

FEDERAL PROGRAMS DIVISION



FY 2022 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas

Federal Financial Report SF-425

December 30, 2023

Federal Financial Report

(Follow form Instructions)

1. Federal Agency and Organizational Element to Which Report is Submitted U.S. Department of Education		2. Federal Grant or Other Identifying Number Assigned by Federal Agency (To report multiple grants, use FFR Attachment) S403A220002	
3. Recipient Organization (Name and complete address including Zip code) Recipient Organization Name: GUAM DEPARTMENT OF EDUCATION			
Street1: 501 MARINER AVENUE		Street2:	
City: BARRIGADA		County:	
State: GU: Guam		Province:	
Country: USA: UNITED STATES		ZIP / Postal Code: 96913	
4a. UEI DXENVKMN4C34	4b. EIN 1-660491518	5. Recipient Account Number or Identifying Number (To report multiple grants, use FFR Attachment) 220.XX.000.XXXX.22.XXXX.XX.82	
6. Report Type <input type="checkbox"/> Quarterly <input type="checkbox"/> Semi-Annual <input checked="" type="checkbox"/> Annual <input type="checkbox"/> Final	7. Basis of Accounting <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual	8. Project/Grant Period From: 7/1/22 To: 9/30/23	9. Reporting Period End Date 12/28/2023
10. Transactions (Use lines a-c for single or multiple grant reporting)			Cumulative
Federal Cash (To report multiple grants, also use FFR attachment):			
a. Cash Receipts			2,007,302.13
b. Cash Disbursements			2,007,302.13
c. Cash on Hand (line a minus b)			0.00
(Use lines d-o for single grant reporting)			
Federal Expenditures and Unobligated Balance:			
d. Total Federal funds authorized			34,225,878.00
e. Federal share of expenditures			3,968,181.24
f. Federal share of unliquidated obligations			6,370,129.64
g. Total Federal share (sum of lines e and f)			10,338,310.88
h. Unobligated balance of Federal Funds (line d minus g)			23,887,567.12
Recipient Share:			
i. Total recipient share required			0.00
j. Recipient share of expenditures			0.00
k. Remaining recipient share to be provided (line i minus j)			0.00
Program Income:			
l. Total Federal program income earned			0.00
m. Program Income expended in accordance with the deduction alternative			0.00
n. Program Income expended in accordance with the addition alternative			0.00
o. Unexpended program income (line l minus line m or line n)			0.00

11. Indirect Expense						
a. Type	b. Rate	c. Period From	Period To	d. Base	e. Amount Charged	f. Federal Share
RESTRICTED	8.4	10/01/2022	09/30/2023	2,403,534.97		
g. Totals:				2,403,534.97	0.00	0.00

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

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

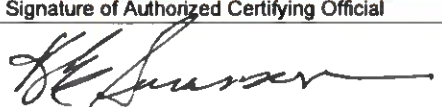
a. Name and Title of Authorized Certifying Official

Prefix: First Name: Middle Name:

Last Name: Suffix:

Title:

b. Signature of Authorized Certifying Official



c. Telephone (Area code, number and extension)

d. Email Address

e. Date Report Submitted

14. Agency use only:

Standard Form 425

FEDERAL PROGRAMS DIVISION



FY 2022 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas

Annual Performance Report (APR)

Supporting Documents Pending Personnel Obligations

December 30, 2023

Grant Status Report

Grant Status Report as of 12/29/2023 5:05:12 PM

Approp Yr	Project Code	Project Code Segment Description	Expense Category	Budget	Encumbrances	Requisitions	Actual Expenditures	Available Budget
22	82710	STATE ADMINISTRATION	REGULAR SALARIES	920,990.19	-	-	234,951.27	686,038.92
22	82710	STATE ADMINISTRATION	BENEFITS	347,921.89	-	-	89,208.58	258,713.31
22	82710	STATE ADMINISTRATION	TRAVEL	151,913.06	-	-	-	151,913.06
22	82710	STATE ADMINISTRATION	OFF-ISLAND TRAVEL	-	-	-	-	-
22	82710	STATE ADMINISTRATION	AIR FARE	-	-	-	14,513.53	(14,513.53)
22	82710	STATE ADMINISTRATION	MISC.REIMBURSEMENTS	-	-	-	-	-
22	82710	STATE ADMINISTRATION	REGISTRATION	-	-	-	700.00	(700.00)
22	82710	STATE ADMINISTRATION	HOTEL	-	-	-	9,606.03	(9,606.03)
22	82710	STATE ADMINISTRATION	MEALS	-	-	-	2,232.50	(2,232.50)
22	82710	STATE ADMINISTRATION	CAR RENTAL	-	-	-	669.40	(669.40)
22	82710	STATE ADMINISTRATION	CONTRACTUAL	167,004.38	75,746.48	-	16,450.56	74,807.34
22	82710	STATE ADMINISTRATION	PRINTING SERVICES	-	180.00	-	-	(180.00)
22	82710	STATE ADMINISTRATION	ADVERTISING	-	-	-	-	-
22	82710	STATE ADMINISTRATION	AUDIT FEES	-	-	-	1,691.35	(1,691.35)
22	82710	STATE ADMINISTRATION	CONFERENCES/REGISTRATION FEES	-	8,000.00	-	5,780.00	(13,780.00)
22	82710	STATE ADMINISTRATION	MEMBERSHIP FEES	-	-	-	-	-
22	82710	STATE ADMINISTRATION	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-
22	82710	STATE ADMINISTRATION	PROF. DEVELOPMENT/TRAINING	-	-	-	-	-
22	82710	STATE ADMINISTRATION	SUBSCRIPTION FEE	-	-	-	-	-
22	82710	STATE ADMINISTRATION	SUPPLIES	36,346.98	-	-	-	36,346.98
22	82710	STATE ADMINISTRATION	COMPUTERS/LAPTOP	-	-	-	-	-
22	82710	STATE ADMINISTRATION	EQUIPMENT	8,557.50	-	-	-	8,557.50
22	82710	STATE ADMINISTRATION	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-
22	82710	STATE ADMINISTRATION	COMPUTERS & ELECTRONICS	-	-	-	-	-
22	82710	STATE ADMINISTRATION	INDIRECT COST	77,363.19	-	-	-	77,363.19
				\$ 1,710,097.19	\$ 83,926.48	-	\$ 375,803.22	\$ 1,250,367.49
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	REGULAR SALARIES	653,763.21	-	-	112,067.90	541,695.31
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	STIPEND	-	-	-	-	-
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	BENEFITS	150,044.11	-	-	42,354.05	107,690.06
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	TRAVEL	327,135.50	-	-	-	327,135.50
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	OFF-ISLAND TRAVEL	-	-	-	-	-
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	AIR FARE	-	-	-	6,686.05	(6,686.05)
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	MISC.REIMBURSEMENTS	-	-	-	-	-
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	REGISTRATION	-	-	-	5,646.00	(5,646.00)
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	HOTEL	-	-	-	8,351.42	(8,351.42)
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	MEALS	-	-	-	3,283.50	(3,283.50)
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	CAR RENTAL	-	-	-	2,777.36	(2,777.36)
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	LOCAL MILEAGE	-	-	-	-	-
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	CONTRACTUAL	3,797,055.60	2,213,506.22	930,211.00	102,841.14	550,497.24
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	PRINTING SERVICES	-	-	-	-	-
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	CONFERENCES/REGISTRATION FEES	-	66,275.68	76,930.00	-	(143,205.68)
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	CONSULTANT	-	57,624.00	-	-	(57,624.00)
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	MEMBERSHIP FEES	-	-	-	-	-
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	PROF. DEVELOPMENT/TRAINING	-	76,457.00	127,625.00	393.00	(204,475.00)

22%

Grant Status Report

Grant Status Report as of 12/29/2023 5:05:12 PM

Approp Yr	Project Code	Project Code Segment Description	Expense Category	Budget	Encumbrances	Requisitions	Actual Expenditures	Available Budget
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	SUBSCRIPTION FEE	-	-	-	-	-
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	TRANSPORTATION LEASE RENTAL	-	-	7,320.00	-	(7,320.00)
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	GRAD/MISC. VENUE RENTAL	-	-	8,640.00	-	(8,640.00)
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	SUPPLIES	1,136,783.35	3,773.80	51,843.95	-	1,081,165.60
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	ADMIN OFFICE SUPPLIES	-	-	11,750.00	-	(11,750.00)
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	TECHNOLOGY SUPPLIES	-	-	-	-	-
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	EQUIPMENT	36,652.78	-	-	-	36,652.78
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	COMPUTERS & ELECTRONICS	-	-	-	-	-
22	82800	COLLEGE, CAREER, CIVIC, LIFE READ	INDIRECT COST	54,916.11	-	7,250.00	-	47,666.11
				\$ 6,156,350.66	\$ 2,417,636.70	\$ 1,221,569.95	\$ 284,400.42	\$ 2,232,743.59
22	82810	CURRICULUM QUALITY AND DEVELOP	REGULAR SALARIES	1,198,706.02	-	-	388,197.83	810,508.19
22	82810	CURRICULUM QUALITY AND DEVELOP	STIPEND	423,000.00	-	-	-	423,000.00
22	82810	CURRICULUM QUALITY AND DEVELOP	BENEFITS	378,408.21	-	-	158,078.28	220,329.93
22	82810	CURRICULUM QUALITY AND DEVELOP	MILITARY BENEFITS	-	-	-	1,336.48	(1,336.48)
22	82810	CURRICULUM QUALITY AND DEVELOP	TRAVEL	156,715.50	-	-	-	156,715.50
22	82810	CURRICULUM QUALITY AND DEVELOP	AIR FARE	-	-	-	4,238.27	(4,238.27)
22	82810	CURRICULUM QUALITY AND DEVELOP	MISC.REIMBURSMENTS	-	-	-	-	-
22	82810	CURRICULUM QUALITY AND DEVELOP	REGISTRATION	-	-	-	1,250.00	(1,250.00)
22	82810	CURRICULUM QUALITY AND DEVELOP	HOTEL	-	-	-	4,365.64	(4,365.64)
22	82810	CURRICULUM QUALITY AND DEVELOP	MEALS	-	-	-	1,109.00	(1,109.00)
22	82810	CURRICULUM QUALITY AND DEVELOP	CAR RENTAL	-	-	-	77.60	(77.60)
22	82810	CURRICULUM QUALITY AND DEVELOP	LOCAL MILEAGE	-	-	-	-	-
22	82810	CURRICULUM QUALITY AND DEVELOP	CONTRACTUAL	3,736,796.96	898,787.36	4,969.00	175,951.24	2,657,089.36
22	82810	CURRICULUM QUALITY AND DEVELOP	PRINTING SERVICES	-	-	16,990.00	-	(16,990.00)
22	82810	CURRICULUM QUALITY AND DEVELOP	CONFERENCES/REGISTRATION FEES	-	1,625.45	-	-	(1,625.45)
22	82810	CURRICULUM QUALITY AND DEVELOP	MEMBERSHIP FEES	-	-	49,610.00	-	(49,610.00)
22	82810	CURRICULUM QUALITY AND DEVELOP	SUBSCRIPTION FEE	-	-	2,499.00	-	(2,499.00)
22	82810	CURRICULUM QUALITY AND DEVELOP	SUPPLIES	486,962.24	3,727.06	208,204.00	54,689.04	220,342.14
22	82810	CURRICULUM QUALITY AND DEVELOP	TEST KITS MATERIALS	-	-	-	-	-
22	82810	CURRICULUM QUALITY AND DEVELOP	EQUIPMENT	205,069.57	-	-	15,810.00	189,259.57
22	82810	CURRICULUM QUALITY AND DEVELOP	INDIRECT COST	136,223.31	-	-	-	136,223.31
				\$ 6,721,881.81	\$ 904,139.87	\$ 282,272.00	\$ 805,103.38	\$ 4,730,366.56
22	82820	CLASSROOM SUPPORTS & ACADEMIC	REGULAR SALARIES	4,690,416.84	-	-	1,262,244.36	3,428,172.48
22	82820	CLASSROOM SUPPORTS & ACADEMIC	OVERTIME	56,250.00	-	-	12,569.97	43,680.03
22	82820	CLASSROOM SUPPORTS & ACADEMIC	PART-TIME	-	-	-	-	-

Grant Status Report

Grant Status Report as of 12/29/2023 5:05:12 PM

Approp Yr	Project Code	Project Code Segment Description	Expense Category	Budget	Encumbrances	Requisitions	Actual Expenditures	Available Budget
22	82820	CLASSROOM SUPPORTS & ACADEMIC	STIPEND	2,644,500.00	-	-	-	2,644,500.00
22	82820	CLASSROOM SUPPORTS & ACADEMIC	BENEFITS	2,067,035.74	-	-	568,780.98	1,498,254.76
22	82820	CLASSROOM SUPPORTS & ACADEMIC	MILITARY BENEFITS	-	-	-	3,696.77	(3,696.77)
22	82820	CLASSROOM SUPPORTS & ACADEMIC	TRAVEL	186,620.00	-	-	-	186,620.00
22	82820	CLASSROOM SUPPORTS & ACADEMIC	OFF-ISLAND TRAVEL	-	-	-	-	-
22	82820	CLASSROOM SUPPORTS & ACADEMIC	AIR FARE	-	-	-	-	-
22	82820	CLASSROOM SUPPORTS & ACADEMIC	MISC.REIMBURSMENTS	-	-	-	-	-
22	82820	CLASSROOM SUPPORTS & ACADEMIC	REGISTRATION	-	-	-	-	-
22	82820	CLASSROOM SUPPORTS & ACADEMIC	HOTEL	-	-	-	-	-
22	82820	CLASSROOM SUPPORTS & ACADEMIC	MEALS	-	-	-	-	-
22	82820	CLASSROOM SUPPORTS & ACADEMIC	CAR RENTAL	-	-	-	-	-
22	82820	CLASSROOM SUPPORTS & ACADEMIC	LOCAL MILEAGE	-	-	-	-	-
22	82820	CLASSROOM SUPPORTS & ACADEMIC	CONTRACTUAL	1,475,725.78	627,256.58	-	19,826.51	828,642.69
22	82820	CLASSROOM SUPPORTS & ACADEMIC	PRINTING SERVICES	-	-	-	-	-
22	82820	CLASSROOM SUPPORTS & ACADEMIC	ADVERTISING	-	4,184.00	-	-	(4,184.00)
22	82820	CLASSROOM SUPPORTS & ACADEMIC	CONFERENCES/REGISTRATION FEES	-	-	-	-	-
22	82820	CLASSROOM SUPPORTS & ACADEMIC	MEMBERSHIP FEES	-	-	-	-	-
22	82820	CLASSROOM SUPPORTS & ACADEMIC	SUBSCRIPTION FEE	-	-	4,179.00	-	(4,179.00)
22	82820	CLASSROOM SUPPORTS & ACADEMIC	SUPPLIES	333,661.07	300.00	-	-	333,361.07
22	82820	CLASSROOM SUPPORTS & ACADEMIC	EQUIPMENT	6,169.66	-	-	-	6,169.66
22	82820	CLASSROOM SUPPORTS & ACADEMIC	INDIRECT COST	620,858.01	-	-	-	620,858.01
				\$ 12,081,237.10	\$ 631,740.58	\$ 4,179.00	\$ 1,867,118.59	\$ 9,578,198.93
22	82830	SCHOOL CLIMATE CULTURE & ENGAGEMENT	REGULAR SALARIES	1,421,041.79	-	-	389,221.84	1,031,819.95
22	82830	SCHOOL CLIMATE CULTURE & ENGAGEMENT	STIPEND	23,800.00	-	-	-	23,800.00
22	82830	SCHOOL CLIMATE CULTURE & ENGAGEMENT	BENEFITS	485,150.24	-	-	161,993.63	323,156.61
22	82830	SCHOOL CLIMATE CULTURE & ENGAGEMENT	TRAVEL	154,046.00	-	-	-	154,046.00
22	82830	SCHOOL CLIMATE CULTURE & ENGAGEMENT	AIR FARE	-	-	-	-	-
22	82830	SCHOOL CLIMATE CULTURE & ENGAGEMENT	MISC.REIMBURSMENTS	-	-	-	-	-
22	82830	SCHOOL CLIMATE CULTURE & ENGAGEMENT	REGISTRATION	-	-	-	-	-
22	82830	SCHOOL CLIMATE CULTURE & ENGAGEMENT	HOTEL	-	-	-	-	-
22	82830	SCHOOL CLIMATE CULTURE & ENGAGEMENT	MEALS	-	-	-	-	-
22	82830	SCHOOL CLIMATE CULTURE & ENGAGEMENT	CAR RENTAL	-	-	-	-	-
22	82830	SCHOOL CLIMATE CULTURE & ENGAGEMENT	LOCAL MILEAGE	-	-	-	-	-
22	82830	SCHOOL CLIMATE CULTURE & ENGAGEMENT	CONTRACTUAL	583,352.06	219,584.68	-	33,904.98	329,862.40
22	82830	SCHOOL CLIMATE CULTURE & ENGAGEMENT	PRINTING SERVICES	-	-	-	-	-

Grant Status Report

Grant Status Report as of 12/29/2023 5:05:12 PM

Approp Yr	Project Code	Project Code Segment Description	Expense Category	Budget	Encumbrances	Requisitions	Actual Expenditures	Available Budget
22	82830	SCHOOL CLIMATE CULTURE & ENGAGEMENT	MEMBERSHIP FEES	-	-	-	-	-
22	82830	SCHOOL CLIMATE CULTURE & ENGAGEMENT	SUBSCRIPTION FEE	-	-	-	-	-
22	82830	SCHOOL CLIMATE CULTURE & ENGAGEMENT	SUPPLIES	521,060.52	9,714.60	-	5,984.91	505,361.01
22	82830	SCHOOL CLIMATE CULTURE & ENGAGEMENT	CUSTODIAL	-	-	-	-	-
22	82830	SCHOOL CLIMATE CULTURE & ENGAGEMENT	EQUIPMENT	1,136,435.92	-	-	1,299.98	1,135,135.94
22	82830	SCHOOL CLIMATE CULTURE & ENGAGEMENT	INDIRECT COST	121,366.71	-	-	-	121,366.71
				\$ 4,446,253.24	\$ 229,299.28	-	\$ 592,405.34	\$ 3,624,548.62
22	82840	PRIVATE NON-PUBLIC SCHOOLS PNP	REGULAR SALARIES	101,610.46	-	-	4,281.80	97,328.66
22	82840	PRIVATE NON-PUBLIC SCHOOLS PNP	BENEFITS	41,661.66	-	-	1,990.27	39,671.39
22	82840	PRIVATE NON-PUBLIC SCHOOLS PNP	TRAVEL	145,799.99	-	-	-	145,799.99
22	82840	PRIVATE NON-PUBLIC SCHOOLS PNP	AIR FARE	-	-	-	-	-
22	82840	PRIVATE NON-PUBLIC SCHOOLS PNP	MISC.REIMBURSMENTS	-	-	-	-	-
22	82840	PRIVATE NON-PUBLIC SCHOOLS PNP	REGISTRATION	-	-	-	-	-
22	82840	PRIVATE NON-PUBLIC SCHOOLS PNP	HOTEL	-	-	-	-	-
22	82840	PRIVATE NON-PUBLIC SCHOOLS PNP	MEALS	-	-	-	-	-
22	82840	PRIVATE NON-PUBLIC SCHOOLS PNP	CAR RENTAL	-	-	-	-	-
22	82840	PRIVATE NON-PUBLIC SCHOOLS PNP	CONTRACTUAL	1,622,535.20	362,064.73	157,416.00	36,991.22	1,066,063.25
22	82840	PRIVATE NON-PUBLIC SCHOOLS PNP	CONFERENCES/REGISTRATION FEES	-	4,182.00	62,818.00	-	(67,000.00)
22	82840	PRIVATE NON-PUBLIC SCHOOLS PNP	PROF. DEVELOPMENT/TRAINING	-	1,863.00	-	87.00	(1,950.00)
22	82840	PRIVATE NON-PUBLIC SCHOOLS PNP	SUBSCRIPTION FEE	-	-	-	-	-
22	82840	PRIVATE NON-PUBLIC SCHOOLS PNP	TRANSPORTATION LEASE RENTAL	-	-	680.00	-	(680.00)
22	82840	PRIVATE NON-PUBLIC SCHOOLS PNP	GRAD/MISC. VENUE RENTAL	-	-	1,360.00	-	(1,360.00)
22	82840	PRIVATE NON-PUBLIC SCHOOLS PNP	SUPPLIES	410,506.67	4,982.05	-	-	405,524.62
22	82840	PRIVATE NON-PUBLIC SCHOOLS PNP	EQUIPMENT	773,778.74	-	-	-	773,778.74
22	82840	PRIVATE NON-PUBLIC SCHOOLS PNP	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-
22	82840	PRIVATE NON-PUBLIC SCHOOLS PNP	COMPUTERS & ELECTRONICS	-	-	-	-	-
22	82840	PRIVATE NON-PUBLIC SCHOOLS PNP	INDIRECT COST	8,535.28	-	-	-	8,535.28
				\$ 3,104,428.00	\$ 373,091.78	\$ 222,274.00	\$ 43,350.29	\$ 2,465,711.93
			FY 2022	\$ 34,220,248.00	\$ 4,639,834.69	\$ 1,730,294.95	\$ 3,968,181.24	\$ 23,881,937.12
				\$ 34,220,248.00	\$ 4,639,834.69	\$ 1,730,294.95	\$ 3,968,181.24	\$ 23,881,937.12

\$2,465,711.93

GAN \$34,220,248.00
Unliquidated Obligation (Enc.+ Reqs)

\$ 6,370,129.64

Salaries 2,403,534.97

\$ 6,370,129.64
\$ 34,225,878.00 GAN
\$ 4,639,834.69 Encum
\$ 1,730,294.95 Reqs
\$ 3,968,181.24 expenditures
\$ 4,807,069.94 salaries (pp 1-8)
\$15,276,624.92 - Available balance

FEDERAL PROGRAMS DIVISION



**FY 2022 Title V, Part B Rural Low Income
Schools Consolidated Grant to Insular Areas**

ANNUAL PERFORMANCE REPORT (APR)

December 30, 2023

Consolidated Grants to the Insular Areas

CFDA Number: 84.403A

Formula Grant

Annual Performance Report (APR)



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

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

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

**Rural, Insular, and Native Achievement Programs
Consolidated Grant to the Insular Areas
Annual Performance Report Cover Sheet
Reporting Period Information: July 1, 2022 – September 30, 2023**

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

1. Grantee Agency Name Guam Department of Education

2. Address 501 Mariner Avenue

City, State, Zip Barrigada, Guam 96913

3. Grantee Identification: PR # S403A220002-22A

4. Federal Grant Director:

Name: Christine Rosario

Title: Acting Administrator, Federal Programs Division

Tel: 671-300-1264 Fax: _____

E-mail: cbrosario@gdoe.net

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

Name: Dr. Kenneth Swanson

Title: Superintendent of Education

Tel: 671-300-1677 Fax: 671-472-5001

E-mail: keswanson@gdoe.net

Certification

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

Signature of Authorized Representative: 

Title: Superintendent of Education

Date: 12/29/23

FEDERAL PROGRAMS DIVISION



**FY 2022 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, 2023

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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 #1: College, Career, Civic Engagement & Life Readiness (CCCLR)	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.	<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, Subpar.0t 2- Rural and Low Income School Program (RLIS) 	Federal Programs Oversight:	Project Manager: Christine B. Rosario Acting Federal Programs Administrator Senior State Program Officer: Shandice D. Calano State Financial Officer: Shannon Bukikosa-Esplana Stephanie Chargualaf (alternate) State Data Officer: Ana O. Aguon State Program Officer: Hope E. Cruz
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Project Budget			Population Served								
Allocated	Expended	% Expended	Students Served			Staff Served					
Public	Public	5%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Admin., Counselors, StW Coord.	Actual Number of Admin., Counselors, StW Coord.		
			\$6,156,350.66	\$284,400.42	K-5 th	11,698	11,698	831	831	98 Administrators	98
					6 th -8 th	5,648	5,648	354	354	86 Counselors	86
					9 th -12 th	9,073	9,073	429	429	7 School to Work Coord.	7
Total Population Served				26,419		1,614		191			

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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	
Component 1. Increasing Rigorous Academic and Technical Courses with High Quality Instruction A. By the end of SY 2022-23, 65% of participating teachers will report improved teaching practices and consistent implementation of high-quality, rigorous curriculum and relevant strategies in Career Technical Education (CTE), Advanced Placement (AP)/Honors, and Science, Technology, Engineering, Arts, and Math (STEAM) courses as evidenced by self-reflections and/or classroom observation.	Professional development (PD) trainings on: a. CTE b. AP/Honors c. STEAM	Percentage of teachers who self-report improved teaching practices and consistent implementation of high quality, rigorous curriculum	<p><u>FY '21 APR:</u></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><u>Target:</u></p> <p>55%</p> <p><u>Actual:</u></p> <p>Training and survey not yet conducted.</p>	<p><u>Target:</u></p> <p>60%</p> <p><u>Actual:</u></p> <p>PBL training conducted; survey to be done in the 4th quarter to allow time for application in the classroom</p>	<p><u>Target:</u></p> <p>65%</p> <p><u>Actual:</u></p> <p>Robotics training conducted; survey to be done in the 4th quarter to allow time for classroom implementation</p>	<p><u>Target:</u></p> <p>65%</p> <p><u>Actual:</u></p> <p>100% of surveyed teacher participants to CCCLR sponsored professional development training in FY '22 expressed varying degrees in classroom application of PD-learned teaching strategies:</p> <p>6% reported 'always' incorporating in their lessons the things they learned; 39% 'frequently' (at least once a week); 44% 'infrequently' (at least once a month); and 11% 'rarely' (at least once a quarter)</p>	<p>Yes, the annual objective was met and exceeded.</p>

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<p>B. By the end of SY2022-23, 65% of students will earn a “C” or better in the CTE, AP/Honors, and STEAM classes taken.</p>	<p>Classes on: a. CTE b. AP/Honors c. STEAM</p>	<p>Percentage of “C” grades or better reported in PowerSchool</p>	<p><u>FY ’21 APR:</u> 83% of CTE students earned a final grade of “C” or better</p>	<p><u>Target:</u> 55%</p> <p><u>Actual:</u> 91% (2245 out of 2467) of GCC CTE students earned a “C” or better; 73% of DOE CTE students earned a “C” or better in the 1st semester of the academic SY</p>	<p><u>Target:</u> 60%</p> <p><u>Actual:</u> 85% (2106 out of 2467) of GCC CTE students earned a “C” or better in the 1st semester of the academic SY</p>	<p><u>Target:</u> 65%</p> <p><u>Actual:</u> 84% (1899 out of 2266) students earned a “C” or better on their CTE courses in the 2nd semester of the academic school year.</p>	<p><u>Target:</u> Start of a new school year</p> <p><u>Actual:</u> The new SY23-24 began in August 2023. Data is unavailable until after the end of 2nd quarter of the academic school year</p>	<p>Yes, the annual objective was met and exceeded.</p>
<p>C. By the end of SY2022-23, there will be a 4% increase of AP test takers who score a 3 or better from baseline of SY18-19 AP Test Results</p>	<p>Advanced Placement (AP) instruction & AP Testing</p>	<p>Percentage of AP test takers who scored a 3 or higher</p>	<p><u>FY ’21 APR:</u> 24% of AP test scores were at least a 3 or higher</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><u>Target:</u> AP Test not administered at this time.</p> <p><u>Actual:</u> AP Tests are not administered until May 2023</p>	<p><u>Target:</u> AP Test not administered at this time.</p> <p><u>Actual:</u> AP Tests are not administered until May 2023</p>	<p><u>Target:</u> AP Test administered in May 2023.</p> <p><u>Actual:</u> AP scores will be reported in the 4th quarter when results are available</p>	<p><u>Target:</u> 2% increase from SY18-19 baseline</p> <p><u>Actual:</u> 29% of test takers scored a “3” or better. This represents a 5% increase from SY 21-22.</p>	<p>Yes, the annual objective was met and exceeded.</p>
<p>D. By the end of SY2022-23, GDOE students who test into college-level English and Math on UOG Placement Test will increase by 4% 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>In Fall SY 18-19: 22.2% placed in MA110, MA151 and 2.1% placed in MA161A, MA165</p>	<p><u>Target:</u> UOG Placement Test not administered at this time</p> <p><u>Actual:</u> UOG Placement Test not administered at this time</p>	<p><u>Target:</u> UOG Placement Test not administered at this time</p> <p><u>Actual:</u> Data will be available next quarter when</p>	<p><u>Target:</u> UOG Placement Test not administered at this time</p> <p><u>Actual:</u> Data is pending from the University of</p>	<p><u>Target:</u> UOG Placement Tests available for Fall 2022.</p> <p><u>Actual:</u> Math 33% (80/239) MA110, MA151</p>	<p>Yes, the annual objective was met and exceeded for MA110, MA151 by 6.8%; however, it was not met for MA161 and MA165.</p> <p>All students are automatically</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.

- **One hundred percent (100%)** of surveyed teacher participants to CCCLR sponsored professional development training in FY '22 expressed varying degrees in classroom application of PD-learned teaching strategies: **6%** reported '*always*' incorporating in their lessons the things they learned; **39%** '*frequently*' (at least once a week); **44%** '*infrequently*' (at least once a month); and **11%** '*rarely*' (at least once a quarter). As these PD-learned instructional strategies are research-based, proven to positively impact student learning and achievement, it is critical that this process of training and implementation in the classroom be sustained to reap the long-term benefits of improved student outcomes.
- **Eighty four percent (84%)** of participating students earned a "C" or better on their CTE courses in the 2nd semester of the academic school year. This is **19% beyond the annual target** of 65%. This could be an indication that a growing number of students are considering a career pathway as a pursuit after high school.
- **Twenty-nine percent (29%)** of Advanced Placement (AP) test takers scored a "3" or better, **a 5% increase from SY 21-22, exceeding the annual target of a 4% increase.** This is a significant accomplishment since it represents a portion of students (among those who took the AP tests) who are potentially college-ready.
- The annual objective of a **4% increase in the percentage of students who tested into college-level Math was met and exceeded by 6.8%** for MA110, MA151. This is complementary to the previous statement, with both showing the gradual progress in student outcomes as teachers continue to receive professional development and implement PD-learned teaching strategies in the classroom.
- The Academic Special Events (ASE) and Visual Performing Arts (VPA) programs **exceeded the annual target of 60% by at least 8%; 68%** of participating students indicated feeling more engaged in their classes and **75%** indicated being more confident in their academic work. Student engagement in academic work is being positively impacted by activities outside the classroom. Greater engagement in learning promotes enhanced student achievement and outcomes.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. Thirty-five (35) educators successfully completed the Projects Based Learning (PBL) training.
2. Professional development services were provided in Science, Technology, Engineering and Math (STEM) during the Summer Teacher Academy held at the University of Guam. 31 sessions were conducted, servicing 110 teachers. 66 Elementary teachers, 21 middle school teachers and 23 high school teachers participated in STEM PDs.
3. Eighty-seven (87) students completed the Guam Trades Academy Construction Program throughout the reporting year: 36 attended the CORE Curriculum classes, 38 Construction Craft Laborer 1 and 13 Construction Craft Laborer 2.
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.

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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.
6. Six hundred nine (609) students took exams in AP Biology, AP Calculus, AP Chemistry, AP Computer Science, AP Language & Composition, AP Literature and Composition, AP Japanese, AP Physics, AP Psychology, AP Statistics, AP US Govt, and AP US History.
7. The College Fair for SY22-23 was completed on March 22-23, 2023 at the UOG Field House. A total of 423 (Public and PNP Schools) students participated in this event.

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. Several key contracts and project activity needs were eventually rejected as the closing of the fiscal year ended.
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 the need for coverage at the school.

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 2022 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, 2023

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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 Title V-B, Subpart 2	Federal Programs Oversight:	Project Manager: Christine B. Rosario Acting Federal Programs Administrator State Program Officer: Sean Rupley State Financial Officer: Shannon Bukikosa-Esplana State Data Officer: Ana O. Aguon State Program Officer: Hope E. Cruz
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Project Budget			Population Served						
Allocated	Expended	% Expended	Students Served			Staff Served			
			Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
Public	Public	12%							
\$6,721,881.81	\$805,103.38		Group: [Pre K-5]	11,698	12,619	600	600	100	100
			Group: [Grades 6-8]	5,848	6,466				
			Group: [Grades 9-12]	9,073	9,201				
Total Population Served				28,286		600		100	

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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>(i.e. metric) Enter the unit of measurement.</i>	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
By the end of SY22-23, 60% of teachers who participated 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 Educators Certification.	FY '21 APR: Completion Rate = 82%	Target: 56% Actual: 56% (14 out of 25)	Target: 58% Actual: Data reported every Semester, expected at the end of 3rd Quarter	Target: 60% Actual: Only partial data has become available due to pending PRAXIS results. Complete data expected in 4 th Quarter	Target: 60% Actual: 89% (16 out of 18) of PRAXIS II PLT, PRAXIS II Content, and Graduate Course participants passed requirements of program; 21% (3 out of 14) of PRAXIS I participants passed	Yes, the annual objective was met and exceeded by 29%.
By the end of SY2022-23, 85% of mentored and coached teachers will report satisfaction of mentoring/coaching supports and new knowledge gained by this activity.	Teacher Mentoring New Teacher Academy Teacher Coaching Professional Development	Percentage of coached and mentored teachers who report satisfaction or higher on mentoring and coaching supports and improved instructional practices in the classroom	FY '21 APR: 73% = Overall joint % of mentored and coached teachers who reported satisfaction	Target: 75% Actual: 93% (198 out of 212)	Target: 80% Actual: 98% (315 out of 323)	Target: 85% Actual: 95% (117 out of 123)	Target: Start of a new school year Actual: Reporting to begin in 1 st qtr. of FY '23	Yes, the annual objective was met and exceeded by 11%. The overall joint percentage of mentored and coached teachers who reported satisfaction with the supports they were getting was 96% .

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<p>By the end of SY2022-23, the retention rate of teachers 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>FY '21 APR: 10% decrease Count at beginning of SY 22-23 = 1,765 Count at beginning of SY 21-22 = 1,954</p>	<p>Target: Measured at the end of the SY Actual: Measured at the end of the SY</p>	<p>Target: Measured at the end of the SY Actual: Measured at the end of the SY</p>	<p>Target: Increase 5% Actual: Data not yet available, will be reported in 4th Quarter</p>	<p>Target: Increase 5% Actual: As compared with SY 22-23, there was an increase of 8% (count at beginning of SY 23-24 = 1,910)</p>	<p>Yes, the annual objective was met and exceeded by 3%.</p>
<p>By the end of SY2022-23, 80% of participating teachers will show an increase in the utilization of research-proven instructional strategies (learned from professional development opportunities)</p>	<p>Professional Development Improving Teacher Online Professional Learning Course Pre-K Academics & Early Childhood Classroom and Supports Library Improvement</p>	<p>Percentage of teachers who report, or are observed, to have an increase in the utilization of research proven instructional strategies.</p>	<p>FY '21 APR: 78% = overall percentage of increased utilization among participating teachers</p>	<p>Target: 70% Actual: No training activities were conducted in the 1st quarter.</p>	<p>Target: 75% Actual: Utilization data from training activities conducted in 2nd quarter will be reported 3rd quarter</p>	<p>Target: 80% Actual: 66% (108 out of 163)</p>	<p>Target: 80% Actual: SY22-23 data Reported in 3rd Quarter</p>	<p>No, the annual objective was not met. Some teachers were not able to implement all the strategies learned over the summer and the previous school year in the short start of the school year (August 23 – Sept 30). Others found the online training not as engaging and may not have used all the strategies. Many of our contracts were written to have online PD due to Covid, but we have now written our new contracts to be fully face-to-face training.</p>

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<p>By the end of SY2022-23, 55% of participating teachers will utilize formative and summative assessment data to identify students' strengths and weaknesses, inform instruction, and provide interventions where needed</p>	<p>Assessment Kits Standards-Based Assessments Assessments Development of CHamoru Immersion Curricula, Modules & Support Services Development of Curricular Resources Development of Proficiency Scales and Assessment Rubrics Teacher Toolkit CHamoru Curricular Resources Student Planners Student Information System Training</p>	<p>Percentage of teachers observed and/or reporting to utilize assessment data.</p>	<p>FY '21 APR: Unknown <i>(since data collected in AIMSweb showed the number of students instead of teachers)</i></p>	<p>Target: 50% Actual: Number of students monitored : K = 2 1st = 75 2nd = 273 3rd = 151 4th = 57 5th = 94 6th = 33 7th = 0 8th = 1</p>	<p>Target: 50% Actual: Number of students monitored: K = 26 1st = 108 2nd = 338 3rd = 285 4th = 125 5th = 89 6th = 35 7th = 0 8th = 0</p>	<p>Target: 55% Actual: Number of students monitored: K = 91 1st = 176 2nd = 292 3rd = 262 4th = 149 5th = 143 6th = 77 7th = 1 8th = 0</p>	<p>Target: 55% Actual: SY22-23 data Reported in 3rd Quarter</p>	<p>Teacher data unavailable. The data available illustrates number of students monitored, not number of teachers utilizing the monitoring tools. This measure has been updated in FY2023 application to reflect the correct data.</p>
<p>At least 85% of teachers/ staff will report timely, high quality, and effective IT services</p>	<p>Interactive Touchscreen Whiteboard Equipment Use Training Bandwidth and Internet Access Expansion Supplemental Technology Supports</p>	<p>Percentage of teachers reporting timely services from IT</p>	<p>FY '21 APR: 87% = overall % of satisfaction with timely, high quality, and effective IT services</p>	<p>Target: At least 75% Actual: 79% (132 out of 168)</p>	<p>Target: At least 80% Actual: 66% (164 out of 250)</p>	<p>Target: At least 85% Actual: 71% (92 out of 129)</p>	<p>Target: Start of a new school year Actual: Reporting begins in the 1st Qtr. of FY '23.</p>	<p>No, the annual objective of 85% was not met. There was a large turnover of IT techs leaving, with only (1) on duty and another on military leave.</p>

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<p>At least 85% of teachers/ Staff will indicate having access to well-functioning technology and reliable connectivity for teaching</p>	<p>Interactive Touchscreen Whiteboard Equipment Use Training Bandwidth and Internet Access Expansion Supplemental Technology Supports</p>	<p>Percentage of teachers reporting availability of well-functioning technology</p>	<p>FY '21 APR: 74% = overall % of satisfaction with well-functioning technology Target: At least 83% Actual: 80% (135 out of 168)</p>	<p>Target: At least 84% Actual: 77% (193 out of 250)</p>	<p>Target: At least 85% Actual: 69% (94 out of 136)</p>	<p>Target: Start of a new school year Actual: Reporting begins in the 1st Qtr. of FY '23.</p>	<p>No, the annual objective of 85% was not met. At this time, a vendor was procuring and installing wireless indoor and outdoor access points for all schools. There was delay due to semi-conductor shortages and installation work at the schools during Typhoon Mawar delaying several weeks of work. The WiFi project has completed and we expect to see increased internet reliability.</p>
<p>At least 28% reduction of Wi-Fi connectivity tickets from HelpDesk from the start of SY22-23</p>	<p>Interactive Touchscreen Whiteboard Equipment Use Training Bandwidth and Internet Access Expansion Supplemental Technology Supports</p>	<p>Percentage of trouble tickets requested for Wi-Fi connectivity issues</p>	<p>FY '21 APR: Percent of internet connectivity trouble tickets ranged from 16% to 58% Target: At least 20% reduction compared to prior year Actual: 24% (40 out of 168) internet connectivity trouble tickets</p>	<p>Target: At least 23% reduction compared to 1st quarter data Actual: 23% (58 out of 250) internet connectivity trouble tickets</p>	<p>Target: At least 28% reduction compared to 1st quarter data Actual: 26% (35 out of 136) internet connectivity trouble tickets</p>	<p>Target: Start of a new school year Actual: Reporting begins in the 1st Qtr. of FY '23.</p>	<p>No, the annual objective of 28% reduction in Wi-Fi connectivity tickets was not met. However, the percentage range of trouble tickets for Wi-Fi connectivity in SY 22-23 (23% - 26%), when compared with SY 21-22 (16% - 58%), has a reduction percentage of up to 32%.</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.

- Eighty-nine percent (89%) of limited term teachers who participated in the Initial Teacher Certification Assistance program earned full certification, exceeding the annual target of 60% by 29%. This creates a potential pool of additional fully certified teachers in the coming school year, a definite help to a perennial need of the district.
- Ninety-six percent (96%) of mentored and coached teachers expressed satisfaction with mentoring/coaching supports and new knowledge gained by this activity, exceeding the annual target of 85% by 11%. Teachers who feel supported and nurtured in their early years of teaching, as well as seasoned teachers even with their longer experience in the teaching profession, have a greater likelihood to continue in the craft despite the challenges, and put more effort in improving the teaching process, to the benefit of their students.
- Teacher retention rate increased by 8%, 3% above the annual target of 5%. An increasing teacher retention rate is good for the district because teachers improve their skills when they gain more experience in the profession.

Other Details:

- 16 of the 18 (89%) Graduate Course participants reported passing their PRAXIS II and Graduated.
- 13 new teachers attended the New Teacher Seminar held July 26-28, and 23 new teachers attended the Seminar held August 16-17, 2023.
- 62 new teachers attended New Teacher Orientation in September 2023 to prepare for Professional Learning Seminars throughout the SY. The orientation is provided to new teachers as part of their induction into the teaching profession and the mentorship program.
- 379 teachers, who have passed their 3rd year of teaching, received coaching supports from 23 Instructional Coaches. Supports were provided individually, to schools' respective Professional Learning Communities, or through training groups. Supports were provided in the following areas:
 - Using data to drive instruction
 - Implementation of district curriculum initiatives (i.e., standards-based
 - Grading, progress reporting, etc.)
 - Proficiency Scales
 - Priority Standards, Skills, and Topics
 - Data analysis
 - Effective Teaching Strategies
 - Online Learning Systems
 - AIMSweb Plus
 - Assessments
 - Progress monitoring
- 11 School Based Mentors and 3 District Mentors participated in Mentorship Academy in August 2023. Instruction was provided in the following areas to develop effective mentors:

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- Communication between mentor and mentee
- New teacher as an adult learner
- Prioritizing strengths and areas of growth
 - 63.7% reported they would rate themselves very effective to extremely effective as a mentor after completing Mentoring Academy
 - 90.9% reported they are confident to extremely confident as a School Based Mentor after completing the Mentoring Academy
- 20 Instructional Coaches participated in Coach Academy in September 2023. Instruction was provided on the building blocks of coaching:
 - Instruction and content expertise
 - Contributing and creating conditions to nurture effective coaching
 - Understanding the elements and importance of a strong school culture
- New robotics kits were purchased for 9 GATE Pre-Kindergarten teachers to support proficiency, concepts, and skills in the areas of Science, Technology, Engineering and Math
- New robotics kits were purchased for 41 GATE K-5 teachers to support proficiency, concepts, and skills in the areas of Science, Technology, and Math
- 42 Gifted and Talented Education (GATE) teachers participated in remote training on new student assessment system, Naglieri Nonverbal Ability Test 3rd Edition (NNAT3), to assist and improve the identification of gifted students throughout the District
- 41 School Libraries continue to utilize library management system to track book inventory as well as digital subscriptions resources to promote literacy and integrate technology in the School Library Program.
- 29,578 student planners were procured for all 41 GDOE Public Schools and Guahan Academy Charter School.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. Initial Teacher Certification Assistance (ITCA) Program - Procure an increased number of professional services for induction and recruitment activities, PRAXIS tests preparatory classes, PRAXIS tests and graduate college courses focused on assisting degreed Limited Term/Part-Time (LT/PT) teachers to earn full teacher certification to equip our classrooms with Highly Qualified Teachers.
2. Teacher Mentoring - Provide standard service agreements to an estimated ninety (90) school-based teacher mentors to provide after-school mentoring to teachers in their 1st through 3rd year of their teaching careers. Interviews and surveys will be used to assess and identify quality of services and achievement of performance measures. The District Teacher Mentors will oversee this activity.
3. New Teacher Seminar - Provide funding to support (4) full-time District Teacher Mentors to provide regular seminars and supports for new teachers in the district. Training will cover research-based instructional strategies, classroom management skills, special populations, and procedural requirements. Will provide monthly seminars to new teachers focusing on research-based strategies, classroom management, working with special populations, and procedural requirements.
4. Teacher Coaching- Provide funding to support twenty (20) full-time Instructional Coaches to conduct coaching activities that will be focused on improving instructional practices in the classroom, the use of data for instructional decision-making, non-evaluative teacher and classroom observations, and professional collaboration among teachers. Coaching is for teachers who have passed the 3-year mark in participating public, private non-public and charter schools.
5. Professional Development Opportunities provided on-island - Procure a decreased number of professional services for coaching/mentoring training opportunities for instructional coaches, school-based teacher mentors, district teacher mentors, and locally funded administrator mentors. Training will focus on effective support

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practices, research-based strategies for coaching and mentoring, differential coaching, comprehensive induction programs, and working with administrators and teacher leaders.

6. Professional Development Opportunities provided – Cooperative Learning and Student Engagement Strategies, Effective Literacy Strategies, Higher Order Thinking Skills, Conscious Discipline (with PREL), PD for academic programs with focus on high-quality instruction for high-ability students, School Counseling PD, National Association for the Education of Young Children Professional Conference, International Society for Technology in Education Conference, Learning Forward Annual Conference, National Association for Bilingual Education, Get Your Teach On! Conference, National Council of Teachers of Mathematics Conference.
7. Pre-Kindergarten Academics and Early Childhood Classroom Supports - Procure professional services to provide professional development and instructional supports for curriculum modules for teachers of students in grades Pre-K through 2.
8. Procure annual subscription for library management system maintenance/support, subscription renewals, and necessary professional development. Provision and maintenance of Library database system (*Booktracks, Atrium*)
9. Gifted and Talented Education (GATE) Program Supports - Procure instructional supplies, materials and registration fees to support the implementation of GATE activities for teachers of high-ability students, or Gifted and Talented students, teachers, and courses. Registration fees include the Challenge Math Online program for participating GATE students.
10. Formative and Summative Assessments – To procure professional services and testing/instructional supplies for student assessments.
11. Student Planners - Procure professional services for printing in grades K-12
12. IT Support - Procure professional consultative services for bandwidth expansion and training systems (PowerSchool training).

Observations and/or Challenges

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

Please add more numbers if necessary.

1. Procurement challenges – Due to a large number of requisitions entered utilizing ESSER funds, the GDOE was not able to convert many requisitions to purchase orders.
2. Staff shortages – There has been a large turnover in IT staff and project staff in the Curriculum Office. The CIQD Project has lost three staff members since 2020, including the former project lead in 2023.
3. Post-Typhoon Mawar damage (May 2023) recovery efforts delayed several activities.
4. No off-island travel occurred in the fourth quarter because there were no conferences in our application during this time.

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 2022 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, 2023

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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 #3: Classroom Supports & Academic Interventions (CSAI) Project	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	TITLE I —IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A— Improving Basic Programs Operated By Local Educational Agencies TITLE II —PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A —Supporting Effective Instruction TITLE III —LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A —English Language Acquisition, Language Enhancement, And Academic Achievement Act TITLE IV—21ST CENTURY SCHOOLS. Part A—Student Support And Academic Enrichment Grants. Subpart 1— Student Support And Academic Enrichment Grants	Federal Programs Oversight:	Project Manager: Christine B. Rosario Acting Federal Program Administrator State Program Officer: Christopher B. Surla State Financial Officer: Shannon Bukikosa-Esplana State Data Officer: Ana O. Aguon State Program Officer: Hope E. Cruz
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Project Budget			Population Served						
Allocated	Expended	% Expended	Students Served				Staff Served		
Public	Public		Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
\$12,081,237.10	\$1,867,118.59	15%	Group: <i>[Grade Level(s)]</i>						
			SSIP K-5	SSIP 0		SSIP 300	SSIP 304	SSIP 10	SSIP 11
			ESL K-5	ESL 1125 323 (GACS 200 (iLACS)	ESL 1125 323 (GACS 200 (iLACS)	ESL 120 41 (GACS) 2 (iLACS)	ESL 107 41 (GACS) 2 (iLACS)		

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			6-8	245 245 (GACS)	245 245 (GACS)				
			9-12	355 197 (GACS)	355 197 (GACS)				
			Classroom Support K-5	Classroom Support 3,000	Classroom Support 3,000	<i>Classroom Support</i> 1,003	<i>Classroom Support</i> 1,023		
			6-8	1,500/ 344 (SiFA)	1,304/ 328 (SiFA)	25 (SiFA)	25 (SiFA)		
			9-12	3,000/ 65 (Career Tech)		2 (Career Tech)	2 (Career Tech)		
			Kinder Learn K-2	Kinder Learn 3,507	Kinder Learn 3,602	<i>Kinder Learn</i> 135	<i>Kinder Learn</i> 162	<i>Kinder Learn</i> 25	<i>Kinder Learn</i> 24
			ASPIRE K-5	ASPIRE K-5: 1,100	ASPIRE K-5: 1,380	ASPIRE 135	ASPIRE 122		
			6-8	6-8: 250	6-8: 181				
			SAM 9-12	SAM 600	SAM 20	<i>SAM</i> 35	<i>SAM</i> 2		
			Eskuelan Puengi 9-12	<i>Eskuelan Puengi</i> 2,000	<i>Eskuelan Puengi</i> Fall 2,424 Spring 2,392	<i>Eskuelan Puengi</i> 85	<i>Eskuelan Puengi</i> Fall 90 Spring 85		
			Summer School K-5	Summer School 1,050	Summer School 0 (Typhoon Mawar)				
			Summer School 6-8	Summer School 500	Summer School 0 (Typhoon Mawar)				
			Summer School 9-12	Summer School 1,450	Summer School 1558	Summer School 155	Summer School 115		

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			Second Chance 9-12	Second Chance 100		Second Chance 9 (Teachers) 1 (Clerk)	Second Chance 9 (Teachers) 1 (Clerk)	Second Chance 1	Second Chance 1
			Alternative Pathways 9-12	Alternative Pathways 100	Alternative Pathways 111				
Total Population Served					18,990		1,636		36

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	
By end of SY22-23, 60% of teachers attending the training will self-report as feeling “well prepared” implementing PD-learned teaching strategies in the classroom.	Professional Development <i>(State Systemic Improvement Plan (SSIP))</i>	% of teachers who self-report as feeling “well prepared” implementing strategies learned from training in the classroom to improve instruction	FY '20 2nd Qtr. Rpt.: 50% for SSIP training participants (Note: No survey was conducted during FY '21 for SSIP trainees due to insufficient time between training and 4 th quarter reporting period.)	Target: 40% Actual: None at this time Contractual issue in FFY 21 delayed implementation time. Evaluation and self-reporting postponed to 2 nd QTR	Target: 50% Actual: 63% (81 out of 128) of trained teachers self-reported as feeling “well prepared” implementing strategies learned (13 Ways Explicit Instruction) in the classroom	Target: 60% Actual: 71% (83 out of 117) of trained teachers self-reported as feeling “well prepared” implementing strategies learned (Continuous Improvement) in the classroom	Target: 60% Actual: 98% of (127 out of 129) trained teachers self-reported as feeling “well prepared” implementing strategies learned (Science of Reading; 5 Components) in the classroom	YES. The annual objective was met and exceeded.

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<p>By end of SY22-23, 60% of teachers attending the training will self-report as feeling “well prepared” implementing PD-learned teaching strategies in the classroom.</p>	<p>Professional Development <i>(English as a Second Language (ESL))</i></p>	<p>% of teachers who self-report as feeling “well prepared” implementing strategies learned from training in the classroom to improve instruction</p>	<p><u>FY '21 APR:</u> 77% for ESL training participants</p>	<p>- <u>Target:</u> - 40%</p> <p>- <u>Actual:</u> - None at this time, ESL teachers completing Training Modules</p>	<p><u>Target:</u> 50%</p> <p><u>Actual:</u> 59% (63 out of 107) of teachers self-reported as feeling “well prepared” implementing strategies trained (The DRC Insight) in the classroom to improve instruction.</p>	<p><u>Target:</u> 60%</p> <p><u>Actual:</u> None at this time, ESL teachers completing training</p>	<p><u>Target:</u> 60%</p> <p><u>Actual:</u> 84% (76 out of 91) of teachers self-reported as feeling “well prepared” implementing strategies trained (SIOP) in the classroom to improve instruction.</p>	<p>YES. The annual objective was met and exceeded.</p>
<p>By end of SY22-23, 95% of teachers will report classroom support helpful in meeting needs of special populations.</p>	<p>Classroom Instructional Support (TAs/IPAs)</p>	<p>% of teachers who report classroom support helpful in meeting needs of special populations</p>	<p><u>FY '21 APR:</u> 84% of teachers reported TA/IPAs helpful in meeting the need of special populations</p>	<p>- <u>Target:</u> - 90%</p> <p>- <u>Actual:</u> - 86% (113 out of 132) of teachers reported TAs/IPAs helpful in meeting needs of special populations</p>	<p><u>Target:</u> 93%</p> <p><u>Actual:</u> 84% (114 out of 135) of teachers reported TAs/IPAs helpful in meeting needs of special populations</p>	<p><u>Target:</u> 95%</p> <p><u>Actual:</u> No survey conducted at this time (Typhoon Mawar)</p>	<p><u>Target:</u> 95%</p> <p><u>Actual:</u> 89% (124 out of 139) of teachers reported TAs/IPAs helpful in meeting needs of special populations</p>	<p>NO, the annual objective was not met.</p> <p>Teachers reported 4, 9 and 6 percentage points below target for each quarter. This is largely due to a relatively high turnover of teaching assistants (TAs). The majority of the TAs received training but need more time in mastering skills.</p> <p>Please note that all the actual quarter percentages are equal to or exceeds the baseline percentage.</p>

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<p>By end of SY22- 23, more than 88% of teachers will report TA/s/IPAs time spent supporting classroom instruction is more than 75%.</p>	<p>Classroom Instructional Support (TAs/IPAs)</p>	<p>% of teachers who report amount of time spent by TAs/IPAs on instructional/ classroom activities is more than 75%</p>	<p>FY '21 APR: 67% of teachers reported that TAs spend at least 50% of the time supporting classroom instruction</p>	<p>Target: 87%</p> <p>Actual: 64% (85 out of 132) of teachers reported TAs/IPAs supporting 81-100% of time supporting classroom instruction</p>	<p>Target: 88%</p> <p>Actual: 74% (101 out of 136) of teachers reported TAs/IPAs supporting 81-100% of time supporting classroom instruction</p>	<p>Target: 89%</p> <p>Actual: No data available at this time (Typhoon Mawar)</p>	<p>Target: 89%</p> <p>Actual: 76% (105 out of 139) of teachers reported TAs/IPAs supporting 81-100% of time supporting classroom instruction</p>	<p>NO, the annual objective was not met.</p> <p>Teachers reported 23, 14 and 13 percentage points below the quarterly target, respectively.</p> <p>This could be a result of teacher perception that TAs are on campus, but not spending more than 75% of their time in the classroom. This may be due to staff shortage, so that TAs are utilized to deal with matters even outside the classroom.</p> <p>Again, the actual percentages are beyond the baseline percentage, or is very close to it.</p>
<p>By end of SY22-23, 80% of those in ASPIRE K-8th will increase AIMSweb benchmark scores by 10 points in Reading.</p>	<p>After-School Program for Instructional Remediation and Enrichment (ASPIRE) in Reading</p>	<p>% of students that increase AIMSweb scores in Oral Reading Fluency (ORF) by 10 points.</p>	<p>FY '21 APR: About 50% of students increased score by 10 points in elementary reading and math.</p>	<p>Target: 76%</p> <p>Actual: 27% (363 out of 1364) of students increased by 10 points in Reading</p>	<p>Target: 78%</p> <p>Actual: 63.4% (601 out of 948) of students increased by 10 points in Reading</p>	<p>Target: 80%</p> <p>Actual: 59% (549 out of 929) of students increased by 10 points in Reading</p>	<p>Target: This marks the start of a new school year.</p> <p>Actual: Reporting will begin in the 1st Quarter of FY '23.</p>	<p>NO, the annual objective was not met.</p> <p>Less than 80% of ASPIRE students K-8th increased their scores in Reading by at least 10 points. The average increase was 7-8 points. Math skills was the focus for ASPIRE for most participants and it was the greater need for ASPIRE students.</p>

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<p>By end of SY22-23, 30% of those in ASPIRE K-8th will increase AIMSweb benchmark scores by 10 points in Math.</p> <p>By end of SY22-23, 80% of those in Summer School K-8th will increase AIMSweb benchmark scores by 10 points in Reading and Math.</p>	<p>After-School Program for Instructional Remediation and Enrichment (ASPIRE) in Math</p> <p>Summer School</p>	<p>% of students that increase AIMSweb scores in Number Sense Fluency (NSF) by 10 points.</p> <p>% of students that increase AIMSweb scores in ORF & NSF by 10 points.</p>	<p>FY '21 APR: About 50% of students increased score by 10 points in elementary reading and math</p> <p>FY '21 APR: 32% of students increased their score by 10 points in reading and 67% in math</p>	<p>Target: 25%</p> <p>Actual: 43% (210 out of 487) of students increased by 10 points in Math</p> <p>Target: No summer school</p> <p>Actual: No summer school</p>	<p>Target: 28%</p> <p>Actual: 50.3% (522 out of 1036) students increased by 10 points in Math</p> <p>Target: No summer school</p> <p>Actual: No summer school</p>	<p>Target: 30%</p> <p>Actual: 61.3% (514 out of 838) students increased by 10 points in Math</p> <p>Target: Summer school</p> <p>Actual: Summer school K-8 not completed due to Typhoon Mawar</p>	<p>Target: This marks the start of a new school year.</p> <p>Actual: Reporting will begin in the 1st Quarter of FY '23.</p> <p>Target: This marks the start of a new school year.</p> <p>Actual: Reporting will begin in the 1st Quarter of FY '23.</p>	<p>YES, the annual objective was met and exceeded.</p> <p>In every quarter, ASPIRE students exceeded annual Math target of “30% will increase AIMSweb benchmark by 10 points”, even exceeding by over 30 percentage points in the 3rd quarter.</p> <p>NO, the annual objective was not met.</p> <p>Activity was canceled due to Typhoon Mawar.</p>
<p>By end of SY 22-23: 50% of 9th & 10th grade Students mentored will be on grade level</p>	<p>Student Advocate and Mentor (SAM)</p>	<p>% of mentored students who are on track with grade level</p>	<p>No baseline data, as the SAM program could not be launched in FY '21.</p>	<p>Target: 30%</p> <p>Actual: No data at this time. In the process of finalizing program design.</p>	<p>Target: 40%</p> <p>Actual: No data at this time. Launch of program.</p> <p>Reporting of level of progress in the 3rd Qtr.</p>	<p>Target: 50%</p> <p>Actual: 45% (9 out of 20) students mentored are on grade level.</p>	<p>Target: This marks the start of a new school year.</p> <p>Actual: Reporting will begin in the 1st Quarter of FY '23.</p>	<p>NO, the annual objective was not met; however, it was close to being met.</p> <p>Activity is in its beginning stages so needs more time to develop.</p>

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<p>By end of EP SY 22-23: 85% of participating high school students will earn credits towards graduation with a passing rate of 70% or higher.</p>	<p>Eskuelan Puengi (EP)</p>	<p>% of students that receive a passing grade of 70% or higher to earn credit</p>	<p>FY '21 APR: 73% for EP Fall 75% for EP Spring</p>	<p>Target: 80%</p> <p>Actual: EP Fall: 74.5% of participating high school students earned credits towards graduation with a passing rate of 70%</p>	<p>Target: 85%</p> <p>Actual: EP Spring: 75.1% of participating high school students earned credits towards graduation with a passing rate of 70%</p>	<p>Target: EP Session not held this quarter</p> <p>Actual: EP Session not held this quarter</p>	<p>Target: This marks the start of a new school year.</p> <p>Actual: Reporting will begin in the 1st Quarter of FY '23.</p>	<p>NO, this annual objective was not met.</p> <p>EP Fall percentage, however, was up 1.5 percentage points above the baseline.</p> <p>EP Spring percentage remained constant at 75.1%.</p>
<p>By end of SY 22-23, 87% of participating high school students will earn credits towards graduation with a passing rate of 70% or higher.</p>	<p>Credit Recovery (Summer School)</p>	<p>% of students that receive a passing grade of 70% or higher to earn credit</p>	<p>FY '21 APR: 77% for Summer School</p>	<p>Target: No summer school</p> <p>Actual: No summer school</p>	<p>Target: No summer school</p> <p>Actual: No summer school</p>	<p>Target: HS Summer school begins</p> <p>Actual: HS Summer school begins</p>	<p>Target: 87%</p> <p>Actual: 67% (1048 out of 1558) of participating high school students earned credits towards graduation with a passing rate of 70%</p>	<p>NO, this annual objective was not met.</p> <p>However, given the fact that Summer School for high school was conducted after a devastating super typhoon, with schools and families still in recovery mode and not back to normal, 67% of the students earning a passing grade is a testament to their determination to earn credits even under less than ideal conditions.</p>
<p>By end of SY22-23, 85% of Seniors enrolled will graduate, 85% of Freshmen, Sophomores, and Juniors will progress to the next grade level</p>	<p>Credit Recovery (Second Chance)</p>	<p>% of students who graduate and/or on track to graduate</p>	<p>FY '21 APR: Overall, 44% (71 out of 163) of students 17-21 and 2 or more years behind earned credits to graduate or progress to the next grade level.</p>	<p>Target: 75%</p> <p>Actual: 40%</p> <p>36% (14 out of 39) seniors are on track to graduate</p>	<p>Target: 80%</p> <p>Actual: 31%</p> <p>74% (40 out of 54) seniors are on track to graduate</p>	<p>Target: 85%</p> <p>Actual: 82%</p> <p>(45 out of 55) of Seniors enrolled graduated</p>	<p>Target: This marks the start of a new school year.</p> <p>Actual: Reporting will begin in the 1st Quarter of FY '23.</p>	<p>NO, annual target was not met.</p> <p>82% of Seniors enrolled graduated, just 3% below the annual target, but up 15% above the baseline.</p> <p>54% of Freshmen, Sophomores, and Juniors progressed to the next grade</p>

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<p>By end of SY22-23, at least 45% of incarcerated students housed in Youth Shelters will advance by 1 grade level</p>	<p>Credit Recovery (Second Chance)</p>	<p>% of students that increased by 1 grade level</p>	<p>Of this 44% that progressed, 67% of Seniors (39 out of 58) graduated, and 30% (32 out of 105) of Freshmen, Sophomores, and Juniors moved on to the next grade level.</p> <p><u>FY '21 APR:</u></p> <p>100% of participating incarcerated students graduated or advanced to the next grade level.</p>	<p>(35 out of 87) of Freshmen, Sophomores, and Juniors are on track to progress to the next grade level</p> <p><u>Target:</u></p> <p>35%</p> <p><u>Actual:</u></p> <p>100% (7 out of 7) incarcerated students housed in Youth Shelters on track to graduate or move on to next grade level</p>	<p>(21 out of 68) of Freshmen, Sophomores, and Juniors are on track to progress to the next grade level</p> <p><u>Target:</u></p> <p>40%</p> <p><u>Actual:</u></p> <p>100% (7 out of 7) incarcerated students housed in Youth Shelters on track to graduate or move on to next grade level</p>	<p>54.4% (37 out of 68) of Freshmen, Sophomores, and Juniors enrolled will progress to the next grade level</p> <p><u>Target:</u></p> <p>45%</p> <p><u>Actual:</u></p> <p>100% (7 out of 7) incarcerated students housed in Youth Shelters will graduate or advance by 1 grade level</p>	<p><u>Target:</u></p> <p>This marks the start of a new school year.</p> <p><u>Actual:</u></p> <p>Reporting will begin in the 1st Quarter of FY '23.</p>	<p>level, 31% below the annual target, but up 24% above the baseline.</p> <p>The current group of Second Chance Students severely lack the skills needed to progress, but are still in school earning credits. It will take up to two full school years for them to advance to the next grade level.</p> <p>YES, annual target was met and exceeded.</p> <p>100% of incarcerated students housed in Youth Shelters graduated or advanced by 1 grade level.</p>
<p>By the end of SY 22-23, increase by 1 grade level at least 85% of high school students 17-21 years of age or are 2 or more years behind in credits to graduate.</p>	<p>Alternative Pathways (Asmuyao Community School)</p>	<p>% of students that graduate and/ or on track to graduate</p>	<p><u>FY '21 APR:</u></p> <p>66% of participating students in Asmuyao Community School passed their courses and earned credit towards graduation.</p>	<p><u>Target:</u></p> <p>At least 75%</p> <p><u>Actual:</u></p> <p>54% (38 out of 70) of high school students 17-21 years of age or are 2 or more years behind in credits to graduate are on track to move to the next grade level</p>	<p><u>Target:</u></p> <p>At least 80%</p> <p><u>Actual:</u></p> <p>55% (56 out of 101) of high school students 17-21 years of age or are 2 or more years behind in credits to graduate are on track to move to the next grade level</p>	<p><u>Target:</u></p> <p>At least 85%</p> <p><u>Actual:</u></p> <p>68% (76 out of 111) of high school students 17-21 years of age or are 2 or more years behind in credits to graduate advanced to the next grade level or graduated</p>	<p><u>Target:</u></p> <p>This marks the start of a new school year.</p> <p><u>Actual:</u></p> <p>Reporting will begin in the 1st Quarter of FY '23.</p>	<p>NO, annual target was not met.</p> <p>68% of the students earned credits, which was 2 percentage points above the baseline.</p> <p>The selected Alternative Pathway students were attempting to recover a larger amount of credits than earlier years.</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.

- During the quarters when Professional Development (PD) training was held for FY '22 under the Curriculum and Instructional Quality and Development (CIQD) project, **nearly 60%** (for one quarter) **or over 60%** (for most quarters) of teachers who participated either through the *State Systemic Improvement Plan (SSIP)* training or the *English as a Second Language (ESL)* training consistently indicated “*feeling well-prepared*” to apply in the classroom the strategies learned from the training. Sixty percent (60%) was the annual target for FY '22. This is a good indication that these research-based teaching strategies, proven to have a positive impact on student learning and achievement, were utilized in imparting the lessons during the school year SY 22-23.
- For the component of Classroom Support (TAs/IPAs), the annual objective of “*95 % of teachers will report classroom support helpful in meeting needs of special populations*” was not met for FY '22. However, the actual percentages in all quarters when a survey was conducted showed either exactly the same (84%) or exceeding percentages (87% and 89%) as the baseline.
- Likewise, another annual objective under the component Classroom Support (TAs/IPAs), “*more than 88% of teachers will report TA/s/IPAs time spent supporting classroom instruction is more than 75%*” was not met. But the actual percentages are beyond the 67% baseline percentage (74% and 76%), or is very close to it (64%).
- During SY 22-23, the After School Program for Instructional Remediation & Enrichment (ASPIRE) provided 929 students with the opportunity to receive development activities to increase their Reading and Math skills. In every quarter, ASPIRE students exceeded annual Math target of “*30% will increase AIMSweb benchmark by 10 points*”, even exceeding by over 30 percentage points in the 3rd quarter.
- Despite not meeting the annual target of “*87% of participating high school students will earn credits towards graduation with a passing rate of 70% or higher*”, with Summer School for high school having been conducted after a devastating super typhoon, **67%** of participating students earning a passing grade of 70% or higher is as testament to their grit and determination to persevere despite harsh conditions. So it can still be cited as a success of the project.
- **100%** of incarcerated students housed in Youth Shelters graduated or advanced by 1 grade level.
- **68%** of participating students at the *Asmuyao Community School* passed their courses earning credits towards graduation. While the annual target objective of 85% was not met, it did exceed our baseline of 66% (previous year). The student population the Project was providing services to, although a small group, was severely affected by the pandemic. These students come from families that are economically challenged to begin with, and the pandemic further exacerbated their disadvantaged condition, with the after effects of super typhoon Mawar adding more detrimental conditions. In an attempt to graduate on time, these students on average were striving to recover a higher amount of credits than previous years.

Consolidated Grant (#S403A220002)
Annual Performance Report [FFY 2022-2023]

○ **Activities**

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

1. 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.

2. 3.2.1. Classroom Support: Teacher Assistants (TAs)/ Instructional Program Aides (IPAs)
 - Teacher Assistants and Instructional Program Aides provided classroom support.
 - School licenses (8169 student licenses) for IXL for the 17 participating schools.
 - School licenses (5262 students) for Moby Max for the participating 18 participating schools.
 - School Level Readers (1200 students) for the participating 21 participating schools

3. 3.3.1. K - 8TH After School Program for Instructional Remediation & Enrichment (ASPIRE)/ Summer School
 - Successful implementation of ASPIRE
 - Summer School program (K – 8th) not conducted due to Typhoon Mawar.

4. 3.3.3. Credit Recovery (Eskuelan Puengi/ Summer School)
 - Implementation of Eskuelan Puengi and expanded Summer School program.
 - Summer School for High School successfully conducted despite the difficult circumstances caused by Typhoon Mawar

5. 3.4.1. Second Chance
 - Implementation of supports to students within JP Torres Success Academy under the *Second Chance* activity to help students progress towards graduation
 - Supports to students housed in the Youth Correctional Facilities progress towards graduation.

6. 3.4.2. Alternative Pathways
 - Supports to students who participate in Alternative Pathways via contractual services with *Asmuyao Community School* for credit recovery.

Observations and/or Challenges

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

Please add more numbers if necessary.

Consolidated Grant (#S403A220002)
Annual Performance Report [FFY 2022-2023]

1. 3.3.3 Summer School (June 5, 2023 – July 13, 2023) Due to Super Typhoon Mawar which hit the island on May 24, 2023, summer school for K-8th could not be completed due to the devastation.
2. 3.0 Fixed Asset Management System Automated shared cost with all five (5) Projects and State Administration. Training and implementation requires inventory devices to be fielded prior to any type of training. If the devices are not present at the required locations (and with a spare), inventory of the supplies cannot be completed as intended with the Fixed Asset Management System.
3. 3.0 Automated Employee Time Tracking Automated shared cost with all five (5) Projects and State Administration. The system is functioning with project staff and is working fine. Employees still require manual updates as it is not tied into the Human Recourse database. This is a challenge since this requires consistent updating and cross checking across three independent systems.

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 2022 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, 2023

Consolidated Grant (#S403A220002)
Annual Performance Report [FFY 2022-2023]

Project Title: (Federal Program Name):	Project #4: School Climate Culture & Engagement (SCCE) Project	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	TITLE I – IMPROVING THE ACADEMIC ACHIEVEMENT TO THE DISADVANTAGED, Part A Improving Basic Programs Operated by Local agencies, Sec. 1115 – Targeted Assistance Schools TITLE III – LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS, Sec. 3115 – Sub Grants to Eligible Entities TITLE IV – 21 ST 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:	Project Manager: Christine B. Rosario Acting Federal Programs Administrator State Program Officer: Stephanie N. Chargualaf State Financial Officer: Shannon Bukikosa-Esplana State Data Officer: Ana O. Aguon State Program Officer: Hope E. Cruz
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Project Budget			Population Served						
Allocated	Expended	% Expended	Students Served			Staff Served			
			Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
Public	Public	13%	Group: [K-5]	2,735	2,101	5,810	768	1,742	258
\$4,446,253.24	\$592,405.34		Group: [6-8]	3,478	2,029		593		522
			Group: [9-12]	6,457	1,347		301		490
			Total Population Served				5,477		1,662

Consolidated Grant (#S403A220002)
Annual Performance Report [FFY 2022-2023]

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
4.1 Social Support & Outreach Teams (SSOT) By the end of SY 22-23, 90% successful completion (issue(s) addressed and resolved)	Social Support and Outreach Teams (SSOT)	Percentage of student referrals which were serviced completely by the Project	FY '21 APR: 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%	Target: 87% success rate Actual: 95% success rate (2714 out of 2863)	Target: 89% success rate Actual: 95% success rate (1940 out of 2038)	Target: 90% success rate Actual: 98% success rate (1510 out of 1542)	Target: 90% success rate Actual: 88% success rate (1166 out of 1318)	Yes, the annual objective of 90% rate of completion was met and exceeded. Overall rate of completion for FY '22 = 95%
4.2 PBIS Framework By the end of SY 22-23, at least 5% increase in school site implementation of the PBIS Framework from previous year	Positive Behavioral Interventions and Supports (PBIS) Framework Implementation in 41 schools	Percentage increase in implementation assessment rate	FY '21 APR: No. of Schools Overall where Target was met: Tier I: 16 schools Tier II: 12 schools Tier III: 9 schools Details: Tier I: ES TFI: 12 schools met 3% increase	Target: Annual assessment conducted at the end of the SY. Actual: Tier I: 10 Elementary Schools, 5 Middle and 2 High Schools met target Tier II:	Target: Annual assessment conducted at the end of the SY. Actual: Assessment conducted in 3 rd Quarter	Target: Increase TFI by 5% from previous year. Actual: Tier I: ES TFI: 6 schools met the target MS TFI: 2 schools met the target Tier II: MS TFI: 2 schools met the target	Target: Start of a new SY. Annual assessment conducted at the end of the SY. Actual: Assessment conducted in 3 rd Quarter of FY '23	Yes, annual target of at least 5% increase in school site implementation of the PBIS framework was met in a few GDOE schools. Tier I: ES TFI: 6 schools met the target MS TFI: 2 schools met the target HS TFI 1 school met the target Low participation resulted in schools not meeting the target due to Typhoon Mawar.

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Annual Performance Report [FFY 2022-2023]

<p>4.3 Positive Behavior & Safe School Environments</p> <p>By the end of SY 22-23, at least 85% of students will report feeling that the school environment is positive and safe.</p>	<p>Conduct of School Safety Perception Survey</p>	<p>Percentage of students indicating safe and positive school environment</p>	<p><u>MS TFI:</u> 1 school met 3% increase</p> <p><u>HS TFI:</u> 3 school met 3% increase</p> <p>Tier II: <u>ES TFI:</u> 12 schools met 3% increase <u>MS TFI:</u> 0 schools met 3% increase HS TFI 0 school met 3% increase</p> <p>Tier III: ES TFI: 9 schools met 3% increase MS TFI: 0 schools met 3% increase HS TFI 0 school met 3% increase</p> <p><u>FY '21 APR:</u></p> <p>Target of at least 82% met in 20 (out of 41) GDOE schools.</p> <p>Count by grade level:</p> <p>Elem: 16 Middle: 3 High: 1</p>	<p>11 Elementary Schools met target</p> <p>Tier III: 10 Elementary Schools met target</p> <p>Target: 85%</p> <p>Actual: Assessment to be conducted in 3rd quarter</p>	<p>Target: 85%</p> <p>Actual: Assessment to be conducted in 3rd quarter</p>	<p>HS TFI: 1 school met the target</p> <p>Tier II: ES TFI: 5 schools met the target MS TFI: 0 school met the target HS TFI: 0 schools met the target</p> <p>Tier III: ES TFI: 5 schools met the target MS TFI: 0 schools met the target HS TFI: 0 schools met the target</p> <p>Target: 85%</p> <p>Actual: Elementary Schools: Students: 4 Family: 11 Employees: 7 met the 85% target</p> <p>Middle Schools: Student Brief: 0 Student Ext: 0 Family: 0 Employee: 0</p> <p>High Schools: Student Brief: 0 Student Ext: 0 Family: 1 Employees: 0</p>	<p>Target: 85%</p> <p>Actual: Assessment conducted in 3rd quarter</p>	<p>Tier II: ES TFI: 5 schools</p> <p>Low participation resulted in schools not meeting the target due to Typhoon Mawar.</p> <p>Tier III: ES TFI: 5 schools met the target MS TFI: 0 schools met the target HS TFI: 0 schools met the target</p> <p>Low participation resulted in schools not meeting the target due to Typhoon Mawar.</p> <p>Yes, the annual objective of at least 85% was met in 22 (out of 41) GDOE schools.</p> <p>Elementary Schools: Students: 4 Family: 11 Employees: 7</p> <p>Target Met: 85% target</p> <p>Middle & High: Target Not Met</p> <p>Low participation resulted in schools not meeting the target due to Typhoon Mawar.</p>
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Consolidated Grant (#S403A220002)
Annual Performance Report [FFY 2022-2023]

<p>By the end of SY 22-23, at least 75% SCCE and school personnel will report more knowledgeable and more confident</p>	<p>Provision of Behavior Intervention & Support Training</p>	<p>Percentage of training participants reporting more knowledgeable and confident</p>	<p>FY '21 APR: Overall % = 85% - SCCE and school personnel indicating that they are more knowledgeable and more confident in implementing strategies learned.</p> <p>Details: 1st Qtr.: No survey 3rd Qtr: 20 out of 20 4th Qtr: 84 out of 102 4th Qtr.: No survey</p>	<p>Target: 75%</p> <p>Actual: 85%</p> <p>(40 out of 47 participants)</p>	<p>Target: 75%</p> <p>Actual: 66%</p> <p>(41 out of 62 participants)</p>	<p>Target: 75%</p> <p>Actual: 99% reported more knowledgeable and confident (109 out of 110 participants)</p>	<p>Target: 75%</p> <p>Actual: 78% reported more knowledgeable and confident (73 out of 94 participants)</p>	<p>Yes, the annual objective was met and exceeded.</p> <p>Overall % = 86%</p>
<p>By the end of SY 22-23, reduce the discipline rate to 36.5%</p>	<p>Assessing the discipline rate among students</p>	<p>Number of Discipline Infractions/by the total number of students enrolled</p>	<p>FY '22 APR: Overall discipline rate = approx. 28% Count per quarter: (out of 26,619 student enrollment)</p> <p>1st qtr.: 1,362 referrals 2nd qtr.: 3,498 referrals 3rd qtr.: 1,313 referrals 4th qtr.: 1,218 referrals</p> <p><i>Note: The above count may include duplicate cases of repeated discipline referrals.</i></p>	<p>Target: 36.5%</p> <p>Actual: 2,597 Infractions/ 25,648 Enrollment = 10%</p>	<p>Target: 36.5%</p> <p>Actual: 2,316 Infractions/ 25,648 Enrollment = 9%</p>	<p>Target: 36.5%</p> <p>Actual: 1,091 Infractions/ 25,648 Enrollment = 4%</p>	<p>Target: 36.5%</p> <p>Actual: 506 Infractions/ 25,648 Enrollment = 2%</p>	<p>Yes, the annual objective was met and exceeded.</p> <p>Overall discipline rate = 6,510/25,648 = 25.4%</p> <p><i>Note: The quarterly counts may include duplicate cases of repeated discipline referrals.</i></p>

Consolidated Grant (#S403A220002)
Annual Performance Report [FFY 2022-2023]

<p>By the end of SY 22-23, reduce the suspension rate to 17.5%</p>	<p>Assessing the suspension rate among students</p>	<p>Number of Suspensions/by the total number of students enrolled</p>	<p>FY '21 APR: Overall suspension rate = approx. 15% Count per quarter: (out of 26,619 student enrollment) 1st qtr.: 668 suspensions 2nd qtr.: 1,776 suspensions 3rd qtr.: 842 suspensions 4th qtr.: 628 suspensions <i>Note: The above count may include duplicate cases of repeated discipline referrals.</i></p>	<p>Target: 17.5% rate Actual: 1,057 Suspensions / 25,648 Enrollment = 4%</p>	<p>Target: 17.5% rate Actual: 1,069 Suspensions / 25,648 Enrollment = 4%</p>	<p>Target: 17.5% rate Actual: 561 Suspensions/ 25,648 Enrollment = 4%</p>	<p>Target: 17.5% rate Actual: 140 Suspensions/ 25,648 Enrollment = 0%</p>	<p>Yes, the annual objective was met and exceeded. Overall suspension rate = 2,827/25,648 = 11% <i>Note: The quarterly counts may include duplicate cases of repeated discipline referrals.</i></p>
<p>4.4 Health & Safety By the end of SY 22-23, increase the number of student participants by at least 10% from previous year</p>	<p>Provide Health & Safety Training & Support</p>	<p>Percentage of student participation</p>	<p>FY '21 APR: There were 204 participants in this project component, so 100% increase from baseline.</p>	<p>Target: 10% increase in student participation Actual: No activities conducted</p>	<p>Target: 10% increase in student participation Actual: No activities conducted</p>	<p>Target: 10% increase in student participation Actual: No activities conducted</p>	<p>Target: 10% increase in student participation Actual: FDMS: 9 Participants completed certification THS – 23 Participants completed certification</p>	<p>No, the annual objective of at least 10% increase in participation from the previous year was not met. There was an 84% decrease in student participation in FY '22 compared to the previous year due to continued physical distancing restrictions as a result of COVID-19.</p>

Consolidated Grant (#S403A220002)
Annual Performance Report [FFY 2022-2023]

By the end of SY 22-23, reduce the number of obese and extremely obese students by 0.35% from the previous year	Provide Health & Safety Training & Support	Percentage reduction in obese and extremely obese students	FY '21 APR: 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.	Target: Ongoing activity Actual: No assessment conducted	Target: Ongoing activity Actual: Data collection is ongoing	Target: Ongoing activity Actual: Data collection is ongoing	Target: Ongoing activity Actual: Obese Students 1846/25,648 = 7% Extremely Obese 1501/25,648= 6% Extreme Obesity Rate	Since there is no baseline data, it is not possible to determine whether the annual objective was met or not. The FY '22 counts for <i>obese</i> and <i>extremely obese</i> students will serve as the baseline data.
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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.

4.1 Social Services & Outreach Teams have met and exceeded the 90% annual target of successful completion of referrals.

- Overall rate of completion for FY '22 = **95%**

4.2 PBIS Framework Implementation

- For Tier I (schools with initial implementation of Cadre/Team, Interventions and a method of Evaluation), nine (9) schools met the target of “*at least 5% increase in school site implementation of the PBIS Framework from previous year*”.
- For Tier II (schools with increased level of implementation: solidified Cadre/Team, increased Interventions and improved Evaluation), five (5) schools met the target of “*at least 5% increase in school site implementation of the PBIS Framework from previous year*”.
- For Tier III (schools with solidified Cadre/Team, numerous resources/partners, implementation of support plans and improved Evaluation), five (5) schools met the target of “*at least 5% increase in school site implementation of the PBIS Framework from previous year*”.
- The annual objective of “*at least 85% students having the perception of a positive and safe school environment*” was met in 22 out of 41 GDOE schools implementing the PBIS framework.

4.3 Positive Behavior and Safe Environment annual targets met and exceeded, in training and reducing discipline and suspension rates.

- **86%** of training participants (SCCE and school personnel) reporting more knowledgeable and confident in implementing strategies, exceeding 75% annual target.
- **25.4%** overall Discipline Rate, lower than the annual 36.5% target.
- **11%** Suspension Rate, lower than the annual 17.5% target.

4.4 Health & Safety component have established baseline data for obese and extremely obese rates.

- Obese Student Rate = 1846/25,648 = **7%**; and Extremely Obese Student Rate = 1501/25,648= **6%**.

Consolidated Grant (#S403A220002)
Annual Performance Report [FFY 2022-2023]

Activities

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

1. Social Services & Outreach Team (SSOT) services were provided to the schools, students and families.
2. Positive Behavioral Interventions and Supports (PBIS) coaching services were provided to all schools.
3. Behavior Intervention & Training were conducted at various schools (41 out of 41) and at the District Level.
4. Certification training was reinstated after the return from the COVID-19 Pandemic.

Observations and/or Challenges

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

5. Due to the extremely high number of requisitions and purchase orders, the entire procurement process was extremely delayed or will need to be restarted.
6. Current project vacancies have yet to be filled due to the maximization and cross-leveling occurring throughout the department, to include a hiring freeze of locally funded 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.

FEDERAL PROGRAMS DIVISION



**FY 2022 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, 2023

Consolidated Grant (#S403A220002)
Annual Performance Report [FFY 2022-2023]

Project Title: (Federal Program Name):	Project #5: Private, Non-Public – Office of Catholic Education (OCE)	Federal Program & Allowable Use(s) of Funds: <i>*Identify the Federal Program under which the project is being implemented.</i> <i>*If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.</i>	ESEA TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A— Improving Basic Programs Operated By Local Educational Agencies ESEA TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A—Supporting Effective Instruction ESEA TITLE III—LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A—English Language Acquisition, Language Enhancement, And Academic Achievement Act ESEA TITLE IV—21ST CENTURY SCHOOLS. Part A—Student Support And Academic Enrichment Grants. Subpart 1— Student Support And Academic Enrichment Grants Title V PART B – RURAL EDUCATION INITIATIVE, Subpart 2-Rural and Low Income School Program (RLIS)	Federal Programs Oversight:	Project Manager: Christine B. Rosario Acting Federal Programs Administrator State Program Officer: Stephanie N. Chargualaf State Financial Officer: Shannon Bukikosa-Esplana State Data Officer: Ana O. Aguon State Program Officer: Hope E. Cruz
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Project Budget			Population Served						
Allocated	Expended	% Expended	Students Served			Staff Served			
Public	Private	1%	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 – 5 th]	1,544	2,310	166	166	21	21
\$3,104,428.00	\$43,350.29		Group: [6 th – 12 th]	1,752	1,017	92	92	11	11
Total Population Served					3,327		258		32

Consolidated Grant (#S403A220002)
Annual Performance Report [FFY 2022-2023]

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 A, Component 1: Academic Performance & Advanced Placement a) Summative Assessment At least 3% increase in students grades 3-10 scoring at the “Proficient”/ “Ready” and “Advanced/ Exceeding” level in Math from baseline.	Pre-ACT Aspire Spring Summative Assessment	Percentage of students in grades 3-10 scoring in the “Ready” & “Exceeding” levels in Math from baseline (ACT Aspire) Or Percentage of students in appropriate grade levels scoring in the “Proficient” & “Advanced” levels in Math (similar tests)	<u>Math results ACT Aspire FY '21:</u> 3 rd – 74% 4 th – 75% 5 th – 73% 6 th – 60% 7 th – 5% 8 th – 34% 9 th – 34% 10 th – 15%	<u>Target:</u> Summative testing not done at this time. <u>Actual:</u> Summative testing not done at this time.	<u>Target:</u> Summative testing not done at this time. <u>Actual:</u> Summative testing not done at this time.	<u>Target:</u> Summative testing not done at this time. <u>Actual:</u> Summative testing not done at this time.	<u>Target:</u> At least 3% increase from baseline <u>Actual:</u> Pre-ACT Aspire results: Grade 8: 39% Grade 9: 19% Grade 10: 13%	It cannot be determined whether or not the annual objective of “at least 3% increase” was met among 8th, 9th, and 10th graders for both Math and Reading. Testing in FY '22 was limited to Pre-ACT Aspire and administered only to 8 th , 9 th , and 10 th graders as tests were available only for these grade levels. Prior to FY '22, OCE students took the ACT Aspire assessments in FY '21. <u>For Math:</u> Comparison cannot be done even for the 8 th , 9 th , and 10 th graders who took the Pre-ACT Aspire assessments in FY '22 since the assessment tools in FY '21 (ACT Aspire) and FY '22 (Pre-ACT Aspire) are not the same.

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<p>At least 3% increase in students grades 3-10 scoring at the “Proficient”/ “Ready” and “Advanced/ Exceeding” level in Reading from baseline.</p> <p>b) Advanced Placement (AP)</p> <p>At least 3% increase in the percentage of AP students scoring 3 or better (among PNP’s offering AP)</p> <p>Goal 2A, Component 2: Specialized Events & Opportunities</p> <p>a) At least a 3% increase in student participation in STEAM activities, ASE, VPA, and Music</p>	<p>Pre-ACT Aspire Spring Summative Assessment</p> <p>AP Testing</p> <p>STEAM activities Math Olympiad Math Counts Academic Challenge Bowl National Forensics League Visual Performing Arts</p>	<p>Percentage of students in grades 3-10 scoring in the “Ready” & “Exceeding” levels in Reading from baseline (ACT Aspire) Or Percentage of students in appropriate grade levels scoring in the “Proficient” & “Advanced” levels in Reading (similar tests)</p> <p>Percentage of AP test takers who score a 3 or better</p> <p>Percentage of students participating in specialized events and opportunities</p>	<p>Reading results ACT Aspire FY '21: 3rd – 54% 4th – 80% 5th – 73% 6th – 50% 7th – 57% 8th – 68% 9th – 70% 10th – 42%</p> <p>FY '21 AP Test Results: % of AP tests with a score of 3 or better = 34%</p> <p>From FY '21 APR: There were 523 students who participated in special events and opportunities</p>	<p>Target: Summative testing not done at this time.</p> <p>Actual: Summative testing not done at this time.</p> <p>Target: AP Testing not done at this time.</p> <p>Actual: AP Testing not done at this time.</p> <p>Target: Planning of specialized events and opportunities.</p> <p>Actual: Planning of specialized events and opportunities.</p>	<p>Target: Summative testing not done at this time.</p> <p>Actual: Summative testing not done at this time.</p> <p>Target: AP Testing not done at this time.</p> <p>Actual: AP Testing not done at this time.</p> <p>Target: Conduct and documentation of specialized events and opportunities.</p> <p>Actual: Conduct and documentation of specialized events and opportunities.</p>	<p>Target: Summative testing not done at this time.</p> <p>Actual: Summative testing not done at this time.</p> <p>Target: AP Testing not done at this time.</p> <p>Actual: AP Testing not done at this time.</p> <p>Target: Conduct and documentation of specialized events and opportunities.</p> <p>Actual: Conduct and documentation of specialized events and opportunities.</p>	<p>Target: At least 3% increase from baseline</p> <p>Actual: <i>Pre-ACT Aspire results:</i> Grade 8: 79% Grade 9: 68% Grade 10: 42%</p> <p>Target: At least 3% increase from baseline</p> <p>Actual: % of AP tests with a score of 3 or better = 103/213 = 48%</p> <p>Target: At least 3% increase in student participation in STEAM, ASE, VPA, and Music activities.</p> <p>Actual: There were 453 students who were involved in special events and opportunities.</p>	<p>For Reading: Similarly, comparison cannot be done even for the 8th, 9th, and 10th graders who took the Pre-ACT Aspire assessments in FY '22 since the assessment tools in FY '21 (ACT Aspire) and FY '22 (Pre-ACT Aspire) are not the same.</p> <p>Yes, the objective was met and exceeded.</p> <p>No, the objective was not met. Compared to FY '21, there was a 13% decrease in student participation during FY '22.</p> <p>School officials were busy with accreditation requirements for FY '22.</p>
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<p>b) At least 65% of students who participate in STEAM, ASE, and VPA activities will indicate being engaged in learning and confident in handling academic work</p>	<p>STEAM activities Math Olympiad Math Counts Academic Challenge Bowl National Forensics League Visual Performing Arts</p>	<p>Percentage of student participants who indicate being engaged in learning and confident in their academic work</p>	<p>From FY '21 APR: 69% expressed greater engagement and 85% indicated greater confidence in handling academic work.</p>	<p>Target: At least 50% (if survey administered at this time) Actual: - Planning of specialized events and opportunities.</p>	<p>Target: At least 50% (if survey administered at this time) Actual: Conduct and documentation of specialized events and opportunities.</p>	<p>Target: At least 50% (if survey administered at this time) Actual: Conduct and documentation of specialized events and opportunities.</p>	<p>Target: At least 50% (if survey administered at this time) Actual: 76% expressed greater engagement and 71% indicated greater confidence in handling academic work.</p>	<p>Yes, the objective was met and exceeded.</p>
<p>Goal 3A, Component 3: Academic & Career Planning</p> <p>a) At least 75% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path</p>	<p>College Fair</p>	<p>Percentage of students indicating College Fair relevant and helpful</p>	<p>No baseline data.</p>	<p>Target: At least 75% (if survey administered at this time) Actual: - Planning of specialized events and opportunities.</p>	<p>Target: At least 75% (if survey administered at this time) Actual: Conduct and documentation of specialized events and opportunities.</p>	<p>Target: At least 75% (if survey administered at this time) Actual: Conduct and documentation of specialized events and opportunities.</p>	<p>Target: At least 75% (if survey administered at this time) Actual: 82% indicated information at College Fair was relevant and helpful.</p>	<p>Yes, the objective was met and exceeded.</p>
<p>b) At least 20% of participating students will indicate an interest in pursuing a STEAM college degree or a CTE path.</p>	<p>College Fair</p>	<p>Percentage of students indicating an interest in pursuing a STEAM degree in college or a CTE path</p>	<p>No baseline data.</p>	<p>Target: At least 20% (if survey administered at this time) Actual: - Planning of specialized events and opportunities.</p>	<p>Target: At least 20% (if survey administered at this time) Actual: Conduct and documentation of specialized events and opportunities.</p>	<p>Target: At least 20% (if survey administered at this time) Actual: Conduct and documentation of specialized events and opportunities.</p>	<p>Target: At least 20% (if survey administered at this time) Actual: No data as this question was inadvertently missed in the survey.</p>	<p>As this question was inadvertently missed being asked in the student survey, it is difficult to determine with certainty the percentage of students indicating an interest in pursuing a STEAM college degree or a CTE path.</p>

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<p>Goal B, Component 4: Professional Development</p> <p>At least 50% of Teachers participating in PD will report or are observed implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness</p>	<p>Professional Development (PD) Trainings</p>	<p>Percentage of teachers who report, or are observed, to have a change in classroom instructional practices</p>	<p>FY '21 APR: - Target: At least 20% (if survey administered at this time)</p> <p>Actual: Survey not administered at this time.</p> <p>57% - 'Frequently' (at least once a week)</p> <p>14% - 'Infrequently' (at least once a month')</p> <p>29% - 'Not at all' (not yet started)</p>	<p>Target: At least 30% (if survey administered at this time)</p> <p>Actual: Survey not administered at this time.</p>	<p>Target: At least 50% (if survey administered at this time)</p> <p>Actual: Survey administered at this time; Results next quarter.</p>	<p>Target: At least 50% (if survey administered at this time)</p> <p>Actual: 24% - 'Always' (in every lesson)</p> <p>37% - 'Frequently' (at least once a week)</p> <p>8% - 'Infrequently' (at least once a month)</p> <p>18% - 'Rarely' (at least once a quarter)</p> <p>13% - 'Not at all' (not yet started)</p>	<p>Yes, the objective was met and exceeded.</p> <p>Eighty-seven percent (87%) of teacher participants to PD training indicated varying levels in classroom application of teaching strategies learned:</p>
<p>Goal B, Component 5: Technology & Technology Integration</p> <p>a) At least 20% of teachers will report improved access to technology and online resources, and more technology integration in the classroom</p>	<p>Continuing use of CG-acquired technology and additional technology procurement</p>	<p>Percentage of teachers reporting improved access to technology and online resources, and more technology integration in the classroom</p>	<p>FY '21: - Target: At least 15% (if survey administered at this time)</p> <p>Actual: Survey not administered at this time.</p> <p>97% of teachers reported an improvement in the access to technology and online resources, and 96% indicated that there is greater effort to incorporate technology in lessons.</p>	<p>Target: At least 17% (if survey administered at this time)</p> <p>Actual: Survey not administered at this time</p>	<p>Target: At least 20% (if survey administered at this time)</p> <p>Actual: Survey administered at this time; Results next quarter.</p>	<p>Target: At least 20% (if survey administered at this time)</p> <p>Actual: 85% - indicated greater access to technology and online resources</p> <p>83% - reported more effort to incorporate technology in lessons</p>	<p>Yes, the objective was met and exceeded.</p> <p>85% of teachers reported greater access to technology and online resources and 83% indicated putting more effort in integrating technology into their lessons.</p>

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b) At least 20% of students will report improved access to technology and online resources, and more technology integration in the classroom	Continuing use of CG-acquired technology and additional technology procurement	Percentage of students reporting improved access to technology and online resources, and more technology integration in the classroom	FY '21: 93% of students reported an improvement in the access to technology and online resources, and 94% indicated that there is greater effort to incorporate technology in lessons.	Target: At least 15% (if survey administered at this time) Actual: Survey not administered at this time.	Target: At least 17% (if survey administered at this time) Actual: Survey not administered at this time.	Target: At least 20% (if survey administered at this time) Actual: Survey not administered at this time.	Target: At least 20% (if survey administered at this time) Actual: 89% - indicated greater access to technology and online resources 91% - reported more effort among teachers to incorporate technology	Yes, the objective was met and exceeded. 89% of students believe that they have increased access to technology and online resources; and 91% indicate there has been greater effort among teachers to incorporate technology into their lessons (e.g. use of digital interactive whiteboard, laptops, online videos, online apps, etc.
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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.

- Percentage of AP tests with a score of 3 or better was **48%**. This is a significant accomplishment since this portion of OCE students (among those who took the AP tests) are potentially college-ready.
- Although there was a **13% decrease** in student participation in specialized events and opportunities during FY '22, **76%** of participants expressed greater engagement and **71%** indicated greater confidence in handling academic work. This is in support of potentially improving student academic outcomes as students are given opportunities to get involved in activities that stretch their skills and abilities, allow them to acquire new ones, engage in learning new information, and interact with other fellow students.
- **Eighty-two percent (82%)** indicated information shared during the College Fair was relevant and helpful. This activity promotes student interest towards the pursuit of higher education after high school.
- **Eighty-seven percent (87%)** of teacher participants to PD training indicated varying levels in classroom application of teaching strategies learned:
 - 24% - 'Always' (in every lesson)
 - 37% - 'Frequently' (at least once a week)
 - 8% - 'Infrequently' (at least once a month)
 - 18% - 'Rarely' (at least once a quarter)

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This is a good indication that the research-based teaching strategies, tested and proven to enhance student academic achievement and learning, are reaching the ultimate targeted beneficiaries, the students.

- **Eighty five percent (85%)** of teachers reported greater access to technology and online resources and **83%** indicated putting more effort in integrating technology into their lessons. Likewise, **89%** of students believe that they have increased access to technology and online resources; and **91%** indicate there has been greater effort among teachers to incorporate technology into their lessons (*e.g. use of digital interactive whiteboard, laptops, online videos, online apps, etc.*). With both teachers and students growing in their utilization of technology in teaching and learning, this is likely to enhance the educational experience for both, and help to improve student outcomes.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. Pre-ACT Summative Assessment
2. Advanced Placement (AP) Students participating in:
 - ✓ *STEAM activities*
 - ✓ *Math Olympiad*
 - ✓ *Math Counts*
 - ✓ *Academic Challenge Bowl*
 - ✓ *National Forensics League*
 - ✓ *Visual Performing Arts*
3. Teachers participating in Professional Development (PD) training:
 - ✓ *Project-Based Learning*
 - ✓ *Higher Order Thinking*
 - ✓ *STEAM PD*
 - ✓ *International Society for Technology in Education (ISTE)*
 - ✓ *National Association for Bilingual Education (NABE)*
 - ✓ *Innovative Teaching Strategies*
4. Continuing use of CG-acquired technology and additional technology procurement

Observations and/or Challenges

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

Please add more numbers if necessary.

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1. Delayed procurement of technology supplies.
2. Decreased participation in STEAM and specialized events & opportunities by students with school leaders busy with accreditation goals.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

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

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Project Title: (Federal Program Name):	Harvest Christian Academy (HCA)	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: Christine B. Rosario Acting Federal Programs Administrator State Program Officer: Stephanie N. Chargualaf State Financial Officer: Shannon Bukikosa-Esplana State Data Officer: Ana O. Aguon State Program Officer: Hope E. Cruz
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Project Budget			Population Served						
Allocated	Expended	% Expended	Students Served			Staff Served			
Public	Public	1%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
Private \$3,104,428.00	Private \$43,350.29		Group: [Pre-K – 5]	439	402	18	18	1	1
			Group: [6 – 12]	470	494	40	40	2	2
Total Population Served				896		58		3	

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) <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 A, Component 2: Specialized Events & Opportunities a) There will be at least a 3% increase in student participation in STEAM activities and non-academic special events.	Math Olympiad Math Counts National Forensic League (NFL)	% increase in student participation in specialized events	<u>FY '21 APR:</u> Total student participants to ASE = 41	<u>Target:</u> - Conducting and documenting specialized events and opportunities - <u>Actual:</u> - No data collected this quarter.	<u>Target:</u> At least 3% increase in participation <u>Actual:</u> 58 students participating in ASEs this quarter: 41% increase over baseline.	<u>Target:</u> At least 3% increase in participation <u>Actual:</u> Total participants to ASE = 56. This is a 36.6% increase in participation compared to SY 21-22.	<u>Target:</u> At least 3% increase in participation <u>Actual:</u> Data collection for the year was completed during the 3 rd quarter. Start of a new school year.	Yes, this objective was met , as the annual goal was a 3% increase in student participation, and we exceeded 3%.
	Math Olympiad Math Counts National Forensic League (NFL)	% of student participants who indicate being more “engaged” and having a positive experience.	<u>FY '21 APR:</u> % of more engaged student participants = 65% % of students with greater confidence = 76%	<u>Target:</u> 65% <u>Actual:</u> Data collected during the 3 rd quarter.	<u>Target:</u> 65% <u>Actual:</u> Data collected during the 3 rd quarter.	<u>Target:</u> 65% <u>Actual:</u> % of students reporting they are more engaged in learning and that they had a positive experience = 67%	<u>Target:</u> 65% <u>Actual:</u> Data collection for the year was completed during the 3 rd quarter. Start of a new school year.	Yes, this project objective was met , as the target percentage was exceeded for students reporting more engaged and positive experience.

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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.

- Students reported they are more engaged in learning and confident in their academic work remained high, exceeding the goal of 65%. By providing activities for students to prepare for academic competitions and participate in them, students are given the opportunity to improve their abilities, acquire new data or information, learn teamwork, and meet and interact with students from other schools. This promotes scholastic growth and the pursuit of excellence and can increase motivation, learning effort, and academic achievement.
- There was a 36.6% increase in student participation in Academic Special Events (ASE) from the previous year's ASE. Although this is not as high as pre-COVID, it is a significant improvement and indicates stabilization. The ASE remain highly valuable to our students as a key motivation to continue growing academically.
- The quality of these students' competition remained high: In the National Forensic League (NFL), 4 of our students competed in the Nationals in AZ, which was a record high for our school in this competition. In Math Counts, 1 student moved on to the Nationals stateside. In the Math Olympiad, over 20 students were recognized as finishing in the top 50th percentile nationwide and 1 student finished in the top 10th percentile. Our school intends to continue participating in these competitions.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. Math Olympiad
2. Math Counts
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. Our school did not participate in the Academic Challenge Bowl (ACB) this year because we were unable to find coaches due to their current teachers' responsibilities and schedules. However, our school still holds elective classes to practice and remain prepared for this competition in the event that we are able to find coaches.
2. Our school did not have as many student participants this year as it did during SY 19-20 (70 student participants in the ASE prior to COVID). However, we are seeing a continued move towards pre-COVID numbers and we believe that stability – consistently giving our students opportunities to compete in the ASE year after year – helps our students succeed.

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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.**

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

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Project Title: (Federal Program Name):	Project #5: Private, Non-Public – 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: Christine B. Rosario Acting Federal Programs Administrator State Program Officer: Stephanie N. Chargualaf State Financial Officer: Shannon Bukikosa-Esplana State Data Officer: Ana O. Aguon State Program Officer: Hope E. Cruz
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Project Budget			Population Served						
Allocated	Expended	% Expended	Students Served			Staff Served			
Public	Public	1%	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: [K-5]	215	184	16	16	1	1
\$3,104,428.00	\$43,35029		Group: [6 th -12 th]	305	306	34	34	2	2
Total Population Served				490		50		3	

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>Each project activity should be connected project objective in the previous column.</i>	Performance Measures (i.e. metric) <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 A, Component 2: Specialized Events & Opportunities a) There will be at least a 3% increase in student participation in STEAM activities, and other academic and non-academic special events b) At least 65% of students who participate in STEAM activities, and other academic and non-academic special events will indicate being engaged in learning and confident in their academic work	Academic Special Events (ASE), STEAM	% increase in student participation in specialized events	FY '21 APR: There were 15 student participants to specialized events in FY '21 (ACB, NFL, Math Counts).	Target: - Planning of specialized events and activities. Actual: - Planning of specialized events and opportunities.	Target: Ongoing specialized events and activities. Actual: Conduct and documentation of specialized events and opportunities.	Target: Ongoing specialized events and activities. Actual: Conduct and documentation of specialized events and opportunities.	Target: At least 3% increase in participation Actual: There were 28 students who were involved in special events and opportunities, as follows: ACB: 20 Math Counts: 8	Yes, this objective was met and exceeded. There were 28 students who were involved in special events and opportunities, as follows: ACB: 20 Math Counts: 8 Compared to FY '21, that is an 87% increase in student participation.
	Academic Special Events (ASE), STEAM	% of student participants who indicate being “engaged” and “confident” in their work	FY '21 APR: 75% expressed greater engagement and 100% indicated greater confidence in handling academic work.	Target: - At least 50% (If survey administered at this time.) Actual: - Planning of specialized events and opportunities	Target: At least 55% (If survey administered at this time.) Actual: Conduct and documentation of specialized events and opportunities.	Target: At least 65% (If survey administered at this time.) Actual: Conduct and documentation of specialized events and opportunities	Target: This marks the start of a new school year. Actual: 93% expressed greater engagement and 87% indicated greater confidence in handling academic work.	Yes, this objective was met and exceeded. Among student participants who responded to the survey, 93% expressed greater engagement in learning, and 87% reported greater confidence with academic work.

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<p>Goal B, Component 4: Professional Development</p> <p>At least 50% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).</p>	<p>Professional Development Trainings</p>	<p>% of teachers who report, or are observed, to have a change in classroom instructional practices</p>	<p>FY '21 APR: Of four (4) teachers who attended PD trainings, all (100%) reported varying levels of teaching application of strategies learned:</p> <p>29% - 'always' (in all lessons); 57% - 'frequently' (at least once a week); 14% - 'rarely' (at least once a quarter')</p>	<p>Target: At least 20% (If survey administered at this time.)</p> <p>Actual: Survey not administered at this time.</p>	<p>Target: At least 30% (If survey administered at this time.)</p> <p>Actual: Survey not administered at this time.</p>	<p>Target: At least 50% (If survey administered at this time.)</p> <p>Actual: Survey administered at this time. Results available next quarter.</p>	<p>Target: Start of a new school year.</p> <p>Actual: 33.3% - 'always' (in every lesson) 33.3% - 'frequently' (at least once a week) 33.3% - 'infrequently' (at least once a month)</p> <p>Yes, this objective was met and exceeded.</p> <p>There was a total of four (4) teachers who participated in PD trainings in FY '22. Two (2) attended <i>ESL training</i>, and two (2) attended <i>Higher Order Thinking</i> (1 teacher no longer works here). All three teachers (100%) reported-varying degrees of having been able to incorporate in their lessons the things they learned from the training, as follows: 33% (1) – 'always' (in all lessons) 33% (1) – 'frequently' (at least once a week); and 33% (1) – 'rarely' (at least once a quarter)</p>
<p>Goal B, Component 5: Technology and Technology Integration</p> <p>a) At least 20% of teachers reporting improved access to technology and online resources and more</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>FY '21 APR: 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</p>	<p>Target: At least 15% (If survey administered at this time.)</p> <p>Actual: Survey not administered at this time.</p>	<p>Target: At least 17% (If survey administered at this time.)</p> <p>Actual: Survey not administered at this time.</p>	<p>Target: At least 20% (If survey administered at this time.)</p> <p>Actual: Survey administered at this time; Results next quarter.</p>	<p>Target: Start of a new school year.</p> <p>Actual: 44% - indicated greater access to technology and online resources 70% - reported more effort to incorporate</p> <p>Yes, this objective was met and exceeded, as based on the following teacher survey results:</p> <p>44% - indicated greater access to technology and online resources 70% - reported more effort to incorporate technology in lessons</p>

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<p>technology integration in the classroom</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>Technology purchase and use</p>	<p>% students reporting improved access to technology and online resources and more technology integration in the classroom</p>	<p>technology in the lessons.</p> <p>FY '21 APR: 77% of students reported an increase in the access to technology and online resources, and 87% indicated that there is greater effort among teachers to incorporate technology in lessons.</p>	<p>Target: At least-15% (If survey administered at this time.)</p> <p>Actual: Survey not administered at this time.</p>	<p>Target: At least 17% (If survey administered at this time.)</p> <p>Actual: Survey not administered at this time.</p>	<p>Target: At least 20% (If survey administered at this time.)</p> <p>Actual: Survey administered at this time; Results next quarter.</p>	<p>technology in lessons</p> <p>Target: Start of a new school year.</p> <p>Actual: 76% - indicated greater access to technology and online resources 80% - reported more effort among teachers to incorporate technology</p>	<p>Yes, this objective was met and exceeded, based on the following student survey results:</p> <p>76% - indicated greater access to technology and online resources</p> <p>80% - reported more effort among teachers to incorporate technology</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.

- **87%** increase in student participation in specialized events and opportunities, with 28 students competing in the academic special events of *Academic Challenge Bowl (ACB)* and *Math Counts*. The increase in participation among students in these events and opportunities show a growing enthusiasm for involvement with out-of-the-classroom activities that support academic growth and the pursuit of excellence. It provides opportunities to stretch abilities or skills, learn new information, and interact with other students.
- **93%** 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 **87%** report greater confidence with academics. These are all positive influences towards increased motivation and learning effort, resulting to enhanced academic achievement.
- **100%** of teacher participants to professional development (PD) trainings expressed varying levels of implementation of PD-learned teaching strategies in the classroom at this time – **33.3%** ‘always’ (in all lessons), **33.3%** ‘frequently’ (at least once a week), and **33.3%** ‘rarely’ (at least once a month). This is noteworthy, as it is important that the PD-learned instructional strategies are not just acquired but implemented in the classroom, to obtain the ultimate benefit of improving the teaching and learning process, as these research-based strategies have been proven to improve student outcomes.
- **44%** of teachers reported an improvement in access to and usage of technology among students and teachers, and **70%** indicated they have made greater efforts to incorporate technology in the lessons. Likewise **76%** of students reported an improvement in access to and usage of technology among students and teachers, and **80%** indicated there is greater effort to incorporate technology in the lessons. Both teachers and students growing in their utilization of technology in teaching and learning can only be viewed as positive, since it opens up a world of possibilities to make education more stimulating and rewarding for both.

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Activities

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

1. Academic Special Events: *Academic Challenge Bowl (ACB)*, and *Math Counts*.
2. Professional Development Training: 2 SJS teachers attended the *ESL training*, and 2 attended the training on *Higher Order Thinking*.
3. Continuing Access to Technology: students and teachers continue to have access to improved technology, computers, online equipment, and smart boards.
4. Computer/technology acquisition. Requisitions for additional technology equipment were placed.

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 typhoon at the end of the year made data collection a challenge.
2. More students involved in activities makes the statistics very different as well. When there are fewer students involved, each response on a survey carries much more weight. Thus with more students, the statistics can look much different.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

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

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Project Title: (Federal Program Name):	Project #5: Private, Non-Public – 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: Christine B. Rosario Acting Federal Programs Administrator State Program Officer: Stephanie N. Chargualaf State Financial Officer: Shannon Bukikosa-Esplana State Data Officer: Ana O. Aguon State Program Officer: Hope E. Cruz	
Project Budget			Population Served						
Allocated	Expended	% Expended	Students Served			Staff Served			
Public	Public	1%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
Private \$3,104,428.00	Private \$43,350.29		Group: [K-5]	151	126	8	8	1	1
			Group: [Grade Level(s)]	226	264	15	15	2	2
Total Population Served				390		23		3	

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
Goal A, Component 1: Academic Performance a) At least 3% increase in students grades 3-10 scoring at the “Proficient”/ “Ready” and “Advanced/Exceeding” level in Math from baseline.	ACT Aspire Spring Summative Testing	Percentage of students in grades 3-10 scoring in the “Ready” & “Exceeding” levels in Math from baseline (ACT Aspire)	No baseline data	<u>Target:</u> Summative testing not done at this time. <u>Actual:</u> Summative testing not done at this time.	<u>Target:</u> Summative testing not done at this time. <u>Actual:</u> Summative testing not done at this time.	<u>Target:</u> Summative testing done at this time. Results released next quarter.	<u>Target:</u> At least 3% increase from baseline <u>Actual:</u> <i>Pre-ACT Aspire results:</i> Grade 8: 31% Grade 9: 18% Grade 10: 31%	It cannot be determined whether or not the annual objective of “at least 3% increase” was met among 8th, 9th, and 10th graders for both Math and Reading: Testing in FY '22 was limited to <i>Pre-ACT Aspire</i> and administered only to 8 th , 9 th , and 10 th graders as tests were available only for these grade levels. <i>ACT Aspire</i> was discontinued in FY '22, and the contract for a new testing tool <i>Smarter Balance</i> remained pending. For both Math and Reading, comparison cannot be done even for the 8 th , 9 th , and 10 th graders who took the <i>Pre-ACT Aspire</i> assessments in FY '22 since the assessment tools in FY '20 (<i>ACT Aspire</i>) and FY '22 (<i>Pre-ACT Aspire</i>) are not the same.
b) At least 3% increase in students grades 3-10 scoring at the “Proficient”/ “Ready” and “Advanced/Exceeding” level in Reading from baseline.	Pre-ACT Aspire Spring Summative Testing	Percentage of students in grades 3-10 scoring in the “Ready” & “Exceeding” levels in Reading from baseline (ACT Aspire)	No baseline data	<u>Target:</u> Summative testing not done at this time. <u>Actual:</u> Summative testing not done at this time.	<u>Target:</u> Summative testing not done at this time. <u>Actual:</u> Summative testing not done at this time.	<u>Target:</u> Summative testing done at this time. Results released next quarter.	<u>Target:</u> At least 3% increase from baseline <u>Actual:</u> <i>Pre-ACT Aspire results:</i> Grade 8: 55% Grade 9: 32% Grade 10: 38%	

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First Lego League Mission activity, despite the school not receiving the requested Robotics kit, with the parents donating supplies and materials. This clearly showed student and teacher resilience and determination to proceed with learning despite the challenge, and extension of needed parental support.

- Results from a Student Engagement Survey showed that **at least 80%** of students who participated in special events indicated greater learning engagement and increased confidence in handling academic work (**92%** - *helps my mind to be stimulated and more receptive to academic learning*; **83%** - *helps me to feel more confident to handle academic work*).
- **100%** of teacher participants to PD conference reported applying things learned '*frequently*' in classroom instruction (*At least once a week, I did incorporate in my lessons the things I learned from the training I attended*). This positive feedback came from two (2) SPCS teachers who participated in the 2023 ISTE Conference during the summer (June 2023), giving an indication that the benefit of updated teaching strategies incorporating technology was received and will continue to be received by the ultimate target recipient, the students.
- **97%** of teachers indicated greater access to technology, online resources and more technology integration. This was consistent with student feedback: **90%** of students indicated more access to technology, online resources and **95%** reported more technology integration in classroom instruction among teachers.

Activities

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

1. Pre-ACT Summative Assessment among one hundred five (105) 8th, 9th, and 10th graders.
2. Student participation in activities related to the First Lego League Mission.
3. Teacher participation in 2023 ISTE Conference.
4. 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. Delayed procurement of Robotics kits and requested technology supplies and materials.
2. Requisition entry protocols, procurement timelines, and receiving updates have been the major challenges this entire grant cycle.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

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

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Project Title: (Federal Program Name):	Project #5: Private, Non-Public -- 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: Christine B. Rosario Acting Federal Programs Administrator State Program Officer: Stephanie N. Chargualaf State Financial Officer: Shannon Bukikosa-Esplana State Data Officer: Ana O. Aguon State Program Officer: Hope E. Cruz
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Project Budget			Population Served						
Allocated	Expended	% Expended	Students Served			Staff Served			
Public	Public	1%	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: [K-5]	52	51	4	4	1	1
\$3,104,428.00	\$43,350.29		Group: [6-12]	68	59	10	10	1	1
Total Population Served				110		14		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 A, Component 2: Specialized Events & Opportunities a) There will be at least a 3% increase in student participation in STEAM activities, other academic and non-academic special events. b) At least 65% 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 Challenge Bowl	% increase in student participation in specialized events	<u>FY '21 APR:</u> Nine (9) middle and high school students participated.	<u>Target:</u> - At least a 3% increase <u>Actual:</u> - ACB to start in 2 nd Qtr.	<u>Target:</u> At least a 3% increase <u>Actual:</u> Six (6) middle school students participated in ACB.	<u>Target:</u> At least a 3% increase <u>Actual:</u> Six (6) middle school students participated in ACB. Reduction in participation for FFY '22 was due to no HS coach.	<u>Target:</u> Start of a new school year. <u>Actual:</u> No activities this quarter.	No, the annual performance target was not met. The 33.3% decrease in student participation was due to challenges in getting a high school coach. However, middle school students were able to participate.
	Academic Challenge Bowl	% of student participants who indicate being "engaged" and "confident" in their work.	<u>FY '21 APR:</u> 56% of student participants indicated being more engaged and having greater confidence in handling academic work.	<u>Target:</u> - At least 50% - (If survey done at this time) <u>Actual:</u> - ACB to start in 2 nd Qtr.	<u>Target:</u> At least 55% (If survey done at this time) <u>Actual:</u> Start of ACB	<u>Target:</u> At least 65% (If survey done at this time) <u>Actual:</u> Completion of ACB	<u>Target:</u> Start of a new school year. <u>Actual:</u> 100% - indicated greater engagement and confidence in handling academic work	Yes, the annual performance target was met and exceeded.

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<p>Goal A, Component 3: Academic & Career Planning</p> <p>a) At least 75% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path.</p> <p>b) At least 20% of participating students will indicate an interest in pursuing a STEAM college degree or a CTE path.</p>	College Fair	Percentage of students indicating College/Career Fair relevant and helpful	<p>FY '21 APR:</p> <p>About 77% of GAA's 8th-12th grade students viewed Career Week as being helpful in providing them information</p>	<p>Target:</p> <ul style="list-style-type: none"> - At least 75% (If survey is held at this time) <p>Actual:</p> <ul style="list-style-type: none"> - Planning for the College Fair. 	<p>Target:</p> <p>At least 75% (If survey is held at this time)</p> <p>Actual:</p> <p>Conduct of the College Fair.</p> <p>Fifteen (15) junior & senior students from GAA attended.</p>	<p>Target:</p> <p>At least 75% (If survey is held at this time)</p> <p>Actual:</p> <p>Conduct of survey. Results to be reported next quarter.</p>	<p>Target:</p> <p>Start of a new school year.</p> <p>Actual:</p> <p>88% - participants who indicated the activity was helpful in providing information</p>	<p>Yes, the annual performance target was met and exceeded.</p>
	College Fair	Percentage of students indicating an interest in pursuing STEAM college path or CTE career path	<p>FY '21 APR:</p> <p>18% of high school students indicated an interest in pursuing a STEAM college degree or a CTE path.</p>	<p>Target:</p> <ul style="list-style-type: none"> - At least 20% (If survey is held at this time) <p>Actual:</p> <ul style="list-style-type: none"> - Planning for the College Fair. 	<p>Target:</p> <p>At least 20% (If survey is held at this time)</p> <p>Actual:</p> <p>Conduct of the College Fair.</p>	<p>Target:</p> <p>At least 20% (If survey is held at this time)</p> <p>Actual:</p> <p>Conduct of the survey.</p>	<p>Target:</p> <p>Start of a new school year.</p> <p>Actual:</p> <p>67% - participants who indicated an interest in pursuing STEAM or CTE</p>	<p>Yes, the annual performance target was met and exceeded.</p>
	PD Training	% of teachers who report, or are observed, to have a change in classroom instructional practices	<p>FY '21 APR:</p> <p>50% of GAA teachers who attended a PD training in FY '21 indicated <i>'frequently'</i> (at least once a week) incorporating the things they learned into the lessons.</p>	<p>Target:</p> <ul style="list-style-type: none"> - At least 50% <p>Actual:</p> <ul style="list-style-type: none"> - Ongoing instruction. 	<p>Target:</p> <p>At least 50%</p> <p>Actual:</p> <p>Conduct of PD training.</p>	<p>Target:</p> <p>At least 50%</p> <p>Actual:</p> <p>Conduct of PD training.</p>	<p>Target:</p> <p>At least 50%</p> <p>Actual:</p> <p>100% of teacher participants indicated having applied the PD-learned teaching strategies in the classroom, but at varying degrees of frequency.</p>	<p>Yes, the annual performance target was met and exceeded.</p>

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<p>confident in their teaching effectiveness (teacher efficacy)</p> <p>Goal B, Component 5: Technology Support & Technology Integration</p> <p>a) At least 20% of teachers will indicate improved access to technology and online resources and increased integration of technology in the classroom.</p> <p>b) At least 20% of students will indicate improved access to technology and online resources and increased integration of technology in the classroom</p>	<p>Continuing use of technology and technology purchase</p> <p>Continuing use of technology and technology purchase</p>	<p>% of teachers reporting improved access to technology and online resources and more technology integration in the classroom</p> <p>% of students reporting improved access to technology and online resources and more technology integration in the classroom</p>	<p>50% indicated not having yet started implementing the teaching strategies learned from the training.</p> <p>FY '21 APR: 94% - <i>Improved access to technology</i></p> <p>88% - <i>Greater technology integration</i></p> <p>FY '21 APR: 94% - <i>Improved access to technology</i></p> <p>95% - <i>Greater technology integration</i></p>	<p>Target: At least 5% (If survey conducted at this time.)</p> <p>Actual: No survey at this time.</p> <p>Target: At least 15%</p> <p>Actual: No survey at this time.</p>	<p>Target: At least 17% (If survey conducted at this time.)</p> <p>Actual: No survey at this time.</p> <p>Target: At least 17%</p> <p>Actual: No survey at this time.</p>	<p>Target: At least 20% (If survey conducted at this time.)</p> <p>Actual: Conduct of survey.</p> <p>Results to be reported next quarter.</p> <p>Target: At least 20%</p> <p>Actual: Conduct of survey.</p> <p>Results to be reported next quarter</p>	<p>'Always' (every lesson) – 25%</p> <p>'Frequently' (at least once a week) – 50%</p> <p>'Infrequently' (at least once a month) – 12.5%</p> <p>Rarely (at least once a quarter) – 12.5%</p> <p>Target: Start of a new school year.</p> <p>Actual: 93% of teachers indicated <i>greater access to technology and online resources, and more technology integration</i></p> <p>Target: Start of a new school year</p> <p>Actual: 89% -- of students reported <i>they have more access to technology and online resources</i></p> <p>82% --indicated <i>they have been more effort among teachers to integrate technology in teaching</i></p>	<p>Yes, the annual performance target was met and exceeded.</p> <p>Yes, the annual performance target was met and exceeded.</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.

- The **33.3% decrease** in student participation in Academic Challenge Bowl (ACB) was due to challenges in getting a high school coach; because of this, only middle school students participated. The same number of participants in middle school ACB was maintained like in the previous year. This demonstrates the school's resilience and determination to keep participation in special events and opportunities going so the spirit of competition and teamwork remains alive, which promotes the pursuit of excellence, and in turn can increase motivation, learning effort, and academic achievement.
- **One hundred percent (100%)** of students who participated in ACB indicated greater engagement and confidence in handling academic work. This clearly supports the first bullet.
- **Eighty-eight percent (88%)** of students who participated in the College Fair indicated the activity was helpful in providing information. This is important because it fosters interest among students to pursue higher learning, and provides the information they may need to know that college is still a possible option despite financial limitations.
- **One hundred percent (100%)** of teachers who participated in professional development indicated having applied the PD-learned teaching strategies in the classroom, with varying levels of frequency. This shows that the instructional strategies are getting to the ultimate beneficiaries, the students, and their application can potentially enhance the teaching and learning experience, with these research-based strategies being tried and tested to improve student outcomes.
- **Ninety-three percent (93%)** of teachers indicated greater access to technology and online resources, and more technology integration. **Eighty-nine percent (89%)** of students reported they have more access to technology and online resources; and **82%** of students indicated there has been more effort among teachers to integrate technology in teaching. As both teachers and students continue to learn how to navigate technologically, this will lead to discovering ways of utilizing online resources available, which will help improve the effectiveness of the teaching and learning process.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. Student participation in Academic Challenge Bowl
2. Student attendance in College Fair
3. Teacher participation in Professional Development training
4. Continuing use of CG-acquired technology by both students and teachers, and procurement of additional technology

Observations and/or Challenges

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

Please add more numbers if necessary.

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One of the two goals on the component, “*Specialized Events and Opportunity*”, was not met due to the lack of coaches for high school students in Academic Challenge Bowl (ACB). If we receive authorization to give stipends to individuals to serve as teachers’ aides, this would help teachers lighten their teaching load, thus, making them available to be ACB coaches.

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.
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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.

Consolidated Grant (#S403A220002)
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Project Title: (Federal Program Name):	Project #5: Private, Non-Public – Providence International Christian Academy (PICA)	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	ESEA TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A— Improving Basic Programs Operated By Local Educational Agencies ESEA TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A— Supporting Effective Instruction ESEA TITLE III—LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A—English Language Acquisition, Language Enhancement, And Academic Achievement Act ESEA TITLE IV—21ST CENTURY SCHOOLS. Part A— Student Support And Academic Enrichment Grants. Subpart 1— Student Support And Academic Enrichment Grants Title V PART B – RURAL EDUCATION INITIATIVE, Subpart 2-Rural and Low Income School Program (RLIS)	Federal Programs Oversight:	Project Manager: Christine B. Rosario Acting Federal Programs Administrator State Program Officer: Stephanie N. Chargualaf State Financial Officer: Shannon Bukikosa-Esplana State Data Officer: Ana O. Aguon State Program Officer: Hope E. Cruz
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Project Budget			Population Served							
Allocated	Expended	%	Students Served			Staff Served				
Public	Public	1%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators	
				Group:	8	18	1	1	1	1
Private	Private			Group:	17	18	4	4	1	1
Total Population Served					36		5		2	

Consolidated Grant (#S403A220002)
Annual Performance Report [FFY 2022-2023]

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 A, Component 1: Academic Performance a) At least 3% increase of students scoring at the “Proficient/Ready” or “Advanced/Exceeding” level in Math from baseline. b) At least 3% increase of students scoring at the “Proficient/Ready” or “Advanced/Exceeding” level in Reading from baseline.	IOWA summative testing	% of students in grades 3-10 scoring in the “Ready” or “Exceeding” levels in math from baseline	No baseline data. Based on PICA’s FY ’21 APR, the school was planning to administer baseline testing during the period July-September, 2023.	Target: Testing not done at this time. Actual: Data will be reported 4th Quarter	Target: Testing not done at this time. Actual: Data will be reported 4th Quarter	Target: Testing takes place at this time. Actual: Iowa assessments administered to 22 out of 27 (81%) total number of students.	Target: Test results released at this time. Actual: Reporting of results not applicable since testing was <i>not</i> funded by the CG, as it was not requested for in the FY ’22 application.	No, this annual objective was not met. PICA did not request for the Iowa Tests in their FY ’22 CG application. Iowa summative testing did take place in FY ’22, but was procured by the school and <i>not</i> funded by CG. The Iowa Tests is included in PICA’s FY ’23 CG application.
	IOWA summative testing	% of students in grades 2-10 scoring in the “Ready and “Exceeding” levels in reading from baseline	No baseline data. Based on PICA’s FY ’21 APR, the school was planning to administer baseline testing during the period July-September, 2023.	Target: Testing not done at this time. Actual: Data will be reported 4th Quarter	Target: Testing not done at this time. Actual: Data will be reported 4th Quarter	Target: Testing takes place at this time. Actual: Iowa assessments administered to 22 out of 27 (81%) total number of students.	Target: Test results released at this time. Actual: Reporting of results not applicable since testing was <i>not</i> funded by the CG, as it was missed being requested for in the FY ’22 application.	No, this annual objective was not met. PICA did request for the Iowa Tests in their FY ’22 CG application. Iowa summative testing did take place in FY ’22, but was procured by the school and <i>not</i> funded by CG. The Iowa Tests is included in their FY ’23 CG application.

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<p>Goal B, Component 4: Professional Development (PD)</p> <p>At least 50% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).</p>	<p>PD training</p>	<p>Percentage of teachers who report, or are observed, to have a change in classroom instructional practices</p>	<p>No baseline data, as PICA was not a participant in this component in the past.</p>	<p>= Target: At least 20% = if survey administered at this time = Actual: One (1) teacher attended a Drone training = = = = = =</p>	<p>= Target: At least 30% = = Actual: No survey conducted this quarter, to allow for time to apply teaching strategies learned in training, and waiting on requested kit.</p>	<p>= Target: At least 40% = = Actual: No survey conducted this quarter, as waiting on requested equipment continues</p>	<p>= Target: At least 50% = = Actual: Teacher was not able to implement strategies learned due to lack of equipment, caused by delays in procurement.</p>	<p>No, this annual objective was not met.</p> <p>Teacher indicated in a survey that he was not able to implement strategies learned due to lack of equipment.</p>
<p>Goal B, Component 5: Technology Support & Technology Integration</p> <p>a) At least 20% of teachers will report improved access to technology and online resources and increased integration of technology in the classroom.</p>	<p>Continuing use of CG-acquired technology and procurement of additional technology equipment</p>	<p>Percentage of teachers reporting improved access to technology and online resources, and greater technology integration in the classroom</p>	<p>FY '21 APR: 100% - Improved access to technology and online resources 100% - Greater technology integration in classroom</p> <p>(Note: based on school's one teacher)</p>	<p>= Target: At least 15% = (if survey administered at this time) = Actual: Ongoing instruction; No survey conducted this quarter. = = = = = =</p>	<p>= Target: At least 17% (if survey administered at this time) = = Actual: Ongoing instruction; No survey conducted this quarter.</p>	<p>= Target: At least 20% (if survey administered at this time) = = Actual: 0% - indicated increased access to technology 100% - indicated greater effort to incorporate technology in lessons (Note: based on school's one teacher)</p>	<p>= Target: Start of a new school year. = = Actual: No survey conducted this quarter.</p>	<p>No, this objective was not met.</p> <p>Although PICA continues to use the technology procured in previous grant cycles in the classroom on a daily basis, no new technology equipment was procured as granted due to a delay in procuring granted equipment. There was no new equipment to implement new courses.</p>

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Annual Performance Report [FFY 2022-2023]

<p>b) At least 20% of students will report improved access to technology and online resources and increased integration of technology in the classroom.</p>	<p>Continuing use of CG-acquired technology and procurement of additional technology equipment</p>	<p>Percentage of students reporting improved access to technology and online resources, and greater technology integration in the classroom</p>	<p>FY '21 APR: 71% - <i>Improved access to technology and online resources</i> 57% - <i>Greater technology integration in the classroom</i></p>	<p>Target: At least 15% (if survey administered at this time) Actual: Ongoing instruction; No survey conducted this quarter.</p>	<p>Target: At least 17% (if survey administered at this time) Actual: Ongoing instruction; No survey conducted this quarter.</p>	<p>Target: At least 20% (if survey administered at this time) Actual: 67% - <i>indicated increased access to technology</i> 0% - <i>indicated there is greater effort among teachers to incorporate technology in lessons</i></p>	<p>Target: Start of a new school year. Actual: No survey conducted this quarter.</p>	<p>The annual objective was only partially met. While almost 70% of students indicated increased access to technology and online resources, none of them indicated greater effort on the part of the teacher to integrate 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.

- The school's **one (1) teacher** attended technology training (Robotics) in anticipation of receiving drone equipment for implementation in the classroom.
- **Seventy percent (70%)** of students indicated increased access to technology and online resources.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. On-island Professional Development (PD) training in Robotics was availed of by the school's one teacher.
2. Students-were able to use daily equipment procured through earlier grant cycles – laptops and iPads.

Consolidated Grant (#S403A220002)
Annual Performance Report [FFY 2022-2023]

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.

Due to procurement challenges within GDOE, the Providence International Christian Academy (PICA) has not received requested Robotics equipment. Because of this, PICA has been unable to add enhanced programs and courses.

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 (#S403A220002)
Annual Performance Report [FFY 2022-2023]

Project Title: (Federal Program Name):	Project #5: Private, Non-Public – Japanese School of Guam (JSOG)	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	ESEA TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A—Improving Basic Programs Operated By Local Educational Agencies ESEA TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A—Supporting Effective Instruction ESEA TITLE III—LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A—English Language Acquisition, Language Enhancement, And Academic Achievement Act ESEA TITLE IV—21ST CENTURY SCHOOLS. Part A—Student Support And Academic Enrichment Grants. Subpart 1— Student Support And Academic Enrichment Grants Title V PART B – RURAL EDUCATION INITIATIVE, Subpart 2-Rural and Low Income School Program (RLIS)	Federal Programs Oversight:	Project Manager: Christine B. Rosario Acting Federal Programs Administrator State Program Officer: Stephanie N. Chargualaf State Financial Officer: Shannon Bukikosa-Esplana State Data Officer: Ana O. Aguon State Program Officer: Hope E. Cruz
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Project Budget			Population Served						
Allocated	Expended	% Expended	Students Served			Staff Served			
Public	Public	1%	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 – 5]	51	48	13	13	3	3
\$3,104,428.00	\$43,350.29		Group: [6-9]	27	11	1	1	1	1
Total Population Served				59		14		4	

Consolidated Grant (#S403A220002)
Annual Performance Report [FFY 2022-2023]

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 B, Component 4: Professional Development (PD) At least 50% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).	Professional development training (TESOL Training)	% teachers reporting implementation of new skills and activities gained in PD in their classrooms and feeling more confident in their teacher efficacy	No baseline data.	<p>Target:</p> <ul style="list-style-type: none"> - At least 20% <p>Actual:</p> <ul style="list-style-type: none"> - No survey was conducted this quarter as PD is still in requisition. 	<p>Target:</p> <p>At least 30%</p> <p>Actual:</p> <p>No survey was conducted this quarter as teacher participation in PD took place at the end of this reporting period.</p> <p>Survey to be administered during the 4th quarter to allow sufficient time for classroom application of the PD-learned strategies.</p>	<p>Target:</p> <p>At least 40%</p> <p>Actual:</p> <p>Survey to be administered in the 4th quarter to allow sufficient time for classroom application of the PD-learned strategies.</p>	<p>Target:</p> <p>At least 50%</p> <p>Actual:</p> <p>Based on survey result, 50% of teacher participants indicated <i>'frequent'</i> (at least once a week) classroom application, while 50% reported <i>'infrequent'</i> (at least once a month) incorporation of PD-learned teaching strategies at the time of survey.</p>	<p>Yes, the project's annual objective that at least 50% of teacher participants will apply PD-learned teaching strategies in the classroom was met.</p> <p>Based on survey result, 50% of teacher participants indicated <i>'frequent'</i> (at least once a week) classroom application, while 50% reported <i>'infrequent'</i> (at least once a month) incorporation of PD-learned teaching strategies.</p>

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Annual Performance Report [FFY 2022-2023]

<p>Goal B, Component 5: Technology Support and Technology Integration</p> <p>a) At least 20% of teachers will report improved access to technology and online resources and increased integration of technology in the classroom.</p>	<p>Use and integration of technology in teaching and learning</p>	<p>% of teachers who report improved access to technology and online resources and increased integration of technology in the classroom</p>	<p>No baseline data.</p> <p>Target: - At least 20%</p> <p>Actual: - Survey to be conducted in the 4th-3rd quarter</p>	<p>Target: At least 20%</p> <p>Actual: Survey to be conducted in the 4th-3rd quarter</p>	<p>Target: At least 20%</p> <p>Actual: Survey administered this quarter; results in the 4th quarter</p>	<p>Target: At least 20%</p> <p>Actual: Improved access to technology and online resources - 80%</p> <p>Greater effort to integrate technology in teaching- 67%</p>	<p>Yes, the project’s annual objective of at least 20% of teachers indicating improved access technology and online resources as well as increased integration of technology in the classroom was met and exceeded.</p> <p>Teacher technology survey result: <i>Improved access to technology and online resources - 80%</i></p> <p><i>Greater effort to integrate technology in teaching - 67%</i></p>
<p>b) At least 20% of students will report improved access to technology and online resources and increased integration of technology in the classroom.</p>	<p>Use and integration of technology in teaching and learning</p>	<p>% of students who report improved access to technology and online resources and increased integration of technology in the classroom</p>	<p>No baseline data.</p> <p>Target: - At least 20%</p> <p>Actual: - Survey to be conducted in the 3rd quarter</p>	<p>Target: At least 20%</p> <p>Actual: Survey to be conducted in the 3rd quarter</p>	<p>Target: At least 20%</p> <p>Actual: Survey administered this quarter; results in the 4th quarter</p>	<p>Target: At least 20%</p> <p>Actual: Improved access to technology and online resources - 70%</p>	<p>Yes, the project’s annual objective of at least 20% of students indicating improved access technology and online resources as well as increased integration of technology in the classroom was met and exceeded.</p>

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Annual Performance Report [FFY 2022-2023]

							<p>Greater effort among teachers to integrate technology in teaching- 76%</p>	<p>Student technology survey result:</p> <p><i>Improved access to technology and online resources - 70%</i></p> <p><i>Greater effort to integrate technology in teaching - 76%</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.

- Based on an online teacher participant survey, **50%** of teachers who attended the Teaching English to Speakers of Other Languages (TESOL) training indicated ‘frequent’ (at least once a week) classroom application, while **50%** reported ‘infrequent’ (at least once a month) incorporation of PD-learned teaching strategies. The project objective in this component was that at least 50% of teacher participants to PD training would apply the strategies in the classroom. So this objective was met. It is a good indication that the ultimate recipients, the students, received the benefit of this project activity.
- The Teacher Technology Survey result showed the following: **80%** reported *improved access to technology and online resources* and **67%** reported *greater effort to integrate technology in teaching*. The Student Technology Survey yielded results that were consistent with the teacher survey: **70%** reported *improved access to technology and online resources* and **76%** reported *greater effort among teachers to integrate technology in teaching*. The project’s annual objective of at least 20% was met and exceeded. As both teachers and students continue to learn how to navigate technologically, they will discover ways to take advantage of the resources available to them, which will help to improve the teaching and learning process.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. Two full time English teachers participated in off island trainings: Teaching English to Speakers of Other Languages (TESOL).
2. Technology equipment (Laptops) acquired in previous CG grant cycle continued to be utilized 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.

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1. The two teachers who were sent to off-island professional trainings decided to leave the school during the 4th quarter (July 2023). This plan to transfer employment was not disclosed at the time that they were selected for participation.
2. Although there was implementation of teaching strategies that took place, it was for a limited time (April to June 2023). The school, leaning from this experience, will start implementing a measure to ensure that it will have a return benefit of at least a year.

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 2022 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, 2023

Consolidated Grant (#S403A220002)
Annual Performance Report [FFY 2022-2023]

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:	Acting Federal Programs Administrator: Christine B. Rosario State Program Officers: Stephanie N. Chargualaf Shandice D. Calano State Financial Officer: Shannon Bukikosa-Esplana State Data Officer: Ana O. Aguon
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Project Budget			Population Served								
Allocated	Expended	% Expended	Students Served			Staff Served					
\$1,710,097.19	\$375,803.22	22%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators		
			Group: <i>Pre-K - 5</i>	GDOE	GDOE	GDOE	GDOE	GDOE	GDOE	GDOE	GDOE
			<i>6 - 8</i>	2460	4920	Pre-K – 12	Pre-K – 12	Pre-K – 12	Pre-K – 12	Pre-K – 12	Pre-K – 12
			<i>9 - 12</i>	5848	6437		570		564	41	41
			<i>9 - 12</i>	9073	9334						
Group: <i>Pre-K - 5</i>	PNP	PNP	PNP	PNP	PNP	PNP	PNP	PNP			
<i>6 - 8</i>	2460	2335	Pre-K – 12	Pre-K – 12	Pre-K – 12	Pre-K – 12	Pre-K – 12	Pre-K – 12			
<i>9 - 12</i>	1204	1189		75		61	14	14			
<i>9 - 12</i>	1661	1564									
Group: <i>Pre-K - 5</i>	Charter	Charter	Charter	Charter	Charter	Charter	Charter	Charter			
<i>6 - 8</i>	2460	2339	Pre-K – 12	Pre-K – 12	Pre-K – 12	Pre-K – 12	Pre-K – 12	Pre-K – 12			
<i>9 - 12</i>	589	575		23		23	5	5			
<i>9 - 12</i>	261	227									
Total Population Served				28,920		648		60			

Consolidated Grant (#S403A220002)
Annual Performance Report [FFY 2022-2023]

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	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
6.1 Administration/ Supervision/ Technical Assistance/Workshops 6.1.1. 93% of LEAs (public, charter, PNP) will report satisfaction with process handling and implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the SEA.	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	FY '21 APR: 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.	Target: 80% Actual: No stakeholder survey administered at this time. Focus was on provision of guidance and technical assistance to all stakeholders in their beginning implementation of FY '22 activities.	Target: 85% Actual: 88% (during the CG Virtual Consultative Workshop on January 25-26, 2023)	Target: 90% Actual: No stakeholder survey administered at this time.	Target: 93% Actual: 79% (during the CG Virtual Grant Award Notification (GAN) Accountability Workshop on October 3-4, 2023)	No, the annual objective on this component was not met. 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 Federal Programs Division (FPD). This is 9% below the annual target, but the same overall rating given by the stakeholders in the previous year. Several contributing factors to not meeting this objective would be the timing of the transition from the Third-Party Fiduciary Agent Munis system to the GDOE Local Munis, the reconciliation of accounts and year-end closing, the Munis was not accessible to enter requisitions. Additionally, in May of 2023, Typhoon Mawar left Guam with devastating damages, power outages, instability of intranet services and clean-up efforts for months causing delays in the implementation of activities.

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<p>6.1.2 - 95% 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.</p>	<p>Provision of support, guidance, consultation and technical assistance during workshops.</p>	<p>% of participants reflecting better understanding of activities and comply with requirements</p>	<p>FY '21 APR: 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.</p>	<p>Target: 80% Actual: No stakeholder survey administered at this time. Focus was on provision of guidance and technical assistance to all stakeholders in their beginning implementation of FY '22 activities.</p>	<p>Target: 85% Actual: 95% of stakeholders indicated timeliness and relevance of information to increase in knowledge of the grant and the projects through the presentations by the FPD and the CG Projects during a two-day <i>Virtual Consultative Workshop</i> on January 25-26, 2023.</p>	<p>Target: 90% Actual: No stakeholder survey administered at this time.</p>	<p>Target: 95% Actual: 84% of stakeholders indicated timeliness and relevance of information resulting in increased knowledge of the grant and the projects through the presentations by the FPD and the CG Projects during a two-day <i>Virtual Accountability Workshop</i> on October 3-4, 2023.</p>	<p>No, the annual objective on this component was not met. Overall, 90% of the LEAs (public, charter, and PNP) reported satisfaction with the provision of effective, timely, and relevant information related to grants by the FPD. This is 5% below the annual target, but still 2% above the overall stakeholder rating in the previous year. Perhaps the FPD target of 95% for the year was a little too ambitious. Nonetheless, 9 out of 10 stakeholders indicating satisfaction with the relevance and timeliness of information and technical assistance received during workshops is still a mark of success, even if it falls short of the annual target.</p>
<p>6.2 Grant Meetings, Workshops / Grants Management Certification and Training 6.2.1 - 90% of key LEA/SEA grant/project personnel reflecting better understanding of proper grants management, project design, planning, evaluation, developing and designing services and activities to better serve students and teachers within the district.</p>	<p>Continuing education and experience of key LEA/SEA grant/project personnel with grant management, project design, planning, evaluation, developing and designing services and activities to better serve all grant stakeholders.</p>	<p>% of key LEA/SEA grant/project personnel reflecting better understanding of activities and comply with requirements</p>	<p>FY '21 APR: 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.</p>	<p>Target: 85% Actual: No survey administered at this time. Focus was on provision of guidance and technical assistance to all stakeholders in their beginning implementation of FY '22 activities.</p>	<p>Target: 86% Actual: 89%</p>	<p>Target: 88% Actual: No survey administered at this time.</p>	<p>Target: 90% Actual: 78%</p>	<p>No, the annual objective on this component was not met. Overall, 84% of key LEA/SEA grant/project personnel indicated better understanding of proper grants management, project design, planning, evaluation, developing and designing services and activities to better serve students and teachers within the district. This is 6% below the annual target, and a possible reason is because of new staff hires at the FPD. The three newly hired technical personnel are still trying to understand the grants process, and were understandably modest in the ratings they gave on the survey.</p>

Consolidated Grant (#S403A220002)
Annual Performance Report [FFY 2022-2023]

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.

- 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 Federal Programs Division (FPD). **This is 9% below the annual target of 93%, but the same overall rating given by the stakeholders in the previous year.** Despite being below target, this can still be considered a success, considering several challenges that were experienced this year: a) transition from the Third Party Fiduciary Agent Munis system to the GDOE Local Munis, b) the reconciliation of accounts and year-end closing, c) the Munis not being accessible for some time to enter requisitions, d) power outages and unstable internet service as a result of damages due to Typhoon Mawar which caused delays to implementation of activities.
- Overall, **90% of the LEAs** (public, charter, and PNP) reported satisfaction with the provision of effective, timely, and relevant information related to grants by the Federal Programs Division (FPD). **This is 5% below the annual target of 95%, but still 2% above the overall stakeholder rating in the previous year.** Perhaps the FPD target of 95% for the year was a little too ambitious. Nonetheless, 9 out of 10 stakeholders indicating satisfaction with the relevance and timeliness of information and technical assistance received during workshops is still a mark of success, even if it falls short of the annual target.
- Overall, **84% of key LEA/SEA grant/project personnel** indicated better understanding of proper grants management, project design, planning, evaluation, developing and designing services and activities to better serve students and teachers within the district. **This is 6% below the annual target, and a possible reason is because of new staff hires at the Federal Programs Division (FPD), as well as new Consolidated Grant project personnel.** The newly hired technical personnel are still trying to understand the grants process, and were understandably modest in the ratings they gave on the survey.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. 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.
2. FPD continues to provide feedback, based on data, related to potential changes in project implementation;
3. 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

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- 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 Authorizations and Requests
 - e. Budget modifications to move funding to support the implementation of project activities
 - f. All other requests
4. The FPD has held technical assistance workshops for including:
 1. FFY 2023 Consolidated Grant Application Stakeholder Input and Consultative Workshop on January 25-26, 2023.
 2. FFY 2023 Consolidated Grant Application Grant Award Notification Accountability & Implementation Workshop on October 3-4, 2023.
 5. The FPD attended the following professional development activities:
 - a. 2023 US-Ed Insular Area & Palau Technical Assistance Meeting March 14-17, 2023 in Washington, D.C.
 - b. Brustein & Manasevit Fall Forum November 29 - December 01, 2023 in New Orleans, LA.

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 FPD experienced challenges associated with Typhoon Mawar, a destructive category 4 typhoon that destroyed Guam on May 24, 2023. The agency was without internet services, power and water for over a month. Even after power was restored, frequent power outages prevented the agency from operating at normal capacity. Although the agency may have had an emergency generator, the island was also experiencing a shortage of fuel at gas stations due to damages sustained at the fuel piers and gas stations. Due to the challenges caused by the typhoon, several delays in the implementation of activities were experienced.
2. Internet issues delayed the procurement process. The Munis system was unavailable, making it difficult for the procurement of materials needed for the projects.
3. Impact on the transition from Third Party Fiduciary Agent (TPFA) TYLER MUNIS to GDOE TYLER MUNIS on Procurement Activities: Vendor pools for supplies, materials, equipment and services continued to be diminished causing a lack of, or minimal responses, to Small Purchases, Request for Proposals (RFP) and Indefinite Quantity Bids (IQB). This was further exacerbated with the global supply and demand coupled with delivery to Guam, a remote location in the Western Pacific. Additional challenges include the following:
 - Coupled with the current transition to the local GDOE TYLER MUNIS caused numerous delays of the requisition entries and the year-end close out with not being able to access the GDOE MUNIS until later this month for key project activities.
 - 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) to six (6) months, in many situations, we have experienced extended delays with shipments; and
 - Although the GDOE experienced countless delays and challenges, the GDOE made every effort to accelerate the implementation of activities. GDOE continued to carry out the following to ensure activities move forward:

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- Collaboration between the Procurement Office, Project Managers, Leads and key personnel holding meetings to discuss efforts towards liquidating timely for expired funds and towards preparing for new procurements.
- Continuous communication with stakeholders, educational institution representatives from the GDOE public, eligible participating private-nonpublic and charter schools.
- Communicating with vendors to ensure services, activities and deliveries are accomplished/received in a timely manner.

Key Grant | Project Personnel and GDOE Local Personnel: As previously reported, GDOE continuous to experience turnover of key personnel, both grant/project and local employees throughout the Fiscal Year. Countless central office personnel have opted to either retire, relocate and/or assume other employment to minimize work stress, ensure personal, family time is intact, and to minimize their health and safety risks.

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.**