

FEDERAL PROGRAMS DIVISION



**FY 2021 Title V, Part B Rural Low Income
Schools Consolidated Grant to Insular Areas**

ANNUAL PERFORMANCE REPORT (APR)

DECEMBER 30, 2022

Consolidated Grants to the Insular Areas

CFDA Number: 84.403A

Formula Grant

Annual Performance Report (APR)



Background: The Annual Performance Report (APR) provides data on the status of the funded Consolidated Grant (CG) projects. The data relates to the scope and objectives established in the approved CG application and any approved revisions. In accordance with 34 CFR § 76.132(a)(5), Insular Areas are required to “submit an annual report to the Secretary containing information covering the program or programs for which the grant is used and administered, including the financial and program performance information required under 2 CFR 200.327 and 200.328.”¹

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

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

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

Rural, Insular, and Native Achievement Programs

Consolidated Grant to the Insular Areas

Annual Performance Report Cover Sheet

Reporting Period Information: July 1, 2021 – September 30, 2022

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

1. Grantee Agency Name Guam Department of Education

2. Address 501 Mariner Drive

City, State, Zip Barrigada, Guam, 96913

3. Grantee Identification: PR # S403A

4. Federal Grant Director:

Name: Mr. Ignacio C. Santos

Title: Federal Programs Administrator

Tel: 671-300-1267 Fax: _____

E-mail: icsantos@gdoe.net

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

Name: Franklin J. T. Cooper-Nurse

Title: Superintendent of Education, Acting

Tel: 671-300-1547 Fax: _____ E-mail: _____

superintendent@gdoe.net

Certification

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

Signature of Authorized Representative: Mr. Franklin J. T. Cooper-Nurse

Title: Superintendent of Education, Acting

Date: _____

Consolidated Grant Annual Performance Report [FISCAL YEAR] Template

Table 3.1. Program Budget Information (Fiscal Year 2021-2022)

A. Consolidated Grant Amount Obligated	\$32,602,812.00
B. Total Amount Expended	\$6,256,128.02
C. Funds Remaining	\$26,346,683.98
D. % of Funds Remaining	80%
E. Provide an explanation for the remaining funds: (Please provide an explanation of how funds will be spent or why these funds have not been spent.)	
<p>The COVID-19 pandemic continues to impact the island and the education community’s ability to implement activities and meet various objectives for student learning. Due to the pandemic, reduced personnel resources combined with cost increases due to inflation, GDOE continues to experience a myriad of challenges affecting the delivery of educational support and resources. Challenges include shipping and delivery delays, reduced vendor pool, vendors inability to meet demands or meet initial cost quotations. Guam's geographic location in the Pacific further exacerbates the procurement challenges.</p> <p>The percentage of funds obligated is <u>51 %</u> which is based on the breakdown below:</p> <ul style="list-style-type: none"> \$32,602,812.00 – Consolidated Grant FFY2021 Grant Award (\$16,595,775.17) – Subtotal of Obligations <ul style="list-style-type: none"> (\$6,256,128.02) – Federal Shares of Expenditures (\$6,384,732.56) – Federal Share of Unliquidated Obligations (09/30/2022) (\$ 975,969.27) – Federal Share of Unliquidated Obligations (10/01/2022-12/29/2022) (\$2,978,945.32) – Requisitions in the procurement process <p><u>\$ 16,007,036.83</u> Available in Munis System (Grant Status Report 12/29/2022) <u>(\$ 1,479,881.57)</u> – Unliquidated Personnel Obligations \$ 14,527,155.26 - Available balance for the CG Activities</p> <p>The remaining <u>\$14,527,155.26</u> for CG FFY2021 will be used for the completion of project activities under the approved CG Application.</p>	

FEDERAL PROGRAMS DIVISION



**FY 2021 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 30, 2022

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #1: CCCLR

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

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

Project Title: (Federal Program Name):	Project #1: College, Career, Civic Engagement & 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:	Interim Federal Program Administrator: Francis E. Santos State Program Officer: Shannon Bukikosa-Esplana State Financial Officer: Stephanie Chargualaf (alternate) State Data Officer: Ana O. Aguon State Program/Financial Officer – Team Leader: Rachel Lee S. Duenas				
Project Budget			Population Served						
Allocated	Expended	% Expended	Students Served			Staff Served			
Public \$6,257,095.32	Public \$2,788,978.94	45%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
Private	Private		Group: PreK – 5th	13,218	13,218	887	887	31	31
			Group: 6 th – 8 th	6,677	6,677	383	383	24	24
			Group: 9 th – 12 th	9,160	9,160	447	447	30	30
Total Population Served				29,055		1,717		85	

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #1: CCCLR

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement.</i>	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p>Component 1. Increasing Rigorous Academic and Technical Courses with High Quality Instruction</p> <p>A. By the end of SY 2021-22, 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,</p>	<p>Professional development (PD) trainings on:</p> <ul style="list-style-type: none"> a. CTE b. AP/Honors c. STEAM 	<p>Percentage of teachers who self-report improved teaching practices and consistent implementation of high quality, rigorous curriculum</p>	<p>60% of teachers self-reported feeling “well prepared” to teach the content in FFY ‘19</p>	<p><u>Target:</u> 50%</p>	<p><u>Target</u> 55%</p>	<p><u>Target:</u> 60%</p>	<p><u>Target:</u> 60%</p>	<p>Yes, this project objective was met.</p> <p>84% of surveyed teacher participants to CCCLR sponsored professional development training in FY ’21 expressed varying degrees in classroom application of PD-learned teaching strategies:</p> <p>7% reported ‘always’ incorporating in their lessons the things they learned; 22%</p>

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #1: CCCLR

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement.</i>	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p>Technology, Engineering, Arts, and Math (STEAM) courses as evidenced by self-reflections and/or classroom observation.</p> <p>B. By the end of SY 2021-22, 50% of students will earn a “C” or better in the CTE, AP/Honors, and STEAM classes taken.</p> <p>C. By the end of SY2021-22, there will be a 2% increase of AP test takers who score a 3</p>	<p>Classes on:</p> <ul style="list-style-type: none"> a. CTE b. AP/Honors c. STEAM <p>Advanced Placement (AP) instruction, & AP Testing</p>	<p>Percentage of “C” grades or better reported in PowerSchool</p> <p>Percentage of AP test takers who scored a 3 or higher</p>	<p>For SY 20-21:</p> <p>61% of the students enrolled in the CTE and AP/Honors courses passed with a “C” or better.</p> <p>AP Tests which garnered a score of 3 or higher in SY 18-19 = 14.3%</p>	<p>Target: 35%</p> <p>Target: AP Test not administered at this time.</p>	<p>Target: 40%</p> <p>Target: AP Test not administered at this time.</p>	<p>Target: 45%</p> <p>Target: AP Test administered in April 2021.</p>	<p>Target: 50%</p> <p>Target: 2% increase from SY18-19 baseline</p>	<p><i>‘frequently’</i> (at least once a week); 32% <i>‘infrequently’</i> (at least once a month); and 23% <i>‘rarely’</i> (at least once a quarter).</p> <p>Yes, this project objective was met.</p> <p>83% (1,727 out of 2,078) of CTE students earned a final grade of “C” or better during the 2nd academic semester of SY 21-22.</p> <p>Yes, this project objective was met.</p>

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #1: CCCLR

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement.</i>	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p>or better from baseline of SY18-19 AP Test Results</p> <p>D. By the end of SY2021-22, 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 English and Math Placement Testing</p>	<p>Percentage of test takers who score into college-level English and Math courses</p>	<p><i>Note: A student can choose to test in more than one AP subject. Hence, the no. of scores with a 3 or higher is used instead of the number of AP test takers.</i></p> <p>In Fall SY18-19: 61.1% placed in EN110, 0.9% placed in EN111, 22.2% placed in MA110, MA151 and 2.1% placed in MA161A,MA165</p>	<p>Target:</p> <ul style="list-style-type: none"> ▪ UOG Placement Test not administered at this time 	<p>Target:</p> <p>UOG Placement Test not administered at this time</p>	<p>Target:</p> <p>UOG Placement Test not administered at this time</p>	<p>Target:</p> <p>UOG Placement Tests available for Fall 2021.</p>	<p>24% (113 out of 465) of AP test scores were at least a 3 or higher.</p> <p>This represents a 10% increase from the baseline of 14%.</p> <p>Yes, this project objective was partially met.</p> <p><u>For English:</u> All new freshmen (100%) are automatically placed into EN110 and provided with supplemental support services. Developmental English courses are no longer offered.</p> <p>Placed into EN111 =6/505 =1.2%</p> <p>For English, the objective was partially met with all new freshmen placed in EN 110,</p>

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #1: CCCLR

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement.</i>	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
							and an increase of .3% in EN111 (short by 1.7% to meet annual target.) For Math: Placed into MA110, MA151 =143/408 =35% Placed into MA161A, MA165 =27/408 =6.6% For Math, the project exceeded its annual objective.

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #1: CCCLR

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement.</i>	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<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 and achieve a NCRC certificate</p>	WorkKeys curriculum/practice and assessmen	Percentage of WorkKeys test takers who score “Bronze” or higher	<p>For SY 20-21:</p> <p>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>Target: 40%</p>	<p>Target: 45%</p>	<p>Target: 50%</p>	<p>Target: Start of a new school year</p>	<p>Yes, this project objective was met.</p> <p>485/583 students (83%) earned a NCRC. Project exceeded its annual target for this period.</p>

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #1: CCCLR

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement.</i>	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p>Component 3. Specialized Events and Opportunities</p> <p>By the end of SY 2021-22, 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 academic work as evidenced by self-reflection surveys, and will increase their knowledge and interest in related careers.</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	<p>For SY 20-21:</p> <p>The Student Engagement survey administered to VPA participants in the public schools showed that 88% of these students are engaged in learning and confident in their academic work.</p>	<p>Target: 20% (if survey conducted at this time)</p>	<p>Target: 25% (if survey conducted at this time)</p>	<p>Target: 30% (if survey conducted at this time)</p>	<p>Target: Start of a new school year</p>	<p>Yes, this project objective was met.</p> <p>Overall VPA % for SY 21-22: = 130/137 or 95% felt more engaged with learning</p> <p>= 134/137 or 98% felt more confident in academic work</p> <p>Overall ASE % for SY 21-22: = 149/208 or 72% felt more engaged with learning</p> <p>=165/208 or 79% felt more confident in academic work</p>

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #1: CCCLR

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement.</i>	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
Component 4. Academic & Career Planning								
A. By the end of SY2021-22, 30% of participating students will indicate an interest in pursuing STEAM for college degree or a CTE path.	Web-based survey on post ASE, VPA, and STEAM events	Percentage of participating students indicating an interest in pursuing STEAM path in college	For SY 19-20: 40% of students indicate an interest in STEAM for college	Target: 30% (if College/Career Fair held at this time.)	Target: 30% (if College/Career Fair held at this time.)	Target: 30% (if College/Career Fair held at this time.)	Target: Start of a new school year	Yes, this project objective was met. 29.7% or 30% of students surveyed indicated interest in pursuing a STEAM for college degree or a CTE path.
B. By the end of SY2020-21, 60% of students will indicate that College/Career Fair is helpful in providing information needed to pursue a college/career path	College/Career Fairs	Percentage of students indicating College/Career Fair is helpful and relevant	95% of students attending the College Fair in SY 19-20 report that the event was effective in providing information for college	Target: College/Career Fair not conducted at this time	Target: 60% (If College/Career Fair is conducted at this time)	Target: 60% (If College/Career Fair is conducted at this time)	Target: Start of a new school year	Yes, this project objective was met. 98% of students attending the College Fair in SY 21-22 report that the event was beneficial to help in preparing for post-secondary education and effective in providing information for college

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #1: CCCLR

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.

- **84%** of surveyed teacher participants to CCCLR sponsored professional development training in FY '21 expressed varying degrees in classroom application of PD-learned teaching strategies: **7%** reported 'always' incorporating in their lessons the things they learned; **22%** 'frequently' (at least once a week); **32%** 'infrequently' (at least once a month); and **23%** 'rarely' (at least once a quarter).
- During the 2nd academic semester of SY21-22, 1,727 out of 2078 (**83%**) CTE students earned a final grade of "C" or better. This is **33%** beyond the objective of 50%.
- In SY21-22, 113 out of 465 or **24%** of students who took an AP exam scored a 3 or higher. This represents a **10%** increase from SY18-19 baseline of 14.3%. The Project's annual objective was to increase by 2%.
- Thirty five percent (**35%**) or 143/408 incoming freshmen placed into MA110/MA151 and 27/408 or **6.6%** placed into MA161A/MA165. For Math, the project met its annual objective. For English, the objective was partially met with all new freshmen placed in EN 110, and an increase of .3% in EN111 (short by 1.7% to meet annual target.)
- Eighty three percent (**83%**) or 485/583 of students who took the WorkKeys Assessment scored a bronze or higher and earned a National Career Readiness Certificate (NCRC). The Project exceeded its annual target of 50% by **33%**.
- Overall, the Academic Special Events (ASE) Program exceeded its annual target of 30% where 149/208 or **72%** of ASE students felt more engaged with learning and 165/208 or **79%** more confident in academic work.
- Overall, the Visual Performing Arts (VPA) Program exceeded its annual target of 30% where 130/137 or **95%** of VPA students felt more engaged with learning and 134/137 or **98%** felt more confident in academic work.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. Thirty-eight (38) educators successfully completed the Projects Based Learning (PBL) training.
2. Three Robotics Professional Development training sessions were held during SY21-22. Sixty-nine (69) teachers participated in an online synchronous & asynchronous training on March 19-April 9, 2022, when social distancing was enforced as a result of the COVID-19 pandemic. During the Summer Break (June 6-10, 2022), when pandemic restrictions were lifted, 102 teachers participated in the Robotics and Engineering Challenge professional development training and in August 22-September 1, 2022, 122 teachers participated in another initial Robotics and Engineering Challenge training and follow up session.
3. One hundred five (105) students participated in the Guam Trades Academy Construction Program: 72 attended the CORE Curriculum classes, 22 attended the Construction Craft Laborer 1 class and 11 attended the Construction Craft Laborer 2 class.
4. Visual Performing Arts (VPA) services in music, art, dance and theater were provided to elementary and secondary students during after school hours. Art Exhibits, Music and Dance Performances open to the public were held during the school year to showcase the students' achievements in song, dance and art.
5. Academic Special Events were held during the school year allowing students to demonstrate knowledge in the Academic Challenge Bowl (ACB), National Forensic League (NFL), math Olympiad and Math Counts competitions. One hundred sixty-seven (167) public and private school students participated in ACB, 68 in NFL, 49 in Math Olympiad and 43 in Math Counts.
6. Forty-three (43) students availed of SAT/ACT Preparation/Tutoring classes in math and English.

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #1: CCCLR

7. Twenty-nine (29) educators created 55 lessons in various careers related to the core subjects in math, English, science and social studies to provide students more awareness and a better understanding of the associated responsibilities and job requirements of these careers.
8. Seven hundred fifty-six (756) Advanced Placement test fees for exams taken by 6 public and 2 private non-public school students were funded by the Project.
9. All 7 public schools held College Fairs at their respective school in February 2022 highlighting the local colleges' (University of Guam, Guam Community College and Pacific Island University) application process, FAFSA, placement schedule and financial aid opportunities.

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. An overwhelming increase in procurement requests for contractual services, supplies and equipment acquisition, as a result of the influx of pandemic related funds (Education Stabilization Fund and American Recovery Plan) in addition to the Consolidated Grant activities, caused a tremendous strain on the Procurement Office to process them all within the fiscal year. Processing of supply/equipment requisitions was slow which impacted the implementation of activities such as robotics and engineering challenges. Also, many items such as the Video Production & Broadcasting Program, E-sports program, Advanced Placement Summer Institute and specialized training for students in Allied Health, Business Technology & Cosmetology were not successfully converted to Purchase Orders or Contracts, thus causing further delays in implementation.
2. Teacher shortages and limited substitute coverage made participation at professional development training very challenging. Although school principals identified teachers to participate in the training, a number of times principals could not release them on the day of training due to an already high number of teacher absences at the school.
3. The Project makes reasonable efforts for students, teachers and administrators to avail of services such as professional development training (STEM Robotics, Engineering, PBL) and student interest inventory programs (Paws in Jobland and Choices 360), and the WorkKeys curriculum & assessment, however, the Project cannot guarantee that all schools will participate. As a result, the projected numbers versus actual numbers may reflect a large variance.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

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

FEDERAL PROGRAMS DIVISION



**FY 2021 Title V, Part B: Rural Low Income
Schools Consolidated Grant to Insular Areas**

Annual Performance Report (APR)

Project No. 2

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

DECEMBER 30, 2022

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #2: CIQD

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

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

Project Title: (Federal Program Name):			Project #2: Curriculum and Instructional Quality and Development (CIQD)		Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.		Title I Part A – Improving Basic Programs Operated by Local Educational Agencies Title II Part A – Supporting Effective Instruction Title III Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act Title IV Part A – Student Support and Academic Enrichment Grants		Federal Programs Oversight:		Interim Federal Program Administrator: Francis E. Santos State Program Officer: Sean Rupley State Financial Officer: Shannon Bukikosa-Esplana State Data Officer: Ana O. Aguon State Program/Financial Officer – Team Leader: Rachel Lee S. Duenas	
Project Budget				Population Served								
Allocated	Expended	% Expended	Students Served		Staff Served							
Public \$6,606,333.16	Public \$3,009,326.82	46%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators			
Private	Private		Group: Pre-K – 12	12,619	12,619	Pre-K – 12 th = 600	Pre-K – 12 th = 600	Pre-K – 12 th = 100	Pre-K – 12 th = 100			
			Group: 5 th – 8 th	6,466	6,466							
			Group: 9 th – 12 th	9,201	9,201							
Total Population Served					28,286		600		100			

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #2: CIQD

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement.</i>	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
2.1.1 By the end of SY 21-22, 50% of teachers who participate in the Initial Teacher Certification Assistance activity will be fully certified.	Initial Teacher Certification Assistance	Percentage of limited term teachers approved to participate in the Initial Teacher Certification Assistance who successfully complete the program and obtain an Initial Educator Certification	In SY 20-21: Cohort 1 = 52% Cohort 2 = 59%	Target: Implementation Phase	Target: Implementation Phase	Target: Implementation Phase	Target: 50% completion rate	This project objective was met and exceeded. About 82% was the completion rate for Cohort 3.
2.1.2 By the end of SY 21-22, 75% of mentored and coached teachers and administrators will report satisfaction of mentoring/coaching supports, new knowledge, and improved instructional practices gained by this activity.	Teacher Mentoring New Teacher Academy Teacher Coaching Professional Development	Percentage of mentored and coached teachers who report satisfaction or higher on mentoring and coaching supports and improved instructional practices in the classroom.	In SY 20-21: 78% of mentored teachers and 70% of coached teachers indicated satisfaction with mentoring/coaching supports	Target: 65%	Target: 70%	Target: 75%	Target: Start of a new school year	This project objective was close to being met. 73% was the overall joint percentage of mentored and coached teachers who report satisfaction or higher on mentoring and coaching supports and improved instructional practices in the classroom.

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<p>2.1.3 By the end of SY 21-22, retention rate of teachers and administrators will increase by 5% from the previous school year.</p>	<p>Teacher Mentoring New Teacher Academy Teacher Coaching Professional Development</p>	<p>Percentage of teachers who continue on to the next year.</p>	<p>In SY 20-21: Retention rate = 16%</p>	<p>Target: Ongoing instruction.</p>	<p>Target: Ongoing instruction.</p>	<p>Target: Ongoing instruction.</p>	<p>Target: 5% increase in teacher retention rate.</p>	<p>This project objective was not met. There was a 1% decrease in retention rate from the previous school year. This could be due to the number of teachers who left the profession due to COVID-19 related reasons.</p>
<p>2.2.1 & 2.3.1-2.5.5 Through web-based surveys, 75% of participating teachers will show an increase in the utilization of research-proven instructional strategies (learned from professional development opportunities) or curricular resources in their classrooms.</p>	<p>Professional Development Improving Teacher Online Professional Learning Course Pre-K Academics & Early Childhood Classroom and Supports Library Improvement Assessment Kits</p>	<p>Percentage of teachers who report, or are observed, to have changes in classroom instructional practices.</p>	<p>In SY 19-20: 76% of participating teachers indicated increased utilization</p>	<p>Target: 65%</p>	<p>Target: 70%</p>	<p>Target: 75%</p>	<p>Target: Start of a new school year</p>	<p>This project objective was met and exceeded, with 78% being the overall percentage of increased utilization among participating teachers.</p>
<p>2.2.2 & 2.3.1-2.5.5 50% of participating teachers will utilize formative and summative assessment data to identify students' strengths and weaknesses, inform</p>	<p>Standards-Based Assessments Assessments Development of CHamoru Immersion</p>	<p>Percentage of teachers observed and/or reporting to utilize assessment data.</p>	<p>In SY 19-20: 16% of participating teachers indicated utilization of</p>	<p>Target: 40%</p>	<p>Target: 45%</p>	<p>Target: 50%</p>	<p>Target: Start of a new school year</p>	<p>Unknown. It is difficult to determine if this goal was met as the data collected from AIMSWeb showed the number of students as opposed to the number of teachers. However, data shows that teachers are using</p>

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Annual Performance Report [FFY 2021-2022]: Project #2: CIQD

<p>instruction, and provide interventions where needed, as shown in the monitoring of student interventions and student progress in the district’s formative assessment system.</p> <p>2.6.1 At least 80% of teachers/staff will report timely, high quality, and effective IT services.</p> <p>2.6.2 At least 55% of teachers/staff will indicate having access to well-functioning technology and reliable connectivity for teaching.</p>	<p>Curricula, Modules & Support Services</p> <p>Development of Curricular Resources</p> <p>Development of Proficiency Scales and Assessment Rubrics</p> <p>Teacher Toolkit</p> <p>CHamoru Curricular Resources</p> <p>Student Planners</p> <p>Student Information System Training</p> <p>Interactive Touchscreen Whiteboard Equipment Use Training</p> <p>Bandwidth and Internet Access Expansion</p> <p>Supplemental Technology Supports</p> <p>Interactive Touchscreen Whiteboard Equipment Use Training</p> <p>Bandwidth and Internet Access Expansion</p>	<p>Percentage of teachers reporting timely services from IT.</p> <p>Percentage of teachers reporting availability of well-functioning technology.</p>	<p>formative and summative assessment data</p> <p>In SY 20-21: <u>Target:</u> 70%</p> <p>80% of teachers/staff report timely, high quality, and effective services</p> <p>In SY 20-21: <u>Target:</u> 45%</p> <p>82% of teachers/staff indicated satisfaction with how technology is functioning in support of teaching.</p>	<p><u>Target:</u> 75%</p> <p><u>Target:</u> 50%</p>	<p><u>Target:</u> 80%</p> <p><u>Target:</u> 55%</p>	<p><u>Target:</u> Start of a new school year</p> <p><u>Target:</u> 55%</p>	<p>formative and summative assessments to determine students’ needs.</p> <p>This performance measure has to be re-visited and may need to be changed.</p> <p>This project objective was consistently met, and even exceeded in three of four quarters:</p> <p>1st quarter: 80%</p> <p>2nd quarter: 86%</p> <p>3rd quarter: 87%</p> <p>4th quarter: 96%</p> <p>This project objective was met and exceeded, with 74% being the overall percentage of satisfaction among participating teachers regarding how technology is functioning in support of teaching.</p>
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Annual Performance Report [FFY 2021-2022]: Project #2: CIQD

<p>2.6.3 At least 20% reduction in the number of Wi-Fi connectivity tickets from HelpDesk during the start of SY21-22</p>	<p>Supplemental Technology Supports</p>	<p>Number of trouble tickets requested for Wi-Fi</p>	<p>In SY 20-21: 57%-78% were for internet connectivity za</p>	<p>Target: 15% reduction</p>	<p>Target: 17% reduction</p>	<p>Target: 20% reduction</p>	<p>Target: 20% reduction</p>	<p>This project objective was met and exceeded, with a 36% reduction in HelpDesk tickets from the start of SY 21-22.</p> <p>Quarterly surveys yielded the following data:</p> <p>71% - 1st qtr. 53% - 2nd qtr. 77% - 3rd qtr. 35% - 4th qtr.</p> <p>With more online resources being provided to teachers and students, the district has been working diligently to improve and increase internet connectivity.</p>
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Evidence of Success/ Progress (bullet points)

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

Please add more bullet points if necessary.

- There was an increase in the number of applicants seeking assistance through the Initial Teacher Certification Assistance programs. This is evidence of the need for programs such as these. A total of 19 teachers are expected to finish the course in December 2022 – the highest number of graduates in the three years the program has been in existence (**82% completion rate**).
- Through quarterly web-based surveys, **73%** of teachers report satisfaction with the coaching and mentoring supports provided to them throughout the performance period. Research shows that teachers who feel supported have a greater likelihood of staying in the profession despite challenges they may face.
- There was an increase in the utilization of instructional strategies among participating teachers (**78%, 2% increase from previous year**). Since these are PD-learned teaching strategies proven and tested to enhance student achievement and performance, the potential benefits to student outcomes are unlimited.
- A significant number of employees report availability of well-functioning technology and increase in bandwidth (**74%**), as well as timely, high quality, and effective IT services (**87% overall**). Consistent technology support is a valuable tool that should positively impact student learning and achievement.
- There was a **36% reduction** in HelpDesk tickets dealing with WiFi connectivity from the start of SY 21-22, **exceeding the annual target by 16%**.

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Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. Initial Teacher Certification Assistance Program
2. Teacher Coaching
3. New Teacher Mentoring with School-Based Mentors
4. New Teacher Seminars and Professional Learning Seminars

Observations and/or Challenges

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

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

Please add more numbers if necessary.

1. The procurement process continues to provide challenges in that Guam law provides for a lengthy contractual process – oftentimes taking months to effectual contractual services.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

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

FEDERAL PROGRAMS DIVISION



**FY 2021 Title V, Part B: Rural Low Income
Schools Consolidated Grant to Insular Areas**

Annual Performance Report (APR)

Project No. 3

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

DECEMBER 30, 2022

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #3: CSAI

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

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

Project Title: (Federal Program Name):	Project #3: Classroom Supports & Academic Interventions (CSAI) Project	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>	TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A—Improving Basic Programs Operated By Local Educational Agencies TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A—Supporting Effective Instruction TITLE III—LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A—English Language Acquisition, Language Enhancement, And Academic Achievement Act TITLE IV—21ST CENTURY SCHOOLS. Part A—Student Support And Academic Enrichment Grants. Subpart 1— Student Support And Academic Enrichment Grants	Federal Programs Oversight:	Interim Federal Program Administrator: Francis E. Santos State Program Officer: Christopher B. Surla State Financial Officer: Shannon Bukikosa-Esplana State Data Officer: Ana O. Aguon State Program/Financial Officer – Team Leader: Rachel Lee S. Duenas
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Project Budget			Population Served						
Allocated	Expended	% Expended	Students Served			Staff Served			
Public	Public	15%	Grade Level(s)	Projected Number of Students	Actual Number of Students	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
\$9,918,003.30	\$1,529,243.14			Group: K-5	SSIP 0	SSIP 0	SSIP 300	SSIP 285	SSIP 10
Private	Private			ESL 1,316	ESL 1,065	ESL 20	ESL 44		

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Annual Performance Report [FFY 2021-2022]: Project #3: CSAI

			Group: 6-8	Classroom Support 3,740 (GDOE) Kinder Learn 3,784 ASPIRE 800 (GDOE) Summer 1,050 (GDOE) ESL 352 Classroom Support 1,500 ASPIRE 200 Summer School 500 (GDOE) 10 (GACS)	Classroom Support 4,000(GDOE) Kinder Learn 8,398 ASPIRE 1,036 (GDOE) Summer 2,255(GDOE) ESL 244 Classroom Support 1,525 ASPIRE 91 Summer School 602 (GDOE)	Classroom Support 160(TAs) Kinder Learn 150 ASPIRE 150 (GDOE) 25 (1:1s) Summer 70 (GDOE) ESL 20 Classroom Support 60 (TAs) ASPIRE 3 (1-1s) Summer School 40	Classroom Support 160 - TAS Kinder Learn 528 ASPIRE 106 (GDOE) 11 (1:1s) Summer 200 (GDOE) ESL 42 Classroom Support 61 – TAs/IPAs ASPIRE 15 (GDOE) Summer School 61 (GDOE)	Kinder Learn 27	Kinder Learn 8
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			Group: 9-12	ESL 489	ESL 1,692	ESL 84	ESL 117		
				Classroom Support 3,000	Classroom Support 1,050	Classroom Support 30 (TAs/IPAs)	Classroom Support 35 – TAs/IPAs		
				SAM 600	SAM 0	SAM 40	SAM 0		
				EP 1200 (GDOE) 40 (GACS)	EP Fall A - 1,109 Fall B – 1,205 Spring A – 1,30 Spring B – 1,142 Spring C – 1,675 Spring D – 1,587	EP 75	EP 91 Fall 98 Spring		
				Summer School 1450 (GDOE) 10 (GACS)	Summer School Session A – 1,356 Session B – 1,355 Session C – 1,226 Session D – 1,057	Summer School 75	Summer School 112		
				Second Chance 100	Second Chance 173	Second Chance 9 (Teachers) 1 (Clerk)	Second Chance 9(Teachers) 1 (Clerk)	Second Chance 1	Second Chance 1
				Alt. Pathways 100	Alt. Pathways 100			Alt. Pathways 1	Alt. Pathways 1
Total Population Served					5,500		1,448		9

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Annual Performance Report [FFY 2021-2022]: Project #3: CSAI

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>Each project activity should be connected project objective in the previous column.</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement.</i>	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
By end of SY21-22, 50% of teachers attending training will self-report as feeling “well prepared” to implementing strategies learned.	Professional Development (<i>State Systemic Improvement Plan (SSIP)/ English as a Second Language (ESL)</i>)	Percentage of teachers who self-report as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.	For SY 19-20: 30% teachers self-reported as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.	Target: 25% of participating teachers will implement strategies trained	Target: 35% of participating teachers will implement strategies trained	Target: 50% of participating teachers will implement strategies trained	Target: This marks the start of a new school year.	<p>The project objective was partially met – yes for ESL teachers trained, but not for SSIP.</p> <p>SSIP PD participants were not surveyed on classroom application of PD-acquired teaching strategies because there was not enough time to allow for implementation after the training.</p> <p>SSIP – The contract between GDOE and UOG CEDDERS was signed by the governor in July 2021. A no cost extension was fully executed by September 2021. In this contract SSIP had expanded to 4 additional schools. Training was held internally with refreshers between our participating schools and consultants in August 2022. There was <i>insufficient</i> time between</p>

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								<p>training and 4th quarter reporting period to see if teachers implemented any strategies from participation.</p> <p>ESL – Training on Second Language Acquisition was held in March 2022. Training was asynchronous. 77% of participating teachers indicated training increased teaching skills. Training on Pacific Islander Cultural Awareness is scheduled for November 2022.</p>
By end of SY21-22, 50% of teachers will report classroom supports (TAs/IPAs) helpful in meeting needs of special populations.	Classroom Support (<i>Teaching Assistants (TAs)/Instructional Program Aides (IPAs)</i>)	Percentage of teachers who report ‘Satisfactory’ or ‘Outstanding’ on services TAs/ IPAs provide in the classroom.	More than 85% of teachers reported TAs/IPAs helpful in meeting the needs of special population.	Target: 30% of teachers will report TAs/IPAs helpful in meeting needs of special populations	Target: 40% of teachers will report TAs/IPAs helpful in meeting needs of special populations	Target: 50% of teachers will report TAs/IPAs helpful in meeting needs of special populations	Target: This marks the start of a new school year.	<p>Yes, the objective was met and exceeded.</p> <p>84.3% (247 out of 293) teachers reported TA/ IPAs helpful in meeting the need of special populations.</p>
By end of SY21-22 50% of teachers will report classroom supports (TAs/ IPAs) provide a least 50% of time spent supporting classroom instruction.	Classroom Support (<i>Teacher Assistants (TAs)/Instructional Program Aides (IPAs)</i>)	Percentage of teacher who report amount of time spent by TAs/Ipas on instructional/ classroom activities is at least 50%	At least 80% of teachers reported TAs spend at least 50% of the time supporting classroom instruction.	Target: 30% of teachers will report TAs/IPAs supporting classroom instructional activities.	Target: 40% of teachers will report TAs/IPAs supporting classroom instructional activities.	Target: 50% of teachers will report TAs/IPAs supporting classroom instructional activities.	Target: This marks the start of a new school year.	<p>Yes, this objective was met and exceeded.</p> <p>67% of teachers reported that TAs spend at least 50% of the time supporting classroom instruction.</p>
By end of SY21-22, 50% of those in ASPIRE K-8 will increase AIMSweb	After-School Program for Instructional	Percentage of students that increase	In SY 19-20:	Target: 30% participating	Target: 40% participating	Target: 50% participating	Target: This marks	<p>ASPIRE – The target percentage of 50% was met, but using a</p>

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<p>benchmark scores by 10 points in reading & math.</p>	<p>Remediation and Enrichment (ASPIRE)</p>	<p>AIMSweb scores in ORF & NSF by 10 points.</p>	<p>-Fall Benchmark 76% participating students Tier 1 on AIMSweb Oral Reading Fluency - 25% participating students Tier 1 on AIMSweb Number Sense Fluency</p>	<p>K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math (Fall Benchmark).</p>	<p>K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math (Winter Benchmark)</p>	<p>K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math (Spring Benchmark)</p>	<p>the start of a new school year.</p>	<p>different system than AIMSweb. To track student progress, schools had to use pre- and post- common formative assessments instead of AIMSweb. This was because AIMSweb became a challenge, after-school teachers who are not the main classroom teacher of student will alter work the main teacher had done when they are accessing the system. The number of students that increase pre- and post- test scores by 5 points and 10 points was reported quarterly. About 50% of students increased scored by 10 points in elementary reading and math.</p>
<p>By end of SY21-22, 50% of those in Summer School K-8 will increase AIMSweb benchmark scores by 10 points in reading & math.</p>	<p>Summer School</p>	<p>Percentage of students that increase AIMSweb scores in ORF & NSF by 10 points.</p>	<p>In SY 19-20: -Fall Benchmark 76% participating students Tier 1 on AIMSweb Oral Reading Fluency - 25%</p>	<p>Target: 30% participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading &</p>	<p>Target: 40% participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading &</p>	<p>Target: 50% participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading &</p>	<p>Target: This marks the start of a new school year.</p>	<p>Summer School – This objective was not met for reading, but was met for math. AIMSweb benchmarks does not allow for summer testing. Therefore schools used pre- and post-common formative assessments to track</p>

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			participating students Tier 1 on AIMSweb Number Sense Fluency	Math (Fall Benchmark).	Math (Winter Benchmark)	Math (Spring Benchmark)		<p>student progress.</p> <p>The number of students with increase of pre- and post- test scores by 5 points and 10 points, respectively, were recorded.</p> <p>32% of students increased their score by 10 points in reading and 67% in math.</p>
By end of SY21-22, 50% of 9th & 10 th grade students mentored will be on grade level.	Student Advocate and Mentor (SAM)	Percentage of mentored students who are on track with grade level.	No baseline data.	Target: 30% of students mentored will be on track to graduate	Target: 40% of students mentored will be on track to graduate	Target: 50% of students mentored will be on track to graduate	Target: This marks the start of a new school year.	<p>This objective was not met, as the SAM program could not be launched this school year.</p> <p>Although a SAM teacher service agreement was executed, it was difficult to recruit teachers due to teacher burn out, lack of interest and or lack of teachers within the district. These challenges teachers continue to endure are as a result from the impacts of the pandemic.</p> <p>SAM will be implemented in SY22-23 instead.</p>
By end of SY21-22, 80% of participating high school students will earn credits toward graduation with a passing rate of 70%.	Credit Recovery <i>Eskuelan Puengi</i> (EP)	Percentage of students that receive a passing grade of 70% or higher or earn credit	In FY '20: 64% overall passing rate for <i>Eskuelan Puengi</i> for both sessions A & B (Passing Rate for A – 66%	Target: EP Session not held during this quarter.	Target: 75% 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 pass course(s) with passing rate of 70%	Target: This marks the start of a new school year.	<p>This objective was not met.</p> <p>EP for school year 21-22 had two sessions, a Fall and Spring.</p> <p>Overall passing rate for EP Fall was 73% (73% -</p>

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			and B – 62%).					Session A & 73% - Session B). Overall passing rate for EP Spring was 75% (78% - Session A, 73% - Session B, 74% - Session C and 76%- Session D).
By end of SY21-22, 80% of participating high school students will earn credits towards graduation with a passing rate of 70%.	Credit Recovery Summer School	Number of students that receive a passing grade of 70% or higher or earn credit	In FY '20: 84% overall passing rate for Summer School for 4 sessions (session A – 84%, B – 84%, C – 84% and D – 85%).	Target: Summer School Session not held during this quarter.	Target: 75% 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 pass course(s) with passing rate of 70%	Target: This marks the start of a new school year.	This objective was not met. Overall passing rate for Summer School was 77% (78% - Session A & 79% - Session B, 75% - Session C and 75%- Session D).
By end of SY21-22, 80% of 17-21 or 2 years or more behind enrolled will graduate or earn credits to progress to next grade level.	Second Chance	Percent of students that graduate and/or on track to graduate	60% of participating students were on track to graduate or advance to the next level.	Target: At least 70% of Seniors enrolled will graduate, 70% of Freshmen, Sophomores, and Juniors will progress to the next grade level.	Target: At least 75% of Seniors enrolled will graduate, 75% of Freshmen, Sophomores, and Juniors will progress to the next grade level.	Target: At least 80% of Seniors enrolled will graduate, 80% of Freshmen, Sophomores, and Juniors will progress to the next grade level.	Target: This marks the start of a new school year.	This objective was not met, a first time occurrence in the years that the Second Chance has been in existence. Only 44% (71 out of 163) of participating students progressed to the next grade level. Of this, 24% (39 out of 163) graduated. It could be that economically challenged families experiencing further hardship due to lingering COVID impacts plus the transition back to 100% face to face may have had a detrimental effect academically on

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								students enrolled in the program.
By end of SY21-22 at least 10% of incarcerated students housed in Youth Shelters will advance by 1 grade level.	Second Chance	Percent of students that increase by 1 grade level	43% of participating incarcerated students were on track to graduate or move on to the next grade level.	Target: At least 5% of incarcerated students housed in Youth Shelters will advance by 1 grade level.	Target: At least 7% of incarcerated students housed in Youth Shelters will advance by 1 grade level.	Target: At least 10% of incarcerated students housed in Youth Shelters will advance by 1 grade level.	Target: This marks the start of a new school year.	This objective was met. 100% (10 students) of participating incarcerated students were on track to graduate or move on to the next grade.
By end of SY21-22: 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.	Alternative Pathways	Percent of students that graduate and/or on track to graduate	79% of participating students in <i>Asmuyao</i> Community School passed their courses and earned credit towards graduation.	Target: At least 45% of high school students 17-21 years of age or more years behind in credits to graduate.	Target: At least 55% of high school students 17-21 years of age or more years behind in credits to graduate.	Target: At least 65% of high school students 17-21 years of age or more years behind in credits to graduate.	Target: This marks the start of a new school year.	This objective was met. 66% (66 out of 100) of participating students in <i>Asmuyao</i> Community School passed their courses and earned credit towards graduation.

Evidence of Success/ Progress (bullet points)

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

Please add more bullet points if necessary.

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

- Although the annual objective of at least 50% attendees implementing strategies in the classroom for SSIP and ESL professional development trainees was only partially met (*i.e. the target was exceeded by 27% for ESL, but no survey was administered for SSIP due to insufficient time for classroom strategy application*), it should be noted that training for both was able to take place. The Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS) from the University of Guam (UOG) along with participating school principals held training. Topics included AIMSWeb administration and data validation, Six Core Principals of Improvement, and Math Professional Learning. Schools were still able to meet and collaborate monthly. A survey for SSIP trainees on classroom implementation of things learned from the training can be conducted at a later time.

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

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- Both annual target objectives pertaining to effectiveness of classroom support, i.e. the use of Teacher Assistants (TA)/Instructional Program Aides (IPA) were exceeded: **84.3%** (*exceeded the target of 50% by 34%*) of teachers reported TA/IPAs helpful in meeting the need of special populations; and **67%** (*exceeded the target of 50% by 17%*) of teachers reported that TAs spend at least 50% of the time supporting classroom instruction.
- Online licenses were procured and utilized during the performance period. Licenses included IXL, Moby Max, and Ebsco.
- IXL – over 4,500 skills were mastered in Math and over 2,500 skills in Language Arts.
- Moby Max – approximately 6,000 students were actively using the program and averaged 18 hours per week.
- Schools were also encouraged to utilize these licenses after school and during the summer.

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

- Although a different system from AIMSweb was utilized, the target percentage of **50%** was achieved regarding students with at least a 10-point improvement in their pre-and post- assessment scores in elementary reading and math.
- ASPIRE – an average of 1,100 students participated in ASPIRE quarterly. This was also the first year ASPIRE was implemented in the middle school.
- Summer School was implemented from June 13, 2022 – July 20, 2022 for elementary and middle. A total of 3,601 students participated.
- The CSAI Project also held a Summer School Fair on July 15, 2022 at the Agana Shopping Center. A total of 180 teacher and school personnel were present at the event. This was an opportunity for teachers and students to showcase, demonstrate, and/ or perform things that were done throughout the summer program.

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

- Students had opportunity to earn up to 1 credit in *Eskuelan Puengi* during the Fall and up to 2 credits in Spring. Below is the breakdown of EP participation.

Eskuelan Puengi Fall Participation		Eskuelan Puengi Spring Participation	
Session	Number of Participants	Session	Number of Participants
A	1,109	A	1,130
B	1,205	B	1,142
		C	1,673
		D	1,587

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #3: CSAI

- An average of 1606 students participated in the summer school program. Transportation was provided to all participating students
- 191 students graduated over the summer as a result of participation.

3.4.1. Second Chance

- Despite falling short of the 80% target objective for the year, it is still worth mentioning that **44%** (71 out of 163) of Second Chance students from JP Torres Success Academy were able to progress towards the next grade level. And that of this, **24%** (39 out of 163) graduated. This subgroup of 17-21 year olds who are two or more years behind had to overcome obstacles that make it harder for them to succeed academically.
- **100%** (10 students) of participating incarcerated students were on track to graduate or move on to the next grade level, with two (2) students earning a diploma while housed in the Youth Correctional Facilities. The target objective was met.

3.4.2. Alternative Pathways

- **66%** (66 out of 100) of participating students at *Asmuyao* Community School passed their courses earning credit towards graduation. This target objective of 65% was met.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

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

- Training with CEDDERS along with participating school principals to include the 4 new schools.
- Cultural Awareness and Sensitivity training scheduled for November 2022.

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

- Teacher Assistants and Instructional Program Aides provided classroom support.
- School licenses (8,100 student licenses) for IXL for the 17 participating schools.
- School licenses (6,083 students) for Moby Max for the participating 18 participating schools.

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

- Successful implementation of ASPIRE and expanded Summer School program.

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

- Implementation of *Eskuelan Puengi* and expanded Summer School program.
- Summer School Gardening training and in school teacher training for participating summer school teachers.

3.4.1. Second Chance

- Implementation of supports to students within JP Torres Success Academy under the Second Chance activity to help students progress towards graduation.

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #3: CSAI

- Supports to students housed in the Youth Correctional Facilities progress towards graduation.

3.4.2. Alternative Pathways

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

Observations and/or Challenges

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

Please add more numbers if necessary.

- The SAM, EP, ASPIRE and Summer School activities experienced similar challenges with regard to teacher recruitment and retention. It was difficult to recruit teachers due to teacher burn out, lack of interest and/or reduced number of teachers within the district. These challenges teachers continue to endure are as a result from the impacts of the pandemic, such as learning to navigate virtual teaching without proper and timely tools and resources, and teaching both virtual and in-person courses, in addition, teachers and students are experiencing social, emotional and mental health concerns.
- Since the pandemic, the project has experienced a significant increase in at-risk students, many students who were not experiencing academic challenges prior to the pandemic are among those struggling since the onset of the pandemic along with social, emotional or mental health trials.
- The loss of project personnel, other remaining professional staff have had to take on additional workload to continue with implementing the various project activities.
- As a result of the economic impact of COVID-19, the vendor pool has diminished causing a lack of, or minimal responses, to Request for Proposals (RFP) and Indefinite Quantity Bids (IQB).
- Multiple requests for extensions by potential vendors for deliveries and/or cancellation of orders due to lack of supply from manufacturers.
- Additional time to an already lengthy procurement process.
- 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.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

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

FEDERAL PROGRAMS DIVISION



**FY 2021 Title V, Part B: Rural Low Income
Schools Consolidated Grant to Insular Areas**

Annual Performance Report (APR)

Project No. 4

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

DECEMBER 30, 2022

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #4: SCCE

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

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

Project Title: (Federal Program Name):	Project #4: School Climate Culture & Engagement (SCCE) Project	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>	Title I - Improving the Academic Achievement to the Disadvantaged, Part A Improving Basic Programs Operated by local agencies, Sec. 1115 – Targeted Assistance Schools Title III - Language Instruction For English Learners And Immigrant Students, Sec. 3115 – Sub grants to eligible entities Title IV - 21st Century Schools, Part A - Student Support And Academic Enrichment Grants, Sec. 4108 - Activities to support safe and healthy students Title V - Flexibility And Accountability, Part B - Rural Education Initiative, Subpart 2 - Rural and Low-Income School Program				Federal Programs Oversight:	Interim Federal Program Administrator: Francis E. Santos State Program Officer: Stephanie Chargualaf State Financial Officer: Shannon Bukikosa-Esplana State Data Officer: Ana O. Aguon State Program/Financial Officer – Team Leader: Rachel Lee S. Duenas		
Project Budget			Population Served							
Allocated	Expended	% Expended	Students Served			Staff Served				
Public \$4,191,698.61	Public \$3,860,268.19	92%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators	
Private	Private		Group: PreK-5th	75	4,082		1,080	26	931	
			Group: 6th -8th	820	2,128		871	8	560	
			Group: 9th -12th	264	2,605		2,087	7	817	
Total Population Served					8,815		4,038		2,308	

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #4: SCCE

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>Each project activity should be connected project objective in the previous column.</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement.</i>	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
4.1 Social Support & Outreach Teams (SSOT) Year 2: 75% successful completion of referrals (issues addressed and resolved)	SSOT	Percentage of completed referrals/Total referrals received	In SY 20-21: Completed referrals/Total referrals received $7,727/8,427 = 92\%$	<u>Target:</u> 75% success rate	<u>Target:</u> 75% success rate	<u>Target:</u> 75% success rate	<u>Target:</u> 75% success rate	Yes, annual target was met and exceeded consistently for all four quarters. Overall % completion for the year: $13,942/14,564 = 96\%$ Per quarter: 1 st qtr. – 92% 2 nd qtr. – 93% 3 rd qtr. – 96% 4 th qtr. – 98%

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #4: SCCE

<p>4.2 PBIS Framework</p> <p>Year 2:</p> <p>4.2.1. 3% overall increase in each school site in the level of implementation of the PBIS Framework</p>	<p>Positive Behavioral Interventions and Supports (PBIS) framework implementation in 41 schools</p>	<p>3% increase in the Tiered Fidelity Inventory Assessment results</p>	<p>SY19-20 2nd Qtr:</p> <p>ES TFI AVG:</p> <p>Tier 1: 88%</p> <p>Tier 2: 79%</p> <p>Tier 3: 72%</p> <p>MS TFI AVG:</p> <p>Tier 1: 86%</p> <p>Tier 2: 42%</p> <p>HS TFI AVG:</p> <p>Tier 1: 93%</p>	<p>Target:</p> <p>Ongoing implementation</p>	<p>Target:</p> <p>Ongoing implementation</p>	<p>Target:</p> <p>3% overall increase in level of PBIS implementation, by school</p>	<p>Target:</p> <p>Start of a new school year</p>	<p>Yes, target of at least 3% met in some GDOE schools.</p> <p>No. of Schools Overall where Target was met:</p> <p>Tier I: 16 schools Tier II: 12 schools Tier III: 9 schools</p> <p>Details:</p> <p>Tier I: ES TFI: 12 schools met 3% increase MS TFI: 1 schools met 3% increase HS TFI 3 school met 3% increase</p> <p>Tier II: ES TFI: 12 schools met 3% increase MS TFI: 0 schools met 3% increase HS TFI 0 school met 3% increase</p> <p>Tier III:</p>
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Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #4: SCCE

<p>4.3.3 Reduce the suspension rate to 18.5%</p>	<p>Assessing the suspension rate among students</p>	<p>Percentage of students who get suspended for behavioral discipline issues</p>	<p>In SY 18-19: 19% - suspension rate</p>	<p>Target: 19% suspension rate</p>	<p>Target: 18.8% suspension rate</p>	<p>Target: 18.5% suspension rate</p>	<p>Target: Start of a new school year</p>	<p>Yes, annual target was met and exceeded.</p> <p>Overall suspension rate = approximately 15%</p> <p>Count per quarter: (out of 26,619 student enrollment)</p> <p>1st qtr.: 668 suspensions</p> <p>2nd qtr.: 1,776 suspensions</p> <p>3rd qtr.: 842 suspensions</p> <p>4th qtr.: 628 suspensions</p> <p><i>Note: The above count may include duplicate cases of repeated discipline referrals.</i></p>
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Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #4: SCCE

<p>4.4. Health & Safety</p> <p>4.4.1 Increase the number of student participants in health education activities by 10% from previous year</p> <p>4.4.2 Reduce the current number of obese (1,824) and extremely obese (1,054) students by .33%</p>	<p>Provide Health & Safety Training & Support</p> <p>Provide Health & Safety Training & Support</p>	<p>Increase in positive responses to Training Exit Surveys</p> <p>Reduction in the number of obese and extremely obese student</p>	<p>No student participant in SY 20-21 due to school closure brought about by the COVID pandemic.</p> <p>No baseline data.</p>	<p>▪ Target: ▪ Ongoing implementation</p> <p>▪ Target: ▪ Ongoing implementation</p>	<p>Target: Ongoing implementation</p> <p>Target: Ongoing implementation</p>	<p>Target: 10% increase in participation</p> <p>Target: .33% reduction</p>	<p>Target: Start of a new school year</p> <p>Target: Start of a new school year</p>	<p>Yes, the annual target was met and exceeded.</p> <p>There were 204 participants in this project component, so 100% increase from baseline.</p> <p>No, annual target was not met.</p> <p>Due to continuing COVID-19 Pandemic mitigation efforts, GDOE School Health Counselors focused on the safe return and prevention of further spread of the virus and were unable to support Health & Safety Training and Monitoring.</p>
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Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #4: SCCE

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.

4.1 Project personnel have consistently met and exceeded in each quarter the annual target of successful completion of referrals.

- Overall completion rate of 96%, exceeding the 75% target by 21%.

4.2 PBIS Framework – partially met annual target of 3% increase in the level of implementation in various schools as well as 82% target percentage of school safety perception in some schools.

- 16 schools meeting the Tier I target; 12 schools meeting the Tier target; and 9 school meeting the Tier III target of PBIS Framework implementation
- 20 GDOE schools meeting target of the School Safety Perception rate.

4.3 Positive Behavior & Safe School Environments met and exceeded targets in training, reduction in discipline referrals and suspensions.

- 85% completion rate, exceeding the 60% target by 25%.
- 28% discipline rate, almost 10% lower than the 37.5% target.
- 15% suspension rate, 3.5% lower than the 18.5% target.

4.4 Health & Safety

- 100% increase, exceeding the 10% annual target in the number of student participants in health education activities.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. Provision of Social Service supports to the schools, students and families (locating and assisting students in the return to school).
2. Identifying students in need of uniforms and other basic needs to support the return to school.
3. Reinstatement of PBIS Coaching supports after the return from the COVID-19 Pandemic restrictions.
4. Conduct of Health education activities after the return from the COVID-19 Pandemic restrictions.

Observations and/or Challenges

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

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

Please add more numbers if necessary.

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #4: SCCE

1. Due to the COVID-19 safety mitigations, the Health & Safety related activities were limited in the GDOE schools.
2. Current project vacancies have yet to be filled due to delays in hiring procedures.
3. Due to the extremely high number of requisitions and purchase orders and high turnover and/or lack of personnel in the Procurement Office has hampered the procurement process, causing the entire procurement process to take even longer to complete, Additional time to an already lengthy procurement process.
4. Rising costs due to inflation combined with Guam’s geographic location in the Pacific Ocean and a myriad of shipping, manufacturer and vendor challenges has affected ability to acquire quotations, availability and receive goods in a timely manner, costs consistently increasing requiring purchase order modifications, and lack of availability of supplies and equipment.
5. Since the pandemic, the project has experienced a significant increase in at-risk students, many students who were not experiencing academic or behavioral challenges prior to the pandemic are among those struggling since the onset of the pandemic along with social, emotional or mental health trials.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

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

FEDERAL PROGRAMS DIVISION



**FY 2021 Title V, Part B: Rural Low Income
Schools Consolidated Grant to Insular Areas**

Annual Performance Report (APR)

Project No. 5

Private Non Public Schools

DECEMBER 30, 2022

Consolidated Grant (#S403A200002)
Annual Performance Report [FFY 2021-2022]

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

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

Project Title: (Federal Program Name):	Project #5: Private, Non-Public – Office of Catholic Education (OCE)	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	ESEA TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A— Improving Basic Programs Operated By Local Educational Agencies ESEA TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A—Supporting Effective Instruction ESEA TITLE III—LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A—English Language Acquisition, Language Enhancement, And Academic Achievement Act ESEA TITLE IV—21ST CENTURY SCHOOLS. Part A—Student Support And Academic Enrichment Grants. Subpart 1— Student Support And Academic Enrichment Grants Title V PART B – RURAL EDUCATION INITIATIVE, Subpart 2-Rural and Low Income School Program (RLIS)				Federal Programs Oversight:	Project Manager: Francis E. Santos Interim Federal Programs Administrator State Program Officer: Stephanie N. Chargualaf State Financial Officer: Shannon Bukikosa-Esplana State Data Officer: Ana O. Aguon State Program/Financial Officer – Team Leader: Rachel Lee S. Duenas			
Project Budget			Population Served								
Allocated	Expended	% Expended	Students Served			Staff Served					
Public	Public	33%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators		
Private	Private		[K-5]	1,323	1,310	126	126	21	21		

Consolidated Grant (#S403A200002)
Annual Performance Report [FFY 2021-2022]

3,518,585.39	\$1,161,813.09		Group: [6 th -12 th]	1,711	1,698	130	130	12	12
Total Population Served					3,008		256		33

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>Each project activity should be connected project objective in the previous column.</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement.</i>	<i>Baseline Data</i>	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
Goal 1, Component 1: Academic Performance Year 2: a) At least 2% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding” level in Math from baseline	ACT Aspire Summative Testing	% of students in grades 3-10 scoring in the “Ready” & “Exceeding” levels in Math from baseline (ACT Aspire)	Math results ACT Aspire SY 20-21: 3 rd – 55% 4 th – 38% 5 th – 18% 6 th – 31% 7 th – 35% 8 th – 26% 9 th – 18% 10 th – 18%	Target: ACT Aspire summative testing not done at this time.	Target: ACT Aspire summative testing not done at this time.	Target: ACT Aspire summative testing conducted at this time.	Target: 2% increase from Math baseline	Yes, the objective was met and exceeded for both Math and Reading in most grade levels. Math results ACT Aspire SY 21-22: 3 rd – 74% 4 th – 75% 5 th – 73% 6 th – 60% 7 th – 5% 8 th – 34% 9 th – 34%

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Annual Performance Report [FFY 2021-2022]

<p>b) At least 2% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding” level in Reading from baseline</p>	<p>ACT Aspire Summative Testing</p>	<p>% of students in grades 3-10 scoring in the “Ready” & “Exceeding” levels in Reading from baseline (ACT Aspire)</p>	<p>Reading results ACT Aspire SY 20-21:</p> <p>3rd – 36% 4th – 45% 5th – 34% 6th – 42% 7th – 45% 8th – 53% 9th – 39% 10th – 50%</p> <p>Target:</p> <ul style="list-style-type: none"> ■ ACT Aspire summative ■ testing not done at this time 	<p>Target:</p> <p>ACT Aspire summative testing not done at this time</p>	<p>Target:</p> <p>ACT Aspire summative testing conducted at this time.</p>	<p>Target:</p> <p>2% increase from ELA baseline</p>	<p>10th – 15%</p> <p>Comparing the above to the SY 20-21 Math results, the following grade levels increased beyond 2%:</p> <p>3rd – 19% increase 4th – 37% increase 5th – 55% increase 6th – 29% increase 8th – 8% increase 9th – 16%</p> <p>There were two grade levels that decreased: (7th – 30% decrease) (10th – 3% decrease)</p> <p>Reading results ACT Aspire SY 21-22:</p> <p>3rd – 54% 4th – 80% 5th – 73% 6th – 50% 7th – 57% 8th – 68% 9th – 70% 10th – 42%</p> <p>The following grade levels increased beyond 2%:</p> <p>3rd – 18% increase 4th – 35% increase 5th – 39% increase 6th – 8% increase 7th – 12% increase 8th – 15% increase 9th – 31% increase</p> <p>There was one grade level that decreased: (10th – 8% decrease)</p>
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Consolidated Grant (#S403A200002)
Annual Performance Report [FFY 2021-2022]

<p>Goal 2, Component 4: Professional Development (PD)</p> <p>Year 2:</p> <p>At least 40% of teachers participating in PD will report implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy)</p>	<p>Professional Development (PD) Trainings</p>	<p>% of teachers who report, or are observed, to have a change in classroom instructional practices</p>	<p>No baseline data.</p> <p>Target: 20% (If survey administered at this time.)</p>	<p>Target: 30% (If survey administered at this time.)</p>	<p>Target: 40% (If survey administered at this time.)</p>	<p>Target: 40% (If survey administered at this time.)</p>	<p>Yes, this goal was met and exceeded.</p> <p>Teacher participants to PD trainings held in FY '21 who responded to the survey indicated varying levels of applying PD-learned teaching strategies in the classroom: 57% - <i>Frequently</i> (At least once a week) 14% - <i>Infrequently</i> (At least once a month) 29% - <i>Not at all</i> (Not yet started)</p>
<p>Goal 2, Component 5: Technology and Technology Integration</p> <p>Year 2:</p> <p>a) At least 10% of teachers reporting improved access to technology and online resources and more technology integration in the classroom</p>	<p>Continuing use of technology equipment and procurement of additional technology</p>	<p>% teachers reporting improved access to technology and online resources and more technology integration in the classroom</p>	<p>In SY 20-21:</p> <p>94% of teachers reported an improvement in access to and usage of technology and that there is greater effort to incorporate technology in the lessons.</p> <p>Target: At least 5%</p>	<p>Target: At least 7%</p>	<p>Target: At least 10%</p>	<p>Target: At least 10%</p>	<p>Yes, this goal was met and exceeded.</p> <p>97% of teachers reported an improvement in access to and usage of technology and 96% indicated that there is greater effort to incorporate technology in the lessons.</p> <p>Yes, this goal was met and exceeded.</p>
		<p>% students reporting</p>	<p>Target: At least 5%</p>	<p>Target: At least 7%</p>	<p>Target:</p>	<p>Target:</p>	

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]

b) At least 10% of students reporting improved access to technology and online resources and more technology integration in the classroom	Continuing use of technology equipment and procurement of additional technology	improved access to technology and online resources and more technology integration in the classroom	In SY 20-21: 90% of students reported an improvement in access to and usage of technology and that there is greater effort to incorporate technology in the lessons		At least 10%	At least 10%	93% of students reported an improvement in access to and usage of technology and 94% indicated that there is greater effort to incorporate technology in the lessons.
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Evidence of Success/ Progress (bullet points)

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

1. The data generated from the ACT Aspire summative assessment showed increases in performance exceeding the annual target for all but one grade level in Reading, and all but two grade levels in Math.
2. Three hundred ninety-two (392) students enrolled in AP courses or **38%** of the school’s high school students. Among those who took the test, the percentage of AP test results with a score of 3 or better was **34%**, **10% higher** than the previous school year.
3. There was considerable participation in specialized events and opportunities (at least 61 students), and **69%** of the student participants who responded to the survey indicated greater engagement with learning, with **85%** indicating having more confidence in handling academic work.
4. Teachers who attended the Professional Development trainings found the lessons and materials helpful. Seventy-one percent (**71%**) reported varying levels of implementing the teaching strategies they learned in training, while **29%** have not yet started implementing these PD-learned teaching strategies.
5. Based on surveys (*teacher/faculty, student/parent*) conducted during this reporting period, **97%** of teacher respondents and **93%** of student respondents reported improved access to technology and online resources; while **96%** of teacher respondents and **94%** of student respondents indicated increased integration of technology in the classroom.

Activities

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

1. The AP Testing took place May 1-12, 2022.
2. All elementary and secondary schools administered an online summative assessment (ACT Aspire) to students in 3rd through 10th grade during the Consolidated Grant (CG) 3rd quarter reporting period (April–June, 2022). Results were made available to school administrators.
3. Student participation in CG–sponsored specialized events such as the Academic Challenge Bowl, Math Counts, and National Forensic League took place from the 2nd quarter (Jan.–Mar., 2022) to the 3rd quarter (April–June, 2022) reporting periods.
4. Attendance of teachers to professional development training opportunities sponsored by the CG projects.

Consolidated Grant (#S403A200002)
Annual Performance Report [FFY 2021-2022]

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. One school closed due to low student enrollment; approval confirmed with Federal Programs Division to reassign all fixed assets from this school to the other 12 schools for student & teacher use.
2. Processing of purchase order modifications and invoices for payments have not been as efficient as it could be. Improvements are expected to happen in the next fiscal year with the help of training for OCE staff.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

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

Consolidated Grant (#S403A200002)
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Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

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

Project Title: (Federal Program Name):	Project #5: Private, Non-Public – St. John’s School (SJS)	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	ESEA TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A—Improving Basic Programs Operated By Local Educational Agencies ESEA TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A—Supporting Effective Instruction ESEA TITLE III—LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A—English Language Acquisition, Language Enhancement, And Academic Achievement Act ESEA TITLE IV—21ST CENTURY SCHOOLS. Part A—Student Support And Academic Enrichment Grants. Subpart 1— Student Support And Academic Enrichment Grants Title V PART B – RURAL EDUCATION INITIATIVE, Subpart 2-Rural and Low Income School Program (RLIS)			Federal Programs Oversight:	Project Manager: Francis E. Santos Interim Federal Programs Administrator State Program Officer: Stephanie N. Chargualaf State Financial Officer: Shannon Bukikosa-Esplana State Data Officer: Ana O. Aguon State Program/Financial Officer – Team Leader: Rachel Lee S. Duenas			
Project Budget			Population Served							
Allocated	Expended	% Expended	Students Served			Staff Served				
Public	Public	33%	Grade Level(s)	<i>Projected Number</i>	<i>Actual Number</i>	<i>Projected Number of Teachers</i>	<i>Actual Number of Teachers</i>	<i>Projected Number of Administrators</i>	<i>Actual Number of Administrators</i>	
Private	Private		Group: [K-5]	215	184	16	16	1	1	

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\$3,518,585.39	\$1,161,813.09		Group: [6 th -12 th]	305	306	34	34	2	2
Total Population Served					490		50		3

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>Each project activity should be connected project objective in the previous column.</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement.</i>	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
Goal 1, Component 1: Academic Performance c) The percent of AP students scoring 3 or above will increase by at least 2% for those PNPs offering AP.	AP Classes AP Training AP Testing	% of AP tests scoring 3 or above	May 2021 (SY 20-21) 70% of tests received a score of 3 or above	Target: AP Testing not administered at this time.	Target: AP Testing not administered at this time.	Target: AP Testing conducted at this time.	Target: AP Testing results released at this time.	No, this objective was not met. 63% of tests received a score of 3 or above for FY '21, a decrease of 7%. During the pandemic, the structure of the tests changed and our students found the tests easier, the format has shifted back to the more typical type and our scores have also become more typical.
Goal 1, Component 2: Specialized Events & Opportunities a) There will be at least a 2% increase in student participation in STEAM activities, and other academic and non-academic special events	Academic Special Events (ASE), STEAM	% increase in student participation in specialized events	None in SY 20-21.	Target: Ongoing specialized events and activities.	Target: Ongoing specialized events and activities.	Target: 2% increase in participation	Target: This marks the start of a new school year.	Yes, this objective was met and exceeded. There were fifteen (15) student participants to specialized events in FY

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<p>Goal 2, Component 5: Technology and Technology Integration</p> <p>a) At least 10% of teachers reporting improved access to technology and online resources and more technology integration in the classroom</p>	<p>Technology purchase and use, training for teachers.</p>	<p>% teachers reporting improved access to technology and online resources and more technology integration in the classroom</p>	<p>tation has yet to be conducted for this group.</p> <p>In SY 20-21:</p> <p>71% of teachers reported an improvement in access to and usage of technology, and 82% indicated there is greater effort for technology integration</p> <p>Target: At least 5% (If survey administered at this time.)</p>	<p>Target: At least 7% (If survey administered at this time.)</p>	<p>Target: At least 10% (If survey administered at this time.)</p>	<p>Target: Start of a new school year.</p>	<p>learned from the training.</p> <p>The last five teachers indicated varying levels of teaching strategy implementation in the classroom: 40% (2) – ‘always’ (in all lessons) 40% (2) – ‘frequently’ (at least once a week); and 20% (1) – ‘rarely’ (at least once a quarter)</p> <p>Yes, this objective was met, as 79% of teachers reported an improvement in access to and usage of technology among students and teachers, and 94% indicated there is greater effort to incorporate technology in the lessons.</p>
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<p>b) At least 10% of students reporting improved access to technology and online resources and more technology integration in the classroom</p>	<p>Technology purchase and use</p>	<p>% students reporting improved access to technology and online resources and more technology integration in the classroom</p>	<p>In SY 20-21: 86% of students reported an improvement in access to and usage of technology among students and teachers, and 94% indicated there is greater effort to incorporate technology in the lessons.</p> <p>Target: At least 5% (If survey administered at this time.)</p>	<p>Target: At least 7% (If survey administered at this time.)</p>	<p>Target: At least 10% (If survey administered at this time.)</p>	<p>Target: Start of a new school year.</p>	<p>Yes, this objective was met, as 77% of students reported an improvement in access to and usage of technology among students and teachers, and 87% indicated there is greater effort to incorporate technology in the lessons.</p>
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Evidence of Success/ Progress (bullet points)
List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)
Please add more bullet points if necessary.

- **100%** increase in student participation in specialized events and opportunities, with 15 students competing in the academic special events of *Academic Challenge Bowl (ACB)*, *National Forensic League (NFL)*, and *Math Counts*.
- **75%** of those who responded to the student engagement survey among these participants indicated that the activities were helpful in enhancing student engagement with learning, and **100%** report greater confidence with academics.
- **100%** of teacher participants to professional development (PD) trainings report varying levels of implementation of PD-learned teaching strategies in the classroom at this time – *always (in all lessons)*, *frequently (at least once a week)*, and *rarely (at least once a month)*.
- **79%** of teachers reported an improvement in access to and usage of technology among students and teachers, and **94%** indicated they have made greater efforts to incorporate technology in the lessons.

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- **77%** of students reported an improvement in access to and usage of technology among students and teachers, and **87%** indicated there is greater effort to incorporate technology in the lessons.

Activities

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

1. Advanced Placement (AP) instruction.
2. Academic Special Events: *Academic Challenge Bowl (ACB)*, *National Forensic League (NFL)*, and *Math Counts*.
3. Professional Development Training: 2 SJS teachers attended the *Robotics training*, and 5 attended the training on *Higher Order Thinking*.
4. Access to Technology: students and teachers were able to have access to improved technology, computers, online equipment, and smart boards.
5. Computer/technology acquisition.

Observations and/or Challenges

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

1. The lingering effects of COVID have limited the activities involved.
2. The shift of MUNIS entry to the schools has created some confusion in our office.
3. The AP program has altered their testing formats and have returned to their more typical style of test. During the pandemic years our scores were much higher as the format of the tests was a closer match to our teaching methods. The return to the more typical format of the test has returned our scores to more typical grades.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

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

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

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

Project Title: (Federal Program Name):	Project #5: Private, Non-Public – St. Paul Christian School (SPCS)	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	ESEA TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A—Improving Basic Programs Operated By Local Educational Agencies ESEA TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A—Supporting Effective Instruction ESEA TITLE III—LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A—English Language Acquisition, Language Enhancement, And Academic Achievement Act ESEA TITLE IV—21ST CENTURY SCHOOLS. Part A—Student Support And Academic Enrichment Grants. Subpart 1— Student Support And Academic Enrichment Grants Title V PART B – RURAL EDUCATION INITIATIVE, Subpart 2-Rural and Low Income School Program (RLIS)				Federal Programs Oversight:	Project Manager: Francis E. Santos Interim Federal Programs Administrator State Program Officer: Stephanie N. Chargualaf State Financial Officer: Shannon Bukikosa-Esplana State Data Officer: Ana O. Aguon State Program/Financial Officer – Team Leader: Rachel Lee S. Duenas			
Project Budget			Population Served								
Allocated	Expended	% Expended	Students Served			Staff Served					
Public	Public	33%	Grade Level(s)	<i>Projected Number</i>	<i>Actual Number</i>	<i>Projected Number of Teachers</i>	<i>Actual Number of Teachers</i>	<i>Projected Number of Administrators</i>	<i>Actual Number of Administrators</i>		
Private	Private		Group: [K-5]	151	126	8	8	1	1		
\$3,518,585.39	\$1,161,813.09		Group: [Grade Level(s)]	226	230	15	15	2	2		
Total Population Served					356		23		3		

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<p>Goal 2, Component 4: Professional Development (PD)</p> <p>At least 40% of teachers participating in PD will report implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy)</p>	<p>Professional Development (PD) Trainings</p>	<p>% of teachers who report, or are observed, to have a change in classroom instructional practices</p>	<p>No baseline data.</p>	<p>Target: 20% (If survey administered at this time.)</p>	<p>Target: 30% (If survey administered at this time.)</p>	<p>Target: 40% (If survey administered at this time.)</p>	<p>Target: 40% (If survey administered at this time.)</p>	<p>No, this objective was not met.</p> <p>SPCS requested for five trainings, but all of them are still in requisition.</p> <p>There was no PD training attended by SPCS teachers in FY '21.</p>
<p>Goal 2, Component 5: Technology and Technology Integration</p> <p>a) At least 10% of teachers reporting improved access to technology and online resources and more technology integration in the classroom</p>	<p>Continuing use of technology equipment for teaching and learning <i>(interactive white board, laptops)</i></p>	<p>% teachers reporting improved access to technology and online resources and more technology integration in the classroom</p>	<p>No baseline data.</p>	<p>Target: At least 5%</p>	<p>Target: At least 7%</p>	<p>Target: At least 10%</p>	<p>Target: At least 10%</p>	<p>This goal was met and exceeded, as 94% of teachers reported an improvement in access to and usage of technology and 90% indicated that there is greater effort to incorporate technology in the lessons.</p>
<p>b) At least 10% of students reporting improved access to technology and online resources and more technology integration in the classroom</p>	<p>Continuing use of technology equipment <i>(interactive white board, laptops)</i></p>	<p>% students reporting improved access to technology and online resources and more technology integration in the classroom</p>	<p>No baseline data.</p>	<p>Target: At least 5%</p>	<p>Target: At least 7%</p>	<p>Target: At least 10%</p>	<p>Target: At least 10%</p>	<p>This goal was met and exceeded, as 90% of students reported an improvement in access to and usage of technology and 94% indicated that there is greater effort to incorporate technology in the lessons.</p>

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Evidence of Success/ Progress (bullet points)

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

Please add more bullet points if necessary.

Four objectives were met and exceeded:

- **100%** (98% above the annual target) increase in student participation in a specialized event (*Underwater Robotics*);
- **100%** (40% above the annual target) of students who participated in a specialized event indicate being more engaged in learning and more confident in handling academic work;
- **94%** (84% beyond the annual target) of teachers and **90%** (80% beyond the annual target) of students reported improved access to technology and online resources; and
- **90%** (80% beyond the annual target) of teachers and **94%** (84% beyond the annual target) of students indicated increased integration of technology in the classroom.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. Student participation in a specialized event (*Underwater Robotics*).
2. Continuing access to and use of technology: students and teachers were able to have access to improved technology, computers, and online equipment.

Observations and/or Challenges

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

Please add more numbers if necessary.

1. A major challenge for our school has been the lack of personnel to assist with grant reports and requisitions.
2. Some of the robotics equipment/kits have not been provided/delivered.
3. Awaiting training for MUNIS as well as the updated approved vendor listing.

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Quality of Project Implementation:

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

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- ❑ **Unsatisfactory (0) – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.**

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

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

Project Title: (Federal Program Name):	Project #5: Private, Non-Public – Harvest Christian Academy (HCA)	Federal 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>				Federal Programs Oversight:	<p>Project Manager: Francis E. Santos Interim Federal Programs Administrator</p> <p>State Program Officer: Stephanie N. Chargualaf</p> <p>State Financial Officer: Shannon Bukikosa-Esplana</p> <p>State Data Officer: Ana O. Agyon</p> <p>State Program/Financial Officer – Team Leader: Rachel Lee S. Duenas</p>			
Project Budget			Population Served								
Allocated	Expended	% Expended	Students Served			Staff Served					
Public	Public	33%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators		
Private	Private		33%	Group: [K-5]	400	397	55	55	3	3	

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\$3,518,585.39	\$1,161,813.09		Group: [6 th -12 th]	416	410	5	5	3	3
Total Population Served					807		60		6

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>Each project activity should be connected project objective in the previous column</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement.</i>	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
Goal 1, Component 2: Specialized Events & Opportunities Year 2: a) There will be at least a 2% increase in student participation in STEAM activities, and other academic and non-academic special events	Math Counts Academic Challenge Bowl (ACB) National Forensic League (NFL)	% increase in student participation in specialized events	In SY 19-20: Total student participants to ASE = 70	Target: Ongoing specialized events and activities.	Target: Ongoing specialized events and activities.	Target: Ongoing specialized events and activities	Target: At least 2% increase in participation	This objective was not met. Total student participants to ASE = 41 . There was a 41% decrease in participation.

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<p>b) At least 60% of students who participate in STEAM activities, and other academic and non-academic special events will indicate being engaged in learning and confident in their academic work</p>	<p>Math Counts Academic Challenge Bowl (ACB) National Forensic League (NFL)</p>	<p>% of student participants who indicate being “engaged” and “confident” in their work</p>	<p>No baseline data.</p> <p>Target: At least 50% (If survey administered at this time.)</p>	<p>Target: At least 55% (If survey administered at this time.)</p>	<p>Target: At least 60% (If survey administered at this time.)</p>	<p>Target: Start of a new school year.</p>	<p>However, the quality of these students’ competition was still high, with a few students moving on to compete in the national round of Math Counts.</p> <p>Yes, this objective was met and exceeded.</p> <p>% of more engaged student participants = 65%</p> <p>% of students with greater confidence = 76%</p>
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Evidence of Success/ Progress (bullet points)
List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)
Please add more bullet points if necessary.

- Although less total students participated in academic special events in FFY2021 than in FFY2019, the quality of these students’ competition was still high, with a few students moving on to compete in the national round of *Math Counts*. The drop in participants in these competitions should not skew the perceived value, as there was a challenge with students being unable to compete in FFY2020 due to the COVID pandemic, and students may still be hesitant to join. Our school intends to continue participating in these competitions.

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- Students who participated in specialized events reported they are more engaged in learning (**65%**) and confident in their academic work (**76%**), exceeding the annual objective of 60%.

Activities

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

1. Math Counts
2. Academic Challenge Bowl (ACB)
3. National Forensic League (NFL)

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. There was a challenge with students being unable to compete in FFY2020 because these activities were postponed/cancelled due to COVID.
2. This gap in activities that happened during FFY2020 may have strongly contributed to the decrease in student participation once these competitions finally re-opened. Although this was a challenge, it was due to COVID mandates and not a failure in project implementation. Therefore, the perceived value of these competitions is hopefully not skewed by the drop in participants. Considering the nature of COVID mandates that forces students activities on hold for long periods of time, a certain amount of temporary disengagement may be inevitable and after activities resume, may require some time to see normal levels of engagement again.
3. Despite this challenge, the value of these competitions to Harvest Christian Academy remains high, with the percentage of participating students who indicate more engagement in learning and greater confidence in handling academic work still exceeding the goal despite academic competitions being postponed an entire year. Those students who did compete were highly successful, with a dozen students moving on to the 2nd and 3rd rounds of the Math Counts competition. Harvest Christian Academy anticipates this high interest and success in these academic competitions to continue, thanks to this project funding sustaining us and allowing continued participation through these challenging times.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

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

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

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

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

Project Title: (Federal Program Name):	Project #5: Private, Non-Public – Providence International Christian Academy (PICA)	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	ESEA TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A— Improving Basic Programs Operated By Local Educational Agencies ESEA TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A—Supporting Effective Instruction ESEA TITLE III—LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A—English Language Acquisition, Language Enhancement, And Academic Achievement Act ESEA TITLE IV—21ST CENTURY SCHOOLS. Part A—Student Support And Academic Enrichment Grants. Subpart 1— Student Support And Academic Enrichment Grants Title V PART B – RURAL EDUCATION INITIATIVE, Subpart 2-Rural and Low Income School Program (RLIS)				Federal Programs Oversight:	Project Manager: Francis E. Santos Interim Federal Programs Administrator State Program Officer: Stephanie N. Chargualaf State Financial Officer: Shannon Bukikosa-Esplana State Data Officer: Ana O. Aguon State Program/Financial Officer – Team Leader: Rachel Lee S. Duenas			
Project Budget			Population Served								
Allocated	Expended	% Expended	Students Served			Staff Served					
Public	Public	33%	Grade Level(s)	<i>Projected Number</i>	<i>Actual Number</i>	<i>Projected Number of Teachers</i>	<i>Actual Number of Teachers</i>	<i>Projected Number of Administrators</i>	<i>Actual Number of Administrators</i>		
Private	Private		Group: [K-5]	8	8	2	2	1	1		
\$3,518,585.39	\$1,161,813.09		Group: [6th -12th]	17	17	2	2	1	1		
Total Population Served				25		4		2			

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>Each project activity should be connected project objective in the previous column</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement.</i>	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
Goal 1, Component 1 : Academic Performance								
a) At least 2% increase of students scoring at the “Proficient/Ready” or “Advanced/Exceeding” level in Math from baseline.	Summative Testing	% of students in grades K-12 scoring in the ‘Ready’ and ‘Exceeding’ levels in Math/ Reading from the baseline on standardized tests or % of students in appropriate grade levels scoring in the ‘Proficient’ and ‘Advanced’ levels in Math/ Reading on similar tests.	No baseline data available. PICA students historically do not undertake summative assessment. However, PICA is considering having students undergo summative assessment in SY 21-22.	Target: Testing not done at this time	Target: Testing not done at this time.	Target: Testing takes place at this time.	Target: Testing results released at this time.	No, these first two objectives were not met. PICA had plans of using the Hewitt PASS test for grades 3-8 and the <i>Iowas</i> for grades 9-11. The tests did not get ordered due to shortage of personnel and circumstances beyond their control (the school was informed to move out of their current location in January 2023). PICA hopes to administer baseline testing during the period July-September, 2023.
b) At least 2% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding” in Reading from the baseline.	Summative Testing			Target: Testing not done.	Target: Testing not done.	Target: Testing taken at this time.	Target: Testing results released.	

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<p>Goal 2, Component 5: Technology and Technology Integration</p> <p>a) At least 10% of teachers reporting improved access to technology and online resources for students and more technology integration in the classroom.</p> <p>b) At least 10% of students reporting improved access to technology and online resources and more technology integration in teaching</p>	<p>Continuing use of technology for teaching</p> <p>Purchase of additional technology</p> <p>Continuing use of technology for learning</p> <p>Purchase of additional laptops</p>	<p>% of teachers reporting improved access to technology integration and on-line resources and greater technology integration in the classroom.</p> <p>% of students reporting improved access to technology and on-line resources and greater technology integration in the classroom.</p>	<p>In SY 20-21: 100% of teachers</p> <p>No base-line data.</p>	<p>Target: At least 5% of teachers</p> <p>Target: At least 7% of students.</p>	<p>Target: At least 7% of teachers</p> <p>Target: At least 7% of students.</p>	<p>Target: At least 10% of teachers</p> <p>Target: At least 10% of students.</p>	<p>Target: Start of a new school year</p> <p>Target: Start of a new school year</p>	<p>Yes, this objective was not only met but exceeded, with the following results for teachers:</p> <p><i>Improved access to technology and online resources – 100%</i></p> <p><i>Greater technology integration in the classroom – 100%</i></p> <p>Yes, this objective was not only met but exceeded, with the following results for students:</p> <p><i>Improved access to technology and online resources – 71%</i></p> <p><i>Greater technology integration in the classroom – 57%</i></p>
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Evidence of Success/ Progress (bullet points)

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

Please add more bullet points if necessary.

- We met two objectives. This is on the “teachers reporting improved access to technology and online resources, as well as greater technology integration in the classroom” and “students reporting improved access to technology and online resources, as well as greater technology integration in the classroom”.
- We did not do any standardized testing in SY 21-22 contrary to plan due to personnel shortage and unexpected circumstances causing the school to postpone the conduct of standardized testing in FY 22-23 (during the period July-September, 2023) to establish our baseline.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. Continuing use of technology and technology integration in teaching and learning.

Observations and/or Challenges

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

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

Please add more numbers if necessary.

1. Summative testing was not completed due to circumstances beyond the control of the school.
2. Procurement timelines were difficult to assess and meet due to staffing issues and lack of communication.
3. The school was informed to move out of their current location in January 2023.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

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

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- ❑ **Unsatisfactory (0) – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.**

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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 #5: Private, Non-Public – Guam Adventist Academy (GAA)	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	ESEA TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A— Improving Basic Programs Operated By Local Educational Agencies ESEA TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A—Supporting Effective Instruction ESEA TITLE III—LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A—English Language Acquisition, Language Enhancement, And Academic Achievement Act ESEA TITLE IV—21ST CENTURY SCHOOLS. Part A—Student Support And Academic Enrichment Grants. Subpart 1— Student Support And Academic Enrichment Grants Title V PART B – RURAL EDUCATION INITIATIVE, Subpart 2-Rural and Low Income School Program (RLIS)				Federal Programs Oversight:	Project Manager: Francis E. Santos Interim Federal Programs Administrator State Program Officer: Stephanie N. Chargualaf State Financial Officer: Shannon Bukikosa-Esplana State Data Officer: Ana O. Aguon State Program/Financial Officer – Team Leader: Rachel Lee S. Duenas	
Project Budget			Population Served						
Allocated	Expended	% Expended	Students Served			Staff Served			
Public	Public	33%	Grade Level(s)	<i>Projected Number</i>	<i>Actual Number</i>	<i>Projected Number of Teachers</i>	<i>Actual Number of Teachers</i>	<i>Projected Number of Administrators</i>	<i>Actual Number of Administrators</i>
Private	Private		Group: [K-5]	51	51	4	4	1	1
\$3,518,585.39	\$1,161,813.09		Group: [6th – 12th]	68	68	8	8	1	1
Total Population Served					119		12		2

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
Goal 1, Component 2: Specialized Events & Opportunities Year 2: a) There will be at least a 2% increase in student participation in STEAM activities, and other academic and non-academic special events b) At least 60% of students who participate in STEAM activities, and other academic and non-academic special events will indicate being engaged in learning and confident in their academic work.	Academic Special Events (ASE, VPA), STEAM activities Academic Special Events (ASE), STEAM	% increase of student participation in specialized events % of student participants who indicate being “engaged” and “confident” in their work	None participated in SY 20-21. No baseline data.	Target: Planning for specialized events and activities Target: At least 50% (If survey done at this time)	Target: Ongoing specialized events and activities Target: At least 55% (If survey done at this time)	Target: Ongoing specialized events and activities Target: At least 60% (If survey done at this time)	Target: Ongoing specialized events and activities Target: At least 60% (If survey done at this time)	Yes, this objective was met and exceeded. There were nine (9) GAA students who participated in an academic special event in FY '21. No. However, this objective was almost met. 56% of student participants to specialized events indicated being more engaged and also 56% as having greater confidence to handle academic work.

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<p>Goal 1, Component 3. Academic & Career Planning</p> <p>Year 2:</p> <p>a) At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path</p>	<p>Career Week</p> <p><i>(an in-school activity using CG provided supplies and materials)</i></p>	<p>% of students indicating College/Career Fair relevant and helpful</p>	<p>No baseline data.</p> <p>There was no College/Career Fair held in SY 20-21 due to the COVID pandemic.</p>	<p>Target: At least 70% (If fair is held at this time.)</p>	<p>Target: At least 70% (If fair is held at this time.)</p>	<p>Target: At least 70% (If fair is held at this time.)</p>	<p>Yes, this objective was met and exceeded.</p> <p>About 77% of GAA’s 8th-12th grade students viewed Career Week as being helpful in providing them the information needed for a college or career path.</p>
<p>b) At least 15% of participating students will indicate an interest in pursuing STEAM college path or a CTE path</p>	<p>Student Survey</p> <p><i>(an in-school activity using CG provided supplies and materials)</i></p>	<p>% of students indicating an interest in pursuing a STEAM path in college or a CTE path</p>	<p>No baseline data.</p> <p>There was no College/Career Fair held in SY 20-21 due to the COVID pandemic.</p>	<p>Target: At least 15% (If survey administered at this time.)</p>	<p>Target: At least 15% (If survey administered at this time.)</p>	<p>Target: At least 15% (If survey administered at this time.)</p>	<p>Yes, this objective was met and exceeded.</p> <p>18% of high school students indicated an interest in pursuing STEAM college path or a CTE path.</p>

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<p>Goal 2, Component 4. Professional Development (PD)</p> <p>Year 2:</p> <p>At least 40% of teachers participating in PD will report implementing strategies learned in their special event and feeling more confident in their coaching effectiveness.</p>	<p>Professional Development (PD) Trainings</p>	<p>% of teachers who report, or are observed, to have a change in classroom instructional practices</p>	<p>No baseline data. GAA teachers chose not to participate in PD trainings during SY 20-21 due to limited teaching personnel and time constraints.</p>	<p>Target: 20% (If survey administered at this time.)</p>	<p>Target: 30% (If survey administered at this time.)</p>	<p>Target: 40% (If survey administered at this time.)</p>	<p>Target: 40% (If survey administered at this time.)</p>	<p>Yes, this objective was met and exceeded.</p> <p>50% of GAA teachers who attended a professional development training in FY '21 indicated <i>'frequently'</i> (at least once a week) incorporating the things they learned into the lessons.</p> <p>50% indicated not having yet started implementing the teaching strategies learned from the trainings.</p>
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<p>Goal 2, Component 5. Technology and Technology Integration</p> <p>Year 2:</p> <p>a) At least 10% teachers reporting improved access to technology and online resources for students and more technology integration in the classroom</p> <p>b) At least 10% students reporting improved access to technology and online resources for students and more technology integration in teaching</p>	<p>Continuing use of technology and technology purchase</p> <p>Continuing use of technology and technology purchase</p>	<p>% teachers reporting improved access to technology and online resources for students and more technology integration in the classroom</p> <p>% students reporting improved access to technology and online resources for students and more technology integration in teaching</p>	<p>In SY 20-21: <i>Improved access to technology – 69%</i> <i>Greater technology integration – 85%</i></p> <p>In SY 20-21: <i>Improved access to technology – 93%</i> <i>Greater technology integration – 86%</i></p>	<p>Target: At least 5% of teachers</p> <p>Target: At least 5% of students</p>	<p>Target: At least 7% of teachers</p> <p>Target: At least 7% of students</p>	<p>Target: At least 10% of teachers</p> <p>Target: At least 10% of students</p>	<p>Target: At least 10% of teachers</p> <p>Target: At least 10% of students</p>	<p>Yes, this objective was met and exceeded.</p> <p>Below are the results for the SY 21-22 teacher survey:</p> <p><i>Improved access to technology – 94%</i> <i>Greater technology integration – 88%</i></p> <p>Yes, this objective was met and exceeded.</p> <p>Below are the results for the SY 21-22 student survey:</p> <p><i>Improved access to technology – 94%</i> <i>Greater technology integration – 95%</i></p>
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Evidence of Success/ Progress (bullet points)

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

Please add more bullet points if necessary.

- **100%** (98% above annual target) increase in student participation in STEAM activities, and other academic and non-academic special events. A total of nine (9) GAA students participated in the Academic Challenge Bowl: two (2) 7th graders, four (4) 8th graders, one (1) 11th grader, and two (2) 12th graders.
- About **77%** (7% above the annual target) of GAA's 8th-12th grade students viewed Career Week (*an in-school activity using CG provided supplies and materials*) as being helpful in providing them the information needed for a college or career path.
- **18%** (3% above the annual target) of high school students surveyed indicated an interest in pursuing STEAM college path or a CTE path.
- Two (2) teachers received training in *Robotics*. One teacher completed certification for *WeDo 2.0 Robotics* and another teacher received certification in *EV3 Robotics*. **50%** (10% above the annual target) or one of the two teachers indicated 'frequently' (*at least once a week*) incorporating the things they learned into the lessons.
- **94%** (84% above annual target) of teachers report improved access to technology and **88%** (78% above annual target) of these teachers indicate putting more effort into integrating technology in their lessons.
- **94%** (84% above annual target) of students report improved access to technology and **95%** (85% above annual target) of these students indicate that teachers are integrating technology more into their lessons.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. Student participation in a specialized event sponsored by the Consolidated Grant (CG) – *Academic Challenge Bowl*.
2. Planning and conduct of *Career Week*, an in-school activity using supplies and materials provided by the CG.
3. Teacher participation in professional development training under the CG – *TCEA Certification for EV3 Robotics*, and *TCEA Certification for WeDo 2.0 Robotics*.
4. Continuing use of technology and technology purchase.

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. Receiving timely feedback on requisitions inputting.
2. Receiving timely authorization to spend funds.
3. GAA is approved only for construction at Guam Trades Academy. However, students indicated in the survey that they are interested in electrical,

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carpentry, air conditioning and safety careers.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

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

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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 #5: Private, Non-Public – Japanese School of Guam (JSG)	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	ESEA TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A—Improving Basic Programs Operated By Local Educational Agencies ESEA TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A—Supporting Effective Instruction ESEA TITLE III—LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A—English Language Acquisition, Language Enhancement, And Academic Achievement Act ESEA TITLE IV—21ST CENTURY SCHOOLS. Part A—Student Support And Academic Enrichment Grants. Subpart 1— Student Support And Academic Enrichment Grants Title V PART B – RURAL EDUCATION INITIATIVE, Subpart 2-Rural and Low Income School Program (RLIS)				Federal Programs Oversight:	Project Manager: Francis E. Santos Federal Programs Administrator State Program Officer: Stephanie N. Chargualaf State Financial Officer: Shannon Bukikosa-Esplana State Data Officer: Ana O. Aguon State Program/Financial Officer – Team Leader: Rachel Lee S. Duenas		
Project Budget			Population Served							
Allocated	Expended	% Expended	Students Served			Staff Served				
Public	Public	33%	Grade Level(s)	<i>Projected Number</i>	<i>Actual Number</i>	<i>Projected Number of Teachers</i>	<i>Actual Number of Teachers</i>	<i>Projected Number of Administrators</i>	<i>Actual Number of Administrators</i>	
Private	Private		Group: [K-5]	51	55	16	16	3	3	
\$3,518,585.39	\$1,161,813.09		Group: [Grade Level(s)]	27	20	4	4	3	3	
Total Population Served					75		20		6	

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement.</i>	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p>Goal 2, Component 5. Technology & Technology Integration</p> <p>Year 2:</p> <p>a) At least 10% of teachers reporting <i>'improved access to technology and online resources'</i> and <i>'more technology integration in the classroom'</i></p> <p>b) At least 20% of students reporting improved access to technology and online resources and more technology integration in the classroom</p>	<p>Procure electronic tablets for use in the classroom setting by teachers</p> <p>Procure electronic tablets for use in the classroom setting by students.</p>	<p>% teachers reporting improved access to technology and online resources and more technology integration in the classroom</p> <p>% students reporting improved access to technology and online resources and more technology integration in the classroom</p>	<p>No baseline data.</p> <p>No baseline data.</p>	<p>Target: Ongoing instruction</p> <p>Target: Ongoing instruction</p>	<p>Target: Ongoing instruction</p> <p>Target: Ongoing instruction</p>	<p>Target: Ongoing instruction <i>(This marks the start of a new school year for JSG.)</i></p> <p>Target: Ongoing instruction <i>(This marks the start of a new school year for JSG.)</i></p>	<p>Target: At least 10%</p> <p>Target: At least 10%</p>	<p>No, the project objective has not been met, as the electronic tablets have not been procured due to delay in the procurement process.</p> <p>No, the project objective has not been met, as the electronic tablets have not been procured due to delay in the procurement process.</p>

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Evidence of Success/ Progress (bullet points)

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

Please add more bullet points if necessary.

- There is no evidence of success or progress for the activities named above, as tablets are still in requisition at this time. The project continues to follow up on the procurement of these items.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. No activities have been implemented yet for this project, as the tablets are still in requisition.

Observations and/or Challenges

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

Please add more numbers if necessary.

1. No observations were noted, as activities have not been implemented due to delays in procurement of the tablets. Therefore, project objectives were not met.
2. The challenges of procurement delays will be taken into consideration in future planning of similar projects.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

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

FEDERAL PROGRAMS DIVISION



**FY 2021 Title V, Part B: Rural Low Income
Schools Consolidated Grant to Insular Areas**

Annual Performance Report (APR)

Project No. 6

**State Administration/State Educational
Agency (SEA)**

DECEMBER 30, 2022

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2021-2022]: Project #6: State Administration

Project Title: (Federal Program Name):	# 6: State Administration /State Educational Agency (SEA)	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	Title I-A Sec 1121(b)(3)(d); Title II-A Sec 2113 (C)and(D); Title III Sec 3111(2); Title IV-A Sec 4112(C), and Sec 4113(a), and Sec 4116(a)	Federal Programs Oversight:	Interim Federal Program Administrator: Francis E. Santos State Program Officer: Maria A. Blaz State Financial Officer: Shannon Bukikosa-Esplana State Data Officer: Ana O. Aguon State Program/Financial Officer – Team Leader: Rachel Lee S. Duenas
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Project Budget			Population Served						
Allocated	Expended	%	Students Served		Staff Served				
Public	Public	Expended	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
\$1,630,140.59	\$ 115,989.94	7%	GROUP: GDOE						
			PreK-5	13,145	13,145	Pre-K to 12	Pre-K to 12	33	31
			6-8	6,466	6,466	= 600	= 600	25	24
			9-12	9,201	9,201			29	30

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Annual Performance Report [FFY 2021-2022]: Project #6: State Administration

			GROUP: PNP							
			PreK-5	2,696	2,131	Pre-K to 5th = 227	Pre-K to 5th = 227	Pre-K to 5th = 31	Pre-K to 5th = 31	
			6-8	1,369	1,384	6 th – 12 th	6 th – 12 th	6 th – 12 th	6 th – 12 th	
			9-12	1,723	1,365	= 198	= 198	= 24	= 24	
			Charter							
			PreK-5	1,012	1,012	Pre-K to 12	Pre-K to 12	4	3	
			6-8	438	438	= 99	= 99	2	2	
			9-12	116	116			2	2	
			GROUP: Proj. Managers Proj. Lead					2 GDOE 1 PNP 4 GDOE 3 Charter	2 1 4 3	
			GROUP: Proj. Key Personnel					17 GDOE 3 Charter	17 3	
Total Population Served					35,258		1,124			177

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>Each project activity should be connected project objective in the previous column.</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement.</i>	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
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.	Grant administration, supervision, monitoring, consultation, and technical assistance provided by the SEA to the LEAs.	% of LEAs indicating satisfaction with SEA administration, supervision, monitoring, consultation, and technical assistance	At least 89% of LEAs (public, charter and PNP) indicate that they have and continue to receive high quality support, guidance, consultation, and technical	85%	87%	89%	90%	This objective was not met overall. However, the percentage during the latter part of the year exceeded the annual target. Overall, 84% of the LEAs (public, charter, and PNP) reported satisfaction with the administration, supervision, monitoring, and technical assistance that has been provided by the FPD/Grants Office.

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Annual Performance Report [FFY 2021-2022]: Project #6: State Administration

			assistance from FPD/Grants Office.					It should be noted that on this aspect, the earlier stakeholder rating of 75% in February 2022 (2 nd quarter) later increased to 93% in September 2022 (4 th quarter).
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.	Provision of support, guidance, consultation and technical assistance during workshops.	% of participants reflecting better understanding of activities and comply with requirements	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.	90%	91%	92%	93%	<p>This objective was not met overall. However, the percentages during the latter part of the year exceeded the annual target.</p> <p>Overall, 88% of stakeholders indicated timeliness and relevance of information resulting to increase in knowledge of the grant and the projects through the presentations by the Federal Programs Division (FPD) and the Consolidated Grant (CG) Projects during a two-day a <i>Virtual Consultative Workshop</i> in February, 2022, and a two-day <i>Grant Award Notification (GAN) Accountability Workshop</i> in September, 2022.</p> <p>It should be noted that on this aspect, the earlier stakeholder ratings of 81% (<i>timely & relevant</i>) and 83% (<i>improved knowledge</i>) in February 2022 later increased to 96% (<i>timely & relevant</i>) and 93% (<i>improved knowledge</i>) in September 2022.</p>
<p>6.2 Grant Meetings/ Workshops/ Grants Management Certification and Training</p> <p>6.2.1 - 88% of key LEA/SEA grant/project personnel reflecting better understanding</p>	Continuing education and experience of key LEA/SEA grant/project personnel with	% of key LEA/SEA grant/project personnel reflecting better understanding	At least 87% of key LEA/SEA grant/project personnel report increased understanding	85%	86%	87%	88%	<p>This objective was met and exceeded.</p> <p>93% of key LEA/SEA grant/project personnel indicated</p>

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Annual Performance Report [FFY 2021-2022]: Project #6: State Administration

of proper grant management, project design, planning, evaluation, developing and designing services and activities to better serve students and teachers within the district.	grant management, project design, planning, evaluation, developing and designing services and activities to better serve all grant stakeholders.	of activities and comply with requirements	of proper grants management, project design, planning, evaluation, implementation, and developing and designing services and activities within the district.					better understanding of proper grant management, project monitoring, evaluation, reporting, and provision of guidance and technical assistance to all stakeholders.
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Evidence of Success/ Progress (bullet points)

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

Please add more bullet points if necessary.

- On provision of timely and relevant information leading to increased knowledge, the stakeholder ratings of 81% (*timely & relevant*) and 83% (*improved knowledge*) in February 2022 (2nd quarter) later increased to 96% (*timely & relevant*) and 93% (*improved knowledge*) in September 2022 (4th quarter).
- On stakeholder satisfaction regarding the administration, supervision, monitoring, and technical assistance that has been provided by the FPD/Grants Office, the earlier stakeholder rating of **75%** in February 2022 (2nd quarter) later increased to **93%** in September 2022 (4th quarter).
- **93%** of key LEA/SEA grant/project personnel indicated better understanding of proper grant management, project monitoring, evaluation, reporting, and provision of guidance and technical assistance to all stakeholders.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. As a result of the continued impacts of the COVID-19 global pandemic and Guam’s isolated location on education, the Federal Programs Division (FPD) continues to meet regularly with the Project Managers and Leads, providing guidance and technical assistance on a frequent basis. Support and recommendations are provided to assist the project as they continue to navigate, modify and adapt to the ever-changing environment in the classroom, activities, as well as with student and teacher needs.

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2. FPD conducts quarterly/annual monitoring (fiscal/programmatic) through on-site meetings, observations, reports and compliance review of project implementation requests. Reviews provide the GDOE, Charter and Private-Non-Public schools Project Managers and Leads with the information necessary to make corrections, continue what is working and adjust as needed to meet goals and objectives and remain/bring back into compliance.
3. FPD continues to provide feedback, based on data, related to potential changes in project implementation;
4. FPD continues to conduct compliance reviews of all requests related to project implementation including, but not limited to:
 - a. Procurement documentation to include:
 - i. Requisitions, and related supporting documents, for procurement of:
 1. Supplies
 2. Equipment
 3. Contractual Services
 - ii. Contracts for project activities for contractual services
 - iii. Purchase Order modifications for all existing purchase orders
 - b. Documentation related to travel activities such as:
 - i. Prior Approval Memorandums
 - ii. Travel Packets
 - c. Requests related to personnel related matters such as:
 - i. Request to Fill of vacant positions
 - ii. Personnel Actions to fill vacant positions
 - iii. Personnel Actions related to any change in personnel such as:
 1. Salary Increments
 2. Resignations
 3. Transfers
 - d. Local Mileage Reimbursement Requests
 - e. Budget modifications to move funding to support the implementation of project activities
 - f. All other requests
5. The FPD has held technical assistance workshops for including:
 - a. FFY 2022 Consolidated Grant Application Stakeholder Input and Consultative Workshop on February 03-04, 2022.
 - b. FFY 2022 Consolidated Grant Application Grant Award Notification Accountability & Implementation Workshop September 01-02, 2022.
6. The FPD attended the following professional development activities:
 - a. National Association for Gifted Children 68th Annual Convention November 14-20, 2021 in Indianapolis, IN.
 - b. National Association for the Education of Young Children November 13-19, 2021 in Washington D.C.
 - c. Brustein & Mansevit Fall Forum December 01 – 03, 2022 in Clark County, NV.
 - d. 2022 ESEA Annual Conference February 16 - 19, 2022 in New Orleans, LA.

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- e. 2022 National Grants Management Association Conference (NGMA) April 22-23, 2022 in Arlington, VA.
- f. National Association for College Admissions Counseling Conference (NCAC) September 22-24, 2022 in Houston, TX.
7. The US-Ed Insular Area Program Staff and US-Ed Assistant Secretary for Elementary and Secondary Education conducted the technical assistance meeting on March 16-17, 2022 (CHST) to discuss the challenges of the Insular Areas and provide technical assistance in the following year's Consolidated Grant Application.
8. The US-Ed Insular Area Program Staff conducted the Consolidated Grant Program Review with the GDOE Federal Programs Division team on May 23-27, 2022 in Guam. This monitoring visit focused on GDOE's internal controls and practices to ensure the allowability, allocability and reasonableness in the administration and implementation of Consolidated Grant funded activities. The key assessment areas included:
 - a. Program Management
 - b. Evaluation
 - c. Travel Activities
 - d. Services for Non-Public School Students and Teachers
 - e. Uses of Funds
 - f. Period of Availability

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.

- Since the pandemic, the GDOE, Charter and Private-Non-Public schools has experienced a significant increase in at-risk students, many students who were not experiencing academic or behavioral challenges prior to the pandemic are among those struggling since the onset of the pandemic along with social, emotional or mental health trials.
- It is anticipated that, moving forward, activities will require modification to address the myriad of challenges and needs that have risen as a result of the impacts of the pandemic. The needs of GDOE, Charter and Private-Non-Public schools teachers and students have not only increases, but has evolved significantly. Tools, resources and services to students and teachers will need to be reassessed.
- As a result of the continued educational and economic impacts of the COVID-19 pandemic in addition to Guam's isolated region, Consolidated Grant project activities continue to face challenges including:
 - a. Rising costs due to inflation combined with Guam's geographic location in the Pacific Ocean and a myriad of shipping, manufacturer and vendor challenges has affected ability to acquire quotations, availability and receive goods in a timely manner, costs consistently increasing requiring purchase order modifications, and lack of availability of supplies and equipment.
 - b. The delay of shipping and delivery (i.e. up to 4 months) from professional services providers and vendors for supplies, materials and equipment
 - c. Diminished vendor pool which causes a lack of, or minimal responses to, Request for Proposals (RP) and Indefinite Quantity Bids (IQB)
 - d. Multiple requests for per item cost increases on purchase orders.
 - e. Multiple requests for extensions by potential vendors for deliveries and/or cancellation of orders due to lack of supply from manufacturers.
 - f. Nationwide shortages and competing demands for supplies and materials further delays delivery

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- High number of personnel with the projects and GDOE, Charter and Private-Non-Public schools are transferring, leaving for other employment, or are retiring.
- Numerous personnel are experiencing burnout, social, emotional and mental health concerns.
- Remaining personnel within GDOE, Charter and Private-Non-Public schools are overloaded with tasks and responsibilities leading to more personnel experiencing social, emotional and mental health concerns
- Support and resources are not available for personnel with regard to social, emotional and mental health concerns.
- The loss of GDOE, Charter and Private-Non-Public school professional staff has created additional workload on remaining staff to continue the administration of Consolidated Grant funds. To date, the Federal Programs Division has eight (8) vacancies. This is as result of the lengthy process to fill these positions as well as the lack of qualified individuals able to meet the minimum requirements for these positions.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

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