of Education Risk Management site visits, and the Single Audit, and the quarterly/annual reviews conducted by US-Ed, it is imperative that all administrators and project personnel not only adhere and comply with the requirements and guidance but recognize the purpose and scope for each of the aforementioned Federal grants.

Should you require further clarification, please contact your respective Senior State | State Program Officer. Please be guided accordingly.


IGNACIO C. SANTOS
Federal Programs Administrator

Attachment

cc: Chief State School Officer | Superintendent of Education
Chief Auditor
Deputy Superintendent of Finance & Administrative Services

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

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Question #3 & Question #5
Attachment #3

May 04, 2022



GUAM DEPARTMENT OF EDUCATION
Federal Programs Division

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JON J. P. FERNANDEZ
 Superintendent of Education

IGNACIO C. SANTOS
 Administrator

Program Activity Observation and Monitoring Report
FY'21 Education Stabilization Fund-State Educational (ESF II-SEA)

Programmatic Monitoring: School Year 2021 - 2022

Agency/School Site: George Washington High School Agueda Johnston Middle School VSA Benavente Middle School		Administrator of Schools Dexter Fullo/Dr. Rebeca Perez/Maria Milan	
		Email dbfullo@gdoe.net ; rgperez@gdoe.net ; mcmilan@gdoe.net	
Mailing Address 501 Mariner Avenue Barrigada, GU 96913		Telephone 671-300-1547	
		Fax	
Point of Contact (Project Coordinator) Rachel Lee S. Duenas, Lead Project Coordinator		Phone 671-300-1275	Fax
Address 501 Mariner Avenue Barrigada, GU 96913		Email: rlsduenas@gdoe.net	
Assigned Project Manager and Project Coordinator Joseph L.M. Sanchez, Project Manager Sylvia Calvo, Michelle Camacho, Joshua Blas and Doris Bukikosa, Project Leads			

Project Name

GDOE Public School District

June 6, 2021 – The Superintendent of Education | Chief State School Officer, Federal Programs Administrator, Deputy Superintendent of Curriculum and Instructional Improvement | Project Manager, Project Leads, Acting Facilities and Maintenance Manager and Staff, Acting CIP Project and Federal Programs Division Senior State/State Program Officers conducted an on-site monitoring of ESF-SEA/ESFII-SEA/ARP-OA SEA funded supplies and equipment and site assessment for priority Capital Improvement Project activities.

OBSERVATION/MONITORING (Report may include tables, graphs and pictures)

George Washington High School

On-site monitoring/site assessment team met with Dexter Fullo, school principal, to conduct a walk through of the school campus. Primary concerns for Capital Improvement Projects included walkways and other school facilities (i.e restrooms and classrooms that cannot be utilized) Inspected all funded ESF-SEA/ESF-II SEA supplies and equipment inclusive of chairs and laptops (pictured). All supplies and equipment are secured and have been marked/tagged for distribution and use.

Agueda I. Johnston Middle School:

On-site monitoring/site assessment team met with Dr. Rebecca Perez, school principal, to conduct a walk through of the school campus. Primary concerns for Capital Improvement Projects included walkways and other school facilities (i.e restrooms and classroom doors in need of replacement/repair) Inspected all funded ESF-SEA/ESF-II SEA supplies and equipment inclusive of chairs and pressure washers (pictured). All supplies and equipment are secured and have been marked/tagged for distribution and use.

V.S.A. Benavente Middle School

On-site monitoring/site assessment team met with Maria Milan, assistant school principal, to conduct a walk through of the school campus. Primary concerns for Capital Improvement Projects included gymnasium and school site windows/louvres and other school facilities (i.e restrooms) Inspected all funded ESF-SEA/ESF-II SEA supplies and equipment inclusive of chairs(pictured). All supplies and equipment are secured and have been marked/tagged for distribution and use.

George Washington High School Site Visit

On-Site Monitoring and site assessment team



Federally funded Supplies and Equipment



Agueda I Johnston Middle School

Federally funded Supplies and Equipment



Current Restroom Conditions



Current Classroom Doorway Conditions



Federally funded Supplies and Equipment



V.S.A Benavente Middle School

Federally funded Supplies and Equipment



Current Window/Louvre Conditions



Current Restroom Conditions



Current Window/Louvre Conditions

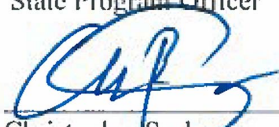


Reviewed by:



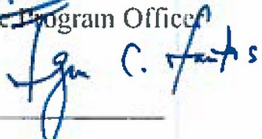
Ray Lujan
State Program Officer

06/06/21
Date



Christopher Surla
Senior State Program Officer

06/06/21
Date



Ike Santos
Administrator, Federal Programs Division

06/06/21
Date
Page 60 of 63



GUAM DEPARTMENT OF EDUCATION
Federal Programs Division

State Agency for US-Ed
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JON J. P. FERNANDEZ
 Superintendent of Education

IGNACIO C. SANTOS
 Administrator

Program Activity Observation and Monitoring Report

2021 Youth Employment Internship Program (YEIP)
Programmatic Monitoring: Tuesday, February 19, 2022

Agency/School Site Guam Department of Education, Division of Curriculum and Instructional Improvement and Department of Youth Affairs		Point of Contact (YEIP) /Director/ Administrator of Schools Joseph L.M. Sanchez, Deputy Superintendent, Curriculum and Instructional Improvement Email: jsanchez@gdoe.net	
Mailing Address 501 Mariner Avenue Barrigada, Guam 96913-1608		Telephone (671)300-1247 or (671)300-2251 Fax	
Point of Contact (Project Coordinator) Michelle Camacho Email: mmcamacho@gdoe.net		Phone (671)300-1347	Fax
Address 501 Mariner Avenue Barrigada, Guam 96913-1608		Email	
Assigned Project Manager and Project Coordinator Joseph L.M. Sanchez, Deputy Superintendent Email: jsanchez@gdoe.net Roe-Ann Jean M. Cruz, Program Coordinator II Email: romcruz@gdoe.net			

<p>Project Name: 2021 Youth Employment Internship Program (2021 YEIP)</p> <p>Objective: The YEIP project is funded by American Rescue Plan Outlying Areas – State Educational Agency Guam Department of Education Sub-Recipient (LEA Services for Public, Charter and Private Non-Public Schools). The objective of the YEIP project meets objective #1 - Throughout the 2021-2022 academic year, Public, Charter and Private Non-Public School Districts will offer evidence-based learning interventions or programs (<i>i.e. after-school, summer school, and other extended learning and enrichment programs</i>) that respond to students’ learning loss while maintaining a safe and healthy school environment for all, consistent with the Centers for Disease Control and Prevention (CDC) guidelines.</p>

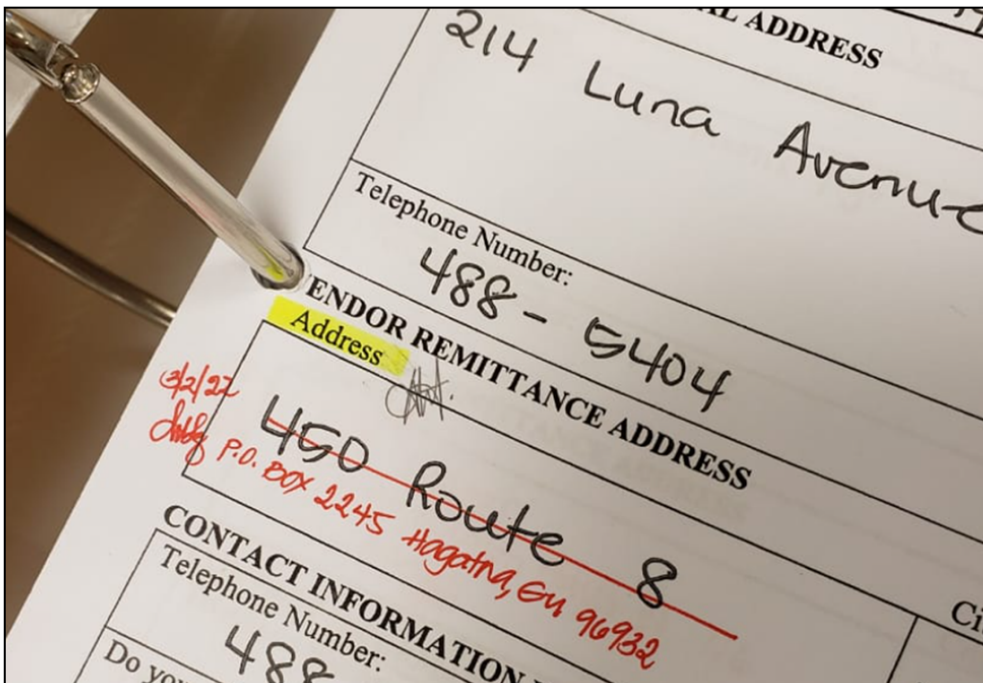
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To verify the correct mailing addresses, the Local Educational Agency (LEA) (Ms. Roe-Ann Cruz) reviewed each file. When necessary, the LEA placed phone calls to student and/or their parents/guardians to validate the correct addresses. The corrected addresses were emailed back to the GDOE business office on February 18, 2022.

To improve the student registration process, it is recommended to re-design the registration form and include clear description instructions. Additional concerns of the implementation phase should also be discussed in detailed as well as best practices, stakeholders input and procedures. This will allow the project to improve activities and overall services to interns and ensure interns gain skills and experiences.



Example of validation of correct addresses.

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Period of Availability

Assessment Questions

May 04, 2022

*Period of Availability
Assessment Questions*

Questions	Insular Area Response	Suggested Documentation
<p>How does the Insular Area ensure that it only uses grant funds for expenditures that were incurred during an award's period of availability?</p>	<p>SEA personnel conducts regular desk audit reviews to ensure allowable uses of funds. These include the review of requisitions, contracts, purchase order modifications, invoices, Request to Fill requests related to the announcement of vacant positions for recruitment, personnel actions for all other personnel-related matters, prior approval travel requests, budget modifications, local mileage reimbursement requests, and all other requests related to the use and expenditure of Consolidated Grant Application funds. As part of these reviews, SEA personnel ensures that each request is in line with the period of availability for the Consolidated Grant Application approved by the US Department of Education.</p>	<ul style="list-style-type: none"> • Federal Manual Guidance #812-201 on Procurement Attachment #1: Page 9
<p>What are the Insular Area's procedures to ensure that funds are obligated during the period of availability and expended by the end of the liquidation period?</p>	<p>SEA personnel conducts regular desk audit reviews to ensure allowable uses of funds. These include the review of requisitions, contracts, purchase order modifications, invoices, Request to Fill requests related to the announcement of vacant positions for recruitment, personnel actions for all other personnel-related matters, prior approval travel requests, budget modifications, local mileage reimbursement requests, and all</p>	<ul style="list-style-type: none"> • Federal Manual Guidance #812-201 on Procurement Attachment #1: Page 9 • Federal Manual Guidance#812-202 on Invoicing and Drawdown Attachment #2: Page 22

Questions	Insular Area Response	Suggested Documentation
	<p>other requests related to the use and expenditure of Consolidated Grant Application funds. As part of these reviews, SEA personnel ensures that each request is in line with the period of availability for the Consolidated Grant Application approved by the US Department of Education.</p> <p>To ensure the expenditure of all obligated funds by the end of the liquidation period, SEA personnel conduct technical assistance sessions with LEA/Project personnel to regularly review and discuss available, obligated, and expended Federal funds. In turn, LEA/Project personnel work directly with vendors and relevant parties (i.e. payroll office, human resources, etc) to ensure the timely expenditure of these funds.</p> <p>All remaining Federal funds that have not been expended by the end of the period of availability are liquidated in the final ninety (90) day period of liquidation through the implementation of a First In, First Out (FIFO) process. The FIFO procedure, conducted by the SEA, charges relevant expenditures from the non-expiring Consolidated Grant to the previous, expiring Consolidated Grant that is currently in liquidation. This is possible as the goals, objectives and activities between each Consolidated Grant fiscal year are aligned, allowing each expenditure to be deemed allowable, reasonable and allocable under either Consolidated Grant.</p>	

Questions	Insular Area Response	Suggested Documentation
<p>Has the Insular Area requested a Tydings waiver in the past to extend the availability period for unobligated funds? Has the Insular Area taken steps to ensure that it will not need to request a Tydings waiver again in the future?</p>	<p>No. The GDOE has not previously requested a Tydings waiver in the past eight years to extend the availability period for unobligated funds.</p>	
<p>Has the Insular Area been required to return any unobligated balances for the Consolidated Grant Application in the past two fiscal years?</p> <p>Note: The question does not pertain to funds returned because of an audit finding or Insular Area subrecipient monitoring finding.</p>	<p>No. The GDOE has not been required to return any unobligated balances for the Consolidated Grant Application in the past two fiscal years.</p>	

Questions	Insular Area Response	Suggested Documentation
<p>Has the Insular Area requested a late liquidation within the last two Federal fiscal years?</p>	<p>No. The GDOE has not requested late liquidation of Consolidated Grant Application funds in the last two Federal fiscal years.</p>	
<p>How does the Insular Area plan for the use of carryover funds? Does the Insular Area budget for carryover funds and current year funds separately?</p> <p>Note: Carryover funds must be used in accordance with the CG application and statutory and regulatory requirements that are in place during the carryover year. (34 C.F.R. 76.710)</p>	<p>All unobligated carryover funds are placed into a pool and redistributed equitably to all participating educational institutions based on a per-pupil allocation and substantiated by an acceptable and approvable project application indicating their needs. GDOE combines the activities across carryover and current year funding, but the funding is delineated.</p>	

Questions	Insular Area Response	Suggested Documentation
<p>How does the Insular Area ensure that carryover funds are prioritized and expended before the end of the carryover period to avoid the return of any unobligated balances?</p>	<p>To ensure the expenditure and prioritization of carryover funds by the end of the liquidation period, SEA personnel conduct technical assistance sessions with LEA Project personnel to regularly review and discuss available, obligated and expended Federal funds. In turn, LEA/Project personnel work directly with vendors and relevant parties (i.e. payroll office, human resources, etc) to ensure the timely expenditure of these funds.</p> <p>All remaining Federal funds that have not been expended by the end of the period of availability are liquidated in the final ninety (90) day period of liquidation through the implementation of a First In, First Out (FIFO) process. The FIFO procedure, conducted by the SEA, charges relevant expenditures from the non-expiring Consolidated Grant to the previous, expiring Consolidated Grant that is currently in liquidation. This is possible as the goals, objectives, and activities between each Consolidated Grant fiscal year are aligned, allowing each expenditure to be deemed allowable, reasonable, and allocable under either Consolidated Grant.</p>	<ul style="list-style-type: none"> • Budget Modification Attachment #1: Page 77

Questions	Insular Area Response	Suggested Documentation
<p>What strategies does the Insular Area use to ensure that Project Leads obligate all of their program funds by the end of the period of availability to prevent the need to return unobligated balances?</p>	<p>To ensure the expenditure and prioritization of carryover funds by the end of the liquidation period, SEA personnel conduct technical assistance sessions with LEA/Project personnel to regularly review and discuss available, obligated and expended Federal funds. In turn, LEA/Project personnel work directly with vendors and relevant parties (i.e. payroll office, human resources, etc) to ensure the timely expenditure of these funds.</p> <p>All remaining Federal funds that have not been expended by the end of the period of availability are liquidated in the final ninety (90) day period of liquidation through the implementation of a First In, First Out (FIFO) process. The FIFO procedure, conducted by the SEA, charges relevant expenditures from the non-expiring Consolidated Grant to the previous, expiring Consolidated Grant that is currently in liquidation. This is possible as the goals, objectives and activities between each Consolidated Grant fiscal year are aligned, allowing each expenditure to be deemed allowable, reasonable and allocable under either Consolidated Grant.</p>	<ul style="list-style-type: none"> • Budget Modification Attachment #1: Page 77

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Period of Availability

Question #1 & Question #2
Attachment #1

May 04, 2022



DEPARTMENT OF EDUCATION OFFICE OF THE SUPERINTENDENT

State Agency for US-Ed Grants
501 Mariner Avenue
Barrigada, Guam 96913-1608
Telephone: (671) 475-0470/300-1267



JON J.P. FERNANDEZ
Superintendent of Education

IGNACIO C. SANTOS
Federal Programs Administrator

FEDERAL MANUAL GUIDANCE

812-201

SUBJECT Procurement Utilizing U.S. Department of Education Grant Funds

INQUIRIES Federal Programs Division/Grants Office

This guidance supercedes all other Guam Department of Education regulations previously issued by the Federal Programs Division/Grants Office on the topics contained herein.

I. PURPOSE

The purpose of this guidance is to establish the minimum procurement amount thresholds for procurement of goods and services in accordance with Federal statutes and regulations to ensure Federal grant fund compliance.

The Procurement Office is the sole entity within the Guam Department of Education (GDOE) authorized to perform procurements. Any acceptance of goods and services that do not go through the approved procedures and are not in accordance with applicable laws and regulations may create a personal liability for the person ordering and accepting products or services and the vendor will be at risk for nonpayment.

II. APPLICABILITY

This is applicable to all Federally funded projects under the purview of the Federal Programs Division (FPD)/Grants Office, which serves as the State Educational Agency (SEA) or pass through entity.

III. REFERENCES

- 34 CFR Part 76 of the Education Department General Administrative Regulations (EDGAR)
- 2 CFR Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, 2 CFR §200.318- 200.326
- U.S. Department of Education Specific Conditions issued annually
- OMB M-18-18 Implementing Statutory Changes to the Micro-Purchase and Simplified Acquisition Thresholds for Financial Assistance
- Memorandum to Attorney General Leevin Camacho and Public Auditor B.J. Cruz-Notice of Compliance and Implementation of the Federal Acquisition Regulation on Threshold of Simplified Acquisitions to \$250,000.00 to Recipients: July 20, 2020

- Alvarez & Marsal Correspondence with U.S. Department of Education Risk Management: December 15, 2015

IV. COMMODITY OR SERVICE AMOUNTS

Thresholds:

Methodology	Dollar Threshold	Requirements
Micro-purchase	Not to exceed micro-purchase threshold: \$0 – \$10,000	Procurement by micro-purchase is the acquisition of supplies or services that are up to \$10,000.
Small purchase procedure	Greater than micro-purchase, not to exceed the simplified acquisition threshold: \$10,001 – \$249,999	Small purchase procedures are those simple and informal procurements for securing services, supplies or other property that cost between \$10,000 and \$249,999.
Sealed bid	Greater than the simplified acquisition threshold: \$250,000 and greater	Bids are publicly solicited and a firm fixed price contract is awarded. The sealed bid method is preferred for procuring construction. Competitive proposals. The technique of competitive proposals is normally conducted with more than one source submitting an offer and either a fixed price or cost- reimbursement type of contract is awarded.
Competitive proposal	Greater than the simplified acquisition threshold: \$250,000 and greater	The technique of competitive proposals is normally conducted with more than one source submitting an offer and either a fixed price or cost- reimbursement type of contract is awarded.

V. PROCUREMENT PROCESS

A. Step 1: End User’s Responsibility (LEA/Project personnel only)

By entering a requisition, the funds for the purchase are set aside, or pre-encumbered, for the specified general ledger expense account.

This process is completed on the Third Party Fiduciary Agent (TPFA) MUNIS system for U.S. Department of Education grant fund (US-Ed) purchases. Access to the system is obtained by completing a Security Management form and submitting the form to GDOE Financial Student Accounting Information Systems (FSAIS) through the FSAIS Help Desk, <https://helpdesk.gdoe.net>.

The procurement of goods and services is achieved using various methods of procurement depending on the End User’s Determination of Need. Relevant laws and regulations affecting procurement is contained within Grant Award Notification (GAN) Terms and Conditions. GDOE’s high risk grantee designation by US-Ed since 2003, also requires the adherence of annual Specific Conditions, requiring coordination with the Third Party Fiduciary Agent (TPFA). The implementation of statutory changes for Micro-purchases and simplified acquisition thresholds increases micro-purchase threshold to \$10,000 and Small Purchase to \$250,000.

B. Step 2: Approver's Responsibility

There are several steps the requisition will go through in the Third Party Fiduciary Agent (TPFA) MUNIS workflow approval process. It is important that all approvers in the workflow review and approve or reject the requisitions in a timely manner. Step 70 is an indication that the requisition is in the buyers queue for processing.

Approvers are encouraged to speak with the end user regarding any concerns with the requisitions prior to rejection.

The funding source, type of product or service, and amount may determine the approval workflow for the requisition. Each approver has a particular role. Unless a specific exemption is given and depending on the source of funding and the type of service or commodity, the requisition may require certain approvals. For example:

1. Project Coordinators (Project Lead) or support staff (only LEA/Project personnel) may enter and release the initial requisitions.
1. All US-Ed grant funded requisitions greater than \$250,000 must be approved by the Federal Programs Administrator. Purchases must be allowable, allocable, and reasonable.
2. After the buyer completes the procurement process, the requisition is approved by the Supply Management Administrator and reviewed and approved by Third Party Fiduciary Agent (TPFA).

Approvers will get notice via email that a requisition is waiting for approval. Timely processing of the requisition is imperative so that the end user can obtain the goods or services as needed. Approvers are asked to process requisitions in their queue within three business days or sooner.

C. Step 3: Workflow Approval

A. End User enters and releases requisition into MUNIS Financial Management System.

A.1 The following must be attached:

1. Determination of Need
2. Scope of Service or Specification
3. If Small Purchases, Price Quotation from established vendor
4. If Contractual, End User Memorandum
5. If Formal Solicitation is required, Superintendent Memorandum

B. FPD/Grants Office reviews requisition. Compliant requisitions are routed to GDOE Procurement. Non-compliant requisitions are returned to end users.

C. Federal Programs Administrator reviews requisitions are greater than \$250,000.00 Compliant requisitions are routed to GDOE Procurement. Non-compliant requisitions are returned to end users.

D. Procurement Buyer processes requisition.

E. Procurement Office determines requisition type (i.e. Small Purchase, Formal)

F. If requisition is for Contractual Services, Procurement Office holds requisition until contract process is completed.

G. Supply Management Administrator processes requisition

H. Third Party Fiduciary Agent (TPFA) converts requisition into a purchase order and if applicable, a fully executed contract is issued.

VI. ROLES AND RESPONSIBILITIES

The following are the key personnel in the Procurement process. The specific responsibilities and expectations of these individuals are delineated as follows:

A. FPD/Grants Office:

The FPD/Grants Office is responsible for monitoring procurement activities funded by US-Ed grant funds to ensure funds are being used for authorized activities and are in compliance with Federal statutes, regulations and adhere to terms and conditions, and that projects' performance goals are achieved.

B. Project Manager

The Project Manager is responsible for the overall implementation and management of approved Project activities.

C. Project Coordinator:

The Project Coordinator (Also referred to as the Project Lead) is responsible for the overall implementation and management of approved Project activities and procurement activities.

D. End User:

Only Project Leads are authorized end users that initiate the request for the purchase of goods and services funded by US-Ed grant funds.

E. Vendor:

The vendor is approved by the GDOE Procurement Office to provide goods, services, or construction to GDOE schools/divisions.

F. Superintendent of Education (Chief Procurement Officer):

The Superintendent of Education, shall have general supervision of all procurement activity. The Superintendent:

1. Shall ensure that all of those in a management capacity below him or her, enforce the requirements specified in this guidance.
2. Shall be responsive to non-compliant procurement activities and shall take appropriate action.

G. Third Party Fiduciary Agent (TPFA):

The TPFA is responsible for providing guidance, management leadership, and accountability of US-Ed funded procurements. They have the final approval of purchases funded by the US-Ed grants awarded to GDOE.

VII. NON-COMPLIANCE

The Superintendent, Federal Programs Division and the Supply Management Administrator will be advised of any violations to procurement procedure. Non-compliance of any of the regulations specified in this document may result in disciplinary action, including action leading to termination.

VIII. CONTACT INFORMATION

Office of Supply Management is located at:
Guam Department of Education
501 Mariner Avenue
Suite 116
Barrigada, Guam 96913

TELEPHONE: (671) 475-0438
FAX: (671) 472-5001
EMAIL: procurement@gdoe.net
WEBSITE: www.gdoe.net/procurement

IX. APPENDICES

- A. OMB M-18-18 Implementing Statutory Changes to the Micro-Purchase and Simplified Acquisition Thresholds for Financial Assistance
- B. Memorandum to Attorney General Leevin Camacho and Public Auditor B.J. Cruz- Notice of Compliance and Implementation of the Federal Acquisition Regulation on Threshold of Simplified Acquisitions to \$250,000.00 to Recipients: July 20, 2020
- C. Alvarez & Marsal Correspondence with U.S. Department of Education Risk Management: December 15, 2015

Contact the Procurement Office to obtain complete, printable copies of the forms (above), or for additional assistance.

X. INTERNAL CONTROL

The Supply Management Administrator (SMA) and Buyer Supervisors are charged with ensuring the validity of these procedures and their compliance. The SMA will review each procurement to ensure that the appropriate procedures have been followed and the appropriate documentation is in place. The Internal Audit Office (IAO), through its Management Internal Controls (MIC) program, will periodically validate SOPs and recommend improvements where needed.

XI. TRAINING

The Supply Management Administrator (SMA) will ensure training is conducted and available for all GDOE, Charter School and Private Non-Public (PNP) School End Users (school administrators, division heads and staff) on these procurement procedures at least annually. The SMA will seek opportunities for Procurement Office staff to be trained and updated on methods and regulations of procurement.

XII. REPORTS

The Supply Management Administrator (SMA) will submit the following reports to the Deputy Superintendent of Finance & Administrative Services, as well as end users:

- A. Requisition Processing Report: To End Users weekly
- B. Open Purchase Order Report: To End Users monthly

XIII. PENALTY

Failure to adhere to this SOP may result in disciplinary action, up to and including termination, in accordance with the Guam Department of Education (GDOE) Personnel Rules & Regulations. Procurement Office is the main point of contact for all questions or concerns regarding the Department's procurement activity.

A. End User

Schools and Divisions are the ultimate End Users of the procured services, supplies, materials and equipment. End Users are responsible for initiating the purchase requisitions in the MUNIS system and for causing their approval. End Users may assign particular individuals for initiating requisitions in MUNIS.

B. Vendor:

The vendor is approved by the GDOE Procurement Office to provide goods, services, and/or construction to GDOE schools and divisions.

C. Superintendent of Education: (Chief Procurement Officer for GDOE)

The Superintendent of Education, as head of the GDOE, shall have general supervision of all procurement activity within the GDOE, its schools and divisions. This responsibility shall not, however, relieve any school or division of their accountability for the procurement roles under its control. The Superintendent shall:

1. Shall ensure that all of those in management capacity below him/her enforce the requirements contained in these Standard Operating Procedures.
2. Shall be responsive to violations and shall take appropriate action.

D. Third Party Fiduciary Agent:

Procurement funded by US-Ed grant funds is subject to the review of the Third Party Fiduciary Agent (TPFA). TPFA is the final approver in the workflow.

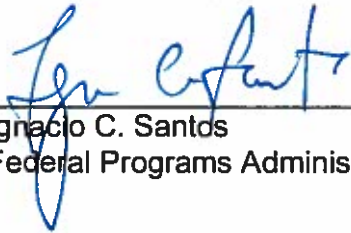
XIV. EFFECTIVE DATE

Upon date of approval and signature, unless otherwise noted.

XV. CHANGES

Changes to this policy shall be effectuated by the Superintendent of Education.

Approved by:



Ignacio C. Santos
Federal Programs Administrator

JUL 29 2020

Date



Jon J.P. Fernandez
Superintendent of Education

JUL 29 2020

Date

APPENDICES

A-C



The NDAA for FY2017 also establishes an interim uniform process by which these recipients can request and Federal agencies can approve requests to apply a higher micro-purchase threshold. Specifically, the 2017 NDAA allows a threshold above \$10,000 if approved by the head of the relevant executive agency. For purposes of this approval, the institution's cognizant Federal agency for indirect cost rates will be the relevant executive agency as defined in 2 C.F.R. § 200.19 (Cognizant agency for indirect costs). To receive a higher threshold, the institution must either have "clean single audit findings" (*i.e.*, in accordance with 2 C.F.R. § 200.520 - Criteria for a low-risk auditee), have an acceptable internal institutional risk assessment, or the higher threshold must be consistent with State law for public institutions.

Agencies should reflect this change through policy or terms and conditions in awards for those institutions. The effective date for this change was when the NDAA for FY2017 was signed into law on December 23, 2016. OMB intends to revise the Uniform Guidance to conform with the law.²

Process for Requesting a Higher Threshold Under the NDAA for FY2017

Requests for approval should be submitted to the institution's cognizant Federal agency for indirect cost rates; however, institutions should contact the agency before sending the request to determine the correct point of contact. The cognizant Federal agency will assign review of the request to the appropriate office within the agency to determine whether to approve, and will maintain records and justification of all approvals. The request should include the threshold level being requested and the justification(s) for it based on the criteria above per Section 217(b) of the NDAA for FY2017.

Implementing the NDAA for FY2018

This memorandum also implements provisions of the NDAA for FY 2018, Pub. L. No. 115-91, which became law on December 12, 2017. Specifically, section 806 raised the micro-purchase threshold from \$3,500 to \$10,000, and section 805 raised the simplified acquisition threshold from \$100,000 to \$250,000. Pursuant to 2 C.F.R. § 200.67 (Micro-purchase) and 2 C.F.R. § 200.88 (Simplified acquisition threshold), these higher thresholds are not effective until implemented in the Federal Acquisition Regulation (FAR) at 48 C.F.R. Subpart 2.1 (Definitions).³

In order to allow maximum flexibility for grant recipients in light of the changes to the NDAA for FY2018, OMB is granting an exception allowing recipients to use the higher threshold of \$10,000 for micro-purchases and \$250,000 for simplified acquisitions in advance of revisions to the FAR at 48 C.F.R. Subpart 2.1 and the Uniform Guidance. Pursuant to 2 C.F.R. § 200.102 (Exceptions), OMB may allow exceptions to the Uniform Guidance when exceptions are not prohibited by statute. The exception takes effect upon the date of issuance of this memo. Agencies should apply this exception to all recipients. Recipients should document any change based on this exception in accordance with 2 C.F.R. § 200.318 (General procurement standards).

If you have any questions regarding this memorandum, please contact Mary Tutman at Mary.E.Tutman@omb.eop.gov or Gil Tran at Hai_M._Tran@omb.eop.gov.

² The American Innovation and Competitiveness Act, Pub. L. No. 114-329, § 207(b) (2017) states that the Uniform Guidance shall be revised to conform with the requirements concerning the micro-purchase threshold.

³ Codified at 41 U.S.C. § 1902(f).

APPENDIX B



Jon J.P. Fernandez
Superintendent of Education

**GUAM DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT**

501 Maraier Avenue
Barrigada, Guam 96913
Telephone: (671) 300-1547/300-1536
Fax: (671) 472-5003
Email: jonfernandez@gdoe.net
www.gdoe.net



JUL 20 2020

Honorable Leevin T. Camacho
Attorney General of Guam
590 South Marine Dr., Ste 901
Tamuning, Guam 96913

Honorable Benjamin J.F. Cruz
Public Auditor
Office of Public Accountability (OPA)
238 Archbishop Flores St., Ste. 401, DNA Bldg.
Hagatna, Guam 96910

RE: Notice of Compliance and Implementation of the Federal Acquisition Regulation on Threshold of Simplified Acquisitions to \$250,000.00 for recipients.

Dear Attorney General Camacho and Public Auditor Cruz:

Buenas yan Hafa Adai! The Guam Department of Education (GDOE) is the recipient of several grants from the U.S. Department of Education (US-Ed). Due to concerns regarding the lack of internal controls, GDOE was designated a high-risk grantee by US-Ed in 2003 and continues to be a high-risk grantee. On June 15, 2020, US-Ed imposed Specific Conditions for grants awarded by US-Ed to GDOE. The Specific Conditions apply to all funds available for obligation or liquidation to include any funds awarded under the Coronavirus Aid, Relief, Economic Security Act (CARES Act), and any CARES Act funds awarded by the Governor of Guam to GDOE. A copy of the Specific Condition letter dated June 15, 2020 from US-Ed advising GDOE's high-risk status is attached for your reference.

The Specific Conditions letter dated June 15, 2020 include a requirement that GDOE continue to engage the service of a Third-Party Fiduciary Agent to perform financial management duties for US-Ed funded programs. (See attached Federal Fiscal Year 2020 Specific Conditions, dated June 15, 2020 at Section II.A) In September 2010, GDOE executed a contract with Alvarez & Marsal to serve as the Third-Party Fiduciary.

Another requirement under the Specific Conditions is the GDOE must coordinate with the Third-Party Fiduciary to ensure compliance with procurement provisions set forth in *2 CFR §200.318 through 200.326*. (See Attachment A to the GDOE FFY2020 Specific Conditions at paragraph 14).

APPENDIX B

RE: Notice of Compliance and Implementation of the Federal Acquisition Regulation on Threshold of Simplified Acquisitions to \$250,000.00 for recipients.
Page 2 of 2.

2 CFR 200.320(b) addresses small purchases procurement as follows:


(b) Procurement by small purchase procedures. Small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the Simplified Acquisition Threshold. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.

Referencing the FY2020 Consolidated Grant and Education Stabilization Fund - State Education Agency Grant Award Notifications and the memorandum from the Deputy Controller, U.S. Office of Management and Budget – Subject: Implementing Statutory Changes to the Micro-Purchase and the Simplified Acquisition Thresholds for Financial Assistance dated June 20, 2018 (M-18-18), states that the simplified threshold (or small purchase threshold) has increased from \$150,000.00 to \$250,000.00. The \$250,000.00 limit for small purchases under the Federal regulations is significantly greater than Guam’s limit of \$15,000.00 for supplies or services or \$50,000.00 for construction as provided in 2 GAR §3111(b)(1).

As stated in the Alvarez & Marsal correspondence of August 2015, Alvarez & Marsal, under the guidance of the US-Ed Office of Risk Management, has taken the position that the Federal regulation supersedes the local regulation and the increase in the Federal limit for small purchases should be implemented and therefore should be applied to procurement involving US-Ed funds. A copy of the letter is also attached for your information.

Thank you for your attention on this matter and for your continued support for Guam’s educational system. *Si Yu’os Ma’ase!*

Senseramente,


JON J.P. FERNANDEZ
Superintendent of Education

Attachments

cc: Alvarez & Marsal, TPFA
GDOE Federal Programs Administrator
GDOE Deputy Superintendent FAS
GDOE Chief Auditor
GDOE Legal Counsel



Alvarez & Marsal Public Sector Services, LLC
GDOE Third Party Fiduciary
PO Box 4322
Hagatna, GU 96932

December 30, 2015

5/23/01
RECEIVED

Jon J.P. Fernandez, Superintendent *JF*
Guam Department of Education
500 Mariner
Barrigada, Guam 96913

*12/31
Need to discuss
w/Taling.*

Dear Mr. Fernandez:

Paragraph 14 of Attachment A to the Federal Fiscal Year 2015 Special Conditions specifies that the Department of Education is to comply with 2 CFR § 200.318 through 200.326 for procurement with grant funds. One of the ways in which these regulations differ from those of the Government of Guam is that small purchases are now defined as those procurements which are \$150,000 or less.

The new Uniform Guidance section 2 CFR § 200.88 states that the simplified acquisition threshold (or small purchase threshold) has increased from \$100,000 to \$150,000. Christine Jackson of the US Department of Education has confirmed that USDOE recommends compliance with this limit of \$150,000 for procurements funded by grants from that awarding agency. This limit changes the normal procurement practice of the Guam Department of Education in regard to procurement events between the amounts of \$15,000 and \$150,000. The effect of the regulation is for small procurement practices to be used for these procurement events. Please coordinate this information with the Guam Attorney General and Office of Public Auditor so that all parties involved in the procurement of goods and services are aware of this requirement.

Please insure all parties are aware that the regulation requires a competitive process. Requiring a minimum of three quotations for all small purchases is the standard practice of complying with the competitive requirement identified in 2 CFR 200.320(b).

Thank you for your attention to this matter.

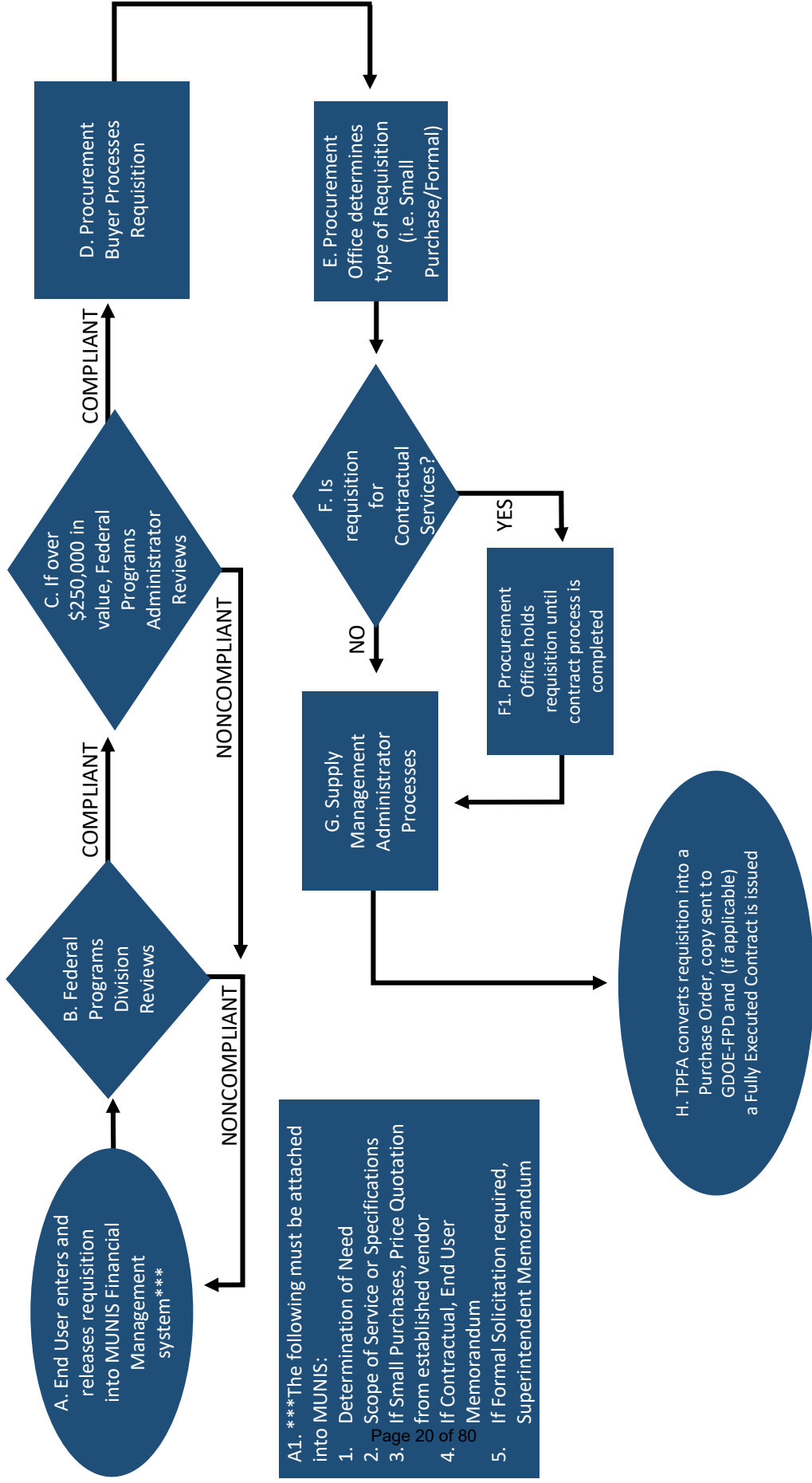
Sincerely,

[Handwritten Signature]
John E. Hampford
Director, Alvarez & Marsal Public Sector Services
GDOE Third Party Fiduciary

cc: Jon J.P. Fernandez
Carmen Taitano
Ignacio C. Santos

enclosure: 2015 Special Conditions, 2 CFR § 200.318 through 200.326

GDOE – Federal Programs Division/Grants Office Manual Guidance PROCUREMENT U.S. DEPARTMENT OF EDUCATION GRANT FUNDS



A1. ***The following must be attached into MUNIS:

1. Determination of Need
2. Scope of Service or Specifications
3. If Small Purchases, Price Quotation from established vendor
4. If Contractual, End User Memorandum
5. If Formal Solicitation required, Superintendent Memorandum

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Period of Availability

Question #2
Attachment #2

May 04, 2022



GUAM DEPARTMENT OF EDUCATION FEDERAL PROGRAMS DIVISION

State Agency for US-Ed Grants
501 Mariner Avenue
Barrigada, Guam 96913-1608
Telephone: (671) 475-0470 or (671) 300-1267



JON J.P. FERNANDEZ
Superintendent of Education

IGNACIO C. SANTOS
Federal Programs Administrator

FEDERAL MANUAL GUIDANCE

812-202

SUBJECT: Invoicing and Drawdown

INQUIRIES: Federal Programs Division/Grants Office

This guidance supersedes all other Guam Department of Education procedures previously issued by the Federal Programs Division (FPD)/Grants Office on the topics contained herein.

I. PURPOSE

The purpose of this guidance is to establish procedures for the submission and timely review of invoices for goods and services; and establish procedures for the timely review of requests and receiving of funds from the Federal government (online draw down of funds) and disbursement of the funds to employees, vendors, and other payees to liquidate obligations incurred to these entities in accordance with applicable local and Federal statutes and regulations. Federal law prohibits grantees or subgrantees/recipients from receiving funds until they actually need the money to make a payment, therefore, payments must be limited to the minimum amounts needed. To ensure this, the Cash Management Improvement Act (CMIA) was created to prevent interest earnings on Federal funds. Section 31 CFR Part 205 "Rules and Procedures for Efficient Federal-State Funds Transfers" states that methods and procedures for payment must minimize the time elapsing between the transfer of funds from the United States Treasury to the State and ultimately to the pass-through entity. The FPD)/Grants Office must ensure that payments to the pass-through entity are for reimbursements only. FPD/Grants Office must monitor payments to ensure that they conform to the Federal regulations.

II. APPLICABILITY

Except as otherwise provided by law, this guidance shall apply to all Guam Department of Education (GDOE) purchases that are paid with U.S. Department of Education (US-Ed) grant funds. This guidance supersedes all previous guidance relevant to this topic.

III. REFERENCES

- 31 CFR Part 205 – Rules and Procedures for Efficient Federal-State Funds Transfers
- 34 CFR Part 76 - Education Department General Administrative Regulations (EDGAR)
- Education Department General Administrative Regulations (EDGAR) §76.702

812-202
Invoicing and Drawdown

- 2 CFR Part 200 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
- U.S. Department of Education Specific Conditions issued annually

IV. **GENERAL**

US-Ed maintains all grant funds in its G5 system. GDOE must draw down funds from US-Ed when needed to meet immediate cash needs. G5 is part of US-Ed's larger financial management system, the Education Central Automated Processing System. The G5 System is accessible through US-Ed's e-Grants system on the internet (<https://www.g5.gov>). GDOE can also use G5 to submit reports, enter information about accrual expenditures, make account adjustments, and obtain current payment information. US-Ed can also make necessary fiscal adjustments to GDOE's account in the G5.

Only GDOE may draw down funds directly from US-Ed. Recipients or the Local Educational Agency (LEA)/Projects request funds through the primary grantee, the State Educational Agency (SEA) or the FPD/Grants Office. FPD/Grants Office authorizes specific individuals to access G5. US-Ed provides each authorized individual with a G5 user ID and password. ID's and passwords may not be shared nor be used by anyone other than the authorized individual. When the authorized individual requests funds, US-Ed deposits the money directly into the grantee's bank account.

FPD/Grants Office and recipients must have, as part of their financial management systems, written procedures for minimizing the time between drawing down funds from G5 and disbursing the funds (2 CFR 200.302(b)(6)).

CASH MANAGEMENT RULES FOR STATES

States are governed by the Cash Management Improvement Act of 1990 (CMIA). This is a law that regulates the transfer of funds between federal and state governments. The CMIA was enacted to ensure greater efficiency, effectiveness and equity in the exchange of funds between the federal government and the states, territories, and the District of Columbia. The CMIA regulations require the calculation of an interest liability due to the federal government when the state receives federal funds in advance of disbursements to vendors.

Per 2 CFR §200.305(a) for states, payments are governed by Treasury-State CMIA agreements and default procedures codified at 31 CFR Part 205. Upon review of the latest approved CMIA Agreement between The Territory of Guam and The Secretary of the Treasury, United States, District of Columbia. The CMIA regulations require the calculation of an interest liability due to the federal government when the state receives federal funds in advance of disbursements to vendors.

Per 2 CFR §200.305 (a) for states, payments are governed by Treasury-State CMIA agreements and default procedures codified at 31 CFR Part 205. Upon review of the latest approved CMIA Agreement between The Territory of Guam and The Secretary of the Treasury, United States Department of the Treasury is effective 11/20/2018. In the absence of this agreement, payment methods must minimize the time elapsing between the transfer of funds from the United States Treasury and the disbursement by GDOE whether the payment is made by electronic funds transfer (EFT) or the redemption of checks.

If all Federal grant expenditures are paid with local funding and all checks/payments confirmed cleared prior to requesting Federal reimbursement, this would not be an issue. There would be zero possibility of earning interest on federal dollars balances. However, 100% prepayment of Federal grant expenditures is not always possible given local cash availability.

V. AUTHORIZATION

The draw process does not begin until after funds are obligated, employees compensated and invoices for goods are received and services have been rendered. Invoices must be reviewed, verified and certified. Processes for Federal grant funded procurement have workflow requirements embedded that require the Local Educational Agency (LEA)/Projects Project Managers, Project Lead Coordinators and the Grants Office to approve transactions. Prior to processing invoices, the accounts payable process requires documented (electronic or manual) end user acknowledgement of goods received and services rendered.

The FPD/Grants Office must monitor and review invoices to be processed for payment. The requests for draw down can only be authorized for requests up to, but not to exceed, invoices posted.

REVIEWER	INVOICE
State Program Officer/ Senior State Program	All invoices
State Financial Officer	All invoices
Senior State Program Officer -Team Leader	Greater than \$25,000.00
Federal Programs Administrator	Greater than \$100,000.00

US-Ed Specific conditions are applicable, to include authorization from the Third Party Fiduciary Agent (TPFA).

VI. DOCUMENTATION

Request for drawdowns may occur bi-weekly, monthly or as needed basis, at the discretion of Superintendent of Education (or designee). The draw down request and supporting documents for each draw shall be provided to the FPD/Grants Office for review for compliance.

VII. ROLES AND RESPONSIBILITIES

The following are the key personnel in the process. The specific responsibilities and expectations of these individuals are delineated as follows:

A. Office of Supply Management (Procurement Office)

The Office of Supply Management (Procurement Office) is responsible for issuing a valid purchase order to vendors by the Office of Supply Management (Procurement Office).

B. Vendor

The vendor is approved by the GDOE Procurement Office to provide goods and render services. Vendors submit invoice for payment to Project Leads and Project Manager (or designee).

C. Project Manager and Project Coordinator

Project Managers and Project Coordinators (also referred to as Project Leads) are responsible for the overall implementation and management of Consolidated Grant fund projects. They are responsible for reviewing and verifying receipt of goods and services and must certify invoices for payment. They are also responsible for reviewing and validating

D. FPD/Grants Office

State Program Officers, Senior State Program Officers and the State Financial Officer are responsible for reviewing certified invoices and to concur for compliance. Non-Compliant invoices will be returned to Project Managers for corrections.

REVIEWER	INVOICE
State Program Officer/ Senior State Program	All invoices
State Financial Officer	All Invoices
Senior State Program Officer –Team Leader	Greater than \$25,000.00
Federal Programs Administrator	Greater than \$100,000.00

Federal Programs Administrator reviews invoices that are \$100,000.00 or greater and concurs for compliance. Non-Compliant invoices will be returned to Project Manager for corrections.

E. Third Party Fiduciary Agent (TPFA)

Third Party Fiduciary Agent (TPFA) prepares request for online draw using compliant invoices only and submits request to Business Office.

F. Business Office

Business Office performs online draw. Upon completion, Business Office submits supporting documentation to TPFA.

G. FPD/Grants Office reviews compliant drawdown and logs finalized drawdown. If drawdown is non-compliant, it is returned to the Business Office for correction.

VIII. REVIEW PROCESS

A. A.1 Vendor provides good/services to the Projects
A.2 Services of employees are rendered to the Projects

B. B.1 Vendor submits invoice requesting for payment
B.2 Invoice for personnel compensation is prepared

C. Project Manager and Project Lead certifies invoice for payment

D. FPD/Grants Office
D.1 Reviews certified invoice for goods/services to ensure goods/services been delivered or provided to Projects during period of performance.
D.2 Reviews certified invoice for personnel cost and labor cost report to validate payment during period of performance

E. FPD/Grants Office review:
a. Senior State/State Program Officer – All Invoices
b. State Financial Officer – All Invoices
c. State Program Officer – Team Leader – Greater than \$25,000.00
d. Federal Programs Administrator – Greater than \$100,000.00

F. TPFA prepares Drawdown request.

G. Notification is provided to FPD/Grants Office when funds are drawn and payments are made. Drawdown is reconciled by Federal Programs Division (aligned to the grant) and logged.

IX. COMPLIANCE GUIDELINES

The Federal Programs Administrator and Senior State/State Program Officers review invoices and draw down documentation to ensure program compliance based on following criteria:

1. Invoice

- a. Invoice is certified by the Project Manager and Project Lead ensuring goods/services have been rendered or delivered.
- b. Vendor on certified invoice matches vendor identified in the Purchase Order and, if applicable, Fully Executed Contract
- c. Dollar amount as reflected in the certified invoice does not exceed the dollar amount in the Purchase Order and, if applicable, Fully Executed Contract
- d. Services and/or goods as described in the certified invoice has not been invoiced been previously invoiced and funds disbursed
- e. Services and/or goods as described in the certified invoice matches services and/or goods that are detailed in the Purchase Order and, if applicable, Fully Executed Contract

2. Draw down Documents

- a. Dollar amount of funds draw match certified invoice deemed compliant by Federal Programs Division
- b. Funding source (i.e. object code, GL allocation code) matches the Purchase Order

X. NON COMPLIANCE

The Superintendent and Federal Programs Administrator will be advised of any violations to invoicing and drawdown procedure. Non-compliance of any of the regulations set-forth in this document may result in disciplinary action, up to and including termination.

XI. CONTACT INFORMATION

Federal Programs Division/Grants Office
Guam Department of Education
501 Mariner Avenue
Barrigada, Guam 96913

Telephone: (671) 475-0470 or (671) 300-1267

Email: federal-programs@gdoe.net

XII. APPENDICES

- A. Memorandum to Department of Education reminding them of Cash Management Improvement Act (CMIA) Payments
- B. Recipients of ED Grants and Cooperative Agreements frequently asked questions on Cash Management
- C. U.S. Department of Education Specific Conditions Letter: June 15, 2020
- D. Request for Drawdown, Third Party Fiduciary Agent
- E. Invoice List by GL Account
- F. Cash Management Improvement Act Agreement (CMIA) between Guam and U.S. Department of Treasury for Guam: November 20, 2018

XIII. INTERNAL CONTROL

The FPD/Grants Office is charged with ensuring the validity of these procedures. The Internal Audit Office (IAO), through its Management Internal Controls (MIC) program, will periodically validate SOPs and recommend improvements where needed.

XIV. TRAINING

The FPD/Grants Office will ensure training on these procedures is conducted and available at

least annually.

XV. LOG

The Federal Programs Division/Grants Office State Financial Officer will track and log all drawdowns. This record must be kept for five years.

XVI. PENALTY

Failure to adhere to this SOP may result in disciplinary action, up to and including termination, in accordance with the Guam Department of Education (GDOE) Personnel Rules & Regulations.

XVII. EFFECTIVE DATE

Upon date of approval and signature, unless otherwise noted.

XVIII. CHANGES

A formal review of this guidance should be conducted at least once every two years to determine if updates are necessary.

Changes to this policy shall be effectuated by the Superintendent of Education.

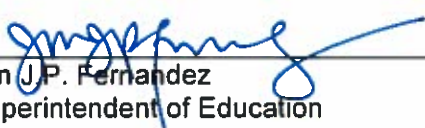
Approved by:



Ignacio C. Santos
Federal Programs Administrator

JUL 29 2020

Date



Jon J.P. Fernandez
Superintendent of Education

JUL 29 2020

Date

APPENDICES

A - F

**MEMORANDUM TO REMIND DEPARTMENT OF EDUCATION (THE
DEPARTMENT) GRANTEES OF EXISTING CASH MANAGEMENT
REQUIREMENTS REGARDING PAYMENTS**

The Department expects that grantees will ensure that their subgrantees are also aware of these policies by providing relevant information to them.

There are three categories of payment requirements that apply to the draw of funds from grant accounts at the Department. The first two types of payments are subject to the requirements in the Treasury Department regulations implementing the Cash Management Improvement Act (CMIA) of 1990, 31 U.S.C.6513, and the third is subject to the requirements in the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) at 2 CFR part 200,¹ as follows:

- (1) Payments to a State under programs that are covered by a State's Treasury State Agreement (TSA);
- (2) Payments to States under programs that are not covered by a TSA; and
- (3) Payments to other non-Federal entities, including nonprofit organizations and local governments.

CMIA Requirements Applicable to Programs included in a TSA

Generally, under the Treasury Department regulations implementing the CMIA, only major assistance programs (large-dollar programs) are included in a State's written TSA. See 31 CFR part 205, subpart A. Programs included in a TSA must use approved funding techniques and both States and the Federal government are subject to interest liabilities for late payments. State interest liabilities accrue from the day federal funds are credited to a State account to the day the State pays out the federal funds for federal assistance program purposes. 31 CFR 205.15. If a State makes a payment under a Federal assistance program before funds for that payment have been transferred to the State, Federal Government interest liabilities accrue from the date of the State payment until the Federal funds for that payment have been deposited to the State account. 31 CFR 205.14.

CMIA Requirements Applicable to Programs Not Included in a TSA

Payments to States under programs not covered by a State's TSA are subject to subpart B of Treasury's regulations in 31 CFR part 205. These regulations provide that a State must minimize the time between the drawdown of funds from the federal government and their disbursement for approved program activities. The timing and amount of funds transfers must be kept to a minimum and be as close as is administratively feasible to a State's actual cash outlay for direct program costs and the proportionate share of any allowable indirect costs. 31 CFR 205.33(a). States should exercise sound cash management in funds transfers to subgrantees.

¹ The Department adopted the Uniform Guidance as regulations of the Department at 2 CFR part 3474.

Under subpart B, neither the States nor the Department owe interest to the other for late payments. 31 CFR 205.33(b). However, if a State or a Federal agency is consistently late in making payments, Treasury can require the program to be included in the State's TSA. 31 CFR 205.35.

Fund transfer requirements for grantees other than State governments and subgrantees

The transfer of Federal program funds to grantees other than States and to subgrantees are subject to the payment and interest accrual requirements in the Uniform Guidance at 2 CFR 200.305(b). These requirements are similar to those in subpart B of the Treasury Department regulations in 31 CFR part 205, requiring that "payments methods must minimize the time elapsing between the transfer of funds from the United States Treasury or the pass-through entity and the disbursement by the non-Federal entity." 2 CFR 200.305(b) introduction.

The Federal Government and pass-through entities must make payments in advance of expenditures by grantees and subgrantees if these non-Federal entities maintain, or demonstrates the willingness to maintain, written procedures "that minimize the time elapsing between the transfer of funds and disbursement by the non-Federal entity, and financial management systems that meet the standards for fund control and accountability as established in" 2 CFR 200.305(b). If a grantee or subgrantee cannot meet the criteria for advance payments, a Federal agency or pass-through entity can pay that entity through reimbursement. See 2 CFR 200.305(b)(1) and (4) for more detailed description of the payment requirements and the standards for requiring that payments be made by reimbursement.

Non-Federal entities other than States must maintain advance payments in interest bearing accounts unless certain conditions exist. See 2 CFR 200.305(b)(8) for those conditions. The requirements regarding interest accrual and remittance follow:

- Grantees other than States and subgrantees must annually remit interest earned on federal advance payments except that the non-Federal entity may retain up to \$500 of interest earned on the account each year to pay for the costs of maintaining the account.
- Grantees other than States and subgrantees must remit interest earned on Federal advance payments to the Department of Health and Human Services, Payment Management System (PMS), through either Automated Clearinghouse (ACH) network or Fedwire. Detailed information about electronic remittance of funds via ACH or Fedwire are specified in 2 CFR 200.305(b)(9)(i) and (ii). For non-Federal entities that do not have electronic remittance capability, checks must be made payable to HHS and addressed to:

U.S. Department of Health and Human Services
Program Support Services
P.O. Box 530231
Atlanta, GA 30353-0231

The remittance should be accompanied by a letter stating that the remittance is for "interest earned on Federal funds", the name of the awarding agency, the grant number(s) for which the interest was earned and the Unique Entity Identifier (UEI)* of the non-Federal entity making the payment.

Grantees, including grantees that act as pass-through entities and subgrantees have other responsibilities regarding the use of Federal funds. For example, all grantees and subgrantees must have procedures for determining the allowability of costs for their awards. We highlight the following practices related to the oversight of subgrantee compliance with the financial management requirements in the Uniform

Guidance that will assist State grantees (pass-through entities) in meeting their monitoring responsibilities. Under 2 CFR 200.331, pass-through entities must –

- Establish monitoring priorities based on the risks posed by each subgrantee, including risks associated with the drawdown of grant funds and remittance of interest to the Federal Government;
- Monitor the fiscal activity of subgrantees as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

A small number of ED grant programs have program-specific cash management and payment requirements based on the authorizing legislation or program regulations. These program-specific requirements may supplement or override general cash management or payment requirements. If you have any questions about your specific grant, please contact the program officer, whose contact information is on Block 3 of your Grant Award Notification (GAN).

*Currently, ED uses the Data Universal Numbering System (DUNS) number, assigned by Dun and Bradstreet, INC. to uniquely identify business entities, as the UEI.

3/2020

**RECIPIENTS OF ED GRANTS AND COOPERATIVE AGREEMENTS
FREQUENTLY ASKED QUESTIONS ON
CASH MANAGEMENT****Q What are the Federal Laws and Regulations Regarding Payments to the States?**

A The *Cash Management Improvement Act of 1990 (CMIA)* establishes interest liabilities for the Federal and State governments when the Federal Government makes payments to the States. See 31 U.S.C. 3335 and 6503. The implementing regulations are in Title 31 of the Code of Federal Regulations (CFR), Part 205, https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title31/31cfr205_main_02.tpl.

Q What is a Treasury-State Agreement (TSA)?

A A TSA documents the accepted funding techniques and methods for calculating interest agreed upon by the U.S. Department of the Treasury (Treasury) and a State. It identifies the Federal assistance programs that are subject to interest liabilities under the CMIA. The CMIA regulations specify a number of different funding techniques that may be used by a State but a State can negotiate with the Treasury Department to establish a different funding technique for a particular program. A TSA is effective until terminated and, if a state does not have a TSA, payments to the State are subject to the default techniques in the regulations that Treasury determines are appropriate.

Q What are the CMIA requirements for a program subject to a Treasury-State Agreement?

A Payments to a State under a program of the Department are subject to the interest liability requirements of the CMIA if the program is included in the State's Treasury-State Agreement (TSA) with the Department of Treasury. If the Federal government is late in making a payment to a State, it owes interest to the State from the time the State spent its funds to pay for expenditure until the time the Federal government deposits funds to the State's account to pay for the expenditure. Conversely, if a State is late in making a payment under a program of the Department, the State owes interest to the Federal government from the time the Federal government deposited the funds to the State's account until the State uses those funds to make a payment. For more information, see the recently issued Memorandum from the Chief Financial Officer on Cash Management which is posted on the ed.gov "ED Memoranda to Grantees" page at: <http://www2.ed.gov/policy/fund/guid/gposbul/gposbul.html>

Q What are the CMIA requirements for a program that is not subject to a Treasury-State Agreement?

A If a program is not included in the State's TSA, neither the State nor the Federal government are liable for interest for making late payments. However, both the Federal government and the State must minimize the time elapsing between the date the State requests funds and the date that the funds are deposited to the State's accounts. The State is also required to minimize the time elapsed between the date it receives funds from the Federal government and the date it makes a payment under the program. Also, the Department must minimize the amount of funds transferred to a State to only that needed to meet the immediate cash needs of the State. The timing and amount of funds transferred must be as close as is administratively feasible to a State's actual cash outlay for direct program costs and the proportionate share of any allowable indirect costs.

Q What if there is no TSA?

A When a State does not have a TSA in effect, default procedures in 31 CFR, part 205 that the Treasury Department determines appropriate apply. The default procedures will prescribe efficient funds transfer procedures consistent with State and Federal law and identify the covered Federal assistance programs and designated funding techniques.

Q Who is responsible for Cash Management?

A Grantees and subgrantees that receive grant funds under programs of the Department are responsible for maintaining internal controls regarding the management of Federal program funds under the Uniform Guidance in 2 CFR 200.302 and 200.303. In addition, grantees are responsible for ensuring that subgrantees are aware of the cash management and requirements in 2 CFR part 200, subpart D.

Q Who is responsible for monitoring cash drawdowns to ensure compliance with cash management policies?

A Recipients must monitor their own cash drawdowns **and** those of their subrecipients to assure substantial compliance to the standards of timing and amount of advances.

Q How soon may I draw down funds from the G5 grants management system?

A Grantees are required to minimize the amount of time between the drawdown and the expenditure of funds from their bank accounts. (See 2 CFR 200.305(b).) Funds must be drawn only to meet a grantee's immediate cash needs for each individual grant. The G5 screen displays the following message:

By submitting this payment request, I certify to the best of my knowledge and belief that the request is based on true, complete, and accurate information. I further certify that the expenditures and disbursements made with these funds are for the purposes and objectives set forth in the applicable Federal award or program participation agreement, and that the organization on behalf of which this submission is being made is and will remain in compliance with the terms and conditions of that award or program participation agreement. I am aware that the provision of any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me, and the organization on behalf of which this submission is being made, to criminal, civil, or administrative penalties for fraud, false statements, false claims, or other violations. (U.S. Code Title 18, Section 1001; Title 20, Section 1097; and Title 31, Sections 3729-3730 and 3801-3812)

Q How may I use Federal funds?

A Federal funds must be used as specified in the Grant Award Notification (GAN) and the approved application or State plan for allowable direct costs of the grant and an allocable portion of indirect costs, if authorized.

Q What are the consequences to recipients/subrecipients for not complying with terms of the grant award?

A If a recipient or subrecipient materially fails to comply with any term of an award, whether stated in a Federal statute or regulation, including those in 2 CFR part 200, an assurance, the GAN, or elsewhere, the awarding agency may take one or more of the following actions:

1. Temporarily withhold cash payments pending correction of the deficiency by the non-Federal entity or more severe enforcement action by the Federal awarding agency or pass-through entity.
2. Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity not in compliance.
3. Wholly or partly suspend or terminate the Federal award.
4. Initiate suspension or debarment proceedings as authorized under 2 CFR part 180 and Federal award agency regulations (or in the case of a pass-through be initiated by a Federal awarding agency).
5. Withhold further Federal awards for the project or program.
6. Take other remedies that may be legally available.

- Q Who is responsible for determining the amount of interest owed to the Federal government?**
- A** As set forth in 31 CFR 205.9, the method used to calculate and document interest liabilities is included in the State's TSA. A non-State entity must maintain advances of Federal funds in interest-bearing accounts unless certain limited circumstance apply and remit interest earned on those funds to the Department of Health and Human Services, Payment Management System annually. See 2 CFR 200.305. Also, see the July 12, 2016, memorandum from the Department's Chief Financial Officer on Department of Education Cash Management Policies for Grants and Cooperative Agreements posted at <http://www2.ed.gov/policy/fund/guid/gposbul/gposbul.html>.
- Q What information should accompany my interest payment?**
- A** Remittances must include pertinent information of the payee and nature of payment in the memo area (often referred to as "addenda records" by Financial Institutions) as that will assist in the timely posting of interest earned on federal funds. Pertinent details include the Payee Account Number (PAN) if the payment originated from PMS, or Agency information if the payment originated from ASAP, NSF or another federal agency payment system. CFR 200.305(b)(9).
- Q Are grant recipients/subrecipients automatically permitted to draw funds in advance of the time they need to disburse funds in order to liquidate obligations?**
- A** The payment requirements in 2 CFR 200.305(b) authorize a grantee or subgrantee to request funds in advance of expenditures if certain conditions are met. However, if those conditions are not met, the Department and a pass-through agency may place a payee on reimbursement.
- Q For formula grant programs such as ESEA Title I, for which States distribute funds to LEAs, may States choose to pay LEAs on a reimbursement basis?**
- A** A subgrantee must be paid in advance if it meets the standards for advance payments in 2 CFR 200.305(b)(1) but if the subgrantee cannot meet those standards, the State may put the subgrantee on reimbursement payment. See 2 CFR 200.305(b).
- Q Will the Department issue special procedures in advance if G5 plans to shut down for 3 days or more?**
- A** Yes, before any shutdown of G5 lasting three days or more, the Department issues special guidance for drawing down funds during the shut down. The guidance will include cash management improvement act procedures for States and certain State institutions of higher education and procedures for grants (including Pell grants) that are not subject to CMIA.

03/2020



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF FINANCE AND OPERATIONS
OFFICE OF GRANTS ADMINISTRATION

June 15, 2020

Superintendent Jon Fernandez
Guam Department of Education
500 Mariner Avenue
Barrigada, Guam 96913

Dear Superintendent Fernandez:

Enclosed are Federal Fiscal Year (FFY) 2020 specific conditions for U.S. Department of Education (Department) grants awarded to the Guam Department of Education (GDOE). These specific conditions will apply to all grants awarded by the Department to GDOE on or after the date of these specific conditions, including any funds awarded by the Department to GDOE under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and any CARES Act funds that the Guam Governor awards to GDOE. Additionally, these specific conditions apply to all grant funds previously awarded by the Department to GDOE that are still available for obligation or liquidation on the date of these specific conditions, including any funds awarded by the Department to GDOE under the CARES Act and any CARES Act funds that the Guam Governor awarded to GDOE.

The FFY 2020 specific conditions and GDOE's designation as a high-risk grantee pursuant to the Department's authority in 2 CFR §§200.207 and 3474.10 are continued in response to the need for GDOE to take actions that fully address the significant issues in its management of, and accountability for, Department grant funds. These issues led to the FFY 2003 designation of GDOE as a "high-risk" grantee under former 34 CFR § 80.12, the FFY 2007 requirement that GDOE develop and implement a Comprehensive Corrective Action Plan (CCAP) to address these issues, and the FFY 2009 requirement that GDOE must have the assistance of a third-party fiduciary agent to oversee the financial management of Department funds, to assist GDOE in implementing its CCAP, and to assist GDOE in implementing a new Financial Management Improvement System (FMIS).

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202-4500
www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

APPENDIX C

On May 29, 2018, GDOE submitted to the Department a formal request for reconsideration of the specific conditions applicable to its Department grant funds. For the past 18 months, the Department has worked with GDOE to: (1) develop a process for reconsideration, resulting in a Reconsideration Evaluation Plan (REP); and (2) complete the implementation of the REP as a prerequisite for the Department to make a determination to modify future specific conditions. The REP is designed to: 1) provide clear guidance to GDOE on actions that it must take and complete during the reconsideration process; 2) inform the Department as it determines the extent to which specific conditions may be removed and the extent to which financial management responsibilities may be returned incrementally (or otherwise) to GDOE; and 3) inform the Department as it determines whether GDOE has taken all necessary actions to render it capable of performing the financial management responsibilities currently performed by the third-party fiduciary agent, ultimately resulting in the removal of the requirement for the third-party fiduciary agent. The REP replaced the CCAP as the document against which GDOE's progress will be measured during the process of reconsidering the specific conditions.

The Department acknowledges that GDOE procured the services of a high-risk consultant, Brustein & Manasevit, to develop an organizational structure for GDOE that will help support its request for the Department's removal of GDOE's high-risk designation and requirement for a third-party fiduciary agent. GDOE will also continue working with the third-party fiduciary agent to adopt processes that will lead to GDOE demonstrating its ability to take control of key Department grant management responsibilities. Meanwhile, the third-party fiduciary agent will continue to perform fiscal management responsibilities for GDOE's Department funds. The Department understands that GDOE proposes to submit its restructuring plan to the Department for approval prior to implementation.

During the week of April 20, 2020, the Department was to conduct an onsite validation of components of the REP that have either been reviewed virtually by Department staff or are considered pending completion. However, due to the limitations brought about by the Coronavirus pandemic in March 2020, the Department and GDOE have agreed to conduct a virtual validation review the week of July 13, 2020. This review will be in lieu of the onsite validation and used to inform the Department's determination of GDOE progress toward addressing the completion of the REP requirements and the specific conditions placed on its Department grant funds. During the review, the Department will assess the capability of GDOE to perform financial management responsibilities relative to the Department's grant funds. Additionally, in accordance with section III.C of the specific conditions, the Department will remove any specific conditions that it determines have been addressed.

In the meantime, the FFY 2020 specific conditions describe the continuing responsibility of GDOE to work with a third-party fiduciary agent, as well as the role and responsibilities of the third-party fiduciary agent in administering Department grant funds. The FFY 2020 specific conditions also require GDOE to complete the implementation of its REP. As noted under section III.E, the REP must be incorporated as an addendum to the contract between GDOE and the third-party fiduciary agent, inclusive of the responsibilities for GDOE and the agent described in Attachments A and B of these conditions. The Office of Grants Administration, Risk Management Services Division will engage with GDOE on a monthly basis to verify the status of GDOE's progress under the REP and toward transitioning responsibilities currently performed by the agent back to GDOE staff.

APPENDIX C

The Department is committed to assisting GDOE in making significant improvements in its management and administration of Department grant funds and in providing assistance to GDOE during the reconsideration evaluation process. If you have any questions or require further assistance, please contact Christine Jackson, the primary contact for Risk Management Services Division of the Office of Grants Administration within the Office of Finance and Operations, at (202) 245-8276 or via e-mail at christine.jackson@ed.gov.

Sincerely,



Jim Stader, P.E.

Deputy Assistant Secretary for Grants Administration
Acting Deputy Assistant Secretary for Acquisition Management
Office of Finance & Operations

Enclosure

cc: Governor Lou Leon Guerrero
Mary Guterrez, Chairman, Guam Education Board
Congressman Michael San Nicolas

Guam Department of Education
Federal Fiscal Year 2020 Specific Conditions

PREAMBLE: These specific conditions are imposed on all program grants issued by the U.S. Department of Education (Department) to the Guam Department of Education (GDOE) on or after the date of these specific conditions, including any funds awarded by the Department to GDOE under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and any CARES Act funds that the Guam Governor awards to GDOE. Additionally, as described herein, these specific conditions apply to grant funds previously awarded by the Department to GDOE that are still available for obligation or liquidation on the date of these specific conditions, including any funds awarded by the Department to GDOE under the CARES Act and any CARES Act funds that the Guam Governor awarded to GDOE. These specific conditions are applied to these program grant funds in accordance with regulations governing “high-risk” grantees and specific conditions in 2 CFR §§ 200.207 and 3474.10 in the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Pending GDOE’s completion and implementation of measures that are in progress and designed to address deficiencies in its financial management and administration of Department funds, these specific conditions are imposed on GDOE’s Department grants to ensure that GDOE implements Department grant awards in accordance with applicable legal requirements and with appropriate fiscal accountability measures, management practices and controls.

I. BACKGROUND

In September 2003, the Department designated GDOE a “high-risk” grantee under the authority of former 34 CFR § 80.12. This was based on the Department’s determination that GDOE lacked fiscal and programmatic accountability in the administration of Federal education programs as evidenced by its failure to provide the Department with timely and complete single audits, as required by the Single Audit Act, and by the auditors’ declaration that GDOE’s records for FFYs 1998-2000 were unauditible.

In the special conditions imposed on GDOE’s FFY 2007 grant awards, the Department required GDOE to develop a Comprehensive Corrective Action Plan (CCAP) to address the underlying problems associated with its high-risk designation. The CCAP was meant to address persistent problems related to GDOE’s internal controls, including accounting and reconciling its financial records for Department grant funds in accordance with Federal requirements; implementing monitoring to ensure that grant and subgrant-supported activities are carried out in accordance with Federal program statutes, regulations, and other requirements; instituting procurement and property management processes that comply with Federal requirements; and implementing appropriate cash management procedures. GDOE developed a CCAP but failed to make significant progress in implementing the CCAP measures. In particular, GDOE did not make substantial progress in implementing its Financial Management Improvement Plan (FMIP), a core feature of the CCAP that involves instituting a Financial Management Improvement System

(FMIS) to enable GDOE to significantly improve its financial management of Department grant awards.

In November 2009, based on GDOE's lack of progress over two years under the CCAP, and in accordance with section II.H of the FFY 2008 and 2009 special conditions applicable to GDOE's Department grant awards, the Department issued amended specific conditions to GDOE dated November 25, 2009, which notified GDOE that it would require GDOE to procure the services of a third-party fiduciary agent, acceptable to the Department, to perform the financial management duties required under Federal regulations for all Department grant awards made to GDOE. The requirement for a third-party fiduciary agent is maintained in these FFY 2020 special conditions, as set forth in further detail below. In addition, because GDOE has not, to date, met the requirements regarding the management of Department funds by States (formerly in Part 80 of the Education Department General Administrative Regulations (EDGAR), replaced by the Uniform Guidance, 2 CFR Part 200), these specific conditions explicitly require GDOE to comply with the provisions of the Uniform Guidance that apply to grantees other than States.

II. SPECIFIC CONDITIONS

A. Requirement for Third-Party Fiduciary Agent

On September 13, 2010, GDOE entered into a contract with a third-party fiduciary agent, Alvarez & Marsal, LLC (A&M), approved by the Department, as required by section II.A of the FFY 2009 Amended Special Conditions imposed on Department grants awarded to GDOE. GDOE has maintained this contract with A&M since then, and it is currently in place through October 31, 2020, with the understanding that GDOE will take steps necessary to extend the contract past that date, should the requirement for a third-party fiduciary agent continue through and past October 31, 2020. The Department will not authorize the obligation, liquidation or expenditure of Department funds unless a third-party fiduciary agent is in place for the full period of these specific conditions, or until the Department notifies GDOE in writing that the services of a third-party fiduciary agent are no longer required.

B. Responsibilities of GDOE and the Third-Party Fiduciary Agent (Agent) Concerning Administration of Grant Funds

The responsibilities and requirements of GDOE in working with the Agent are set forth in Attachment A to these specific conditions. The responsibilities and requirements of the Agent in carrying out the financial management duties for GDOE's Department grants are set forth in Attachment B to these specific conditions.

C. Reconsideration Evaluation Plan (REP)

1. On May 29, 2018, GDOE submitted to the Department a formal request for reconsideration of the FFY 2018 specific conditions applicable to its Department grant funds. Subsequently, the Department and GDOE worked together to develop a

process for reconsideration, resulting in a Reconsideration Evaluation Plan (REP). The REP is based on the FFY 2018 specific conditions, the 2005 Office of Inspector General (OIG) audit report, and the Department's review and assessment of the status of GDOE quarterly reports under its Comprehensive Correction Action Plan (CCAP). The CCAP, originally developed in 2007 and since revised, was designed to address the fiscal deficiencies in administering Department grant awards that led to GDOE's designation as a "high-risk" grantee. It contained tasks with measurable objectives and completion dates to correct a number of recurring findings, including the development and implementation of the FMIS, the strengthening of internal controls over financial management and procurement, and the strengthening and improvement of GDOE's Business Office operations. Until now, the CCAP, and the CCAP quarterly reports, have served as the vehicle for measuring GDOE's progress in addressing the identified fiscal deficiencies. Pursuant to these specific conditions, the REP now serves as the sole plan against which GDOE's progress will be evaluated during the reconsideration process.

2. The REP was developed in a manner to: 1) provide clear guidance to GDOE on actions that it must take and complete during the reconsideration process; 2) inform the Department as it determines the extent to which specific conditions may be removed and the extent to which financial management responsibilities may be returned to GDOE without continuing third-party fiduciary agent oversight for those responsibilities, including on an incremental basis, as appropriate; and 3) inform the Department as it determines whether GDOE has taken all necessary actions to render it capable of performing the financial management responsibilities currently performed by the Agent, ultimately resulting in the removal of the requirement for the Agent.
3. The REP contains benchmarks, identifies the documentation that GDOE must submit for evaluation to the Department and submission deadlines, and describes the manner of evaluation by the Department, either onsite or virtual. As described in the REP, the GDOE Internal Audit Office (IAO) also has responsibility for reviewing documentation of completion and validating its sufficiency.

D. Single Audits

GDOE must continue to ensure that its single audits are conducted, and audit reports submitted, annually and in a timely and complete manner. All single audits must be completed and reports published within nine months after the end of each fiscal year, as required by the Single Audit Act, as amended. If GDOE expects an audit or report to be submitted late, it must promptly notify the Department's contact person of the reason and extent of the delay.

The Department acknowledges that both GDOE and the Agent, acting on behalf of GDOE, are maintaining records related to the management of GDOE's Department grant funds and that the Agent is maintaining the financial management system for GDOE's Department grant funds. Accordingly, both GDOE and the Agent are required to provide

APPENDIX C

the auditors with access to all records necessary to facilitate an effective audit of the Department grant and matching funds made available to GDOE.

III. ADDITIONAL PROVISIONS

A. Failure to Comply with Conditions

Failure to comply with any of these specific conditions will negatively impact GDOE's ability to continue to receive grant funds from the Department. These terms and conditions do not preclude the Department from taking any authorized enforcement or other actions at any time, including, but not limited to, withholding of Department funds.

B. Submission of Reports

All reports or other submissions that GDOE or the Agent are required to submit to the Department under these specific conditions must be sent to:

Christine Jackson
550 12th Street, SW
PCP, Room 6067
Washington, DC 20202

C. Reconsideration and Modifications

At any time, GDOE may request reconsideration of the above specific conditions by contacting the Department staff named above in paragraph III.B of these conditions, and stating in writing the reasons why GDOE believes any particular condition should be amended or removed. The Department may impose additional specific conditions or modify these specific conditions, as appropriate. The Department will remove the specific conditions in total at such time as GDOE fully demonstrates, to the Department's satisfaction, the ability to manage Department funds, and property acquired with Department funds, in a manner that complies with applicable Federal requirements concerning accountability and grants management. In the interim, as appropriate, certain specific conditions may be removed incrementally, and the specific financial and management responsibilities corresponding to those conditions returned to GDOE without requirement for third-party fiduciary agent oversight, as GDOE completes, and the GDOE IAO and the Department review and validate completion of, benchmarks identified in the REP.

D. Notification and Approval of Amendments to Contract Between GDOE and Agent

GDOE must notify the Department of any proposed amendment to the contract between GDOE and the Agent and must submit the proposed amendment to the Department for approval prior to execution of the amendment by the parties.

Dated: June 11, 2020

Attachment A to the GDOE FFY 2020 Specific Conditions

Responsibilities and Requirements of GDOE
(to be incorporated into any contract for services with the Agent)

The responsibilities and requirements of GDOE in working with the Agent under these GDOE FFY 2020 specific conditions are as follows:

1. GDOE must work cooperatively and in a timely manner with the Agent to implement the activities and responsibilities described in these specific conditions.
2. GDOE must permit the Agent's personnel to have access to all financial books, records, and reports related to funds made available to GDOE by the Department, or used for matching, and access to GDOE personnel for discussion regarding the services the Agent must perform under these specific conditions, as provided for in the contract between GDOE and the Agent.
3. GDOE must notify the Department when any dispute arises and remains unresolved between the Agent and GDOE concerning the implementation or continuation of the contract with the Agent, or the implementation of activities supported by Department grants, including the financial management of grant funds. GDOE agrees that the Department may assist in the resolution of any such unresolved dispute and agrees to cooperate with any requests from the Department for additional information related to the dispute and to participate in conference calls with the Agent and the Department. This does not preclude GDOE and the Agent from including formal dispute resolution mechanisms in their contract.
4. GDOE must comply with all Federal laws and regulations that apply to the receipt and use of funds awarded under Department grants, including those under EDGAR, and applicable Federal program statutes and regulations.
5. GDOE remains responsible for the provision of programmatic services under Department grants.
6. Prior to any drawdowns or disbursements, GDOE must provide the Agent with a line-item budget for the total amount of each grant and subgrant, if applicable, that has been approved and verified by the Department. The line-item budget must include amounts for State administration, State-level program activities, and local-level program activities. For purposes of the Consolidated Grant to Insular Areas (Consolidated Grant), GDOE must provide the Agent with line-item budgets for each program under which GDOE will use Consolidated Grant funds. The line-item budget for each of these programs must be based on the total amount of Consolidated Grant funds to be used for each program and include amounts for State administration, State-level program activities, and local-level program activities.
7. GDOE is responsible for: (i) executing drawdowns of funds under the grants from the Department's Grants Management System (G5) so that funds are deposited into a

separate bank account established and maintained by the Agent; and (ii) providing to the Agent, for deposit into the separate bank account established by the Agent, any matching funds required for the grants. GDOE understands and agrees that it must draw down funds and provide any applicable matching funds to the Agent within 24 hours of receipt of a written request from the Agent. Consideration may be given for reasonable delays due to any time differences that may exist between GDOE and its vendors. However, failure by GDOE to comply with this condition may result in the transfer of drawdown authority to the Agent, at the Department's discretion. Upon receiving notice of GDOE's failure to draw down funds in accordance with this condition, the Department will decide whether to transfer drawdown authority to the Agent. Upon receiving written notice of a decision by the Department to transfer drawdown authority to the Agent, GDOE must take all steps necessary to provide the Agent with full authority to perform drawdowns, including providing any information and authorization that the Department needs to recognize the Agent as the entity with drawdown authority.

8. GDOE must use fiscal control and accounting procedures that meet the requirements imposed on non-Federal entity grantees in 2 CFR §§ 200.302, 200.303, and 200.305(b).
9. GDOE must expend Federal and matching funds only for costs that are allowable under the respective grant programs, in accordance with the regulations and cost principles in 2 CFR Part 200, Subpart E. Additionally, for purposes of the Consolidated Grant, GDOE must expend Federal and matching funds only for allowable costs under, and included in, each Department-approved Consolidated Grant plan applicable to the fiscal year in which the costs were obligated. GDOE acknowledges that the Agent has the responsibility to ensure that Department funds are used only for allowable costs, including costs that are necessary, reasonable, and allocable to the respective grants as required by 2 CFR Part 200, Subpart E, and that are procured in accordance with applicable procurement requirements in 2 CFR §§ 200.318-200.326. Where there is a question as to whether a cost is allowable, the Agent must raise this question with GDOE and, if the Agent deems it necessary, may also request assistance from the Department in determining the allowability of any expenditure.
10. GDOE must coordinate the timing of drawdowns and disbursements with the Agent to ensure that payments to staff, vendors and providers are prompt and timely. To the extent feasible, GDOE must draw down funds in a timely manner so that funds under the grants are deposited to the separate bank account on the same day that funds are drawn from the account to liquidate obligations under the grants. GDOE, as appropriate and at the Agent's direction, must draw down sufficient funds under a grant to cover each approved request for payment.
11. GDOE must charge its grants only for costs resulting from obligations that were properly made during the period of availability for the funds, including any carryover period. To ensure against the lapsing of Department funds, GDOE must provide the

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Agent with the amount and nature of all obligations in a timely manner to ensure that obligations are liquidated no later than 90 days after the end of the funding period, or during any extension of that period authorized by the Department, in accordance with 2 CFR § 200.343(b).

12. GDOE must establish and maintain an effective process for tracking and reporting time and effort spent by all employees whose salaries are paid under Department grants, including, but not limited to, maintaining accurate and up-to-date employee staffing lists and notices of personnel actions, distributing time among different funding sources for split-time employees, making timely and accurate adjustments to time and effort information entered into the payroll system, and properly allocating salary costs among Department grants based on records that accurately and properly record the distribution of each employee's work on multiple cost objectives, the time the employee attends work, and, for those employees who work on a single cost objective, semiannual certifications. GDOE must carry out these responsibilities consistent with Federal requirements in 2 CFR Part 200, Subpart E, and more specifically, 2 CFR §§ 200.430 and 200.431.
13. GDOE must work with the Agent to ensure that the charging of direct and indirect costs against the respective Department grants is consistent with the applicable restricted and unrestricted indirect cost rates negotiated with, and approved by, the U.S. Department of Interior (GDOE's cognizant Federal agency), and that copies of any indirect cost rate proposals or agreements are provided to the Agent and comply with the applicable requirements of 2 CFR Part 200, Subpart E, and 34 CFR §§ 75.560-564 (discretionary grants) and 34 CFR §§ 76.560-569 (formula grants).
14. GDOE must grant the Agent authority to enter into contracts with vendors on behalf of GDOE, and in doing so, GDOE must cooperate with the Agent to ensure compliance with the provisions for procurement set forth in 2 CFR §§ 200.318-200.326.
15. GDOE must provide effective oversight of proposed procurements, including, but not limited to, training all staff on, and reviewing all requisitions against, local and Department requirements for procuring goods and services, to facilitate the timely review and approval of purchase orders by the Agent, and to reduce the number of requisitions that are disallowed by the Agent for not meeting these requirements.
16. GDOE must ensure that within 24 hours of receipt of a vendor's invoice from the Agent, GDOE staff must (i) accept or reject the goods or services, and, if accepted, (ii) draw down funds for the vendor payment for deposit into the separate bank account maintained by the Agent.
17. GDOE must work with the Agent to ensure that all tangible personal property procured under Department grants is managed in accordance with the requirements of 2 CFR §§ 200.313(a) and (c)-(e) to ensure that such property is properly inventoried, maintained, and stored to prevent loss, damage, or theft of such property.

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18. All transactions under the contract between GDOE and the Agent must be consistent with all applicable Federal requirements, including those in the Uniform Guidance at 2 CFR Part 200 and EDGAR at 34 CFR Parts 75 or 76, as appropriate.
19. In transferring to a new Financial Management Improvement System (FMIS), GDOE must work with the Agent as the Agent assists in (i) training the appropriate GDOE employees, (ii) providing transition assistance (including, but not limited to, transferring all necessary data from the Agent to the new FMIS), and (iii) communicating information from the Agent to any other contractor involved in implementing the new FMIS.
20. Except as noted herein, GDOE shall comply with all applicable provisions of EDGAR.
21. GDOE may include any other terms in the contract with the Agent, consistent with those above, as are necessary to ensure timely liquidation of all Department funds; timely payment to staff, providers and vendors; and general financial management consistent with applicable Federal regulations and Department grant awards.

Attachment B to the GDOE FFY 2020 Specific Conditions

Responsibilities and Requirements of the Third-Party Fiduciary Agent
(to be incorporated into any contract for services with the Agent)

The responsibilities and requirements of the Agent under these GDOE FFY 2020 specific conditions are as follows:

1. The Agent must work cooperatively and in a timely manner with GDOE to implement the activities and responsibilities described in these specific conditions.
2. The Agent's role encompasses financial management responsibilities concerning Department grants, including, but not limited to, processing payments and disbursements, maintaining financial records, financial reporting, instituting and applying procurement, inventory, and payroll procedures that comply with applicable Federal requirements, and other duties as more fully described below.
3. The Agent must use the line-item budgets submitted by GDOE, as described in Attachment A, section 6, to track projected and actual expenditures for the programs under Department grants. The Agent must ensure that the expenditures proposed are only for allowable costs under each grant.
4. The Agent must establish, maintain, and manage a separate bank account for all Department grant funds, including funds awarded by the Department to GDOE under the CARES Act and any CARES Act funds that the Guam Governor awards to GDOE. GDOE and the Agent must work with the Guam Governor to ensure that any CARES Act funds that the Guam Governor awards to GDOE are properly deposited in the separate bank account maintained by the Agent. The Agent must provide GDOE, as appropriate, with written notice (e.g., copy of invoice) of when funds are needed for a disbursement under a particular grant.
5. The Agent must acknowledge that GDOE has drawdown authority and that it understands and agrees that it must draw down funds and provide any applicable matching funds to the Agent within 24 hours of receipt of the written notice from the Agent. Consideration may be given for reasonable delays due to any time differences that may exist between GDOE and its vendors. Failure by GDOE to reasonably comply with this condition concerning the time within which it must draw down funds may result in the Department requiring the transfer of drawdown authority to the Agent. In the event of GDOE's failure to draw down funds in accordance with this condition, the Agent must notify the Department, and the Department will determine whether drawdown authority must be transferred to the Agent. If so, then immediately upon written notice of this decision from the Department, GDOE, as appropriate, must take all steps necessary to provide the Agent with full authority to perform drawdowns, including providing any information and authorization that the Department needs to recognize the Agent as the entity with drawdown authority.

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6. The Agent must use fiscal control and accounting procedures that meet the requirements imposed on non-Federal entity grantees in accordance with 2 CFR §§ 200.302, 200.303, and 200.305(b).
7. The Agent must expend funds only for costs that are allowable under the respective grant programs, in accordance with 2 CFR Part 200, Subpart E. Additionally, for purposes of the Consolidated Grant, the Agent must expend funds only for allowable costs under, and included in, each Department-approved Consolidated Grant plan applicable to the fiscal year in which the costs were obligated. If the Agent questions whether an expenditure is allowable, the Agent must raise this question with GDOE. If the Agent deems it necessary, the Agent may also request assistance from the Department in determining the allowability of any expenditure.
8. The Agent must determine the value of any in-kind property or services donated to or provided by GDOE that are used to meet cost sharing or matching requirements as required by 2 CFR § 200.306, and must maintain records sufficient to document the basis for those valuations.
9. The Agent must take steps to prevent the lapsing of funds available under the grants, including ensuring timely disbursement of funds through the use of methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement as specified in GDOE's Treasury-State agreement, as required under the Cash Management Improvement Act and Treasury regulations at 31 CFR Part 205. For grant programs not included in GDOE's Treasury-State agreement, the Agent must meet the requirements in 2 CFR § 200.305(b). GDOE and the Agent must coordinate the timing of drawdowns and disbursements to ensure that payments to staff, vendors and providers are prompt and timely. Should the Agent assume drawdown responsibility, it must draw down funds in a timely manner so that funds under the grants are deposited to the separate bank account on the same day that funds are drawn from the account to liquidate obligations under the grants, to the extent feasible. The Agent must ensure that any interest earned on advances of grant funds is repaid annually, as required by 2 CFR § 200.305(b)(9).
10. The Agent must charge Department grants only for costs resulting from obligations that were properly made during the period of availability for the funds, including any carryover period. To ensure against the lapsing of Department funds, the Agent must liquidate obligations no later than 90 days after the end of the funding period or during any extension of that period authorized by the Department, in accordance with 2 CFR § 200.343(b).
11. The Agent may seek approval from the Department to charge allowable pre-award costs incurred by GDOE against grant awards to which these special conditions apply. The Agent must submit any request for pre-award costs to the Department in writing and may not reimburse any pre-award costs unless it receives written approval from the Department.

12. The Agent must establish and maintain a process for tracking and reporting time and effort spent by all employees whose salaries are paid under Department grants, including distribution of time among different funding sources for split-time employees, timely and accurate adjustments to time and effort information in the payroll system, and proper allocation of salary costs among Department grants based on records that accurately and properly record the distribution of each employee's work on multiple cost objectives, the time the employee attends work, and, for those employees who work on a single cost objective, semiannual certifications. To carry out the responsibilities under this paragraph, the Agent must conduct an assessment of GDOE's internal controls over payroll operations to ensure that the payroll process is functioning as intended and calculations of gross earnings from all work performed during the pay period are correct; an assessment to determine that there are proper controls and procedures for identifying employees who are paid in whole or in part from Department grant awards; an assessment to determine whether employees are being compensated at their approved salaries/pay rates and from appropriate funding sources; and other tests to ensure that payroll earnings, deductions, and withholdings are made in accordance with the law and correspond to information contained in the employee master file. The Agent must carry out the responsibilities under this paragraph consistent with Federal requirements in 2 CFR Part 200, Subpart E.
13. The Agent must work with GDOE to ensure that the charging of direct and indirect costs against the respective Department grants is consistent with the applicable restricted and unrestricted indirect cost rates negotiated with, and approved by, the U.S. Department of Interior (GDOE's cognizant Federal agency), and that any indirect cost rate proposals or agreements comply with the applicable requirements of 2 CFR Part 200, Subpart E, and 34 CFR §§ 75.560-564 (discretionary grants) and 34 CFR §§ 76.560-569 (formula grants). In disbursing funds for allowable costs under the grants, the Agent must distinguish between direct and indirect costs and use accurate methods to allocate funds correctly between these two cost categories.
14. The Agent must establish contacts and working relationships with prospective vendors that can provide goods and services that GDOE needs under the grants. The Agent must have authority to enter into contracts with vendors on behalf of GDOE, and, in doing so, must comply with the provisions for procurement set forth in 2 CFR §§ 200.318-200.326.
15. Within 24 hours of the Agent's receipt of a vendor invoice, the Agent must provide a copy of the invoice to GDOE and ensure that the goods or services delivered are available for inspection and acceptance or rejection by GDOE staff requesting the goods or services. Consideration may be given for reasonable delays due to any time differences that may exist between GDOE and its vendors. The Agent must pay vendors for the delivered goods or services and must, to the extent possible, disburse funds to the vendors on the same day that funds are deposited into the separate bank account maintained by the Agent. The Agent must make payments by electronic funds transfer (EFT) or by paper draft if EFT is not available or possible for a particular vendor.

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16. The Agent must manage all tangible personal property procured under the grants in accordance with the requirements of 34 CFR §§ 200.313(a) and (c)-(e).
17. The Agent must maintain records that fully show the amount of funds under each grant, how GDOE uses the funds, the total cost of each project, the share of that cost provided from other sources, and other records to facilitate an effective audit, in accordance with 34 CFR § 75.730 (discretionary grants) and § 76.730 (formula grants). The Agent, acting on behalf of GDOE, must retain records in accordance with the provisions of 2 CFR § 200.333.
18. In general, the Agent must use fiscal control and fund accounting procedures that ensure proper disbursement of, and accounting for, Federal funds, in accordance with 34 CFR § 75.702 (discretionary grants) and § 76.702 (formula grants), and 2 CFR §§ 200.302, 200.303, and 200.305(b).
19. The Agent must maintain insurance as required under the terms of the contract. All transactions under the contract between GDOE and the Agent must be consistent with all applicable Federal requirements, including the Uniform Guidance at 2 CFR Part 200 and EDGAR at 34 CFR Part 75 or 76, as appropriate.
20. The Agent must comply generally with the requirements of 2 CFR § 200.327. Specifically, the Agent must produce quarterly reports concerning financial transactions of GDOE for submission to the Department, detailing for each grant award, including for each individual program for which GDOE is using Consolidated Grant funds: a) the date of receipt, and the amount, of each approved payment request; b) the date and amount of each draw down deposit; c) the date and amount of each payment or disbursement by the Agent; and d) any interest or other funds remaining in the account at the end of the quarter. These amounts must also be grouped by and comparable with the projections in the line item budgets described above in Attachment A, section 6, and must be reconciled with the Department's G5. This reconciliation must include drawdown dates, drawdown amounts and available balances, by award. These reports shall be due within 10 working days after the end of each quarter.
21. As GDOE implements and transfers to a new FMIS, the Agent must work with GDOE to assist in the training of employees and to provide transition assistance, including, but not limited to, transferring all necessary data from the Agent to the new FMIS, communicating information from the Agent to the contractor implementing the new FMIS, and providing feedback to GDOE and the Department on GDOE's implementation of the new FMIS.
22. Except as noted herein, the Agent must comply with all provisions of EDGAR and the Uniform Guidance applicable to the Department grants awarded to GDOE.



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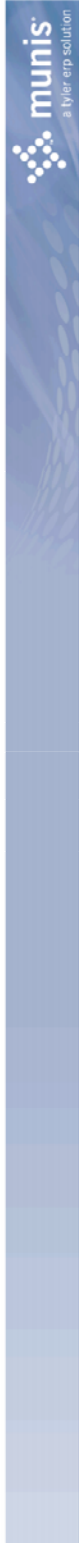
YEAR/PERIOD: 2020/7 TO 2020/8
ACCOUNT/VENDOR

DOCUMENT VOUCHER PO YEAR/PR TYP S CHECKRUN CHECK DESCRIPTION

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FY2018 SPED Part B
PROJECT F1860 TOTAL 192,545.46

F1895		Gen. Maintenance/Fleet Vehicles					
95170021 0234 F1895		20191178.2020 8 INV P		110.25	051320FG	2010663	PO NO. 20191178-00
011410 PACIFIC UNLIMITED IN 34684	36641	20191178.2020 8 INV P					
INVOICE:	FULL DESC:	PO NO. 20191178-00 IFB 017-2016 3RD RENEWAL					
011410 PACIFIC UNLIMITED IN 34685	36642	20191178.2020 8 INV P		18.38	051320FG	2010663	PO NO. 20191178-00
INVOICE:	FULL DESC:	PO NO. 20191178-00 IFB 017-2016 3RD RENEWAL					
011410 PACIFIC UNLIMITED IN 34686	36643	20191178.2020 8 INV P		147.00	051320FG	2010663	PO NO. 20191178-00
INVOICE:	FULL DESC:	PO NO. 20191178-00 IFB 017-2016 3RD RENEWAL					
011410 PACIFIC UNLIMITED IN 34687	36644	20191178.2020 8 INV P		364.49	051320FG	2010663	PO NO. 20191178-00
INVOICE:	FULL DESC:	PO NO. 20191178-00 IFB 017-2016 3RD RENEWAL					
011410 PACIFIC UNLIMITED IN 34688	36645	20191178.2020 8 INV P		57.94	051320FG	2010663	PO NO. 20191178-00
INVOICE:	FULL DESC:	PO NO. 20191178-00 IFB 017-2016 3RD RENEWAL					
011410 PACIFIC UNLIMITED IN 34689	36646	20191178.2020 8 INV P		55.94	051320FG	2010663	PO NO. 20191178-00
INVOICE:	FULL DESC:	PO NO. 20191178-00 IFB 017-2016 3RD RENEWAL					
011410 PACIFIC UNLIMITED IN 34690	36647	20191178.2020 8 INV P		1,120.88	051320FG	2010663	PO NO. 20191178-00
INVOICE:	FULL DESC:	PO NO. 20191178-00 IFB 017-2016 3RD RENEWAL					
011410 PACIFIC UNLIMITED IN 34691	36648	20191178.2020 8 INV P		931.56	051320FG	2010663	PO NO. 20191178-00
INVOICE:	FULL DESC:	PO NO. 20191178-00 IFB 017-2016 3RD RENEWAL					
011410 PACIFIC UNLIMITED IN 34692	36649	20191178.2020 8 INV P		404.19	051320FG	2010663	PO NO. 20191178-00
INVOICE:	FULL DESC:	PO NO. 20191178-00 IFB 017-2016 3RD RENEWAL					
011410 PACIFIC UNLIMITED IN 34693	36650	20191178.2020 8 INV P		462.99	051320FG	2010663	PO NO. 20191178-00
INVOICE:	FULL DESC:	PO NO. 20191178-00 IFB 017-2016 3RD RENEWAL					
011410 PACIFIC UNLIMITED IN 34694	36651	20191178.2020 8 INV P		364.49	051320FG	2010663	PO NO. 20191178-00
INVOICE:	FULL DESC:	PO NO. 20191178-00 IFB 017-2016 3RD RENEWAL					
011410 PACIFIC UNLIMITED IN 34695	36652	20191178.2020 8 INV P		58.70	051320FG	2010663	PO NO. 20191178-00
INVOICE:	FULL DESC:	PO NO. 20191178-00 IFB 017-2016 3RD RENEWAL					



05/13/2020 02:09 | Alvarez & Marsal, Third Party - LIVE | P 3
6394acas | 051320FG INVOICE LIST BY GL ACCOUNT | apinvgl

ACCOUNT/VENDOR	YEAR/PERIOD: 2020/7 TO 2020/8	DOCUMENT	VOUCHER PO	YEAR/PR TYP S	CHECKRUN	CHECK	DESCRIPTION
F1960	82600022 0236	F1960	34710	2019 Consolidated Grant - RLIIS			
010479 DOCCMO PACIFIC	INVOICE: 12819445	34710		Postage/Misc. Rental Fees			
				20200320 2020 8 INV P			
				FULL DESC: PONC. 20200320-00 MOBIL WIRELESS HOTSPOT DEVICES	2010659	20200320-00 M	
				ACCOUNT TOTAL		124.92	
				PROJECT F1895 TOTAL		4,096.81	
				ACCOUNT TOTAL		4,096.81	
F1960	82620000 0240	F1960	34682	Supplies & Materials			
011680 SCHOOL ESSENTIALS	INVOICE: 12808871	34682		20200091 2020 8 INV P			
				FULL DESC: PO NO. 20200091-00 IFB 017-2018 ADMIN SUPPLIES I	2010665	20200091-00	
				ACCOUNT TOTAL		10.85	
F1960	82650000 0240	F1960	34681	Supplies & Materials			
011636 REACTION SUPPLY COMP	INVOICE: 15348	34681		20200181 2020 8 INV P			
				FULL DESC: PO NO. 20200181-00 INSTRUCTIONAL SUPPLY/SPLIT	2010664	20200181-00	
				ACCOUNT TOTAL		25,308.00	
F1960	82660021 0236	F1960	34715	Postage/Misc. Rental Fees			
010479 DOCCMO PACIFIC	INVOICE: 12808871	34715		20200007 2020 8 INV P			
				FULL DESC: PO NO. 20200007-00 IFB WIRELESS SERVICE FOR SPCE	2010659	20200007-00	
				ACCOUNT TOTAL		885.00	
F1960	82660022 0222	F1960	34639	Local Mileage			
060020 ZABALA MARY CHRISTIN	INVOICE: 12808871	34639		2020 8 INV P			
				FULL DESC: MILEAGE REIMBURSEMENT - NOVEMBER 2019	2010658	20200007-00	
				FULL DESC: MILEAGE REIMBURSEMENT - DECEMBER 2019	2010658	20200007-00	
				ACCOUNT TOTAL		131.66	
				ACCOUNT TOTAL		131.66	
F1960	82670000 0240	F1960	34713	Supplies & Materials			
011636 REACTION SUPPLY COMP	INVOICE: 15363	34713		20200308 2020 8 INV P			
				FULL DESC: PO NO. 20200308-00 ADMIN SUPPLIES ID CARD PRINTER	2010664	20200308-00	
				ACCOUNT TOTAL		52.00	
				PROJECT F1960 TOTAL		26,512.43	

**Cash Management Improvement Act Agreement
between
The Territory of Guam
and
The Secretary of the Treasury,
United States Department of the Treasury**

The Secretary of the Treasury, United States Department of the Treasury (hereafter 'Secretary'), and Territory of Guam (hereafter 'State'), in order to implement Section 5 of the Cash Management Improvement Act of 1990, as amended (hereafter 'Act'), agree as follows:

1.0 AGENTS OF THE AGREEMENT

1.1 The Authorized Official(s) for the Territory of Guam shall be the Treasurer of Guam in all matters concerning this Agreement.

1.2 The Assistant Commissioner, Revenue Collections Management, Bureau of the Fiscal Service (Fiscal Service), U.S. Department of the Treasury, shall act as the Secretary's representative in all matters concerning this Agreement.

2.0 AUTHORITY

2.1 The authority for this Agreement is the Cash Management Improvement Act of 1990 (Public Law 101-453), as amended by the Cash Management Improvement Act of 1992 (Public Law 102-589), codified at 31 U.S.C. 6501 and 31 U.S.C. 6503.

2.2 The regulations codified at 31 CFR Part 205 shall apply to all matters pertaining to this Agreement, and are incorporated herein by reference. In the event of any inconsistency between this Agreement and 31 CFR Part 205, the regulations shall govern.

3.0 DURATION, AMENDING, TERMINATING, AND MISCELLANEOUS PROVISIONS

3.1 This Agreement shall take effect on 10/01/2018 and shall remain in effect until 09/30/2019.

3.2 This Agreement may be amended at any time by written, mutual consent of the State and the Fiscal Service. This Agreement shall be amended annually to incorporate new programs that qualify as major Federal assistance programs and remove programs that no longer qualify as major Federal assistance programs. A State must notify the Fiscal Service in writing within 30 days of the time the State becomes aware of a change that involves additions or deletions of programs subject to Subpart A, changes in funding techniques, and/or changes in clearance patterns. The notification must include a proposed amendment for review by the Fiscal Service.

3.3 Notwithstanding section 3.2, in the event of Federal or State non-compliance with Subpart B of 31 CFR, Part 205, the Fiscal Service may amend this Agreement at any time to incorporate additional programs and the entities that administer those programs.

3.4 This Agreement may be terminated by either party with 30 days written notice. If this Agreement is terminated, the Fiscal Service will prescribe the funding techniques, clearance patterns, and methods for calculating interest liabilities to be used by the State.

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4.0 PROGRAMS COVERED

4.1 The State's threshold and its major Federal assistance programs shall be determined based on the Single Audit for fiscal year ending 09/30/2017.

All major Federal assistance programs shall be covered by this Agreement, unless otherwise specified in section 4.4 of this Agreement.

4.2 The State's threshold for major Federal assistance programs is \$1,732,804.

The following programs meet or exceed the threshold and are not excluded in Section 4.4:

10.551 Supplemental Nutrition Assistance Program
10.557 Special Supplemental Nutrition Program for Women, Infants, and Children
12.401 National Guard Military Operations and Maintenance (O&M) Projects
15.605 Sport Fish Restoration
15.875 Economic, Social, and Political Development of the Territories and the Freely Associated States
17.258 WIA Adult Program
20.205 Highway Planning and Construction
66.600 EPA Consolidated Grant
81.128 Energy Efficiency and Conservation Block Grant Program
84.394 State Fiscal Stabilization Fund (SFSF) - Education State Grants, Recovery Act
93.558 Temporary Assistance for Needy Families
93.563 Child Support Enforcement
93.575 Child Care and Development Block Grant
93.667 Social Services Block Grant
93.767 Children's Health Insurance Program
93.778 Medical Assistance Program

4.3 The following programs fall below the State's threshold but have been required to be covered by Fiscal Service in accordance with the non-compliance provisions of Subpart B of 31 CFR Part 205:

There are currently no programs listed for Section 4.3.

4.4 The following programs exceed the State's threshold but have been excluded from coverage for the reason indicated:

There are currently no programs listed for Section 4.4.

5.0 ENTITIES COVERED

5.1 State agencies and instrumentalities that meet the definition of a State per 31 CFR Part 205, shall be subject to the terms of this Agreement. The following is a list of such entities that administer funds under the programs listed in Section 4.0 of this Agreement:

Agency For Human Resources Development
Department of Administration
Department of Agriculture
Department of Bureau Planning and Statistics
Department of Military Affairs

APPENDIX F

Department of Public Health and Social Services
Department of Public Works
Guam Department of Education
Guam Energy Office
Guam Environmental Protection Agency
Guam Fire Department
Guam Police Department
Office of the Attorney General

5.2 Entities that meet the definition of a Fiscal Agent per 31 CFR Part 205 shall be subject to the terms of this Agreement. The following is a list of Fiscal Agents that administer funds under the programs listed in the Section 4.0 of this Agreement:

Bank of Guam 10.557 Special Supplemental Nutrition Program for Women, Infants, and Children
Bank of Guam 15.875 Economic, Social, and Political Development of the Territories and the Freely Associated States
Bank of Guam 20.205 Highway Planning and Construction
Bank of Guam 66.600 EPA Consolidated Grant
Bank of Guam 93.778 Medical Assistance Program
FIS Global 10.551 Supplemental Nutrition Assistance Program

6.0 FUNDING TECHNIQUES

6.1 General Terms

6.1.1 The State shall request Federal funds in accordance with the appropriate cut-off times shown in Exhibit I to ensure funds will be received and credited to a State account by the times specified in the funding techniques. Exhibit I is incorporated by reference herein.

6.1.2 The State shall schedule the receipt of Federal funds such that the funds are received and credited to a State account in accordance with the clearance patterns specified in Exhibit II - List of State Clearance Patterns. Exhibit II is incorporated by reference herein.

6.1.3 In instances where the receipt of funds is scheduled for a Saturday, the State shall request funds for deposit on Friday. In instances where the receipt of funds is scheduled for a Sunday, the State shall request funds for deposit on Monday. In instances where the receipt of Federal funds is scheduled for deposit on a day when the State is not open for business, the State shall request funds for deposit the day following the scheduled day; in instances where the receipt of Federal funds is scheduled for deposit on a day when the Federal Government is not open for business, the State shall request funds for deposit the day prior to the scheduled day.

6.1.4 Estimates and Reconciliation of Estimates:

Where estimated expenditures are used to determine the amount of the drawdown, the State will indicate in the terms of the State unique funding technique how the estimated amount is determined and when and how the State will reconcile the difference between the estimate and the State's actual expenditures.

6.1.5 Supplemental Funding:

Unless otherwise defined by program rules, Supplemental Funding is the award of additional funds to provide for an increase in costs due to unforeseen circumstances.

The State will comply with all Federal program agency policies and procedures for requesting supplemental grant funding.

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The State will comply with the following guidelines when requesting supplemental funding for the Medical Assistance Program and associated administrative payments (CFDA 93.778):

The State must submit a revised Medicaid Program Budget Report (CMS-37) to request supplemental funding. The CMS guidelines and instructions for completing the CMS-37 are provided in Section 2600F of the State Medicaid Manual (SMM). The CMS/CO must receive the revised Form CMS-37 through the Medicaid Budget Expenditure System/Children's Budget Expenditure System (MBES/CBES) no later than 10 calendar days before the end of the quarter for which the supplemental grant award is being requested.

Additional guidance on this policy is available from the respective CMS Regional Office, U.S. Department of Health & Human Services.

The State will comply with the following guidelines when requesting supplemental funding for TANF (CFDA 93.558), CCDF (CFDA 93.575), CSE (93.563), and the FC/AA (CFDA 93.658 and CFDA 93.659) programs administered by the U.S. Department of Human Services, Administration for Children and Families (HHS/ACF):

a. Timing of the Request

A State should initiate its request for supplemental funding during a quarter as soon as it becomes aware of the fact that a shortfall does/will exist. For the TANF and CCDF grants, supplemental funding requests (estimates) may be submitted by a State, for consideration by ACF, up through and including the 15th day of the third month of the first, second or third quarter of any fiscal year. Since TANF and CCDF are block grant programs, all unawarded portions of the annual allotment will automatically be issued at the beginning of the fourth quarter. Therefore, supplemental funding requests will not be available during the fourth quarter for these programs. For the CSE and FC/AA programs, supplemental funding requests may be submitted by a state, for consideration by ACF, up through and including the 15th day of the third month of any quarter of a fiscal year.

b. Justification for the Request

The request for a supplemental funding for any of the above mentioned programs should contain a justification clearly documenting the need for the additional funding authority during the current quarter. This documentation should be in the form of State accounting records or similar documents that will show the actual expenditures through the most recent month for which such data are available, as well as the State's most accurate projection of its anticipated expenditures during the remaining month(s) of the quarter. For either the TANF or the CCDF program, the State's justification should also include an explanation of the activities requiring the obligation and/or expenditure of amounts that exceed the normal quarterly grant award restrictions and why these activities could not have been delayed until the next quarter.

c. Form Submittal

Supplemental funding requests should be made by completing the appropriate ACF quarterly report of expenditures and estimates applicable to the particular program for which the grant award request is being made.

d. Approval Process

Upon receipt of the state's request for additional funding authority for a quarter, the ACF Regional Office will promptly review the supporting documentation. If the request is properly justified, so long as ACF has adequate funding availability, the State's request will be expedited and supplemental funding will be issued within 5 days of ACF receiving the request. The State will be notified by the Regional Office when the supplemental award has been transmitted to the Payment Management System (PMS) and when it may initiate drawdowns against the supplemental funding.

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Additional guidance on this policy is provided in the U.S. Department of Health & Human Services, Administration for Children and Families, letter (May 19, 2004) to State Administrators from the Deputy Assistant Secretary for Administration.

6.2 Description of Funding Techniques

6.2.1 The following are terms under which standard funding techniques shall be implemented for all transfers of funds to which the funding technique is applied in section 6.3.2 of this Agreement.

Actual Clearance, ZBA - Same Day Payment

The State shall request funds the same day it pays out funds, in accordance with the appropriate Federal agency cut-off time specified in Exhibit I. A Federal agency will deposit funds in a State account the same day as requested. The amount of the request shall be for the amount of funds that clear the State's account that day. This funding technique is interest neutral.

Payment Schedule - Weekly

The State shall request funds such that they are deposited in a State account on the median business day of the week. The request shall be made in accordance with the appropriate Federal agency cut-off time specified in Exhibit I. The amount of the request shall be a prorated share of the lesser of (1) the annual grant divided by 52, or (2) the total amount of Federal funds expected to be paid out for program purposes during the year divided by 52. This funding technique is interest neutral.

6.2.2 The following are terms under which funding techniques for administrative costs shall be implemented for all transfers of funds to which the funding technique is applied in section 6.3.2 of this Agreement.

Direct Administrative Costs - Drawdowns on a Payroll Cycle

The State shall request funds for all direct administrative costs such that they are deposited on the dollar-weighted average date of clearance of payroll. The request shall be made in accordance with the appropriate Federal agency cut-off time specified in Exhibit I. The amount of funds requested shall be based on the amount of liabilities recorded for direct administrative costs since the last request for funds. This funding technique is interest neutral.

6.2.3 The following are terms under which miscellaneous funding techniques shall be implemented for all transfers of funds to which the funding technique is applied in section 6.3.2 of this Agreement.

There are no funding techniques listed in Section 6.2.3

6.2.4 The following are terms under which State unique funding techniques shall be implemented for all transfers of funds to which the funding technique is applied in section 6.3.2 of this Agreement.

There are no funding techniques listed in Section 6.2.4

6.3 Application of Funding Techniques to Programs

6.3.1 The State shall apply the following funding techniques when requesting Federal funds for the component cash flows of the programs listed in sections 4.2 and 4.3 of this Agreement.

6.3.2 Programs

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Below are programs listed in Section 4.2 and Section 4.3.

10.551 Supplemental Nutrition Assistance Program
Recipient: Department of Public Health and Social Services
% of Funds Agency Receives: 100.00
Component: Benefits
Technique: Actual Clearance, ZBA - Same Day Payment
Average Day of Clearance: N/A

10.557 Special Supplemental Nutrition Program for Women, Infants, and Children
Recipient: Department of Public Health and Social Services
% of Funds Agency Receives: 5.00
Component: payroll
Technique: Direct Administrative Costs - Drawdowns on a Payroll Cycle
Average Day of Clearance: 3 Days

Recipient: Department of Public Health and Social Services
% of Funds Agency Receives: 55.00
Component: Vendor Payments - on island
Technique: Payment Schedule - Weekly
Average Day of Clearance: N/A

Recipient: Department of Public Health and Social Services
% of Funds Agency Receives: 40.00
Component: Vendor Payments - off island
Technique: Payment Schedule - Weekly
Average Day of Clearance: N/A

12.401 National Guard Military Operations and Maintenance (O&M) Projects
Recipient: Department of Military Affairs
% of Funds Agency Receives: 100.00
Component: Vendor Payment - On Island
Technique: Payment Schedule - Weekly
Average Day of Clearance: N/A

15.605 Sport Fish Restoration
Recipient: Department of Agriculture
% of Funds Agency Receives: 100.00
Component: Vendor Payment - On Island
Technique: Payment Schedule - Weekly
Average Day of Clearance: N/A

15.875 Economic, Social, and Political Development of the Territories and the Freely Associated States
Recipient: Guam Police Department
% of Funds Agency Receives: 5.00

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Component: payroll
Technique: Direct Administrative Costs - Drawdowns on a Payroll Cycle
Average Day of Clearance: 3 Days

Recipient: Department of Public Works
% of Funds Agency Receives: 6.00

Component: payroll
Technique: Direct Administrative Costs - Drawdowns on a Payroll Cycle
Average Day of Clearance: 3 Days

Recipient: Department of Administration
% of Funds Agency Receives: 2.00
Component: Vendor Payments- Off Island
Technique: Payment Schedule - Weekly
Average Day of Clearance: N/A

Recipient: Department of Administration
% of Funds Agency Receives: 2.00
Component: Vendor Payments-On Island
Technique: Payment Schedule - Weekly
Average Day of Clearance: N/A

Recipient: Department of Public Health and Social Services
% of Funds Agency Receives: 15.00
Component: Vendor Payments - off island
Technique: Payment Schedule - Weekly
Average Day of Clearance: N/A

Recipient: Department of Bureau Planning and Statistics
% of Funds Agency Receives: 7.00
Component: Vendor Payments - off island
Technique: Payment Schedule - Weekly
Average Day of Clearance: N/A

Recipient: Guam Police Department
% of Funds Agency Receives: 12.00
Component: Vendor Payments - off island
Technique: Payment Schedule - Weekly
Average Day of Clearance: N/A

Recipient: Department of Public Health and Social Services
% of Funds Agency Receives: 4.00
Component: Vendor Payments - on island
Technique: Payment Schedule - Weekly
Average Day of Clearance: N/A

Recipient: Guam Police Department
% of Funds Agency Receives: 10.00

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Component: Vendor Payments - on island
Technique: Payment Schedule - Weekly
Average Day of Clearance: N/A

Recipient: Guam Fire Department
% of Funds Agency Receives: 10.00
Component: Vendor Payments - off island
Technique: Payment Schedule - Weekly
Average Day of Clearance: N/A

Recipient: Guam Fire Department
% of Funds Agency Receives: 7.00
Component: Vendor Payments - on island
Technique: Payment Schedule - Weekly
Average Day of Clearance: N/A

Recipient: Guam Fire Department
% of Funds Agency Receives: 10.00
Component: Vendor Payments - On Island
Technique: Payment Schedule - Weekly
Average Day of Clearance: N/A

Recipient: Department of Bureau Planning and Statistics
% of Funds Agency Receives: 10.00
Component: Vendor Payments - On-Island
Technique: Payment Schedule - Weekly
Average Day of Clearance: N/A

17.258 WIA Adult Program
Recipient: Agency For Human Resources Development
% of Funds Agency Receives: 100.00
Component: Vendor Payment - On Island
Technique: Payment Schedule - Weekly
Average Day of Clearance: N/A

20.205 Highway Planning and Construction
Recipient: Department of Public Works
% of Funds Agency Receives: 5.00
Component: payroll
Technique: Direct Administrative Costs - Drawdowns on a Payroll Cycle
Average Day of Clearance: 3 Days

Recipient: Department of Public Works
% of Funds Agency Receives: 35.00
Component: Vendor Payments - off island
Technique: Payment Schedule - Weekly

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Average Day of Clearance: N/A

Recipient: Department of Public Works

% of Funds Agency Receives: 60.00

Component: Vendor Payments - on island

Technique: Payment Schedule - Weekly

Average Day of Clearance: N/A

66.600 EPA Consolidated Grant

Recipient: Guam Environmental Protection Agency

% of Funds Agency Receives: 52.00

Component: payroll

Technique: Direct Administrative Costs - Drawdowns on a Payroll Cycle

Average Day of Clearance: 3 Days

Recipient: Guam Environmental Protection Agency

% of Funds Agency Receives: 24.00

Component: Vendor Payments - off island

Technique: Payment Schedule - Weekly

Average Day of Clearance: N/A

Recipient: Guam Environmental Protection Agency

% of Funds Agency Receives: 24.00

Component: Vendor Payments - on island

Technique: Payment Schedule - Weekly

Average Day of Clearance: N/A

81.128 Energy Efficiency and Conservation Block Grant Program

Recipient: Guam Energy Office

% of Funds Agency Receives: 100.00

Component: Vendor Payment - On Island

Technique: Payment Schedule - Weekly

Average Day of Clearance: N/A

84.394 State Fiscal Stabilization Fund (SFSS) - Education State Grants, Recovery Act

Recipient: Guam Department of Education

% of Funds Agency Receives: 100.00

Component: Vendor Payments - On Island

Technique: Payment Schedule - Weekly

Average Day of Clearance: N/A

93.558 Temporary Assistance for Needy Families

Recipient: Department of Public Health and Social Services

% of Funds Agency Receives: 100.00

Component: Vendor Payments - On Island

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Technique: Payment Schedule - Weekly
Average Day of Clearance: N/A

93.563 Child Support Enforcement
Recipient: Office of the Attorney General
% of Funds Agency Receives: 100.00
Component: Vendor Payment - On Island
Technique: Payment Schedule - Weekly
Average Day of Clearance: N/A

93.575 Child Care and Development Block Grant
Recipient: Department of Public Health and Social Services
% of Funds Agency Receives: 100.00
Component: Vendor Payments - On Island
Technique: Payment Schedule - Weekly
Average Day of Clearance: N/A

93.667 Social Services Block Grant
Recipient: Department of Public Health and Social Services
% of Funds Agency Receives: 100.00
Component: Vendor Payment - On Island
Technique: Payment Schedule - Weekly
Average Day of Clearance: N/A

93.767 Children's Health Insurance Program
Recipient: Department of Public Health and Social Services
% of Funds Agency Receives: 100.00
Component: Vendor Payments - On Island
Technique: Payment Schedule - Weekly
Average Day of Clearance: N/A

93.778 Medical Assistance Program
Recipient: Department of Public Health and Social Services
% of Funds Agency Receives: 10.00
Component: payroll
Technique: Direct Administrative Costs - Drawdowns on a Payroll Cycle
Average Day of Clearance: 3 Days

Recipient: Department of Public Health and Social Services
% of Funds Agency Receives: 10.00
Component: Vendor Payments - on island
Technique: Payment Schedule - Weekly
Average Day of Clearance: N/A

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Recipient: Department of Public Health and Social Services

% of Funds Agency Receives: 70.00

Component: benefits

Technique: Payment Schedule - Weekly

Average Day of Clearance: N/A

Recipient: Department of Public Health and Social Services

% of Funds Agency Receives: 10.00

Component: Vendor Payments - off island

Technique: Payment Schedule - Weekly

Average Day of Clearance: N/A

6.3.3 Materiality Exemptions

Agencies exempt from coverage on the basis of materiality:

None

7.0 CLEARANCE PATTERNS

7.1 The State shall develop separate clearance patterns for each of the following:

Functional payments for Benefit payments, vendor payments, administrative and indirect costs.

7.2 The following shall develop the State's clearance patterns:

Guam Department of Administration

7.3 The sources of data the State shall use when developing its clearance patterns are as follows:

Budget & Accounting Information System (BACIS)/AS400 Platform

7.4 The State shall use the following methodology when developing its clearance patterns:

When developing each clearance pattern, the State shall track at least 99% of the funds disbursed, from issuance to clearance, for a period of at least three months.

7.5 The State shall identify for each check or warrant (hereafter, check) in the population: (1) the date the check was released for payment; (2) the date the check was debited from the State's account, and, (3) the amount of the check.

7.6 The State shall use the following method to calculate the dollar-weighted average day of clearance:

To determine the number of days each check was outstanding (clearance time), the issue date shall be subtracted from the date the check cleared the State's account.

To determine the percentage of the disbursement paid out each day following issuance, the amount of the checks that clear the State's account each day shall be summed and then divided by the amount of the total disbursement.

For each day following issuance, the clearance time of the checks paid out that day shall be multiplied by the percentage of the total disbursement those checks represent. This product is the clearance factor.

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The dollar-weighted average day of clearance for the disbursement shall be determined by summing the clearance factor of each day following the disbursement.

7.7 The State shall adjust each clearance pattern to reflect the dollar-weighted proportion of funds paid out by EFT/Direct payroll, with the following exceptions:

None

The State shall also adjust each clearance pattern to reflect:

Not Applicable

7.8 Each of the State's clearance patterns is calculated in business days.

7.9 An authorized State official shall certify that each clearance pattern developed by the State accurately corresponds to the clearance activity of the programs to which it is applied. This certification shall be provided to the Fiscal Service prior to the effective date of the Agreement. The State shall recertify its clearance patterns at least every five years.

7.10 The State shall follow the procedures of 31 CFR 205 if it has actual or constructive knowledge, at any time, that a clearance pattern does not correspond to a program's clearance activity.

8.0 INTEREST CALCULATION METHODOLOGY

8.1 General Terms

8.1.1 The State and the Secretary agree that no interest liabilities will be incurred for transfers of funds made in accordance with the procedures specified in section 6 of this Agreement where the following funding techniques are applied:

Actual Clearance, ZBA - Same Day Payment
Direct Administrative Costs - Drawdowns on a Payroll Cycle
Payment Schedule - Weekly

8.1.2 The State shall maintain information on disbursements and receipts of funds to verify the implementation of any funding technique and document interest liabilities.

For each disbursement, the State shall be able to identify:

- (1) amount of the issuance
- (2) date of issuance
- (3) date Federal funds are received and credited to a State account
- (4) amount of Federal funds received
- (5) date funds were requested

8.2 Federal Interest Liabilities

8.2.1 A Federal interest liability shall accrue from the day the State pays out its own funds for program purposes to the day Federal funds are credited to a State account. With regard to funds transferred out of the Federal Highway Trust Fund, if a State does not bill at least weekly for current project costs, the Federal interest liability shall not accrue prior to the day the State submits a request for funds.

8.2.2 The State shall use the following method to calculate Federal interest liabilities:

APPENDIX F

For all transactions where the State pays out its own funds for program purposes prior to receiving Federal funds, the State shall track each payment from the date it is paid out of a State account to the date Federal funds are subsequently credited to a State account to cover that outlay. The Federal interest liability on each payment shall be based on the difference in whole days between the two events. With Federal-State matching programs, interest shall be calculated on the Federal percentage of the disbursement.

8.3 The Unemployment Trust Fund

8.3.1 The State shall use the following method to calculate State interest liabilities on funds withdrawn from the several accounts in the Unemployment Trust Fund:

UTF does not apply

8.4 Refund Liabilities

8.4.1 The State shall be liable for interest on refunds from the date the refund is credited to a State account until the date the refund is debited from the State account for program purposes. The State shall apply a \$50,000 refund transaction threshold below which the State shall not incur or calculate interest liabilities on refunds. A transaction is defined as a single deposit.

8.4.2 For each refund, the State shall maintain information identifying:

- (1) date a refund is credited to a State account
- (2) date of the subsequent deposit of Federal funds against which the refund is offset
- (3) amount of the refund

8.4.3 The State shall use the following methodology to calculate interest liabilities on refunds:

With programs to which applicable interest neutral funding techniques are applied, the State interest liability shall be based on the difference in whole days between the date the refund is deposited in a State account and the date the refund is offset against a subsequent deposit of Federal funds.

8.5 Exemptions

8.5.1 Where more than one State agency is a recipient of Federal funds under a program, a particular State agency's funding may be excluded from interest calculation procedures if the State agency receives an amount of funds less than 5 % of the State's threshold for major Federal assistance programs. Notwithstanding this potential exemption, however, in no case shall less than 90% of a program's total funding be subject to interest calculation procedures.

Proration of calculations: If less than total program funding is subject to interest calculation procedures, the resulting interest liability calculations shall be prorated to 100% of program funding.

8.6 State Interest Liabilities

8.6.1 The State shall be liable for interest on Federal funds from the date Federal funds are credited to a State account until the date those funds are paid out for program purposes.

8.6.2 The State shall use the following method to calculate State interest liabilities on Federal funds:

8.6.2.1 Measuring Time Funds Are Held

APPENDIX F

To determine the total time Federal funds are held, the State shall measure the time between the date Federal funds are received and credit to a State's account and the date those funds are debited from the State's account.

8.6.2.2 Source of Data

Clearance Patterns:

The time period from issuance of funds to the date funds are debited from the State's account shall be determined by the appropriate clearance pattern specified in Exhibit II.

8.6.2.3 Standards Applied

The average daily cash balance of Federal Funds in the program's account reflects the actual activity of each draw from the date of deposit to the date of issuance or clearance, whichever is pertinent.

8.6.2.4 Calculation Procedure

$I = ADB \times R$, where

I = State's total interest liability

ADB = Average Daily Balance of cash in a program's account, measured from deposit to clearance

R = Annualized rate equal to the average equivalent yields of 13-week Treasury bills auctioned during a State's fiscal year

9.0 REVERSE FLOW PROGRAMS

The State is not required to cover any reverse flow programs under the terms of this Agreement because the State does not participate in the program.

10.0 INTEREST CALCULATION COSTS

10.1 As set forth in 31 CFR 205.27, interest calculation costs are defined as those costs necessary for the actual calculation of interest, including the cost of developing and maintaining clearance patterns in support of the interest calculations. Interest calculation costs do not include expenses for normal disbursing services, such as processing of checks or maintaining records for accounting and reconciliation of cash balances, or expenses for upgrading or modernizing accounting systems. Interest calculation costs in excess of \$50,000 in any year are not eligible for reimbursement, unless the State provides justification with the annual report.

10.2 The State expects to incur the following types of interest calculation costs:

Direct Cost Claims for calculating interest and development and maintenance of Clearance Patterns.

10.3 The State shall submit all claims for reimbursement of interest calculation costs with its Annual Report in accordance with 31 CFR 205.

11.0 NON-COMPLIANCE

11.1 The provisions of 31 CFR Part 205.29 and 31 CFR Part 205.30 shall apply in cases of non-compliance with the terms of this Agreement.

APPENDIX F

12.0 AUTHORIZED SIGNATURES

Rosita T. Fejeran
Treasurer of Guam

Signature: *Rosita T. Fejeran* Date Signed: Nov 20, 2018
Rosita T. Fejeran (Nov 20, 2018)

Date Submitted 10/04/2018

Corvelli A. McDaniel
Assistant Commissioner
Revenue Collections Management
Bureau of the Fiscal Service
U.S. Department of the Treasury

Signature: *Corvelli A. McDaniel* Date Signed: May 7, 2019
Corvelli A. McDaniel (May 7, 2019)

**Exhibit I - Funds Request and Receipt Times Schedule
Territory of Guam**

Federal Agency	Payment Type	Request Cut-Off Time	Receipt Window
Agriculture-FNS	ACH	11:59 PM	1 day
Agriculture-FNS	Fedwire	5:45 PM	0 day
Agriculture-FS	ACH	3:00 PM	1 day
Air National Guard	ACH	12:00 PM	15 days
Army National Guard	ACH	12:00 PM	15 days
Commerce-NOAA	ACH	2:00 PM	1 day
Dept of Homeland Security (FEMA)	Fedwire	2:00 PM	2 days
Dept of Homeland Security (ODP)	ACH	2:00 PM	2 days
Dept of Homeland Security (ODP)	Fedwire	2:00 PM	2 days
EPA	ACH	2:00 PM	2 days
EPA	Fedwire	2:00 PM	0 day
Education	ACH	3:00 PM	1 day
Education	Fedwire	2:00 PM	0 day
Energy	ACH	4:00 PM	1 day
Energy	Fedwire	3:00 PM	0 day
HHS	ACH	6:30 PM	1 day
HHS	Fedwire	3:00 PM	0 day
HUD	ACH	5:30 PM	2 days
HUD	Fedwire	3:00 PM	0 day
Interior-FWS	ACH	11:59 PM	1 day
Interior-FWS	Fedwire	5:45 PM	0 day
Interior-OSM	ACH	3:00 PM	1 day
Interior-OSM	Fedwire	1:00 PM	0 day
Justice	ACH	11:00 PM	6 days
Justice	Fedwire	2:00 PM	2 days
Labor-Non-UTF	ACH	3:00 PM	1 day
Labor-UTF	ACH	3:00 PM	1 day
Labor-UTF	Fedwire	3:00 PM	0 day
National Science Foundation (NSF)	ACH	8:00 PM	1 day
National Science Foundation (NSF)	Fedwire	5:45 PM	0 day
Social Security Administration	ACH	11:59 PM	1 day
Social Security Administration	Fedwire	5:45 PM	0 day
Transportation (FAA)	ACH	2:00 PM	1 day
Transportation (FHWA)	ACH	12:00 PM	3 days
Transportation (FHWA)	Fedwire	12:00 PM	0 day
Transportation (FTA)	ACH	2:00 PM	1 day
Veterans Administration	ACH	12:00 PM	3 days

Exhibit II - Territory of Guam

LIST OF STATE CLEARANCE TIMES**(Rounded Dollar-Weighted Average Day of Clearance)****Clearance Times Where the Timing of A Draw Down Is Based on A Clearance Pattern**

CFDA	Program Name	Recipient	%	Component	Technique	Round days
10.551	Supplemental Nutrition Assistance Program	Department of Public Health and Social Services	100.00	Benefits	Actual Clearance, ZBA - Same Day Payment	N/A
10.557	Special Supplemental Nutrition Program for Women, Infants, and Children	Department of Public Health and Social Services	5.00	payroll	Direct Administrative Costs - Drawdowns on a Payroll Cycle	3 Days
10.557	Special Supplemental Nutrition Program for Women, Infants, and Children	Department of Public Health and Social Services	40.00	Vendor Payments - off island	Payment Schedule - Weekly	N/A
10.557	Special Supplemental Nutrition Program for Women, Infants, and Children	Department of Public Health and Social Services	55.00	Vendor Payments - on island	Payment Schedule - Weekly	N/A
12.401	National Guard Military Operations and Maintenance (O&M) Projects	Department of Military Affairs	100.00	Vendor Payment - On Island	Payment Schedule - Weekly	N/A
15.605	Sport Fish Restoration	Department of Agriculture	100.00	Vendor Payment - On Island	Payment Schedule - Weekly	N/A
15.875	Economic, Social, and Political Development of the Territories and the Freely Associated States	Department of Administration	2.00	Vendor Payments- Off Island	Payment Schedule - Weekly	N/A
15.875	Economic, Social, and Political Development of the Territories and the Freely Associated States	Department of Administration	2.00	Vendor Payments-On Island	Payment Schedule - Weekly	N/A
15.875	Economic, Social, and Political Development of the Territories and the Freely Associated States	Department of Bureau Planning and Statistics	10.00	Vendor Payments - On-Island	Payment Schedule - Weekly	N/A
15.875	Economic, Social, and Political Development of the Territories and the Freely Associated States	Department of Bureau Planning and Statistics	7.00	Vendor Payments - off island	Payment Schedule - Weekly	N/A
15.875	Economic, Social, and Political Development of the Territories and the Freely Associated States	Department of Public Health and Social Services	15.00	Vendor Payments - off island	Payment Schedule - Weekly	N/A
15.875	Economic, Social, and Political Development of the Territories and the Freely Associated States	Department of Public Health and Social Services	4.00	Vendor Payments - on island	Payment Schedule - Weekly	N/A
15.875	Economic, Social, and Political Development of the Territories and the Freely Associated States	Department of Public Works	6.00	payroll	Direct Administrative Costs - Drawdowns on a Payroll Cycle	3 Days

APPENDIX F

CFDA	Program Name	Recipient	%	Component	Technique	Round days
15.875	Economic, Social, and Political Development of the Territories and the Freely Associated States	Guam Fire Department	10.00	Vendor Payments - On Island	Payment Schedule - Weekly	N/A
15.875	Economic, Social, and Political Development of the Territories and the Freely Associated States	Guam Fire Department	10.00	Vendor Payments - off island	Payment Schedule - Weekly	N/A
15.875	Economic, Social, and Political Development of the Territories and the Freely Associated States	Guam Fire Department	7.00	Vendor Payments - on island	Payment Schedule - Weekly	N/A
15.875	Economic, Social, and Political Development of the Territories and the Freely Associated States	Guam Police Department	5.00	payroll	Direct Administrative Costs - Drawdowns on a Payroll Cycle	3 Days
15.875	Economic, Social, and Political Development of the Territories and the Freely Associated States	Guam Police Department	12.00	Vendor Payments - off island	Payment Schedule - Weekly	N/A
15.875	Economic, Social, and Political Development of the Territories and the Freely Associated States	Guam Police Department	10.00	Vendor Payments - on island	Payment Schedule - Weekly	N/A
17.258	WIA Adult Program	Agency For Human Resources Development	100.00	Vendor Payment - On Island	Payment Schedule - Weekly	N/A
20.205	Highway Planning and Construction	Department of Public Works	5.00	payroll	Direct Administrative Costs - Drawdowns on a Payroll Cycle	3 Days
20.205	Highway Planning and Construction	Department of Public Works	35.00	Vendor Payments - off island	Payment Schedule - Weekly	N/A
20.205	Highway Planning and Construction	Department of Public Works	60.00	Vendor Payments - on island	Payment Schedule - Weekly	N/A
66.600	EPA Consolidated Grant	Guam Environmental Protection Agency	52.00	payroll	Direct Administrative Costs - Drawdowns on a Payroll Cycle	3 Days
66.600	EPA Consolidated Grant	Guam Environmental Protection Agency	24.00	Vendor Payments - off island	Payment Schedule - Weekly	N/A
66.600	EPA Consolidated Grant	Guam Environmental Protection Agency	24.00	Vendor Payments - on island	Payment Schedule - Weekly	N/A
81.128	Energy Efficiency and Conservation Block Grant Program	Guam Energy Office	100.00	Vendor Payment - On Island	Payment Schedule - Weekly	N/A
84.394	State Fiscal Stabilization Fund (SFSS) - Education State Grants, Recovery Act	Guam Department of Education	100.00	Vendor Payments - On Island	Payment Schedule - Weekly	N/A
93.558	Temporary Assistance for Needy Families	Department of Public Health and Social Services	100.00	Vendor Payments - On Island	Payment Schedule - Weekly	N/A
93.563	Child Support Enforcement	Office of the Attorney General	100.00	Vendor Payment - On Island	Payment Schedule - Weekly	N/A
93.575	Child Care and Development Block Grant	Department of Public Health and Social Services	100.00	Vendor Payments - On Island	Payment Schedule - Weekly	N/A
93.667	Social Services Block Grant	Department of Public Health and Social Services	100.00	Vendor Payment - On Island	Payment Schedule - Weekly	N/A
93.767	Children's Health Insurance Program	Department of Public Health and Social Services	100.00	Vendor Payments - On Island	Payment Schedule - Weekly	N/A
93.778	Medical Assistance Program	Department of Public Health and Social Services	10.00	payroll	Direct Administrative Costs - Drawdowns on a Payroll Cycle	3 Days

APPENDIX F

CFDA	Program Name	Recipient	%	Component	Technique	Round days
93.778	Medical Assistance Program	Department of Public Health and Social Services	70.00	benefits	Payment Schedule - Weekly	N/A
93.778	Medical Assistance Program	Department of Public Health and Social Services	10.00	Vendor Payments - off island	Payment Schedule - Weekly	N/A
93.778	Medical Assistance Program	Department of Public Health and Social Services	10.00	Vendor Payments - on island	Payment Schedule - Weekly	N/A

I hereby certify that an authorized State official has certified at least every five years that the "Rounded Days of Clearance" listed in Exhibit 2 of this Treasury-State Agreement:

1. Have been prepared in accordance with the standards provided in 31 CFR 205.20;
2. Accurately represent the flow of Federal funds under the Federal assistance programs to which they apply;
3. Reflect seasonal or other periodic variations in the clearance activities; and,
4. Are auditable.

Date: Nov 20, 2018

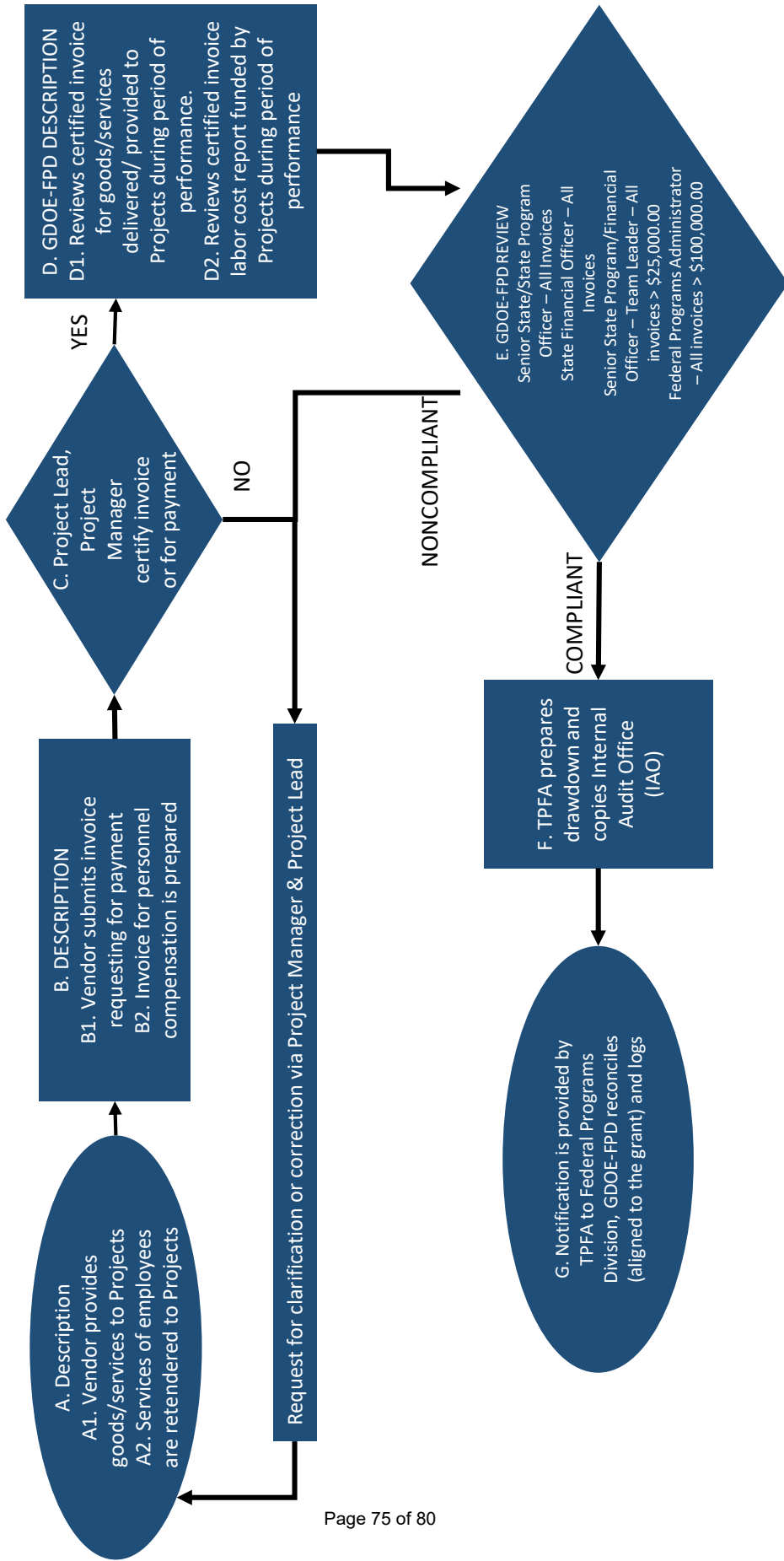
Printed Name: Rosita T. Fejeran

Certifying Signature: *Rosita T. Fejeran*
Rosita T. Fejeran (Nov 20, 2018)

Title: Treasurer of Guam

GDOE – Federal Programs Division/Grants Office Manual Guidance

INVOICING AND DRAWDOWNS



DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Guam Department of Education

Consolidated Grant Monitoring – May 2022
Assessment Questions

Period of Availability

Question #7 & Question #8
Attachment #1

May 04, 2022

Budget Adjustment Request - TPFA RE-BUDGET

Program: ISLA - Ayudante'




Prepared by: Shannon Bukikosa

Organization No.	Object	Grant or Project	Current Available Balance	Decrease Amount	Increase Amount	New Available Balance
82620	0112	F1960	\$ 104,644.06	\$ 104,642.44	\$	1.62
82620	0114	F1960	\$ 1,477,200.24	\$ 1,143,169.02	\$	334,031.22
82620	0115	F1960	\$ 1,160,210.00	\$ 508,386.60	\$	651,823.40
82620	0230	F1960	\$ 1,449,232.01	\$ 1,449,232.01	\$	-
82620	0710	F1960	\$ 211,548.04	\$ 118,366.68	\$	93,181.36
82620	0111	F1960	\$ (510,232.99)	\$	\$ 510,232.99	-
82620	0121	F1960	\$ (101,265.35)	\$	\$ 178,141.39	76,876.04
82620	0240	F1960	\$ 233,101.20	\$	\$ 935,474.02	1,168,575.22
82620	0245	F1960	\$ -	\$	\$ 1,401,519.78	1,401,519.78
82620	0250	F1960	\$ -	\$	\$ 298,428.57	298,428.57
In Balance	Yes		\$ 4,024,437.21	\$ 3,323,796.75	\$ 3,323,796.75	\$ 4,024,437.21

Justification/Comment:

Requesting to rebudget funds from to Salaries Regular (0111), Salaries Overtime (0112), Salaries partime (0114), Stipends/incentives (0115), Salaries Benefits (0121) Indirect cost (0710), Contractual (0230) and Travel (0221) to cover pending salary reimbursement and reserves and for the procurement of technology supplies and equipment to support the implementation of project activities aligned to the goals and objectives of the FFY 2020 Consolidated Grant Application.

Approvals:

Senior State Program Officer: Shannon Bukikosa
Print Name & Signature  Date
 Senior State Financial Officer: Rachel Duenas
Print Name & Signature  Date FEB 28 2021
 Federal Programs Administrator: Ike C. Santos
Print Name & Signature  Date

Indirect Cost Budget affected (GDOE SOP 200-043):
 Yes No
 If YES, GDOE Form IDC-01 or Form IDC-02 (SOP 200-043) attached with Superintendent's Approval?:
 Yes No

Instructions: Please complete all information showing the Organization-Object-Project codes for each account to be revised. Enter the amounts to increase and the amounts to decrease as well as the new budget amounts.

Current Available Balance numbers should be taken from Account Inquiry in MUNIS or an updated grant status report.



**DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT**



www.gdoe.net
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Fax: (671)472-5001
Email: jonfernandez@gdoe.net

JON J. P. FERNANDEZ
Superintendent of Education

TO: Superintendent of Education
Ike C. Santos
FROM: Federal Programs Division Administrator
Program Manager
SUBJECT: Indirect Cost Budget Deviation

The Indirect Cost Rate Agreement negotiated with the Department of Interior and US Department of Education entitles Guam Department of Education (GDOE) to receive reimbursement of indirect costs incurred in the support of federal programs.

GDOE SOP 200-043 requires that Indirect Costs be equal to the salary and wage budget multiplied by the latest approved indirect cost rate per program. If the requested indirect cost budget is less than this, it must be justified and approved by the Superintendent.

Grant Name and Year: Consolidated Grant - FFY19

Program/Project Name ISLA - Ayudante

Salary and Wages budget increase (decrease)	\$1,245,965.07	a	
Latest approved indirect cost rate	9.5%	b	
Required increase (decrease) to indirect cost	\$118,366.68	c	a x b

Proposed increase (decrease) to indirect cost budget	\$118,366.68	d	
Reimbursement that GDOE will not receive	-\$118,366.68	e	c - d
Actual indirect cost rate applied in budget modification	9.50%	f	d / a

Comments: *Requesting to re-budget funds to support supplies and technology supplies to meet the goals and objectives of the Consolidated Grant Application.*

Ike C. Santos FEB 23 2021
Program Manager / Date

ATTACHMENTS

Statute or regulation that restricts or prohibits indirect cost reimbursement in the grant.

- Approved Adequate documentation/justification has been provided to support the deviation from the Indirect Cost Budget calculation. Further instruction _____
- Disapprove Adequate documentation/justification has not been provided to support the deviation from the Indirect Cost Budget calculation. Further instruction _____

Superintendent of Education / Date

FORM IDC-02 rev 5.29.18

Budget Adjustment Request - TPFA RE-BUDGET


Program: Second Chance


Prepared by: Shannon Bukikosa


Organization No.	Object	Grant or Project	Available Balance	Current	Increase Amount	Decrease Amount	Available Balance	New
82670	0111	F1960	\$ 207,998.18	\$ 199,435.29	\$	\$	8,562.89	
82670	0220	F1960	\$ 4,249.23	\$ 4,249.23	\$	\$	-	
82670	0230	F1960	\$ 65,641.32	\$ 65,641.32	\$	\$	-	
82670	0710	F1960	\$ 19,759.70	\$ 18,946.23	\$	\$	813.47	
82670	0121	F1960	\$ (26,628.36)	\$	\$ 27,021.48	\$	393.12	
82670	0240	F1960	\$ 6,039.07	\$	\$ 87,329.24	\$	93,368.31	
82670	0245	F1960	\$	\$	\$ 152,598.60	\$	152,598.60	
82670	0250	F1960	\$ 1,249.00	\$	\$ 21,322.75	\$	22,571.75	
In Balance	Yes		\$ 278,308.14	\$ 288,272.07	\$ 288,272.07	\$	278,308.14	

Justification/Comment: Requesting to rebudget funds from Salaries (0111), Travel (0220), Contractual (0230), and Indirect Cost (0710) to Supplies (0240), Technology Supplies (0245) and Equipment (0250) for the procurement of technology supplies and equipment to support the implementation of project activities aligned to the goals and objectives of the FFY2020 Consolidated Grant Application.

Approvals:

Senior State Program Officer: Shannon Bukikosa
Print Name & Signature  Date

Senior State Financial Officer: Rachel Duenas
Print Name & Signature  Date

Federal Programs Administrator: Ike C. Santos
Print Name & Signature  Date **FEB 23 2021**

Indirect Cost Budget affected (GDOE SOP 200-043): Yes No

If YES, GDOE Form IDC-01 or Form IDC-02 (SOP 200-043) attached with Superintendent's Approval?: Yes No

Instructions: Please complete all information showing the Organization-Object-Project codes for each account to be revised. Enter the amounts to increase and the amounts to decrease as well as the new budget amounts.

Current Available Balance numbers should be taken from Account Inquiry in MUNIS or an updated grant status report.



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JON J. P. FERNANDEZ
Superintendent of Education

TO: Superintendent of Education
Ike C. Santos
FROM: Federal Programs Division Administrator
Program Manager
SUBJECT: Indirect Cost Budget Deviation

The Indirect Cost Rate Agreement negotiated with the Department of Interior and US Department of Education entitles Guam Department of Education (GDOE) to receive reimbursement of indirect costs incurred in the support of federal programs.

GDOE SOP 200-043 requires that Indirect Costs be equal to the salary and wage budget multiplied by the latest approved indirect cost rate per program. If the requested indirect cost budget is less than this, it must be justified and approved by the Superintendent.

Grant Name and Year: Consolidated Grant - FFY19

Program/Project Name Second Chance

Salary and Wages budget increase (decrease)	\$199,435.29	a	
Latest approved indirect cost rate	9.5%	b	
Required increase (decrease) to indirect cost	\$18,946.23	c	a x b

Proposed increase (decrease) to indirect cost budget	\$18,946.23	d	
Reimbursement that GDOE will not receive	-\$18,946.23	e	c - d
Actual indirect cost rate applied in budget modification	9.50%	f	d / a

Comments: *Requesting to re-budget funds to support supplies and technology supplies to meet the goals and objectives of the Consolidated Grant Application.*

Ike C. Santos FEB 23 2021
Program Manager / Date

ATTACHMENTS

Statute or regulation that restricts or prohibits indirect cost reimbursement in the grant.

- Approved Adequate documentation/justification has been provided to support the deviation from the Indirect Cost Budget calculation. Further instruction: _____
- Disapprove: Adequate documentation/justification has not been provided to support the deviation from the Indirect Cost Budget calculation. Further instruction: _____

Superintendent of Education / Date

FORM IDC-02 rev 5.29.18