

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



FY2008-2009 Annual Report

To the United States Department of Education
Management Improvement Team

DEPARTMENT OF EDUCATION
P.O. Box DE
Hagatna, Guam 96932
<http://www.gdoe.net>

December 2009



DEPARTMENT OF EDUCATION OFFICE OF THE SUPERINTENDENT

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Nerissa Bretania Underwood, Ph.D.
Superintendent of Education

December 30, 2009

MS. BARBARA HUMES
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW., Room 3E125
Washington D.C. 20202-6400

Dear Ms. Humes:

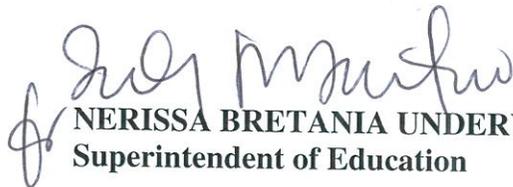
Buenas yan Hafa Adai! The Guam Department of Education (GDOE) is pleased to submit, for your perusal and disposition, the Consolidated Grant Title V, Part A: Innovative Programs, Fiscal Year 2008-2009 Annual Report.

This letter shall certify to the best of my knowledge that the Reports contained herein are accurate and that all expenditures are made in accordance with the Federal statutory requirements of the respective education grant programs.

Should you require additional information or clarification regarding the Fiscal Year 2008-2009 Annual Report, please feel free to contact Mr. Ike C. Santos, Federal Programs Administrator, at (671) 300-1267, or via e-mail at icsantos@gdoe.net; or me at (671) 300-1547, or via e-mail at nbunderwood@gdoe.net.

Thank you for your continued partnership, guidance, and support in our efforts in administering Federal grant education programs to Guam's school children.

Sincerely yours,


NERISSA BRETANIA UNDERWOOD, Ph.D
Superintendent of Education

Enclosure: FY '08-'09 Annual Report

cc: Governor of Guam
Speaker, 30th Guam Legislature
Chairman, Guam Education Policy Board
Public Auditor, Office of the Public Accountability

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



Consolidated Grant
Title V, Part A: Innovative Programs
Annual Report
(For period of October 2008 to September 30, 2009)

December 2009

Department of Education Federal Programs Division

Consolidated Grant
Title V, Part A: Innovative Programs
FY 2008-2009 Annual Report



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FEDERAL PROGRAMS DIVISION



Consolidated Grant Title V- Part A: Innovative Programs Annual Report

I. PROGRESS REPORT BY PROGRAM

PROGRAM #1 Local Education Reform Plan To Improve Reading, Math, and Language Arts (District Action Plan)

- Standard and Assessment
- Standard and Assessment (K-12 Content Standard and Performance Indicators)
- Reading and Math Reform (Described in Program #2)
- Teacher Quality (Described in Program #3)
- Secondary School Reform (SSR)

December 2009

Program #1 STANDARDS AND ASSESSMENT

Analysis of Statewide Assessment (SAT10) Data - Standards and Assessment I

I. Accomplishments

In April 2009, 26,620 out of the 28,272 students in grades First through Twelve participated in the annual Guam Department of Education (GDOE) SAT10 Assessment. The participation rate was 94% of our overall student population!

Below is the district-wide participation rate per grade level:

Grade	District-wide Enrollment	Number of Students Tested	Participation Rate (%)
Grade 1	2171	2129	98%
Grade 2	2326	2267	97%
Grade 3	2368	2325	98%
Grade 4	522	2466	98%
Grade 5	2407	2374	99%
Grade6	2385	2277	95%
Grade 7	2160	2126	98%
Grade 8	2300	2281	99%
Grade 9	3120	3037	97%
Grade 10	2562	2109	82%
Grade 11	2119	1770	83%
Grade 12	1832	1459	80%

The assessment period lasted two weeks. All 40 public schools then submitted their SAT 10 Testing Booklets and answer sheets to the Research Planning and Evaluation Office, where they were packaged and shipped out for scoring in June 2009. These test materials were scored by Pearson, Inc.

The Guam Department of Education received the SAT 10 test results in August 2009 and disseminated individual student reports to schools. Although RP&E intended to provide training for school principals and teacher cadres in August 2009, this was not done until September 2009. This delay was due to several factors:

The SAT10 test results were incomplete. Although we received individual student results, GDOE did not receive group reports. After several conference calls with Pearson, we learned that GDOE had purchased an online SAT10 database, that they were not able

to access it since the new Student Information System was not up and running. The Superintendent of Education eventually had to make arrangements with Pearson to provide GDOE with temporary access to retrieve the SAT10 District Results requested by school Principals and needed to prepare the Annual State of Education Report.

The Superintendent of Education conducted training with School Principals in September 2009. The Annual State of Education Report was also completed in late September and published in the Guam Department of Education Website on October 1 2009.

II. Carryover Funds

The SY08-09 expenditure report for the Analysis of Statewide Assessment (SAT10) Data - Standards and Assessment I was provided by DOE Business Office showing expenditures and encumbrances as of September 30, 2009. (*Refer to Section III. Financial Expenditures Report*)

Revision of K-12 Content Standards & Performance Indicators and Development of Standards Based Assessment - Standards and Assessment II

I. Accomplishments

Soon after the approval of the Contract by the Governor on January 13, 2009; work on the project commenced. The Guam Department of Education (GDOE) Procurement Office issued Purchase Order #200910014 on January 26, 2009 for this contractual service.

The first meeting with the consultants, Pacific Resources for Education and Learning (PREL) representatives and GDOE Curriculum & Instruction personnel was held on February 26 to discuss the scope of work involved, the timelines and personnel involved with project. A memorandum was issued to all school administrators on February 25 calling for teacher leaders from all schools to participate in the review and revision of the Content Standards & Performance Indicators. By March 31, 2009 there were 49 content specific teachers identified to participate in the project and 57 teachers on a wait list.

An informational meeting was held on April 21, 2009 at Ordot Chalan Pago Elementary School cafeteria for teachers who expressed interest in participating in the Standards Revision Project. Teachers were given an overview of the project, GDOE expectations from participants and scope of work of the project. Forty six (46) teachers were present at the meeting.

A schedule of meetings and work sessions was developed and work with teacher representatives from all the content areas was initiated with the dissemination of the Content Standards Comparison Report developed by the consultant, PREL. The report compared the current GDOE Content Standards and Performance Indicators to the respective content area National Standards and to other States' exemplary standards. These initial meetings for each of the content areas were held April 23 – May 6, 2009. The work on revising the Standards was held the week of May 9 – 15, 2009 for the content areas in Language Arts, Social Studies, World Languages, Health, Technology

and Physical Education. During the week of May 16 – 23, 2009, the teacher representatives for the content areas of Math, Science and Fine Arts worked on their respective content to determine where changes to the standards were going to be made.

Teachers worked with their respective consultant to review the comparison report and to make necessary revisions to the GDOE Content Standards and Performance Indicators. Teachers were also given the option to receive 2 graduate credits from the University of Guam for the work conducted during this time. This cadre of teachers who worked on the core content areas (Math, Science, Language Arts/Reading, and Social Studies) presented an overview of the Standards Revision project at the Content Area Specialized Teacher (CAST) Summer Institute held June 4 – 10, 2009. They explained the review process and the steps taken for making revisions on the Standards.

The draft Revised Standards were posted on the GDOE and PREL websites for stakeholder input during the period running July 27 – August 28, 2009. Hard copies of the documents were also available for review at the Curriculum and Instruction Office and PREL Guam Service. Survey results of the stakeholder input were compiled by PREL and used as they worked with the Standards cadre to make the final revisions on the Content Standards and Performance Indicators.

A presentation to the Guam Education Policy Board (GEPB) Curriculum Subcommittee, school principals and other stakeholders on the Standards Revision process and status reports on each of the subject area standards was conducted by PREL staff and Curriculum & Instruction Division staff on September 17, 2009. Board members were given an overview of the revision process that included a comparison of the existing Content Standards and Performance Indicators to the National Standards and other States' exemplary Standards.

A teleconference with PREL staff, Dr. Eva San Nicolas the GDOE Deputy Superintendent of Curriculum & Instructional Improvement and the C&I staff was held on September 22, to discuss the plan-of-action for the proposed week long workshop for Cadre members on final draft and upcoming workshops for teachers in the district. The training will include an overview of the feedback received on the draft standards, the presentation of the final draft and the plan for future training on implementing the Standards.

More feedback from World Language teachers was obtained as the initial stakeholder input received during the online and in-office review period, July 27 – August 28, was inadequate. Curriculum & Instruction Division personnel made personal visits to the schools and held a general meeting with school representatives of the World Language classes to solicit more input. All schools provided input from their teachers and the results were submitted to PREL for analysis and the recommendations were incorporated into the final revision of the Standards.

A no-cost extension request to USDOE was made to allow for the remaining activities of the Standards Revision project to be completed. Because it was very critical that input was received from stakeholders on the draft revised standards the review period was extended to allow more time for people to review the draft documents and provide

feedback. PREL has compiled the feedback from the stakeholders and has used them in their final revision of the Standards. After the Standards are completed and the Guam Education Policy Board approves and adopts them, awareness training and other related professional development will take place to help teachers implement them in their classrooms. The contract with PREL was renewed to allow for the continuation of these activities.

PREL reported to Dr. Eva San Nicolas that the Health, Physical Education and Math Content Standards and Performance Indicators have gone through their quality assurance process and are in final draft form. Language Arts/Reading and Fine Arts Content Standards are currently going through the quality assurance process. Social Studies, Science and Technology Content Standards are in its final stages of revision and will be going through quality assurance.

The Standards Revision project is expected to be completed by the end of February 2010.

II. Carryover Funds

The SY08-09 expenditure report for the Revision of K-12 Content Standards & Performance Indicators and Development of Standards Based Assessment - Standards and Assessment II was provided by DOE Business Office showing expenditures and encumbrances as of September 30, 2009. (*Refer to Section III. Financial Expenditures Report*)

Program #1 Standards and Assessment

Analysis of Statewide Assessment (SAT10) Data - Standards and Assessment I

Special Conditions Compliance Report: Year-End Report (October 1, 2008 – September 30, 2009)

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>1. Given SAT 10 answer documents that were completed by Private and Public School students in SY2008-09, Harcourt Assessment will complete scoring of all documents no later than July 30, 2009.</p>	<p>1. Secure local and federal funding for scoring services Request for Purchase Order. (RPO). 2. Send copy of Purchase Order to Harcourt Assessment and coordinate shipment of SAT10 document with Harcourt. 3. Ship via air freight SAT 10 answer documents to Harcourt Assessment utilizing company identified vendor</p>	<p>Funds were identified for scoring in June. SAT10 answer sheets were shipped out for scoring (Attachment A) in June.</p>
<p>2. Using the SAT 10 Student and Group Reports for SY2008-09, principals and cadre of teachers from each school will be provided training on how to read the SAT 10 reports and use the data to develop instructional plans.</p>	<p>1. Secure training site for principals and teacher cadres. 2. Process RPO for materials, supplies and training site. 3. Conduct training on how to read SAT 10 student and group reports.</p>	<p>SAT 10 results were distributed to schools in August 2009 (See attachment B: Sign out sheets for schools who picked up test results) Attachment C: SAT 10 group reports) Training materials were provided by the C&I Office Training was conducted with school principals in September 2009(Attachment D: Meeting Agenda)</p>
<p>3. Using 2008-09 SAT10 data, school progress reports and Annual State of Public Education Report will be completed.</p>	<p>1. Formulate the cadre of data analysis and reporters for GPSS. 2.Complete SY 08-09 School Progress Reports and Annual State of Public Education Report</p>	<p>A cadre or GDOE personnel convened and submitted all data to complete the SY2008-09 School Progress Reports. (Attachment E: Report Cards) The Annual State of Public Education Report is in its final draft stage.</p>

Program #1 Standards and Assessment

Development of Revised K-12 Content Standards & Performance Indicators and Standards Based Assessment - Standards and Assessment II

Special Conditions Compliance Report: Year-End Report (October 1, 2008 – September 30, 2009)

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>A. K-12 Content Standards and Performance Indicators will be reviewed and revised for clarity and specificity, comprehensiveness and overall coherence.</p>	<p>A1. The services to conduct the Standards revision are contracted to a professional consultant.</p> <p>A2. Teacher representatives are identified to work with consultant to conduct the standards revision.</p> <p>A3. Meetings and sessions are held (through a graduate course) with the Consultant to conduct the review and to get input from GDOE stakeholders.</p> <p>A4. Final draft is presented to the Superintendent, GEPB and other GDOE personnel and then approved by the GEPB.</p>	<p>A1. Following the approval of the Contract by the Governor on January 13, 2009, work on the project commenced.</p> <p>A2. Informational meeting was held on April 21, 2009 at Ordot Chalan Pago Elementary School cafeteria for teachers who expressed interest in participating in the Standards Revision Project. Teachers were given an overview of the project, GDOE expectations from participants and scope of work of the project. Forty six (46) teachers were present at the meeting. (see attachment)</p> <p>A3.A schedule of meetings and work sessions with teacher representatives from all the content areas was developed and work was initiated with the dissemination of the Content Standards Comparison Report developed by the consultant, Pacific Resources for Education and Learning (PREL).</p> <ul style="list-style-type: none"> • These initial meetings for each of the content areas were held April 23 – May 6, 2009. (see attachment) • The work on revising the Standards was held the week of May 9 – 15, 2009 for the content areas in Language Arts, Social Studies, World Languages, Health, Technology and Physical Education. During the week of May 16 – 23, 2009, the work on the standards revision for the content areas of Math, Science and Fine Arts was conducted. (see attachment) • Teachers worked with their respective consultant to review the comparison report and to make necessary revisions to the GDOE Content Standards and Performance Indicators. Teachers were given the option to receive 2 graduate credits from the University of Guam for the work conducted during this time. (see attachment) • Participating teachers gave an overview of the review and revision process involved in the Standards Revision project to teachers who attended the Content Area Specialized Teacher (CAST) Summer Institute held June 4 – 10, 2009. <ul style="list-style-type: none"> • The draft Revised Standards were posted on the GDOE and PREL websites for stakeholder input during the period running July 27 – August 28. Hard copies of the documents were also available at the

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>B. A district Standards-based Assessment will be developed.</p>	<p>A5. Awareness presentations on revised Standards are made to school teams, district office personnel and community members.</p> <p>A6. Hard copies of the Standards are made for every school, the Standards are posted on the GDOE website and CD copies of the Standards are provided to each school and key GDOE personnel</p> <p>B1. The services to conduct the development of a Standards-based assessment are contracted to a professional consultant.</p>	<p>Curriculum & Instruction Office and PREL Guam Service Center for review. Survey results of the stakeholder input were compiled by PREL and used as they worked with the Standards cadre on the second revision.</p> <ul style="list-style-type: none"> • Presentation to the GEPB Curriculum Subcommittee, school principals and other stakeholders on the Standards Revision process and status reports on each of the subject area standards was conducted by PREL staff and Curriculum & Instruction Division staff on Sept. 17, 2009. • A teleconference with PREL staff and GDOE Deputy Superintendent, Curriculum & Instructional Improvement and C&I staff was held on Sept. 22, to discuss plan of action for week-long workshop for Cadre members on final draft and upcoming workshops for teachers in the district. • More feedback from World Language teachers is being solicited as stakeholder input was very minimal. School principals have identified World Language teachers who will participate in the review of the World Language Standards. • A no-cost extension for the Standards Revision Project was made and approved by Federal Programs Administrator and Superintendent of Education. A first year renewal to the existing contract was requested and is pending approval from USDOE. <p>A5. Awareness presentations will be scheduled after Revised Content Standards and Performance Indicators are approved by the Guam Education Policy Board</p> <p>A6. Hard copies of the newly adopted Content Standards and Performance Indicators will be made for every school and the Standards will be posted on the GDOE website. As well, the Standards will be available in CD to schools and GDOE key personnel such as the Superintendent, GEPB members, and Division Heads.</p> <p>B1.</p> <ul style="list-style-type: none"> • The Contract to provide these services was signed by the Governor on January 13, 2009. GDOE Procurement Office issued Purchase Order #200910013 for this service.

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
	<p>B2. Final draft is presented to the Superintendent, GEPB and other GDOE Personnel and then approved by the GEPB.</p> <p>B3. Awareness presentations on newly developed Standards Based Assessment are made to school teams, district office personnel and community members.</p> <p>B4. Hard copies of the Standards Based Assessment are made and students are tested.</p>	<ul style="list-style-type: none"> • Work has begun on the revision of the Content Standards and Performance Indicators. Following the completion of the revised Standards work will commence on the Standards-Based Assessment. • A meeting with PREL lead facilitator, Dr. Don Burger, was held on July 17 with C&I staff, to discuss the scope of services of the Standards Based Assessment project and its alignment to the NCLB requirements. It was agreed that the scope of services would be modified to create tests for grades 3-8 and 10 for Language Arts and Math and one grade from the elementary grade cluster, middle school grade cluster and high school grade cluster in science to meet the requirements of NCLB. In addition, a test in the 1st grade will be developed for GDOE to use as baseline data. A no-cost extension for the Standards Based Assessment Project was made and approved by Federal Programs Administrator and Superintendent of Education. A first year renewal and modification to the existing contract was requested and is pending approval from USDOE. <p>B2. Following the completion of the draft Standards-Based Assessment, the Assessment will be presented to the Guam Education Policy Board (GEPB) for adoption. This is scheduled to be completed in Spring 2010.</p> <p>B3. Awareness presentation on the newly developed Standards Based Assessment will be made to school teams, district office personnel and other stakeholders will be conducted following the adoption of the Assessment.</p> <p>B4. Hard copies of the Standards-Based Assessments will be made and administered to students by Fall 2010.</p>

Program #1: STANDARD BASED EDUCATION

K-12 Content Standards & Performance Indicators and Development of Standards Based Assessment

I. Accomplishments

Soon after the approval of the Contract by the Governor on January 13, 2009, work on the project commenced. Guam Department of Education (GDOE) Procurement Office issued Purchase Order #200910014 on January 26, 2009 for this contractual service.

The first meeting with the consultants, Pacific Resources for Education and Learning (PREL) representatives and GDOE Curriculum & Instruction personnel was held on February 26 to discuss the scope of work involved, the timelines and personnel involved with project. A memorandum was issued to all school administrators on February 25 calling for teacher leaders from all schools to participate in the review and revision of the Content Standards & Performance Indicators. By March 31, 2009 there were 49 content specific teachers identified to participate in the project and 57 teachers on a wait list.

An informational meeting was held on April 21, 2009 at Ordot Chalan Pago Elementary School cafeteria for teachers who expressed interest in participating in the Standards Revision Project. Teachers were given an overview of the project, GDOE expectations from participants and scope of work of the project. Forty six (46) teachers were present at the meeting.

A schedule of meetings and work sessions was developed and work with teacher representatives from all the content areas was initiated with the dissemination of the Content Standards Comparison Report developed by the consultant, PREL. The report compared the current GDOE Content Standards and Performance Indicators to the respective content area National Standards and to other States' exemplary standards. These initial meetings for each of the content areas were held April 23 – May 6, 2009. The work on revising the Standards was held the week of May 9 – 15, 2009 for the content areas in Language Arts, Social Studies, World Languages, Health, Technology and Physical Education. During the week of May 16 – 23, 2009, the teacher representatives for the content areas of Math, Science and Fine Arts worked on their respective content to determine where changes to the standards were going to be made.

Teachers worked with their respective consultant to review the comparison report and to make necessary revisions to the GDOE Content Standards and Performance Indicators. Teachers were also given the option to receive 2 graduate credits from the University of Guam for the work conducted during this time. This cadre of teachers who worked on the core content areas (Math, Science, Language Arts/Reading, and Social Studies) presented an overview of the Standards Revision project at the Content Area Specialized Teacher (CAST) Summer Institute held June 4 – 10, 2009. They explained the review process and the steps taken for making revisions on the Standards.

The draft Revised Standards were posted on the GDOE and PREL websites for stakeholder input during the period running July 27 – August 28, 2009. Hard copies of the documents were also available for review at the Curriculum and Instruction Office and PREL Guam Service. Survey results of the stakeholder input were compiled by PREL and used as they worked with the Standards cadre to make the final revisions on the Content Standards and Performance Indicators.

A presentation to the Guam Education Policy Board (GEPB) Curriculum Subcommittee, school principals and other stakeholders on the Standards Revision process and status reports on each of the subject area standards was conducted by PREL staff and Curriculum & Instruction Division staff on September 17, 2009. Board members were given an overview of the revision process that included a comparison of the existing Content Standards and Performance Indicators to the National Standards and other States' exemplary Standards.

A teleconference with PREL staff and Dr. Eva San Nicolas, GDOE Deputy Superintendent of Curriculum & Instructional Improvement and C&I staff was held on September 22, to discuss the plan-of-action for the proposed week long workshop for Cadre members on final draft and upcoming workshops for teachers in the district. The training will include an overview of the feedback received on the draft standards, the presentation of the final draft and the plan for future training on implementing the Standards.

More feedback from World Language teachers was obtained as the initial stakeholder input received during the online and in-office review period, July 27 – August 28, was inadequate. Curriculum & Instruction Division personnel made personal visits to the schools and held a general meeting with school representatives of the World Language classes to solicit more input. All schools provided input from their teachers and the results were submitted to PREL for analysis and the recommendations were incorporated into the final revision of the Standards.

A no-cost extension request to USDOE was made to allow for the remaining activities of the Standards Revision project to be completed. Because it was very critical that input was received from stakeholders on the draft revised standards the review period was extended to allow more time for people to review the draft documents and provide feedback. PREL has compiled the feedback from the stakeholders and has used them in their final revision of the Standards. After the Standards are completed and the Guam Education Policy Board approves and adopts them, awareness training and other related professional development will take place to help teachers implement them in their classrooms. The contract with PREL was renewed to allow for the continuation of these activities.

PREL reported to Dr. Eva San Nicolas that the Health, Physical Education and Math Content Standards and Performance Indicators have gone through their quality assurance process and are in final draft form. Language Arts/Reading and Fine Arts Content Standards are currently going through the quality assurance process. Social Studies, Science and Technology Content Standards are in its final stages of revision and will be going through quality assurance.

The Standards Revision project is expected to be completed by the end of February 2010.

II. Carryover Funds

The SY 08-09 expenditure report for the K-12 Content Standards & Performance Indicators and Development of Standards Based Assessment was provided by GDOE Business showing expenditures and encumbrances as of September 30, 2009. (*Refer to Section III. Financial Expenditures Report*)

Program #1: Reading and Math Reforms

Development of Revised K-12 Content Standards & Performance Indicators and Standards Based Assessment

Special Conditions Compliance Report: Year-End Report (Oct. 1, 2008 – September 30, 2009)

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>A. K-12 Content Standards and Performance Indicators will be reviewed and revised for clarity and specificity, comprehensiveness and overall coherence.</p>	<p>A1. The services to conduct the Standards revision are contracted to a professional consultant.</p> <p>A2. Teacher representatives are identified to work with consultant to conduct the standards revision.</p> <p>A3. Meetings and sessions are held (through a graduate course) with the Consultant to conduct the review and to get input from GDOE stakeholders.</p> <p>A4. Final draft is presented to the Superintendent, GEPB and other GDOE personnel and then approved by the GEPB.</p>	<p>A1. Following the approval of the Contract by the Governor on January 13, 2009, work on the project commenced.</p> <p>A2. Informational meeting was held on April 21, 2009 at Ordot Chalan Pago Elementary School cafeteria for teachers who expressed interest in participating in the Standards Revision Project. Teachers were given an overview of the project, GDOE expectations from participants and scope of work of the project. Forty six (46) teachers were present at the meeting. (see attachment)</p> <p>A3. A schedule of meetings and work sessions with teacher representatives from all the content areas was developed and work was initiated with the dissemination of the Content Standards Comparison Report developed by the consultant, Pacific Resources for Education and Learning (PREL).</p> <ul style="list-style-type: none"> • These initial meetings for each of the content areas were held April 23 – May 6, 2009. (see attachment) • The work on revising the Standards was held the week of May 9 – 15, 2009 for the content areas in Language Arts, Social Studies, World Languages, Health, Technology and Physical Education. During the week of May 16 – 23, 2009, the work on the standards revision for the content areas of Math, Science and Fine Arts was conducted. (see attachment) • Teachers worked with their respective consultant to review the comparison report and to make necessary revisions to the GDOE Content Standards and Performance Indicators. Teachers were given the option to receive 2 graduate credits from the University of Guam for the work conducted during this time. (see attachment) • Participating teachers gave an overview of the review and revision process involved in the Standards Revision project to teachers who attended the Content Area Specialized Teacher (CAST) Summer Institute held June 4 – 10, 2009). • The draft Revised Standards were posted on the GDOE and PREL websites for stakeholder input during the period running July 27 – August 28. Hard copies of the documents were also available at the Curriculum & Instruction Office and PREL Guam Service Center for

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
	<p>A5. Awareness presentations on revised Standards are made to school teams, district office personnel and community members.</p> <p>A6. Hard copies of the Standards are made for every school, the Standards are posted on the GDOE website and CD copies of the Standards are provided to each school and key GDOE personnel</p> <p>B1. The services to conduct the development of a Standards-based assessment are contracted to a professional consultant.</p>	<p>review. Survey results of the stakeholder input were compiled by PREL and used as they worked with the Standards cadre on the second revision.</p> <ul style="list-style-type: none"> • Presentation to the GEPB Curriculum Subcommittee, school principals and other stakeholders on the Standards Revision process and status reports on each of the subject area standards was conducted by PREL staff and Curriculum & Instruction Division staff on Sept. 17, 2009. • A teleconference with PREL staff and GDOE Deputy Superintendent, Curriculum & Instructional Improvement and C&I staff was held on Sept. 22, to discuss plan of action for week-long workshop for Cadre members on final draft and upcoming workshops for teachers in the district. • More feedback from World Language teachers is being solicited as stakeholder input was very minimal. School principals have identified World Language teachers who will participate in the review of the World Language Standards. • A no-cost extension for the Standards Revision Project was made and approved by Federal Programs Administrator and Superintendent of Education. A first year renewal to the existing contract was requested and is pending approval from USDOE. <p>A5. Awareness presentations will be scheduled after Revised Content Standards and Performance Indicators are approved by the Guam Education Policy Board</p> <p>A6. Hard copies of the newly adopted Content Standards and Performance Indicators will be made for every school and the Standards will be posted on the GDOE website. As well, the Standards will be available in CD to schools and GDOE key personnel such as the Superintendent, GEPB members, and Division Heads.</p> <p>B1.</p> <ul style="list-style-type: none"> • The Contract to provide these services was signed by the Governor on January 13, 2009. GDOE Procurement Office issued Purchase Order #200910013 for this service.

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>B. A district Standards-based Assessment will be developed.</p>	<p>B2. Final draft is presented to the Superintendent, GEPB and other GDOE ersonnel and then approved by the GEPB.</p> <p>B3. Awareness presentations on newly developed Standards Based Assessment are made to school teams, district office personnel and community members.</p> <p>B4. Hard copies of the Standards Based Assessment are made and students are tested.</p>	<ul style="list-style-type: none"> • Work has begun on the revision of the Content Standards and Performance Indicators. Following the completion of the revised Standards work will commence on the Standards-based Assessment. • A meeting with PREL lead facilitator, Dr. Don Burger, was held on July 17 with C&I staff, to discuss the scope of services of the Standards Base Assessment project and its alignment to the NCLB requirements. It was agreed that the scope of services would be modified to create tests for grades 3-8 and 10 for Language Arts and Math and one grade from the elementary grade cluster, middle school grade cluster and high school grade cluster in science to meet the requirements of NCLB. In addition, a test in the 1st grade will be developed for GDOE to use as baseline data. A no-cost extension for the Standards Based Assessment Project was made and approved by Federal Programs Administrator and Superintendent of Education. A first year renewal and modification to the existing contract was requested and is pending approval from USDOE. <p>B2. Following the completion of the draft Standards-Based Assessment, the Assessment will be presented to the Guam Education Policy Board (GEPB) for adoption. This is scheduled to be completed in Spring 2010.</p> <p>B3. Awareness presentation on the newly developed Standards Based Assessment will be made to school teams, district office personnel and other stakeholders will be conducted following the adoption of the Assessment.</p> <p>B4. Hard copies of the Standards-Based Assessments will be made and administered to students by Fall 2010.</p>

Program #1 SECONDARY SCHOOL REFORM (SSR)

Johns Hopkins Talent Development

The Secondary School Reform Program is intended to help increase student achievement in all content areas and provide the means and opportunities to improve student behavior. The program provides intense professional development training programs to engage teachers in utilizing effective instruction methods, tutorial and enrichment programs. The schools identified for the Pilot Program are Oceanview Middle and Southern High School.

I. Accomplishments

The Curriculum and Instruction (C&I) Office has followed procedures on issuing RFP bid requests. Although a contract has not been awarded, the C&I Office continue to fulfill its role in preparing RFP's for this project.

With the Procurement Office under new management, we are hopeful that a bid will be awarded by the end of the year.

II. Strengths and Challenges

The implementation of a reform program for the middle and high schools was delayed as a result of improper procurement procedures utilized in the original request for proposal issued on April 26, 2008 and then on a subsequent RFP issued on June 9, 2009. Issues around the validity of the procurement process were raised and eventually the Department of Education Procurement Office was placed under the purview of the General Services Agency Chief Procurement Officer on August 2009. (See attachment)

After reviewing the two RFPs previously issued, GSA Chief Procurement Officer determined that both RFPs were void. A third RFP was issued on September 11, 2009, however the vendor's submission was deemed unacceptable due to low scoring by the Selection Committee. The recommendation was that GDOE re-issue another RFP. The department re-issued the RFP bid on November 23, 2009.

The Department of Education also went through many changes in management for the Deputy Superintendent Curriculum and Instructional Improvement position. In July 2008, Interim Deputy Superintendent Sylvia Calvo was assigned, then in December 2008 the Department hired Dr. Geri James for the position and then she vacated in May 29, 2009. Since then, Dr. Evangeline Q. San Nicolas was assigned as the Interim, and then hired in June 29, 2009 to carry on the position.

III. Carry over Funds

The SY 2008-2009 expenditure report for the Johns Hopkins Talent Development Middle and High School Program was provided by DOE Business Office showing expenditures and encumbrances as of September 30, 2009. (*Refer to Section III. Financial Expenditures report*)

Program #1 Secondary School Reform (SSR)

Johns Hopkins Talent Development

Special Conditions Compliance Report: Year-End Report (October 1, 2008 – September 30, 2009)

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>1. Issue a Request for Proposal (RFP) for consultative services (training and implementation assistance) to support the Secondary School Reform – Johns Hopkins Talent Development Middle and High School Programs for Oceanview Middle and Southern High School for school year 2008-2009.</p>	<p>A. Procure professional services for Johns Hopkins Talent Development Middle and High School.</p> <p>B. Monitor performance.</p> <p>C. Require reports.</p>	<p>1) The first RFP was issued was on April 26, 2008. The Procurement process started, however, there was a delay on JHTD Program obtaining a Guam Business License and the first RFP expired.</p> <p>2) A second RFP was issued on June 9, 2009. With inconsistent procurement practices, the GDOE Procurement Office was put under the purview of GovGuam General Services Agency and findings of the Procurement procedures of the 1st RFP was void and another RFP went out and re-started the process.</p> <p>3) A re-bid for a Request for Proposal due to procurement issues, was advertised in the Guam Pacific Daily News for “Consultant Services Specialized in Providing GDOE with Reading, Math and Language Arts Pilot Reform Program in a Middle and a High School” on September 11, 2009. No vendor was selected.</p> <p>4) A re-bid will commence in November, 2009.</p> <p>The Department of Education has been through many obstacles with the process to contract consultant services for providing GDOE with Reading, Math and Language Arts Pilot Reform Program in a Middle and a High School to start the program activities.</p>
<p>2. Procure curricular materials and other resources necessary to implement and administer JHTD.</p>	<p>A. Review recommended JHTD books and other teacher and student materials.</p> <p>B. Procure other materials and equipment needed by schools to carry out JHTD.</p>	<p>Project has not been awarded.</p>
<p>3. Plan and prepare for the implementation of JHTD Program to ensure appropriate placement and adequate instructional time for students to accelerate through reading, language arts, and math, increase graduation rates, reduce drop-out rates, and improve student attendance.</p>	<p>A. Training on program implementation, expectations, and steps to be provided to school faculty, personnel, and JHTD Coordinator in order to effectively plan and prepare for implementation.</p> <p>B. Develop identifying and placement procedures, student schedules, and mechanism for monitoring and tracking attendance and infractions.</p>	<p>Project has not been awarded.</p>
<p>4. Build cadre of trainers for the program levels and increase the skill level and program awareness of JHTD coordinators, teachers and school personnel.</p>	<p>A. Participation in two-day Planning Year Conference sessions.</p>	<p>Project has not been awarded.</p>

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>5. Develop JHTD project expectation plans, curricula, benchmarks, internal controls, as well as mechanisms for data collection, reporting, and student monitoring and tracking.</p> <p>6. Increase the skill and knowledge level to faculty to ensure effective program implementation as well as provide faculty with leadership, scheduling, and teaming training.</p> <p>7. Monitor implementation, provide support to school personnel and faculty as well as identify/enhance monitoring, tracking, data collection, and reporting system to ensure implementation.</p> <p>8. Increase School Administrators' skill in program knowledge, identification of problems through data review and observations and follow through with appropriate remedies.</p>	<p>B. Training on program implementation, expectations, and steps to be provided to school faculty, administrators, and personnel</p> <p>A. SHS and OMS faculty and administration to participate in a year-long planning phase with TDHS/TDMS facilitators.</p> <p>B. Monitor reports, procedures, and performance of school faculty and staff.</p> <p>A. Participation in training sessions.</p> <p>B. Provide training for trainers, teachers, coordinators and school personnel.</p> <p>C. Establish and implement plan to utilize skills to aid teachers within schools and throughout the district schools.</p> <p>A. Develop cadre of trainers to provide training and support to school personnel and faculty.</p> <p>B. Develop internal monitoring system to oversee and monitoring implementation and accountability.</p> <p>C. Provide schools with the necessary technology, training and other resources needed to collect, analyze and report assessment data.</p> <p>D. Set up schedule for regular collection and reporting of school data and district data.</p> <p>E. Develop process for rewarding compliance and sanctions for non-compliance of data reporting.</p> <p>A. Provide training for administrators regarding program implementation, knowledge and accountability practices.</p> <p>B. Establish provisions for rewards and sanctions for school data reports and attendance in training.</p>	<p>Project has not been awarded.</p>

FEDERAL PROGRAMS DIVISION



Consolidated Grant Title V- Part A: Innovative Programs Annual Report

I. PROGRESS REPORT BY PROGRAM

PROGRAM #2 - Reading and Math Reform Program Direct Instruction

December 2009

Program # 2 READING AND MATH REFORM PROGRAMS

Direct Instruction Program

The end of School Year 2008-2009 marked a significant transition point for the Direct Instruction (DI) program as it completed its sixth year with the Guam Department of Education (GDOE). At this point, as allowed by the GDOE District Action Plan adopted in 2008, all elementary schools were allowed to choose between three available reform programs to implement at their schools during SY 2009-10. Of the 27 public elementary schools, 11 schools chose to implement the DI program for SY 2009-2010 thereby dropping the number of schools served by 14 from the previous 25, and the total number of students served from 13,232 to 6,304. Furthermore, the 8 public middle schools will no longer be implementing the DI program in SY 2009-2010; the district is in the process of identifying alternative reform efforts to address the needs for the secondary schools. Consequently, 14 elementary schools and their students will have to transition into a new reform program and 8 middle schools, 6,852 students, will not be implementing any reform program for the school year.

In addition to the change in the number of schools served under the DI program is the change in leadership in the Reading First Center, which is now incidentally called the Student First Center. The former Reading First Administrator, who has lead the division and the DOE's reform efforts for the past six years, was assigned back to a school as a Principal and the management of the center was assigned to a School Program Consultant with the Division of Curriculum and Instruction. This change in leadership also came with a change in the responsibilities of the office, which was now to, not only oversee the successful implementation of the DI program, but all of the reform programs being implemented by the department. This School Program Consultant was hired at the start of SY 2009-2010 and has been the project director since then. Thus, much of the content of this report is a compilation of information from previous reports and written input from the current Student First staff as well as transition meetings with the previous administrator who has, offered much guidance and support during the transition period.

I. Accomplishments

Though the loss of a substantial number of schools participating in the program also resulted in the loss of a substantial amount of program resources, there were still numerous accomplishments for the program in terms of building local capacity. With 15 participants attending the Annual Direct Instruction (ADI) conference in July and the identification of a cadre of local trainers for the different levels of the program we now have a sufficient number of local trainers as well as qualified District Coordinators who will be able to meet our training needs. Our District Coordinators now work with 5 to 6 schools and have been working closely with the off-island and on-island consultants from the National Institute of Direct Instruction (NIFDI). During their collaborative visits to their respective schools, NIFDI consultants have been training local district coordinators and acting as their mentors to help them develop the skills so to gain the knowledge necessary to support the work of the teachers at their schools.

Throughout SY 2008-2009, teachers were supported at their schools by part-time peer coaches who review their student data on a weekly basis along with the school's Reading Coordinators to identify and offer solutions to problems that may arise. Though as noted, these numbers have dropped substantially with fewer schools, this process of weekly data review and analysis has continued during SY 2009-2010.

Other significant accomplishments include the ongoing refinement of the accountability and reporting structure which tracks, among other things, administrator and coordinator observations, student lesson progress and mastery of materials and training conducted by staff and attended by teachers. During the last fiscal quarter, a summer institute was attended by teachers to be trained in the program and a database is now kept to keep track of teacher training.

Because of much of what has happened with the implementation of the DI program over the last six years, regardless of the program schools chose for the upcoming school year, it was clear during the selection process that teachers' and other stakeholders' expectations for reform programs were raised. The DI program implemented, in a systematic fashion, a solid curriculum framework for schools that focused on meeting students' needs at their appropriate level, focusing on instructional quality, and monitoring student progress through the continuous use of student assessment data.

II. Strengths and Challenges

The program itself and its associated support structure have several strengths. First, has to do with the placement of students and the protocols that are in place to ensure that students are in a group appropriate to their skill level. This initial placement is determined through a program assessment when the student first begins the program. This placement is continually affirmed or is changed when needed through an ongoing assessment of his/her performance. This ongoing review of student assessment data is done daily by the teacher and weekly at the school level through the Principal's Data Analysis Committee meeting (PDAC)s. During these PDACs, administrators, Reading Coordinators and Peer Coaches come together to review student data to identify areas in need of attention and to determine appropriate interventions. When appropriate interventions are determined, specific individuals are then assigned to follow-up and report back on progress the following week.

Another program strength is the accountability and reporting structure which, as noted earlier, tracks student lesson progress and mastery of the materials as well as administrator and coordinator observations. These measures help program staff monitor the implementation of the program and the subsequent student achievement.

Associated with the accountability and reporting structure, come strong support mechanisms that are designed to help teachers and other staff improve the implementation of the program and meeting their students' needs. When needed, as identified through these periodic reviews of student data as well as through regular and

frequent observations of teachers, training is provided in specific areas such as lesson delivery, classroom management, intervention strategies and other components.

Consultative support and guidance by program consultants from NIFDI is another strong point that needs to be identified. In addition to the off-island implementation managers who visit their respective schools on a regular basis, the organization has assigned to Guam an on-island consultant that has supported the program since its establishment six years ago. This consultant has not only been the on-island expert for the DI program but has offered her expertise to the GDOE in the areas of Special Education, English as a Second Language, school leadership and organizational systems.

A final strength that will be noted here is the program's focus on local capacity building. Through continuous training by NIFDI and through regular attendance at off-island conferences, particularly the ADI conference held every summer, Guam has a strong cadre of local trainers and coordinators who are now becoming more and more able to take over the roles of the off-island implementation managers, consultants and trainers.

III. Areas for Improvement

Most certainly one of the challenges is the assignment of a new project director who replaces the previous administrator of the Reading First Center. Being new to the program as well as being new to the elementary school level, having been a previous secondary teacher and administrator, much time must be spent in getting him up to speed on all of the processes that are currently in place and have been developed over the past six years. Exacerbating, this was the new implementation of a second major reform program in which the Student First Center was now responsible for administering. The official and current implementation of this new reform program and the planned implementation of a third elementary reform program have put a strain on the staff of the center dividing both their time and attention. Though some would argue that this strain should not be significant because the number of schools overall has not changed, it is clear that each reform program and subsequently each set of schools has their own unique set of needs and demands multiplying the workload of the office by at least three.

Along with the added duties for the Student First Center that came with the implementation of two additional reform programs comes the loss of district resources for the DI program. Though it was noted that Guam now does have a strong number of trainers on island, many, though not all, of these trainers are now teaching in schools that no longer teach the program, making it difficult to tap on their expertise. As a result of these significant changes, the Student First Center must now identify methods to recruit and train new cadre members for the DI program in order to build the capacity it needs to sustain itself as well as to ensure that the program is being implemented effectively and efficiently so to improve student Reading, Language Arts, and Math skills of students in the elementary level. In addition to trained teachers, there were also a large number of Teaching Assistants who were trained in specific parts of the program to work with student groups directly. With the regular turn-over of TAs, it is now necessary for DI

schools to retrain new recruits rather than be able to tap on the experience of those already trained and have worked with the program.

Though not only a problem experienced by the DI program, a problem nonetheless experienced in the department is the lack of certified teachers. This, in addition to the redistricting of students has created many scheduling challenges for schools as classrooms are overcrowded and student placement is, at best, inaccurate. Several schools have noted that they have been working to improve the appropriateness of student placement to ensure that students are at the proper level. School site Coordinators are working closely with school administrators and teachers to ensure students are placed in groups appropriate to their respective Reading, Language Arts, and Math levels.

A third and one of the most important challenges that is being addressed in an ongoing manner is ensuring the alignment of all of the schools policies to ensure compliance with the Special Education Program and the English as a Second Language Program (ESL). As a curricular program that is implemented in a public school, it is our continued responsibility to ensure that all students' needs are being met and that the program complies with the various local and federal policies and requirements. Much stronger collaboration and communication between program implementers and leaders of the Special Education and ESL programs is needed.

In addition to strengthening the collection of student and program data, we need to take a look at establishing a regular system of data review and analysis at the district level, similar to what is done at the school level to determine district needs and appropriate interventions needed. This could be done during our regular monthly and quarterly coordinators and administrators meetings.

Another recommendation is for the Student First Center to do an in-depth review of the recent Direct Instruction external evaluation and the Curriculum and Management Audit and develop an action plan to address the recommendations from those two studies that are relevant to the reform programs.

Lastly, coordinators for the DI program as well as the other programs need to work collaboratively with the Division of Special Education and the ESL program to develop guidelines for schools to assist them with ensuring compliance with the programs and that all students' needs are being met.

IV. Carryover Funds

The SY08-09 expenditure report for Direct Instruction Program was provided by DOE Business Office showing expenditures and encumbrances as September 30, 2009. (*Refer to Section III. Financial Expenditures Report*)

Program #2: Reading and Math Reform Program

Direct Instruction

Special Conditions Compliance report: Year-End report (Oct. 1, 2008 – September 30, 2009)

OBJECTIVES	ACTIVITIES	EVALUATION OF OBJECTIVES
<p>1. Implement the DI program and provide adequate instructional time for students to accelerate through reading, language and math programs.</p> <p>2. Continue to build cadre of trainers for the program levels and increase the skill level and program awareness of DI coordinators, school level coaches, teachers and school personnel.</p>	<p>a) Schedule student groups by schools to ensure appropriate placement and allotted time for instruction.</p> <p>b) Provide support and training to schools in schedule preparation by district and program consultants.</p> <p>a) Attend the Association of DI Training for Trainers</p> <p>b) Provide training for trainers, teachers, coordinators, coaches and school personnel.</p>	<p>a) Initial scheduling of students for SY09-10 has been done and is ongoing as students are continually assessed and regrouped. Redistricting of students has taken place due to the opening of a new school in the northern part of the island.</p> <p>b) The Direct Instruction summer institute was completed on August 3rd- 7th, 2009. Assistance with implementation of program as well as necessary requirements were addressed. All teachers and assistants were highly recommended to attend.</p> <p>a) Fifteen participants attended the ADI Conference from July 19-24 in Eugene, Oregon. Four attended the Training of Trainers, all others attended advanced training. Due to the loss of schools that will continue to implement the Direct Instruction Program in SY09-10, we have lost about 50% of the cadre of trainers. For the national conference, RFC administrator and a District Coordinator presented the accountability structure that the district has created and implemented. This was shared with school administrators throughout the nation.</p> <p>b) The DI institute was held from August 3-7, 2009. Reading, Language and Math training sessions were presented. Teachers and assistants attended the week-long training. Teacher and Teacher Assistants who were not able to attend the summer training were provided with an opportunity to be trained during our in-service session held on September 14- 25, 2009.</p>

OBJECTIVES	ACTIVITIES	EVALUATION OF OBJECTIVES
<p>3. Continue to monitor the district-wide implementation and fine tune the current Pod System to effectively provide support to the schools at the local level.</p>	<p>c) Establish teacher database of training.</p> <p>d) Attend Reading First Conference or other training necessary to effectively carry out program goals and objectives, as well as seek technical assistance from grantee to keep abreast of latest scientifically-based programs and their effectiveness.</p> <p>a) Increase cadre of district and site coordinators to oversee and support an appropriate number of schools in the pod.</p> <p>b) Provide district coordinators with appropriate time for in-class mentoring and accountability.</p> <p>c) Provide additional training – summer institute and mentoring – to district coordinators on the specifics of performing their job.</p>	<p>c) Teacher database of training has been established and was updated after the pre-service and in-service trainings.</p> <p>d) Although there has not been a Reading First Conference, other training and workshops for the staff have taken place including monthly, in house, training with the Site Reading Coordinators, the Summer DI institute and the in-service training held on September 14-25, 2009, and the ASCD conference in May 2009. The RFC Administrator attended the ASCD conference and gained further insight of teaching practices as it pertains to increasing academic achievement for at-risk students and teacher quality and retention which was shared with all DI personnel.</p> <p>a) As a result of the redistricting, the student enrollment increased significantly at two schools, J.M. Guerrero and Ligan Elementary, thus a second School Site Coordinator is needed to ensure all students' progress is tracked and monitored closely so to identify interventions or to regroup as needed.</p> <p>b) There are two District Coordinators who are assigned to the implementation of the DI program. Each supports no more than 6 schools. The District Coordinators have been shadowing NIFDI Implementation Managers and criteria have been established in regards to in-class mentoring and accountability.</p> <p>c) Summer Institute for the DI program was provided from August 3-7, 2009. The District Coordinators have been shadowing the Implementation Managers during school site visits. Consultation with Implementation Managers and District Coordinators</p>

OBJECTIVES	ACTIVITIES	EVALUATION OF OBJECTIVES
<p>4. Establish a cadre of demonstration teachers throughout the district to provide support to colleagues.</p>	<p>a) Establish cadre of demonstration teachers at each school site.</p> <p>b) Establish and implement plan to utilize their skills to aid teachers within schools and throughout the district schools.</p> <p>c) Establish and implement reward/incentive system for teachers that are teaching the program with fidelity and accelerating students appropriately through the program.</p> <p>d) Provide schools with model teaching of demonstration teachers using teleconferencing capability from one school to another.</p>	<p>in problem-solving is an on-going basis.</p> <p>a) Each school has a listing of demonstration teachers. In the 11 schools that will continue implementation of the DI program, the demonstration teachers will continue to be monitored and use of their skills to improve the teaching in the classroom will take place.</p> <p>b) Teachers will be able to observe in a demonstration teacher's classroom at their school site. If there is a need for support for other teachers in another site, arrangements would be made by school principals and coordinators in the affected school sites to observe in a demonstration teacher's class.</p> <p>c) Reward system will be school-based for SY2009-10</p> <p>d) Teleconferencing among the DI schools has been done through the use of "Skype" on new updated computers for teachers in need. We expect to continue this process among the schools implementing Direct Instruction.</p>
<p>5. Increase School Administrators' skill in program knowledge, identification of problems through data review and observations and follow through with appropriate remedies.</p>	<p>a) Provide training for administrators regarding program implementation, knowledge and accountability practices.</p> <p>b) Ensure compliance of Weekly Status Report (WSR) requirements. Develop new Weekly Status Report that reflects specifics of program implementation. Example – Student independent work is marked.</p>	<p>a) Training was conducted with principals of schools that will be implementing DI next school year. Principals have been trained and are aware of the program implementation and accountability practices.</p> <p>b) Deputy Superintendent of Education Support and Community Learning is responsible for the Weekly Status Report (WSR).</p>

OBJECTIVES	ACTIVITIES	EVALUATION OF OBJECTIVES
	c) Establish provisions for rewards and sanctions for school data reports and attendance in training.	c) The new Deputy Superintendents for Curriculum and Instructional Improvement, and Educational Support and Community Learning are working collaboratively with the new School Program Consultant for Educational Reform on the development of a plan to address this matter.
6. Continue to implement and institute the decision making process at schools based on student and teacher data.	<p>a) Establish weekly principal data accountability conferences (PDAC) at every school to examine lesson progress charts, mastery test summaries, independent work summaries and observational data with principals, reading and district coordinators, and peer coaches participating fully.</p> <p>b) Provisions for identified challenges and accolades based on PDAC findings are established with follow up on recommendations.</p> <p>c) Complete a weekly data analysis report and follow up on actions to be taken.</p> <p>d) Provide training to administrators and coordinators on specifying problems and solutions.</p> <p>e) Provide school to school conferencing capability to access PDAC training models for schools in need.</p>	<p>a) Weekly PDACs are being held at each of the participating schools which will continue throughout the school year. Most schools have their coordinators, peer coaches, and teacher assistants on board. Data from each school site is sent to NIFDI for review. Weekly conference calls with NIFDI began in September to review data and receive additional support.</p> <p>b) Challenges and accolades based on the PDAC findings will continue with the DI schools throughout the school year.</p> <p>c) Accomplished weekly; collaborative sessions allow schools to appropriately address student educational concerns.</p> <p>d) Training of administrators and coordinators for peer coaching (PDAC processes) were done last fiscal quarter. District Coordinators will continue to assess school administrator and coordinators' needs and recommend training as needed.</p> <p>e) Some schools have internet capability in areas where the PDAC takes place. Some schools are still working on this process.</p>
7. Increase the retention rate of teacher assistance and provide appropriate training needed.	a) Review process and classification of teacher assistants to address low retention rate.	a) Teacher Assistants were hired prior to the start of school to ensure their participation in the pre-service institute. Most TA's had been identified by the

OBJECTIVES	ACTIVITIES	EVALUATION OF OBJECTIVES
	<p>b) Provide training and practice sessions for teacher assistance commensurate with program/s they teach.</p>	<p>schools based on their evaluation of these individuals. A master listing was provided to the Student First Center and forwarded to Personnel Division for processing. Principals requested for those who are able to effectively teach the required program in kindergarten and first grade. Most of the TAs on the master lists were hired for their respective schools.</p> <p>b) On-going training and practice sessions will continue throughout the year.</p>
<p>8. The GPSS will issue a Request for Proposal (RFP) for consultative services (training and implementation assistance) to support the DI program for school year 2008-2009.</p>	<p>a) Procure professional services for Direct Instruction.</p> <p>b) Monitor performance.</p> <p>c) Require reports.</p>	<p>a) A professional service for the Direct Instruction consultation was completed and the contract was signed by the governor on June 30, 2009. This is the first renewal from the 5-yr. contract in SY2008-2009.</p> <p>b) Performance by our consultant continues to be monitored on a quarterly basis.</p> <p>c) Reports by consultants are forwarded to the Student First Center after site visitations by each implementation manager. An exit review meeting is held with the SFC administrator and consultants to discuss identified problems and recommendations.</p>
<p>9. Procure curricula materials and other resources necessary to implement and administer DI.</p>	<p>a) Review recommended DI books and other teacher and student materials.</p>	<p>a) Requisition for DI workbooks and materials were completed as planned in March. This was turned into Federal Programs Office for compliance and further processing. The SFC was informed in May that the procurement of books would have to be sent out on bid due to the cost of the books exceeding the procurement price categories. DI materials arrived in mid-September and have been distributed to the schools.</p>

OBJECTIVES	ACTIVITIES	EVALUATION OF OBJECTIVES
	<p>b) Procure other materials and equipment needed by schools to carry out DI.</p>	<p>b) Schools were provided with consumable instructional materials to carry out their program at the school sites. Equipment was ordered centrally and monitored by the SFC.</p>
<p>10. Continue to improve data collection and reporting system for DI student assessments at school and district levels.</p>	<p>a) Provide schools with the necessary technology, training, and other resources needed to collect, analyze and report assessment data.</p> <p>b) Establish student data management system to collect and report district-wide reading performance; contract with research consultants, if necessary.</p> <p>c) Set up schedule for regular collection and reporting of school data and district data.</p> <p>d) Develop process for rewarding compliance and sanctions for non-compliance of data reporting.</p>	<p>a) Schools are armed with necessary technology and training to be able to collect, analyze and report student progress. Report for student progress (Benchmarks) is attached with this report. (Appendix A). Lesson Progress Reports (LRP) are also being reported in which the acceleration of students through the program and mastery of skills is monitored. (Appendix B).</p> <p>b) With the implementation of the new reform programs, the district is in need of a criterion-based assessment that can be used across the three programs. The request was sent to the Deputy Superintendent of Curriculum and Instructional Improvement and is currently being reviewed. This was also a recommendation provided in the external evaluation report from School Evaluation & Instructional Research Associates (SEIRA). The Student First Center will be following up on this recommendation.</p> <p>c) Schedule for regular collection and reporting of school and district data has been completed and provided for all for the last four years. (DI calendar) As the quarterly reports show, compliance by the schools is still an issue as the Student First Center (formerly the Reading First Center) continues to encounter challenges in schools submitting data in a timely manner.</p> <p>d) Process for rewarding and sanctioning reporting compliance is currently being finalized by the Deputy Superintendents. The data for program requirements,</p>

OBJECTIVES	ACTIVITIES	EVALUATION OF OBJECTIVES
		the weekly status reports, continue to identify the issue of non-compliance by the schools.

Direct Instruction District Elementary Benchmark Report



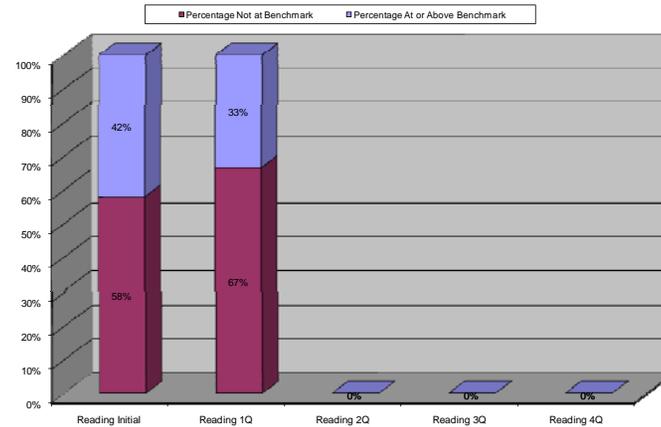
The following elementary schools are implementing Direct Instruction:

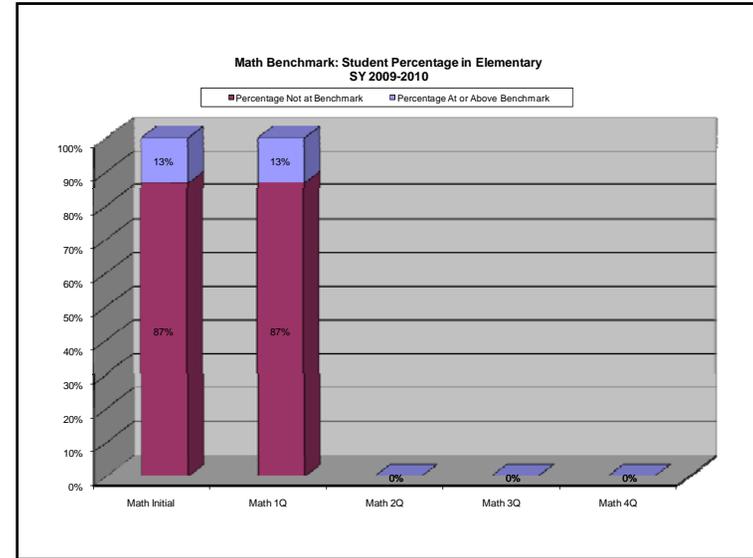
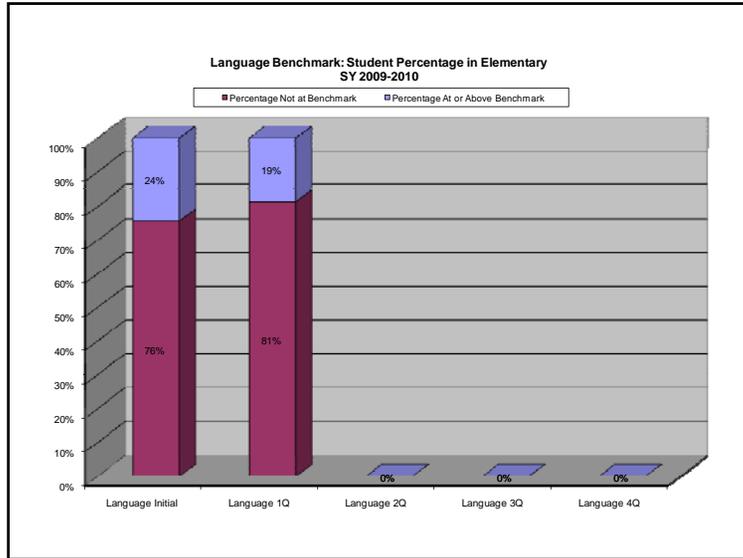
- Adacao
- Carbullido
- D. L. Perez
- Inarajan Elementary
- J. M. Guerrero
- J. Q. San Miguel
- L. B. Johnson
- Ligan
- M. U. Lujan
- Upi
- Wettengel

First Quarter Notes

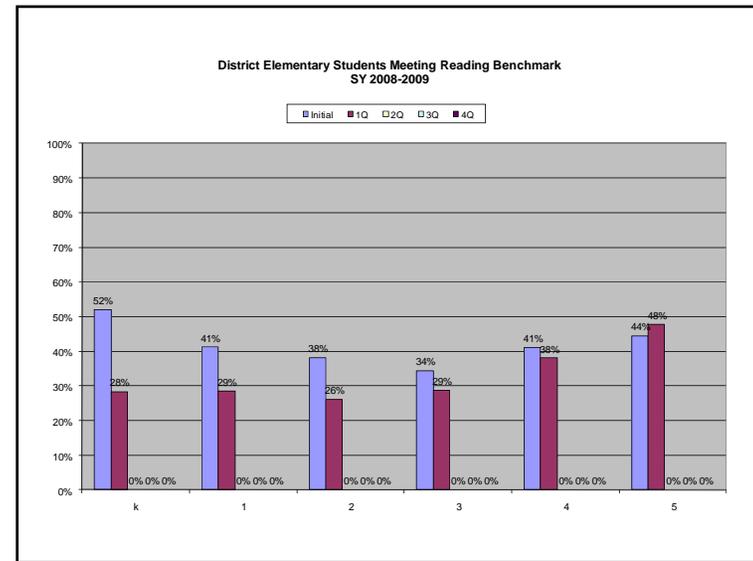
- The following schools did not submit data:
 - Initial Database
 - Adacao
 - Wettengel

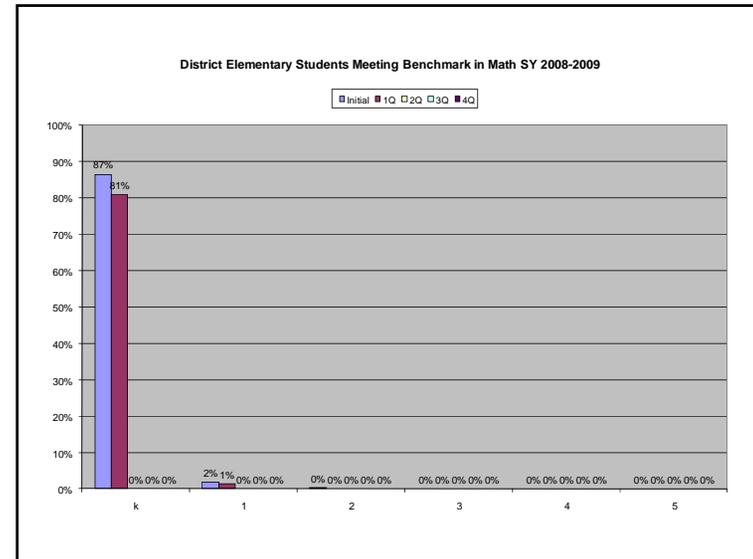
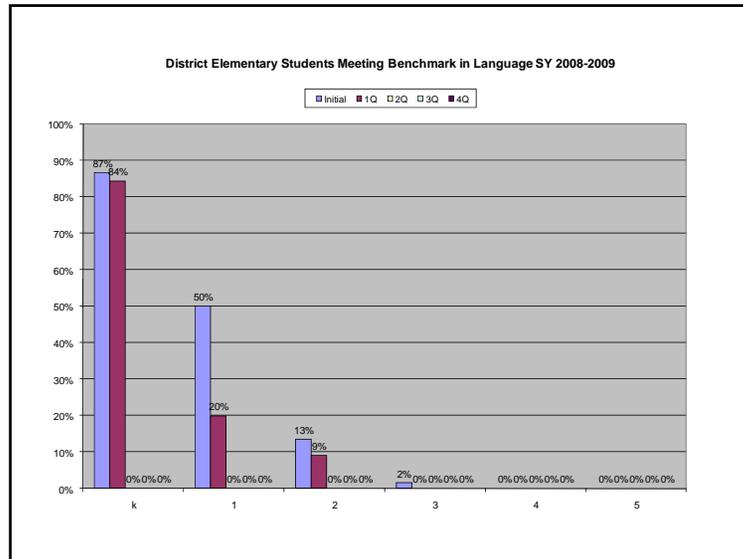
Reading Benchmarks: Student Percentage in Elementary
SY 2009-2010





Benchmark by Grade
(Applies Only to Elementary Schools)





1st Quarter Results

- **Elementary Schools**
 - **Reading**
 - Reading benchmark percentages fluctuate showing no clear trends.
 - **Language**
 - Benchmark percentages decreased in the lower grades by the end of the first quarter from the beginning of the year data. From third grade through fifth, there are no students at benchmark.
 - **Math**
 - Benchmark percentages decreased slightly in kindergarten by the end of the first quarter from the beginning of the year data. From first grade through fifth, there are little to no students at benchmark.

1st Quarter Analysis

- **Elementary Schools**
 - **Reading**
 - Reading benchmark percentages are slightly skewed due to the late implementation of the RM 1 Program in Kindergarten.
 - **Language**
 - This pattern of falling percentages has been the trend for the past few years. It is likely that the percentages will have a downward trend as the quarters progress. Changes in the implementation of the program in the lower programs need to be analyzed to prevent students from falling behind.
 - **Math**
 - Similar to the language programs, math programs benchmark percentages have a downward trend as the quarters progress although the drop comes sooner (in first grade.) Changes in the implementation of the program in the lower programs need to be analyzed to prevent students from falling behind.

1st Quarter Recommendations

- Elementary
 - Reading
 - Continue to implement the second reading block until students are safely projected to complete all levels of Reading Mastery.
 - Language
 - Increase the time spent on language.
 - Math
 - Increase the time spent on math.
 - Study the implementation of DISTAR.
 - Study the transition of students from DISTAR to the Connecting Math Series.

Guam Department of Education Lesson Progress Report SY 2009-2010

First Instructional Quarter Report
Submitted by the Student First Center
16 October 2009

The following elementary schools are implementing
Direct Instruction:

- Adacao
- Carbullido
- D. L. Perez
- Inarajan Elementary
- J. M. Guerrero
- J. Q. San Miguel
- L. B. Johnson
- Liguán
- M. U. Lujan
- Upi
- Wettengel

Report Notes

- All data is self-reported by schools.
- Each slide is made to include four quarters. Each quarters graph space will be filled in as the quarterly reports are turned in.
- The Teacher Average Lesson Gains chart and charts on Performance Levels use the Total percentage score of each teacher.
- Program lesson gain percentage: is the average lesson gain percentage of groups in a particular program. It is was created to identify which reading, language or math programs groups and teachers are having difficulty or success.

Report Notes

(Continued)

- Lesson Gain expectations for teachers are:
 - 100% or above as per the Direct Instruction program.
 - 95% or above as per the district.
- Mastery expectations for teachers are:
 - 100% as per the Direct Instruction program.
 - 90% as per the district.

Report Notes

- Total of percentages for teacher performance level percentages may not reach 100% due to rounding errors, teachers without total scores or not including teachers scores below zero or 150% or above.
- Teachers Total scores are made up of all the Direct Instruction programs they teach. However, teachers do not necessarily teach all three subjects (reading, language and math) and a teachers score may be an average of one, two or three subjects.
- Performance level guide is shown on the next slide.

Report Notes

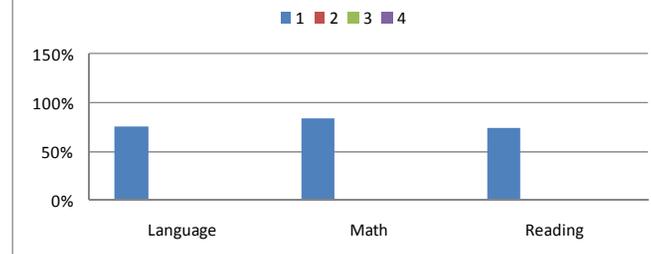
(Continued)

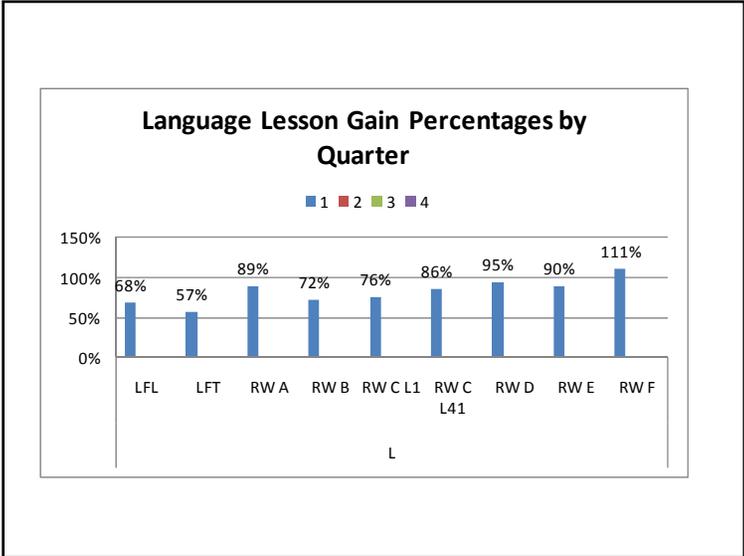
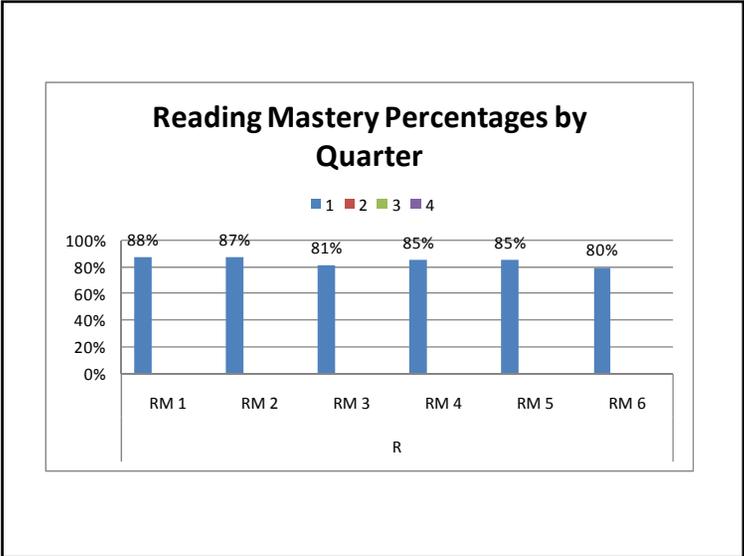
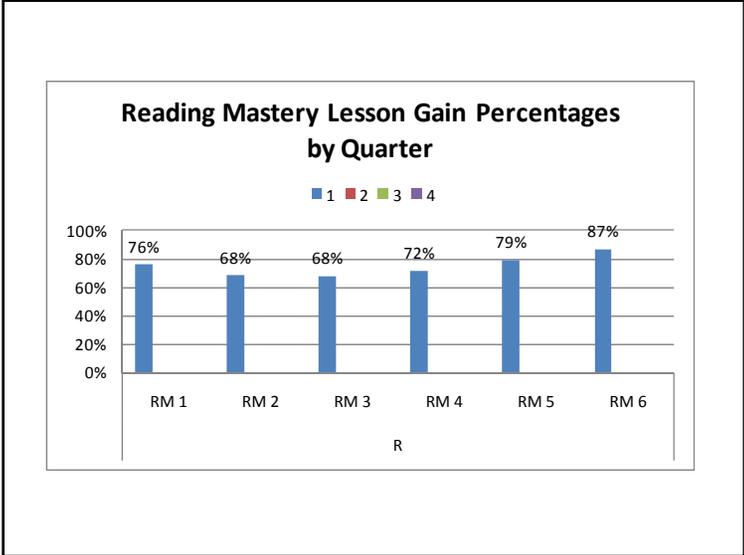
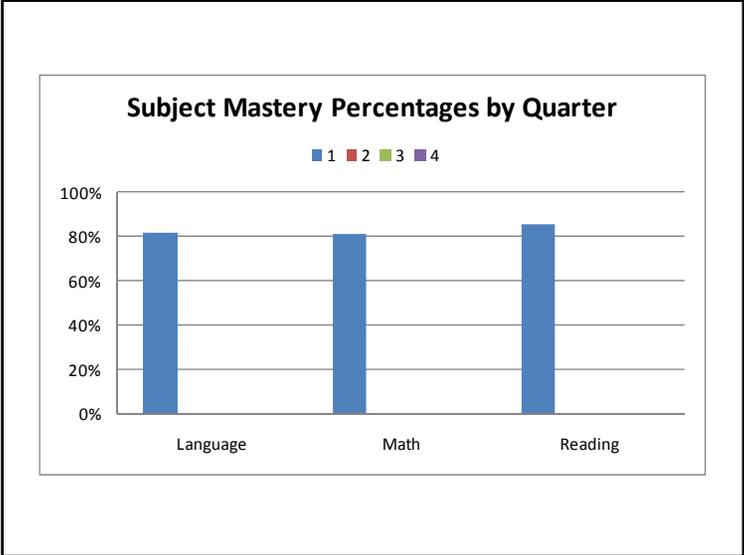
Performance Levels	Lesson Gain	Mastery
4 (Meets district expectations)	95% or above (Meets district expectations)	90 to 100% (Meets district expectations)
3	80 to 94%	80 to 89%
2	70 to 79%	70 to 79%
1	69% or Below	69% or Below

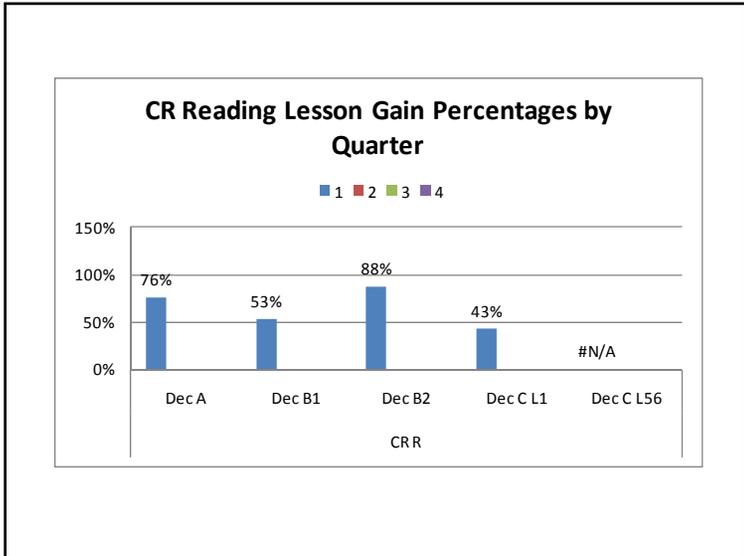
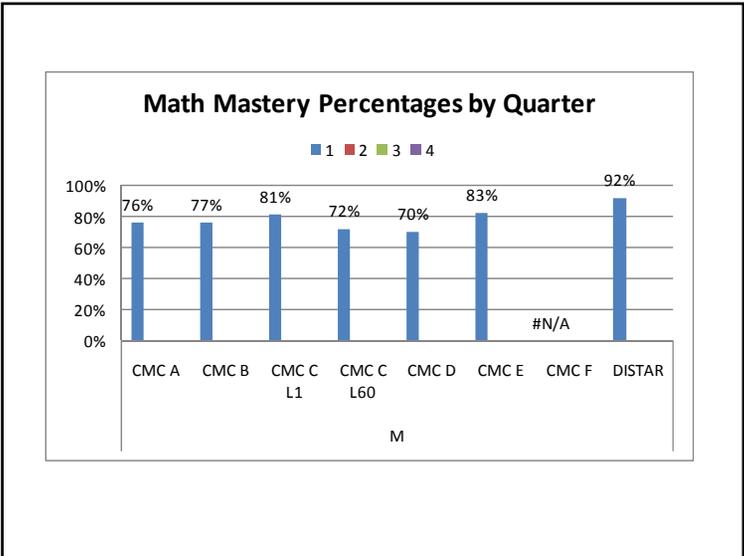
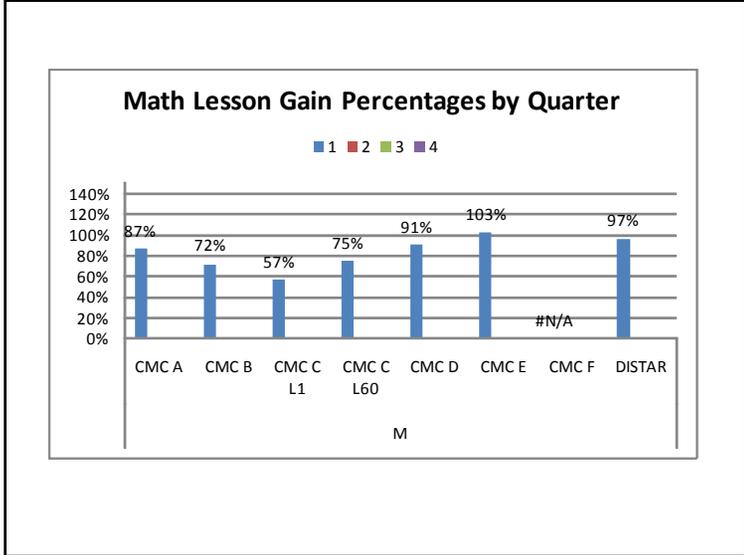
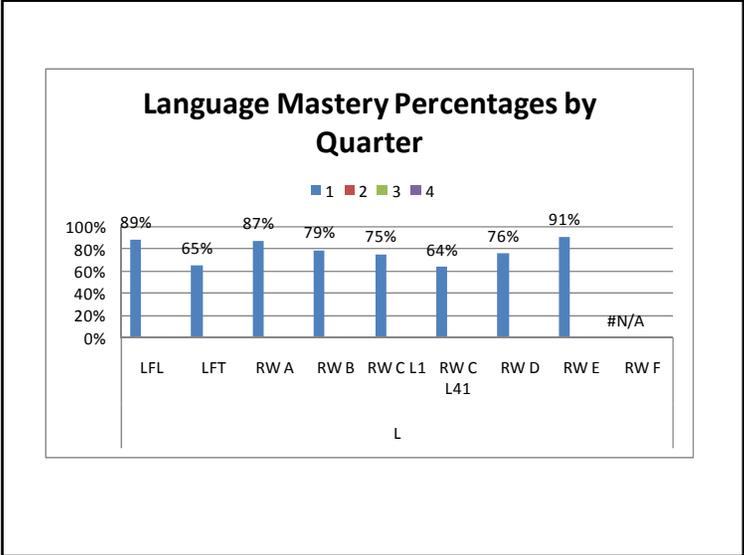
First Quarter Notes

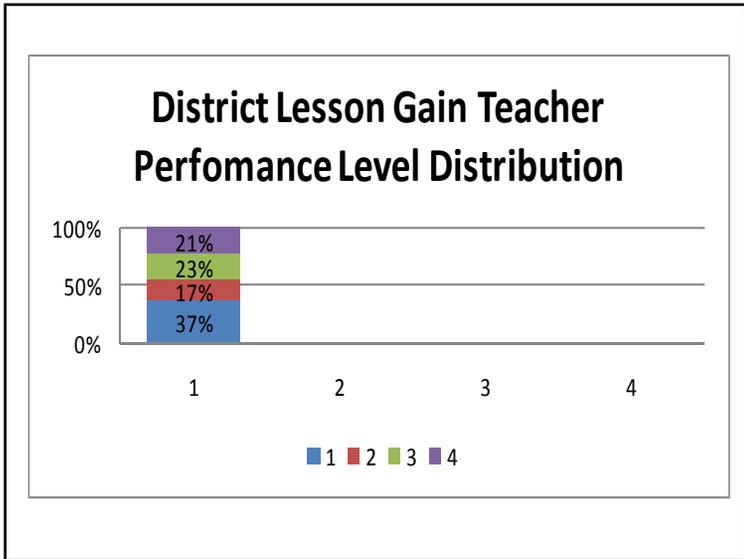
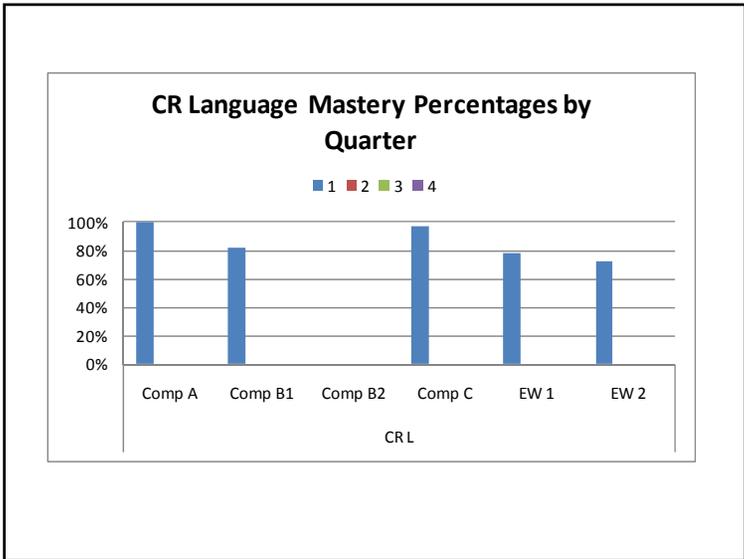
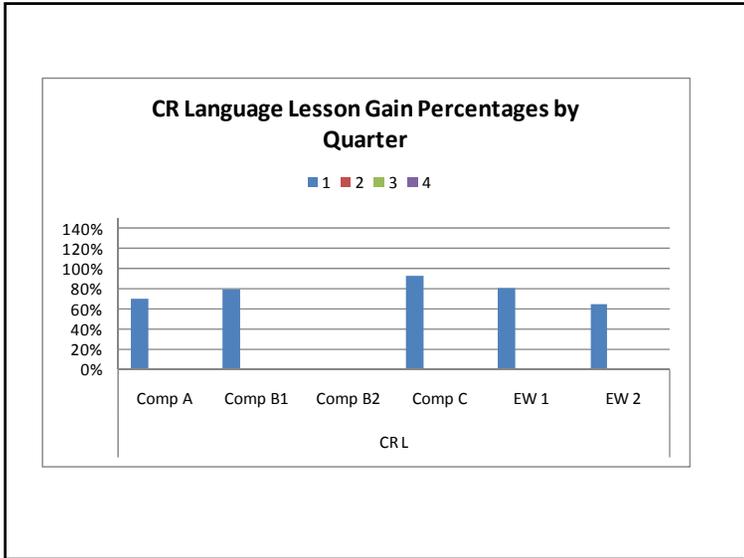
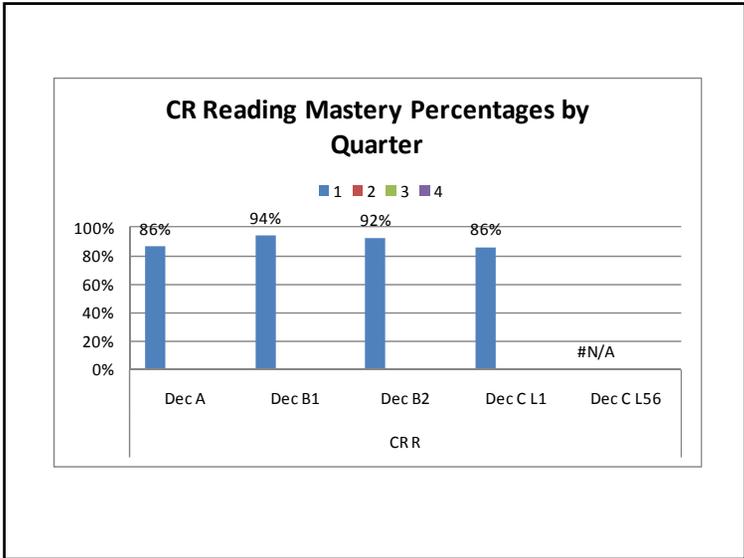
- The following Direct Instructions Schools did not turn in data:
– Adacao Elementary

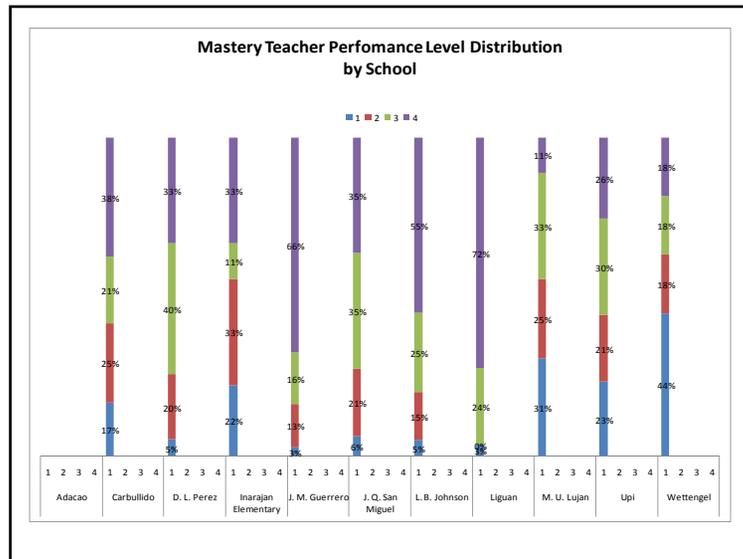
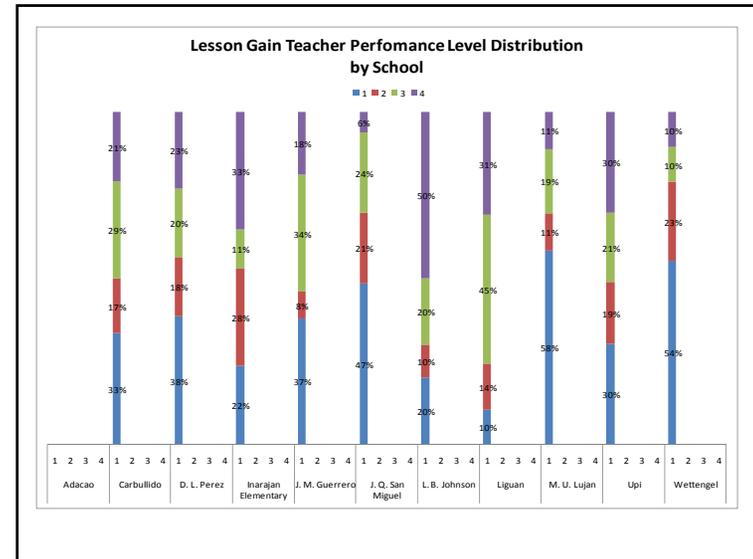
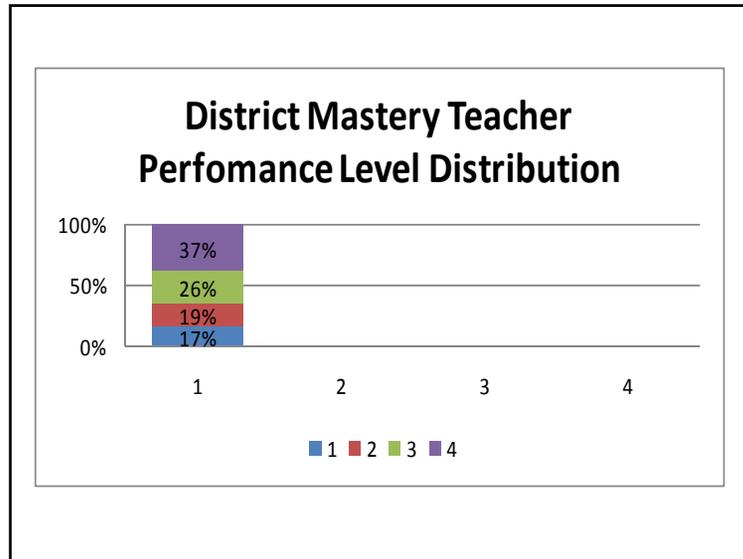
Subject Lesson Gain Percentages by Quarter











- ## First Quarter Results
- A majority of the programs are not meeting the 95% rate district target for Lesson Gain .
 - A majority of the programs are not meeting the 90% rate district target for Mastery.
 - Less than 25% of teachers met the criteria for Performance Level 4 in Lesson Gains.
 - Less than 40% of teachers met the criteria for Performance Level 4 in Mastery.
 - Percentages for performance levels in Lesson Gains and Mastery vary widely from school to school.

First Quarter Analysis

- A number of factors affect the ability of school's to get their teachers to attain district goals in terms of mastery and lesson gains. These include but is not limited to, teacher implementation, actual teaching time, shortage of teachers or teaching assistants, etc.

First Quarter Recommendations

- Create a rubric's that will help determine why school's have significantly less teachers at the lowest performance levels than others and use this data to improve program results.

FEDERAL PROGRAM DIVISION



Consolidated Grant Title V- Part A: Innovative Programs Annual Report

I. PROGRESS REPORT BY PROGRAM

PROGRAM #3 - Improving Teacher Quality

- Teacher Recruitment Program
- Teacher Retention Program

December 2009

Program #3 – IMPROVING TEACHER QUALITY

Teacher Recruitment Program (TRP)

The Teacher Recruitment Program (TRP) had one objective, which was to “Increase the recruitment of fully certified teachers by 3% in the high need areas by offering recruitment and retention incentives.” This was accomplished by implementing 8 activities, which were:

- 1) Aggressively recruit for applicants in the high need areas
- 2) Continue on-line application process
- 3) Provide incentives to attract and retain teachers from off-island
- 4) Maintain recruitment list of eligible teachers within personnel office for immediate hire
- 5) Participate in national and international recruiting organizations
- 6) Recruit from the Guam Commission for Education Certification Office qualified and certified teachers and other professionals.
- 7) Obtain federal programs training.
- 8) Hire necessary staff

I. Accomplishments

The TRP had many accomplishments through the year, despite the fact that it services the entire Guam Department of Education (GDOE) school system with only four staff members dedicated to teacher recruitment (1- 100% Federally Funded and 3- 100% Locally funded). The school system consists of 41 schools: 5 high schools, 8 middle schools, 27 elementary schools, and 1 alternative school, which services over an average of 31,000 students per school year. This in itself is a major accomplishment.

The first accomplishment was the use of technology to communicate with applicants. Most of the in-office recruitment activities involved entertaining applicants via telephone, e-mail and the use of the agency website (<http://www.bit.guam.gov/Personnel/tabid/3251/Default.aspx>). This provided for a virtually twenty-four service with the ability for applicants to contact TRP office at any given time. Responses to the applicants were timely and enabled them to submit their credentials and applications via e-mail or through data transfer. It thereby eliminated the need for postal or mail services and greatly reduced the cost of correspondence for both the TRP and the applicant. However, upon hire, the validation of credentials was still performed.

The second accomplishment was the establishment of a direct internet link with the Guam Department of Labors’ (DOL) website (<http://guamdol.net/content/view/111/179/>). With the discontinuation of the America’s Job Bank on July 1, 2007, job seeking and placement services have now shifted to the state level. This means that rather than searching for employment at a single government sponsored website like the old America’s Job Bank website, applicants must now go the website of a particular state or local government employment agency like the DOL and search for employment utilizing their website. In other words, in order for an applicant to search for job opportunities, they would first have to decide where they would like to work. If they chose Guam, this would bring them to the DOL website. There they would see a link to the GDOE Personnel/TRP agency website informing them of employment opportunities, which should in turn lead to more recruitment activities.

A third accomplishment was the establishment of the agencies website link at the Guam Naval and Air Force family service centers. Because Guam is currently experiencing an increase of military personnel, it also brings the increase of military dependents. These

dependents potentially may possess credentials and experience the TRP is seeking, particularly in the high needs area. Once directed to the agency website, they would be able to obtain all necessary information to apply for positions within TRP program.

The fourth accomplishment was the enhancement of the recruitment processing. To address the lengthy recruitment process, the TRP has cut down its recruitment processing time from what used to be approximately 2-3 weeks to approximately 4-7 days. This was greatly due to the contractors' ability to provide faster services and to respond to the immediate needs, which in turn provides for better customer service.

The fifth accomplishment was the establishment of a direct link to the United States (US) District Court, Court Clearance Database. Now, court clearances from the US District Court are available without cost to neither the applicant nor the GDOE. This enables the TRP to process applicants faster because they are no longer required to obtain the Court Clearance on their own from the US District Court.

All accomplishments above are for the purpose of recruiting fully certified teachers in the high needs areas.

II. Strengths and Challenges

The TRP's first strength is the "aggressive" recruitment processes and efforts as mentioned in item "1)" of the activities. This is demonstrated by the enhancement of the processing procedures, the use of technology and relationship building with external resources like the Family Service Centers as described above. It is also reflected in the efforts to recruit directly from a source such as the Yamashita Teacher Corps (YTC). Though we have great success in recruiting from the YTC, this still does not fill the void, which is why the TRP still aspires to explore different methods of recruitment.

The TRP's second strength is the on-line application process. As mentioned above, because of technology, the TRP was able to entertain applicants virtually 24 hours a day via e-mail or the internet through the GDOE website. Thereby, allowing the TRP employees to communicate with applicants in a timely manner.

One of the weaknesses of the TRP pertains to item "6)" and the recruitment of qualified and certified teachers from the Guam Commission for Educator Certification (GCEC). Previously, the function of certifying teacher credentials and the issuance of teaching certificates resided with the GDOE, but with the passage of Public Law 29-73, it now resides with the GCEC, which is a completely separate agency from the GDOE. As a standard, prior to recruiting applicants if they do not possess a Guam teaching certificate, we must first refer them to the GCEC for certification. If all credentials are in order and the GCEC issues the applicant a certificate, the TRP can now recruit the applicant for placement. However, if the applicant lacks the required credentials, the TRP office may not be able to recruit the applicant. The difficulty is not knowing why or if the applicant was issued a certification. This is not a substantial weakness, but it does hinder the program's ability to know how many referrals to the GCEC resulted in an approved certification application.

III. Areas for Improvement

An area requiring improvement is the on-line application system. The TRP must develop a completely on-line data base system, where applicants can apply on-line and enter their applicant information without contacting the TRP office. This must also be integrated

with the GDOE employment, payroll and records system. This will eliminate the repetitive inputting of information and enable the expeditious hiring of new applicants.

Lastly, because the TRP is discontinuing after this year, it is not able to endeavor into any additional innovative activities.

IV. Carryover Funds

The SY08-09 expenditure report for Teacher Recruitment Program (TRP) was provided by DOE Business Office showing expenditures and encumbrances as of September 30, 2009. (*Refer to Section III. Financial Expenditures Report*)

Program #3 - IMPROVING TEACHER QUALITY

Program/Project Title: TEACHER RECRUITMENT PROGRAM (TRP)

Special Conditions Compliance Report: Year-End (Oct. 1, 2008 – September 30, 2009)

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>Increase the recruitment of fully certified teachers by 3% in the high need areas by offering recruitment and retention incentives.</p>	<p>Determine high needs areas</p>	<p>The TRP aggressively recruited for applicants in the high need areas:</p> <ul style="list-style-type: none"> a) The TRP, located within the GDOE Personnel Services Division, obtained the following applications: <ul style="list-style-type: none"> • 137 graduates from the local university to include Yamashita Teacher Corps and the Fast Track Program at the University of Guam. 42 Yamashita Teacher Corps and Fast Track graduates were employed with GDOE. b) Received inquiries from teacher applicants nationwide, which include the high need areas and in other specialty areas. The high need areas remain the same for middle and high school levels i.e., Math, Science, Language Arts and Special Education, Guidance Counselor (Elementary, Middle and High Schools). In the Elementary level the shortages are for Allied Health and Special Education. In the Secondary level it has been consistently reported that all high need areas continue to have shortages. c) The GDOE Personnel Services Division has been and continues to meet with the University Of Guam School Of Education and the Yamashita Education Corps for dialogue efforts to recruit teachers in the high needs area.
	<p>Develop on-line application process</p>	<p>The online application process is still in place and on the GDOE website. For the period of October 01, 2008 to September 30, 2009, a total of 1,023 inquiries received by the Personnel Services Division.</p>
	<p>Offer incentives to attract and retain teachers from off-island</p>	<p>The TRP offered incentives to attract and retain off-island teachers to include one-way airfare and shipping of household goods for employees and dependents, per diem and car rental.</p>
	<p>Recruitment Officer travels off-island to teacher prep colleges/universities.</p>	<p>Despite no off-island recruitment efforts, the TRP sought resources from already established applicants. The Personnel Services Division maintains a pool of qualified applicants. This enables the office to quickly refer to fill vacant positions without reopening the position for announcement.</p>
	<p>Send recruitment team to job fairs.</p>	<p>There is still a pool of applicants on file from which to select.</p>

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
	<p>Join national recruiting organizations and related associations.</p> <p>Recruit from the Guam Commission for Education Certification Office qualified and certified teachers and other professionals.</p> <p>Recruitment Coordinator & personnel staff to attend conferences and training.</p> <p>Hire necessary staff</p>	<p>The TRP continues to publicize district vacancies with institutions of higher learning that offer free charge and advertisement online instead of utilization of professional association with fees.</p> <p>The TRP continues to work closely with the Guam Commission for Educator Certification Office to ensure that all professionals hired meet the qualification and certification criteria.</p> <p>The TRP Coordinator received technical assistance training from the Federal Programs Division. This is inclusive of an on-site visit.</p> <p>A Personnel Specialist IV was hired whose effective date of employment was August 24, 2009 and the detail appointment of the Personnel Specialist III to the vacant position was terminated.</p> <p>Efforts for the recruitment of the Personnel Specialist I and the Administrative Assistant positions did not materialized.</p>

Program #3: IMPROVING TEACHER QUALITY

Teacher Retention Program

I. Accomplishments

The Teacher Retention Program had one objective, and that was to “provide comprehensive mentoring to 100% of the GPSS [now GDOE] beginning teachers within the three years of their Initial Educator status, and to the University of Guam’s School of Education Alternate Path Interns”. To that end, 8 activities were listed that would assist in achieving the objective.

Activities a, b, c pertained to hiring mentors and identifying the beginning teachers that qualified for mentoring. Five mentors and one project director were hired following GDOE Personnel Services Division’s regulations. The program benefited from one mentor’s broad experience and training in Special Education (SPED) and another mentor’s extra credentialing in English as a Second Language. Furthermore, the Project Director had 25 yrs experience in teaching (elementary & middle grades), as well as five years experience as a school administrator. All six employees have had extensive training in mentoring, following the New Teacher Center, University of California at Santa Cruz model. Additionally, they all had at least two years mentoring experience.

A list of potential Mentees provided by GDOE Personnel Services Division, as well as collaboration with school administrators to identify those teachers on their teaching staff with Initial Educator status (the first level of certification by the Guam Commission of Educator Certification), built the roster of mentees. Also included in this roster were interns from the University of Guam’s Alternate Path program who were identified for the program with the assistance of University of Guam’s School of Education.

Once a listing was prepared, the Mentors met with the program coordinator to work on the assignment of Mentees, based on Content Area, Grade Level, and location (in that order).

A total of 47 beginning teachers completed a year of mentoring in FY 08-09. There are still 17 beginning teachers continuing with the program for one more semester, and 2 are incomplete (one teacher is no longer with the department, and one was assigned to a position other than classroom teacher.) Two teachers came to the decision that teaching was not for them and resigned in the middle of the school year.

Beginning Teachers receiving mentoring in SY 08-09

Beginning Teachers (Mentees) at start of year	68
Mentees resigned during the year	2
Mentees Completing 1 year	47
Mentees Completing ½ year	19
Mentees Continuing SY 09-10	17*
*One teacher not in a classroom teacher position, one teacher no longer working with the department.	

Guam's public school system has a total of 41 schools: 5 high schools, 8 middle schools, 27 elementary schools, and 1 alternative school. The Teacher Retention Program placed mentors in more than half (63%) of the schools on the island. Mentors assisted beginning teachers in 100% of the high schools --- an identified high needs area. In island middle schools, a level perceived by teachers as difficult to teach due to it being the unpredictable age of adolescence, 75% had at least one mentor working with a beginning teacher.

Public Schools with Mentors

<i>Level</i>	<i>Count</i>	<i>With Mentoring</i>	<i>Percentage</i>
High Schools	5	5	100%
Middle Schools	8	6	75%
Elementary Schools	27	15	57%
Alternative	1	0	0%
<i>Total</i>	41	26	63%

Total students impacted by the 66 teachers being mentored for at least six months (some received their full year) was 5,905. It should be noted that the Program Application indicated a different number. Two factors contributed to this: 1) less Mentors; 2) the uncertainty of what level Mentees would be coming from.

Public School Students Impacted

Level	No. of beginning teachers	No. of classes	Students/class	Total students
Elementary	29	x 1	25	725
Middle	18	x 5	28	2,520
High	19	x 5	28	2,660
			Total Students	5,905

Activities d, e, f pertained to the mentoring process. The Mentors interacted with their Mentees weekly through observations and/or discussion of issues that came up in their teaching. Communication was frequent, either by telephone, email, or face-to-face. To ensure all aspects of a beginning teacher's classroom experience was covered, the Mentors guided their progress with the Beginning Teacher Competencies chart, which is aligned with the Guam Teacher Standards. The Competencies cover Planning, Managing, Instruction, and Professional Growth issues.

The mentoring process is documented on OILs (Observation-Interaction Logs). The OILs record topics covered by the Mentor and Mentee, issues that arose, and/or next steps planned for both Mentor and Mentee. A copy is provided to the Mentee for his/her records.

Activity g enabled the program coordinator to keep in touch with the Mentors as they worked with their beginning teachers and to provide guidance, resources, and direction. Friday Forums were opportunities for the Project Director to disseminate department news/information as well as conduct Professional Development in the form of on-going training. It also allowed for group interaction to share successes and challenges and to have peer input and assistance with their different situations.

Activity h provided a means to evaluate the success of the program. The survey was made available to the Mentees at least 3 weeks prior to the conclusion of their year, and they had a choice to complete the survey electronically or manually. The program coordinator emailed the survey to all mentees, as well as provided a hard copy to all who requested.

21 surveys were completed (45%).

Of the 21 surveys returned, there was positive feedback on the program. Positive comments included:

1. We always discussed my observation, the discussions were always helpful. It's always nice to have another pair of eyes, to know what you can improve on, or can offer advice or suggestions.
2. The discussions were discussed right after my class and if not, they were emailed to me. The discussions were more than adequate and very insightful. Having the discussions during my prep time was very helpful because I received immediate feedback that helped and improved my teaching in the later periods.
3. After every observation, my mentor and I discuss what she notices during the delivery of my lessons. After the discussions she also emails me the OIL. After reviewing the OIL and reflecting on our discussions, it helps me by either trying to tie up loose ends on a strategy or by implementing another to make the lesson more appealing.
4. I learned a lot from ____, more than what I expected. I would definitely mimic her approach and reiterate all points that am aware of today. She provided extensive insight in this area.
5. It helped me to work on my weaknesses and build on my strengths.
6. He'd always reassure confidentiality and the fact that he intends to support new teachers—not evaluate.
7. My mentor built a trusting relationship with me by being patient and non-judgmental when giving advice. She had a wealth of practical information and she was a good listener. For the main part, it is important that she gives her mentee time to speak about current happenings. My mentor did a very good job!

There were no growth area issues that received a majority of votes, however some issues that were brought to our attention included a desire to observe their colleagues, more access to resources, and more lesson planning assistance (especially in light of the fact that Direct Instruction will not be in all the elementary and middle school reading classes.)

II. Strengths and Challenges

The activities pertaining to the actual mentoring process was the core of the program. In following the New Teacher Center model and referring to their manuals during times of difficulty, the Mentors were able to assist beginning teachers in Planning, Managing, Instruction, and Professional Development. Comments from Mentees in the final evaluation lauded their Mentors' ability to provide assistance, suggestions and support while maintaining confidentiality.

Mentors were available to their Mentees at all times and some met outside of the school building if an empty room was not available. Mentors attended meetings with their Mentees, observed them during Parent Teacher Conferences, and even provided training to the school faculty. They attended

training provided to teachers for the new Reading Reform programs, so they can understand their Mentee's concerns that arise in implementation.

Identifying the beginning teachers was a hurdle faced in the beginning of the year, but has since been rectified. Working closely with the staff of the GDOE Personnel Services Division, there is now in place a consistent, reliable manner with which to retrieve the information in a timely manner.

Obtaining necessary supplies proved to be a challenge due to department business office struggles and it was fortunate that a good working relationship was built with the host school. The host school was relied on especially for photo copying while awaiting requisitions to be processed. It was in the third quarter of the fiscal year that requisitions were finally being processed and the program began receiving supplies. Obtaining the leased photo copying machine was a great addition to the program for both the administrative end (copying reports, time sheets, etc.), and the mentoring end (sharing resources, copying OILs, etc.)

III. Areas for Improvement

An area of weakness on which the program needs to improve is the total number of Final Evaluations received. Although reminders were sent out, and mentors encouraged their mentees to respond, the number of completed surveys was dismal. The major contributing factor to the low numbers was the timing (teachers were otherwise busy with end of school year and end of semester obligations and activities).

The program coordinator and the Mentors will develop and implement a method to increase the number of completed evaluations received for a more comprehensive evaluation of the program.

Additional innovative activities in which Mentors have already been getting involved include conducting presentations for Professional Development. At the onset of the school year they were asked to present a workshop on standards-based lesson planning and differentiating instruction to teachers in several schools. Invitations from other schools have been received to present in future professional development.

IV. Carryover Funds

The SY08-09 expenditure report for Teacher Retention Program was provided by DOE Business Office showing expenditures and encumbrances as of September 30, 2009. (*Refer to Section III. Financial Expenditures Report*)

Program #3 - Improving Teacher Quality

Program/Project Title Teacher Retention Program

Annual Program Evaluation: 2008-2009 (October 1, 2008 – September 30, 2009)

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives												
<p>Provide comprehensive mentoring to 100% of the GPSS [GDOE] beginning teachers within the three (3) years of their initial educator status.</p>	<p>a) Hire mentors meeting Teacher Retention Program requirements.</p> <p>b) Identify beginning teachers (BTs) who require mentoring as an Initial Educator.</p> <p>c) Match mentors and beginning teachers, conduct pre-mentoring survey.</p> <p>d) Mentors will meet with BTs at least once a week for observations and/or interactions.</p> <p>e) Mentors will use Beginning Teacher Competencies chart to guide his/her work.</p>	<p>a) Five (5) mentors and (1) program coordinator were hired in November, 2008 following GPSS [GDOE] Personnel policy & procedures.</p> <p>b) After collaboration with GDOE Personnel Services Division and University of Guam School of Education, a total of 68 beginning teachers were identified to be mentored. Results for the year are as follows:</p> <table border="1" data-bbox="957 630 1833 915"> <tbody> <tr> <td>Beginning Teachers (Mentees) at start of year</td> <td>68</td> </tr> <tr> <td>Mentees resigned during the year</td> <td>2</td> </tr> <tr> <td>Mentees Completing 1 year</td> <td>47</td> </tr> <tr> <td>Mentees Completing ½ year</td> <td>19</td> </tr> <tr> <td>Mentees Continuing SY 09-10</td> <td>17</td> </tr> <tr> <td colspan="2"><i>One teacher not in a classroom teacher position, one teacher no longer working with the department.</i></td> </tr> </tbody> </table> <p>c) Mentor Program coordinator met with mentors to distribute the BTs amongst them according to content area, level, and region. Mentors conducted informal surveys to establish needs of each mentee. Mentors informed BTs of the mentoring process that will be followed.</p> <p>d) Mentors interacted with their beginning teachers either to observe and/or plan at least once a week.</p> <p>e) Mentors guided their progress with the Beginning Teacher Competencies chart to ensure all areas were being covered. The Competencies include standards for Planning, Managing, Instruction, and Professional Development.</p>	Beginning Teachers (Mentees) at start of year	68	Mentees resigned during the year	2	Mentees Completing 1 year	47	Mentees Completing ½ year	19	Mentees Continuing SY 09-10	17	<i>One teacher not in a classroom teacher position, one teacher no longer working with the department.</i>	
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Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
	<p>f) Mentors will complete Collaborative Assessment Logs/Observation-Interaction Logs (CALs/OILs) to document progress with their BTs.</p> <p>g) Mentor Program coordinator will meet weekly with mentors as a group and individually to discuss progress and provide assistance as needed.</p> <p>h) Conduct end of year surveys</p>	<p>f) Mentors completed a CALs or OILs form for each BT and gave the BT a copy. These forms document their discussions and help both mentor and mentee plan for future sessions.</p> <p>g) Weekly Friday Mentor Forums were scheduled in the Mentor office. Mentees used the opportunity to share their successes or seek input with struggles. This was the time for mentors' professional development as new mentoring strategies and tips were shared. Friday Forums allowed for continuous improvement in their mentoring.</p> <p>h) Surveys were available to the BTs at least three weeks prior to the end of the year and they had a choice to do COMPLETE THE SURVEY either electronically or on a hard copy. Reminders were sent out and mentors encouraged their mentees to respond but the results were not good: only 21 of the 47 (45%). Of the 21 who did respond, there were positive comments regarding assistance received and the program being beneficial to them as beginning teachers. Growth areas included increasing the number of surveys completed, identifying more resources available, and lesson planning for those teachers who are no longer teaching with Direct Instruction.</p>

FEDERAL PROGRAMS DIVISION



Consolidated Grant Title V- Part A: Innovative Programs Annual Report *I. PROGRESS REPORT BY PROGRAM*

PROGRAM #4 - Expanded Learning Opportunities

- Parent-Family-Community Outreach Program
- Department of Education Extended Day (DEED) Program
- Eskuelan Puengi (EP) (Night School) Program
- Success For All (SFA) Program
- School Resource Officer (SRO) Program Risk, Project A, Project B-Play By the Rules & Project C-Children At Risk (CAR)
- English As A Second Language (ESL) Program

December 2009

PROGRAM #4 – EXPANDED LEARNING OPPORTUNITIES

Parent-Family-Community Outreach Program (PFCOP)

Currently, there are nine (9) PFC Outreach Teams in nine (9) of the 40 Public Schools, within the Guam Department of Education (GDOE). A total of 6,016 Freely Associated States (FAS) students attended the schools with the PFCOP teams. Three thousand nine-hundred forty-nine referrals were entertained (2,834 students and 1,110 household members), with 1,793 home visits being conducted. The 2,834 students assisted this quarter consisted of 1,747 FAS students and 1,087 were of other ethnic categories.

I. Accomplishments

Of the 3,949 referrals entertained, 293 dealt with attendance, 348 for behavior, 1 Interpreter/Translator (I/T), 334 medical, 173 registration, 405 parent conferences, and 2,395 support services. Support services include: counseling, uniform assistance, lunch meal applications, and other related services.

Only one official request for an Interpreter/Translator was received this year. Teams have relied heavily on seeking assistance from bilingual employees at the school sites or having other fluent family members act as interpreters when necessary. One team has been able to collaborate with a local college (Guam Bible College) to provide such services on a volunteer basis.

Twenty-six (26) student presentations were conducted this fiscal year. They included Program Orientations, Drug Awareness, Local Laws Awareness, Canned Food Drives, Student Acknowledgement and Rewards Programs, Student Organization Meetings/Activities, College Preparedness Programs, Tutoring Programs and Mentor Programs. A total of 8,200 students participated in these activities.

This year 405 parent conferences were held. Twenty-five (25) parent presentations/workshops were conducted, with a total of 1,482 parents participating. Topics such as program orientations, school attendance and discipline policies, parental involvement, Health Awareness and accessing various local programs were discussed during these sessions.

Two (2) faculty and staff orientations were conducted at various school sites. Teams were invited to provide program information and access to school personnel. A total of 96 individuals attended these orientations.

The numerous community resources utilized this year include: Department of Public Health & Social Services, Department of Mental Health & Substance Abuse, Superior Court of Guam, Department of Youth Affairs, Guam Community College, University of Guam, Various Mayors Offices, Guam Housing & Urban Renewal, Guam Police Department, Sanctuary Guam, Salvation Army, Catholic Social Services and Guam Legal Services to name a few.

Program professional developments were held throughout the year. Topics such as current Social Services Programs, Pacific Educator's Conference, Positive Behavior Interventions Supports, Positive Action Program, GDOE Federal Grants Overview Training, Juvenile Justice Conference, and School Safety Training.

Six (6) program bi-monthly meetings were conducted this year, being hosted by the various program teams. Speakers such as the Catholic Social Service: Rental Assistance Program and Emergency Shelter Program or GDOE: Student Support Services Division – Project Men Halom provided mini-workshops for team members.

The 2nd Annual GDOE Education, Health & Safety Fair was conducted on June 19, 2009 at the Agana Shopping Center. Twenty-six (26) agency/community resources/non-profit organizations showcased their programs to 265 participating parents/families. This annual event provides a one-stop opportunity for parents/families to gain valuable information on various agencies/divisions/programs available.

Program teams completed updates the Standard Operating Procedures Manual and was able to finalize 1) Parent Survey and 2) Program Evaluation. These assessment tools will be implemented during the Fiscal Year 2009-10, with results being reported in the next Year End Report.

II. Strengths and Challenges

Strengths: Existing teams continue to perform efficiently despite financial difficulties. Teams continue to provide support to schools with program vacancies. Teams continue to collaborate with community resources.

Challenges: Delays in processing of supplies, equipment and mileage reimbursements. The need for position upgrades. Two social worker and community program aide positions remain vacant.

III. Areas for Improvement

Available funding should be used to upgrade current positions. School level administrators, project director and program manager need to collaborate to fill current vacancies.

IV. Carryover Funds.

The SY08-09 expenditure report for Parent-Family-Community Outreach Program (PFCOP) was provided by DOE Business Office showing expenditures and encumbrances as of September 30, 2009. (Refer to Section III. Financial Expenditures Report)

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>2. To promote more parental involvement in their children's education; develop parent, family, and community outreach; and increase participation in education awareness programs at 2% annually.</p>	<p>a. Form school-family teams that will conduct outreach and education awareness activities for all at risk students;</p> <p>b. Provide staff development in multicultural understanding for all school personnel;</p> <p>c. Provide staff development training for all school staff and faculty in any program that supports student academic and social achievement</p> <p>d. Recruit interpreters for limited English proficient parents or translators to develop or translate program materials in the various FAS languages and other languages of the parents serviced through this project application.</p>	<p>Twenty-five (25) parent presentations/workshops were conducted, with a total of 1,482 parents participating. Topics such as program orientations, school attendance and discipline policies, parental involvement, Health Awareness and accessing various local programs were discussed during these sessions.</p> <p>Two (2) faculty and staff orientations were conducted at various school sites. Teams were invited to provide program information and access to school personnel. A total of 96 individuals attended these orientations.</p> <p>Program professional developments were held throughout the year. Topics such as current Social Services Programs, Pacific Educator's Conference, Positive Behavior Interventions Supports, Positive Action Program, GDOE Federal Grants Overview Training, Juvenile Justice Conference, and School Safety Training.</p> <p>Only one official request for an Interpreter/Translator was received this year. Teams have relied heavily on seeking assistance from bilingual employees at the school sites or having other fluent family members act as interpreters when necessary. One team has been able to collaborate with a local college (Guam Bible College) to provide such services on a volunteer basis.</p> <p>Additional accomplishments:</p> <p>Six (6) program bi-monthly meetings were conducted this year, being hosted by the various program teams. Speakers such as the Catholic Social Service: Rental Assistance Program and Emergency Shelter Program or GDOE: Student Support Services Division – Project <i>Menhalom</i> provided mini-workshops for team members.</p> <p>The 2nd Annual GDOE Education, Health & Safety Fair was coordinated by the PFCOP teams and was held on June 19, 2009 at the Agana Shopping Center. Twenty-six (26) agency/community resources/non-profit organizations showcased their programs to 265 participating parents/families. This annual event provides a one-stop opportunity for parents/families to gain valuable information on various agencies/divisions/programs available.</p>

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
		<p>Program teams completed update the Standard Operating Procedures Manual and were able to finalize 1) Parent Survey and 2) Program Evaluation. These assessment tools will be implemented during the Fiscal Year 2009-10, with results being reported in the next Year End Report.</p>

Program # 4: EXPANDED LEARNING OPPORTUNITIES
Guam Department of Education Elementary Schools
Department of Education Extended Day (DEED) Program

The Consolidated Grant continues to support programs like the Extended Day (DEED) program. This program was initially designed as a latch key program for young children in the K-5 grades who are without supervision after the regular school day. At-risk student populations have priority enrollment in all DEED programs. The program incorporates components that focus on the academics, physical dynamic/hands-on, and quiet play time activities. Enrichment activities like cooking, singing, dancing, poetry, spelling and math games are highly encouraged as application of the key subjects being taught and reinforced. Study skills, assistance with home work and appropriate field trip ventures are provided. The DEED program continues to be successful for providing additional assistance in the academic improvement in the areas of reading, math and language arts.

I. Accomplishments

The 2008-2009 Department of Education Extended Day (DEED) Program was implemented in twenty-three of twenty-seven elementary schools. A total of 4,666 students attended the DEED Program. DEED provided a quality structured after-school program which supplemented the regular educational program in Reading, Language Arts and Math through following combination of enjoyable activities.

- The homework or recreation block provided individual to small group tutorial assistance with assignments provided by the regular education teachers, paired reading for enjoyment, writing centers, and cooperative group activities using interactive game boards.
- The enrichment block provided various hands-on teacher guided real aloud and culminating activities integrating Reading, Language Arts and Math. These enrichment activities include:
 - Daily reading aloud related to monthly theme, e.g., About Us/Family and Where the Wild Things Are, using fiction and nonfiction books and genres integrating grade level Reading, Language Arts and Math standards.
 - Introduction and discussion of related vocabulary using teacher created materials (flash cards, file folder games, flip charts, worksheets, etc.)
 - Student created illustrations and other hands-on project related to monthly thematic unit with teacher dictation for both primary and intermediate grade levels.
 - Encouragement activities such as reader's theatre for role play, individual or group reading time, listening centers, etc.
 - Weekly games of letter, sound and word bingo, word puzzles, board competitions etc.
- The physical activity block incorporated individual and group cooperation among students. These physical activities include the following:
 - Recreational sports, e.g., basketball, ball catching, volleyball, team relays, dodge ball, kick ball, softball, tether ball, juggling, etc.
 - Proper and cooperative use of playground equipment and jump rope activities.

II. Strengths and Challenges

After reviewing the survey conducted with parents, students and teachers, the results indicate program strengths include: Providing tutorial services for homework assignments, creating thematic units integrating Reading, Language Arts and Math content standards and educational enrichment activities in an environment conducive to learning. The challenge experienced by the DEED Program and supported by survey results is the limited amount of funds to provide supplies and materials to build-on greater learning opportunities in an after school program.

III. Areas for Improvement

For Fiscal Year 2009-2010, improvements need to be made in conducting site visits on a weekly basis to capture an elementary school's implementation of DEED Program goals from the onset of the DEED Program day. In addition, quarterly reports submitted by the schools need improvement in reporting results.

IV. Carryover Funds

The SY08-09 expenditures report for DEED Program was provided by DOE Business Office showing expenditures and encumbrances as of September 30, 2009. (*Refer to Section III. Financial Expenditures Report*)

Program # 4 Expanded Learning Opportunities

Guam Department of Education Elementary Schools

Department of Education Extended Day (DEED) Program

Special Conditions Compliance Report: Year-End Report (Oct. 1, 2008 – September 30, 2009)

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives								
<p>A minimum of 15% of the total school enrollment will be served.</p> <p>All DEED schools will provide a comprehensive educational report per the guidelines in the following five areas(5):</p> <p>1) Language Arts, Reading and Math supplemental instructions 2) Physical Education 3) Active hands-on education 4) Quiet time and Play activities; and 5) Computer Technology Education</p> <p>All participating schools will be involved in the quarterly on-site reviews and are to conduct parent, teacher and student surveys.</p>	<p>1.1 The program manager will submit quarterly reports to the FPD that entail:</p> <ol style="list-style-type: none"> 1. Total program student enrollment 2. Teacher to pupil ratio 3. All program and late fees collected; and 4. Number of students on the waiting list <p>The program manager will collect all required report information from the respective schools and ensure that the information is accurate and complete.</p> <p>The program manager will ensure that all coordinators distribute surveys to parents, teachers and students with at least a 50% return rate and submit the information to the FPD state office.</p> <p>The program manager will provide training and information per the established DEED program guidelines to all school site coordinators and teachers at the beginning of the school year.</p>	<p>1.1 A total of 4,666 students were enrolled in the DEED Program.</p> <table border="0"> <tr> <td>1st Quarter (October 2008 – December 2008)</td> <td>1,354</td> </tr> <tr> <td>2nd Quarter (January 2009 – March 2009)</td> <td>1,259</td> </tr> <tr> <td>3rd Quarter (April 2009 – June 2009)</td> <td>1,173</td> </tr> <tr> <td>4th Quarter (July 2009 – September 2009)</td> <td>880</td> </tr> </table> <p>All twenty-three (23) schools met the required number of teachers based on the minimum student to teacher ratio of 1 to 16.</p> <p>A fee of \$75.00 was charged per quarter for each student enrolled. This \$75.00 fee was payable before a student started the program.</p> <p>Fifty-three (53) students were listed on the waiting list.</p> <p>1.2 Due to the late start of the DEED program on August 31, 2009 with low enrollment, and lack of adequate assessment materials, the pre-test was expected to be administered upon the start of the program but was delayed. Results of the assessment will be disclosed in the next quarterly report.</p> <p>All twenty-three (23) schools continued with tutorial lessons in the content areas of Reading, Math and Language Arts to include physical education, active hands-on education, quiet time, play activities and computer technology during the after school program.</p> <p>All twenty-three (23) schools submitted their Quarterly Report and included information relative to activity.</p> <p>Students were afforded the time to work on homework assignment with supervision. The program also included activities in the four categories: academic, physical, dynamic hands-on, e.g., singing, dancing, arts and crafts, poetry, spelling and math games, drawing, etc.</p> <p>Surveys were conducted for 3rd and 4th quarters. Overall survey results indicate stakeholder satisfaction with the quality of service and program DEED continues to offer.</p> <p>Training was provided December 15, 2008 and August 17, 2009 to DEED program coordinators and project directors. DEED program guidelines and required quarterly reporting documents were reviewed.</p>	1 st Quarter (October 2008 – December 2008)	1,354	2 nd Quarter (January 2009 – March 2009)	1,259	3 rd Quarter (April 2009 – June 2009)	1,173	4 th Quarter (July 2009 – September 2009)	880
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Program # 4: EXPANDED LEARNING OPPORTUNITIES
Guam Department of Education High Schools
Eskuelan Puengi (Night School) Program

The *Eskuelan Puengi* Program (night school) is one of several opportunities for eligible seniors to remediate failed credits in order to graduate on time. A by-product of this program is allowing eligible juniors who need a maximum of 1 or ½ credits to graduate early and to allow underclassmen to remediate failed course work in order to remain on track in order to graduate on time with their peers. Over a four (4) year period there have been significant improvements with the *Eskuelan Puengi* Program. Data will show the continuing need for this type of program. As an intervention measure, the EP program positively addresses student drop out rates and the significant rise of students to graduate on time. The GPSS *Eskuelan Puengi* Program continues to benefit students who need intervention and innovative reform programs that address specific academic needs that assure accountability on statutory program monitoring and reporting requirements.

I. Accomplishments

The goal of the *Eskuelan Puengi* (EP) Program is to provide an opportunity for high school students, with seniors as a priority group, to earn credit(s) to get back on track or to graduate on time. There were 910 students enrolled in the EP program who were afforded this opportunity to earn credit toward fulfilling their high school graduation requirements.

Table A. shows the number of students by school who graduated due to the *Eskuelan Puengi* Program. Data provided by each of the 5 participating high schools show that a total of 290 12th grade students graduated this school year as a result of the program. This number represents 18% of the total number of students who graduated in SY 08-09. For one school, John F. Kennedy High, 84 students or 28% of their graduating class were able to complete their course requirements because of the EP program.

A. Number of Students Who Graduated Due to *Eskuelan Puengi* Program

SCHOOL	Total EP student enrollment	Total # of students graduated in June	Total # Seniors graduated due to EP	Total # Juniors graduated due to EP	Total % of Graduates due to EP	Total # of Students graduated due to EP
JFKHS	246	303	84	0	28	84
OHS	132	195	35	0	18	35
SHS	195	265	4	2	2	6
SSHS	156	325	78	0	24	78
GWHS	181	480	85	2	18	87
TOTAL	910	1568	286	4	18	290

Similarly, each of the schools reported having students who were able to earn enough credits from the *Eskuelan Puengi* Program to place them back on track to graduate on time. Table B. shows that a total of 257 students expected to graduate in 2009 were back on track due to the *Eskuelan Puengi* Program. One hundred forty two (142) eleventh graders who are expected to graduate in 2010 are back on track due after taking courses in the *Eskuelan Puengi* Program.

Schools that had available space were also able to afford some 9th and 10th graders the opportunity to earn credits to help get them back to their appropriate grade level.

B. Number of Students Who Are Back “ON TRACK” After Having Completed the EP Program

	9th Grade (2012)	10th Grade (2011)	11th Grade (2010)	12th Grade (2009)	2008	2007
JFKHS	n/a	1	23	65	16	3
OHS	n/a	n/a	14	35		
SHS	1	1	3	1		
SSHS	0	0	33	71		
GWHS	4	12	69	85		
Total	5	14	142	257	16	3

II. Strengths

Information from the exit reports provided by each of the EP school site coordinators revealed that teachers in the program were very cooperative and were willing to spend time beyond the EP program day to help students. They were also willing to accept additional students in the classrooms to afford more students the opportunity to participate and agreed to combine classes where there were small numbers to ensure that the course(s) were not cancelled, thus enabling students to take their required courses for graduation. At one school, teachers agreed to change the late/tardy policy and allow students to make up their time with their EP teacher during the lunch period of the regular school day

Coordinators also pointed out that because program policies were explained at the beginning of the program and reinforced throughout the program the policies were consistently followed. The programs had strict regulation of rules and accountability, maintained a strict uniform policy, and because student movement was restricted to a section of the campus, discipline was kept to a minimum and operations ran smoothly.

One school reported that all EP staff was present 15 minutes before and after school started and actively engaged in greeting students with “Good Afternoon,” or “Have a good day.” Students responded positively and the greetings became the norm for *Eskuelan Puengi*. Additionally, parents were required to sign weekly progress reports which helped maintain communication between the teacher and the family.

Further, during the course of the EP program, site visits were made to all EP high school programs to ensure compliance to program goals and objectives. Teachers were observed to be very creative and resourceful with the implementation of their respective course. Some teachers did team teaching to integrate skills and knowledge across two content areas. Students were also given opportunities to apply what they learn through classroom projects and activities.

And as one school site coordinator expressed, the true strength and success of the program is that it has significantly increased the graduation rate in all the high schools and has enabled students who are “off-track” in their credit requirements to earn credit towards their proper grade level.

III. Areas for Improvement

Recruitment of teachers, including the processing of teaching referrals, is an area noted where improvement can be made. In this last school year, principals and teachers felt that there was not ample notice given on the available teaching positions for the program and as a result, teachers were still being recruited and processed days before the start of the program. Two schools had to delay their opening because of the lack of teachers for some of the courses they were offering.

School site coordinators also felt that better communication needs to exist between Personnel Office and the Curriculum Office to ensure all pertinent information is transmitted and documented to expedite payroll for teachers.

To facilitate a more efficient and effective program, a Standard Operating Procedure (SOP) was created that delineated the roles and responsibilities of key players in the program including the Program Manager, Project Director, Site Coordinator, and Federal Programs Administrator. Operational guidelines, program application and applicable SOPs such as those for Personnel, Time Distribution and Requisitions were also attached to the draft Eskuelan Puengi SOP. This document was disseminated to all high school principals and the State Program Officer for input and recommendations for change. Upon completion of any revisions the SOP will be effectuated for the 2010 Eskuelan Puengi Program.

While all the schools feel that the EP Program is very successful because of the number of students who are able to graduate or get back on track, they also expressed the need to increase the budget allotments so that more teachers could be hired and more courses could be offered to the students.

During this last school year 2008-2009, John F. Kennedy High School (JFKHS) and George Washington High School (GWHS) shared the same campus (GWHS) because of the closure of John F. Kennedy High School. George Washington High operated their regular school day in the morning from 7:00 a.m. to 12:00 noon and JFKHS operated from 12:30 p.m. to 5:15 p.m. This arrangement dictated that both high schools hold their EP Program “off-campus” as one of schools was utilizing the GWHS campus when the other school’s EP Program was operating. The Science Building at the old JFKHS campus was the site for both EP Programs which meant that students had to provide their own transportation to the EP campus. Site coordinators reported that this was a challenge for many of the students. Further, this also caused logistical challenges with respect to bringing needed office and instructional supplies to the EP campus, getting clerical support and having more personnel available for supervision, having access to reliable telephone service as staff had to rely on personal cell phones to make calls, and having access to the Columbia School System for data collection and reports.

IV. Carryover Funds

The SY08-09 expenditures report for *Eskuelan Puengi* was provided by DOE Business Office showing expenditures and encumbrances as of September 30, 2009. (***Refer to Section III. Financial Expenditures Report***)

Program # 4 Expanded Learning Opportunities
Guam Department of Education High Schools *Eskuelan Puengi (Night School) Program*
 Special Conditions Compliance Report: Year-End Report (Oct. 1, 2008 – September 30, 2009)

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives																								
<p>A. One hundred percent (100%) of all eligible high school seniors will be expected to remediate failed credits earning a minimum of ½ credit and a maximum of 2 credits with a mastery score of 60% or better in order to remain on track or graduate by June and Summer 2009.</p> <p>B. One hundred percent (100%) of all eligible high school juniors will be expected to complete a minimum of ½ credit or 2 credits with a score of 60% or better for each course taken in order to graduate by June or Summer 2009.</p> <p>C. One hundred percent (100%) of all eligible 9th, 10th, and 11th grade high school students will complete all requirements to earn a minimum of ½ or 1 credit with a passing grade or a D or 60% or better in order to remain on track in order to graduate on time.</p> <p>D. One hundred percent (100%) of all five (5) GPSS high schools will be allotted a percentage of the district Eskuelan Puengi Program funding to provide all eligible students opportunity to earn needed coursework to remain on track and/or graduate on time. Priority Student Enrollment: <ul style="list-style-type: none"> • Seniors graduating in June 2009 • Seniors graduating in Summer 2009 • Seniors remain on track to graduate on time • Juniors who can graduate June 2009 • Juniors who can graduate in July 2009 Pending availability of space, all eligible 9th, 10th, and 11th grade high school students.</p>	<p>A1. Students must complete required coursework criteria A2. Comply with all discipline and attendance requirements for each course taken.</p> <p>B1. Students must complete required coursework criteria B2. Comply with all discipline and attendance requirements for each course taken.</p> <p>C1. Students must complete required coursework criteria C2. Comply with all discipline and attendance requirements for each course taken.</p> <p>D1. Program Manager shall request all EP project directors/principals to submit for approval school site applications.</p> <p>D2. Deputy Superintendent of Curriculum & Instructional Improvement will prepare and submit a summative Data Collection and Evaluation Report, Quarterly Reports and End of the Year (EOY) Reports as requested by Federal Programs Division.</p> <p>D3. EP Program State Program Officer will conduct school site visits to determine compliance with district EP program goals and objectives as stated in the EP Programs project application.</p>	<p>A1, A2. The 5 participating high schools reported the following number of seniors who graduated in June 2009 as a result of the Eskuelan Puengi Program: JFKHS – 84 SSHS - 78 OHS – 35 GWHS - 85 SHS – 4</p> <p>B1, B2. The 5 participating high schools reported the following number of juniors who graduated in June 2009 as a result of the Eskuelan Puengi Program: JFKHS – 0 SSHS - 0 OHS – 0 GWHS - 2 SHS - 2</p> <p>C1, C2. The 5 participating high schools reported the following number of 9th, 10th and 11th graders who are back “on track” after having completed the EP program:</p> <table border="1" data-bbox="1398 836 2060 966"> <thead> <tr> <th></th> <th>JFKHS</th> <th>OHS</th> <th>SHS</th> <th>SSHS</th> <th>GWHS</th> </tr> </thead> <tbody> <tr> <td>9th</td> <td>n/a</td> <td>n/a</td> <td>1</td> <td>0</td> <td>4</td> </tr> <tr> <td>10th</td> <td>1</td> <td>n/a</td> <td>1</td> <td>0</td> <td>12</td> </tr> <tr> <td>11th</td> <td>23</td> <td>14</td> <td>3</td> <td>33</td> <td>69</td> </tr> </tbody> </table> <p>D1. All 5 participating high schools were given an allotment to carry out their respective Eskuelan Puengi Program. All Eskuelan Puengi programs ended by June 2009 with all reporting that seniors were able to graduate as a result of the program.</p> <p>D2. First and Second Quarter Reports were submitted electronically and in hard copy to Federal Programs Office as required. Copies of each of the school End of Year Reports in addition to a summative report on the Program were submitted to Federal Programs Office on the 3rd Quarter as all Eskuelan Puengi Programs ended by June 30, 2009</p> <p>D3. EP Program State Program Officer conducted site visits at all 5 participating schools in March.</p>		JFKHS	OHS	SHS	SSHS	GWHS	9 th	n/a	n/a	1	0	4	10 th	1	n/a	1	0	12	11 th	23	14	3	33	69
	JFKHS	OHS	SHS	SSHS	GWHS																					
9 th	n/a	n/a	1	0	4																					
10 th	1	n/a	1	0	12																					
11 th	23	14	3	33	69																					

Program # 4: EXPANDED LEARNING OPPORTUNITIES

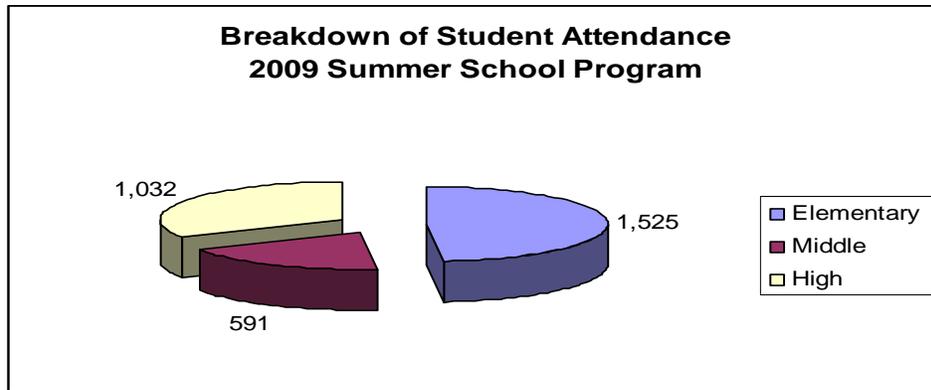
Guam Department of Education Elementary and Secondary Schools **Title V-A School-Based Summer Programs**

In the early 1990's the Guam Department of Education had earmarked two elementary schools and two high schools to develop summer programs for the school district. The elementary schools were tasked with providing enrichment fun-filled summer programs for all students in their respective districts. The high schools were tasked with the challenge of providing appropriate course work for all eligible high school seniors district wide to remediate failed credits in order to graduate on time. Over time with reading and math scores declining at an alarming rate, students performing two grade levels below expected proficiency levels on national tests and on locally developed Standards based curriculum, these types of summer programs were no longer deemed viable.

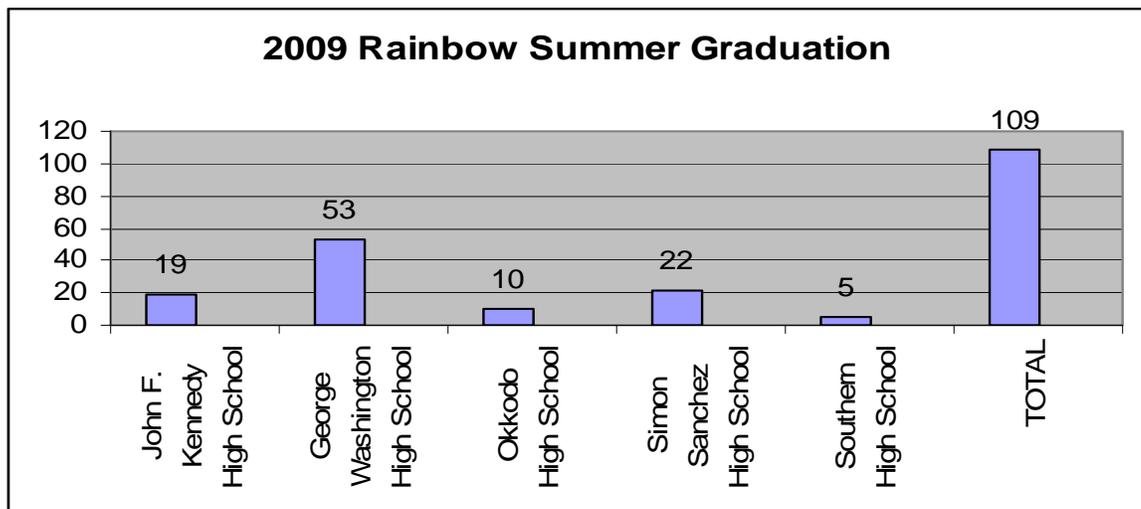
Instead, the number of elementary and middle schools offering enrichment programs ceased and the rest of the elementary, middle and high schools were brought on board to provide district wide opportunities for students to remediate failed credits and master skills in the areas of reading, math and language arts not achieved during the regular school year. Although all students are eligible to participate in the summer programs, seniors will be the priority group at each high school site. Over the last 10 years the GPSS has seen a trend in offering transition and remedial programs in the elementary and middle schools and specific course work for all eligible high school students to remediate failed credits. Teachers are encouraged to offer curriculum that focus on the improvement of reading, math and language arts through use of the Guam Standards and Performance Indicators or to offer further opportunity for all eligible students to catch-up on Direct Instruction lessons not mastered during the regular school year. Data shows the scope and means of how the Title V-A School-Based Summer Programs has met the needs of all eligible students district wide. As with other programs, student achievement is the primary goal of this program. Throughout the tenure of this program from SY 2004 – 2007, the Title V-A School-Based summer programs continues to perform a valuable service to more than 17,772 or 57.2% of students in the GPSS. The summer programs are an intervention opportunity to sustain and maintain meaningful student performance standards, remediation, and transitional programs and address drop out and graduation rates.

I. Accomplishments

The 2009 Summer School Program was implemented at each school, with the exception of F. Q. Sanchez and Merizo Martyrs Elementary schools, which combined to form one summer school program. A total of 3,148 students attended the 2009 Summer School Program. The 27 elementary schools and 8 middle schools showed improved student achievement scores in reading, math and language arts. Gains in student achievement also were evident in the 5 high schools.



The Rainbow Summer Graduation ceremony was held on August 7, 2009 at Okkodo High School Gymnasium. There were 109 high school students that graduated as a result of attending the 2009 Summer School Program. Here is the breakdown by school:



High school students were also given the opportunity to earn ½ to 1 credit to remain on track to graduate. 1,709 high school students took advantage of this opportunity.

The following is a breakdown of the number of employees that were hired for the 2009 Summer School Program.

Breakdown of Employees Hired for the 2009 Summer School Program

School Level	Number of Coordinators	Number of Teachers	Number of Guidance Counselors	Number of Health Counselors
Elementary	26	111	0	0
Middle	8	52	5	1
High	5	67	5	0
TOTAL	39	230	10	1

II. Strengths and Challenges

After compiling all the data from the final data collection and evaluation report for Summer School 2009, many evidences of strengths were noted. For the elementary schools, some of their program's strengths include: having more one-to-one interaction with at-risk students, good parental involvement, strong teacher collaboration, administering pre- and post- assessments, and having more time to help their students improve their social skills.

In the middle schools, some of the programs' strengths included: hiring motivated teachers, reinforcing Positive Behavior Intervention Systems (PBIS) in the schools, having lots of hands-on activities and having smaller class sizes.

For the five high schools, 1,709 students were able to attain ½ to 1 credits while attending summer school. Furthermore, over 100 seniors graduated after completing all their course requirements during the summer. The strengths of high school summer program include: the willingness of teachers to accommodate students based on their needs, having certified teachers, teaching students who were motivated and who complied with high expectations and strict regulations, and having the ability to provide students with the opportunity to receive credits to graduate.

There were many challenges experienced in the 09 Summer School Program. The challenges experienced by the elementary and middle schools included: the limited number of instructional days (20 days) for students to improve in their academic achievement, the lack of instructional and janitorial supplies or the non-arrival of these supplies to support the program, the limited amount of funding provided caused a limited budget to hire teachers, the limited number of bus stops for students to be bussed to and from summer school contributed in the low enrollment of students in the summer school program, and the lack of the breakfast meal to feed the students.

For the high schools, one of the challenges noted was the schools' inability to access the Columbia system for student files. Other challenges experienced by the high schools were similar to the elementary and middle schools. Because of the limited number of bus stops, this affected the total number of students who either dropped out of summer school or withdrew. The total number of students who dropped out of summer school (elementary to high school) was 592. The total number of students who withdrew from summer school was 474.

III. Areas for Improvement

For the elementary schools, the areas of improvement are: increasing the number of summer school days from 4 weeks to 6 weeks, securing funds to serve breakfast, having more money for supplies, ensuring that supplies are ordered and delivered to schools prior to the start of the program, improving busing services and ensuring that the busing budget includes field trips, decreasing the number of skills that need to be taught, maintaining small class sizes and ensuring that special education students' needs are met by hiring special education certified teachers and one-to-one aides. Based on these recommendations, it is evident that we will need a larger summer school budget to implement them.

In the middle schools, the areas that need improvement are similar to the elementary schools: the need to procure instructional and custodial supplies in advance, to increase instructional time,

improve busing services, ensure SPED students have certified SPED teachers and have the funds to provide breakfast for their students. The middle school teachers also felt that students should have the opportunity to enroll in PE and computer classes during the summer.

For the high schools, some of the recommendations are: having early registration, procuring supplies in advance, having a resource teacher for students who need significant lesson modifications and who have specific ESP needs, and increase the summer school funding so that more subjects can be taught to address students' graduation requirements. Finally, a few high schools recommended that busing services be provided to students.

Based on the input of the final summer school reports, a SOP (Standard Operating Procedures) guide for this school year's (SY 09-10) summer school program and proposed timeline are completed and are ready for review and approval.

IV. Carryover Funds

The SY08-09 expenditures report for School-Based Summer School Program was provided by DOE Business Office showing expenditures and encumbrances as of September 30, 2009. (*Refer to Section III. Financial Expenditures Report*)

Program # 4 Expanded Learning Opportunities
Guam Department of Education Schools 2009 Title V-A School-Based Summer Program
 Special Conditions Compliance Report: Year-End Report (Oct. 1, 2008 – September 30, 2009)

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>A. One hundred percent (100%) of all eligible elementary level students should be provided with opportunity to remediate non-mastery of skills increasing competency and improvement in the subject areas of reading, math, and language arts with mastery score of 60% or better or like score equivalent for specific program utilized.</p>	<p>A1. The total amount allotted for the summer school program was \$1,073,781.80.</p> <p>A2. Criteria for the selection of “at risk” students was distributed to all elementary schools to include the each school’s individual choice of summer school curriculum.</p> <p>A3. Arrangements for bussing for the elementary school students were arranged.</p>	<p>A1. To ensure equity in the distribution of funds to all schools, we took 20% of the official student enrollment of all the elementary schools which was 2,770. Furthermore, the total amount allotted for the summer school program (\$1,073,781.80) was then divided by the 20% projected student enrollment of the elem./middle schools and the 25% projected student enrollment of high schools and to determine the per pupil cost. (\$164.00) To determine each school’s projected summer school allotted budget amount, the per pupil cost (\$164.00) was then multiplied by the projected 20% student enrollment of each elementary school. This amount then was the budget amount for each respective elementary school.</p> <p>A2. The 2009 Summer School targeted at risk K- 5th grade students who are 2 or more grade levels below in reading, math, or language arts. Students who scored Level 1 and 2 in the SAT10 reading, math, or language arts, students who score below the 30th percentile in the SAT10 reading, math or language arts and/or students averaging D or lower in reading, math, and language arts. Each elementary summer school was given the following as choices for their summer school program: reading, math, language arts, or Direct Instruction. This is to address the Content Standards and Performance Indicators in the areas of reading, math or language arts, or to address Direct Instruction.</p> <p>A3. To determine the number of buses allotted to each elementary school, the enrollment was divided by 60 (maximum capacity of each bus) and this amount was the number of buses per school. Furthermore, two bus stops per bus were chosen as pick-up/drop off points for students.</p>

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
	<p>A4. Guidelines for the hiring of summer school personnel (teachers, coordinators, counselors and health counselors) were developed to ensure equity and adherence to each school's individual projected budget amount on April 3, 2009 and distributed to all the schools.</p> <p>A5. The Program Manager requested from all Summer School coordinators/principals to submit for approval, their school site applications, staffing pattern, and supply request.</p> <p>A6. C & I Staff reviewed each elementary school's site application, staffing pattern and supply list.</p> <p>A7. Each elementary school administrator interviewed and hired their summer school coordinator, and teachers for their program.</p> <p>A8. Upon approval, summer school applications and completion of personnel interviews, schools are ready to begin.</p> <p>A9. Each elementary school (based on their allotted budget) submitted requisitions for review and approval by C & I.</p> <p>A10. Attendance reports must be turned in every Friday of each week of the summer school program.</p>	<p>A4. These guidelines were followed in each school's staffing pattern and scrutinized by the C & I staff to ensure that each school remained within their budget.</p> <p>A5. Elementary schools submitted their summer school site application, staffing pattern, and supply list for approval.</p> <p>A6. Summer school applications were reviewed for compliance by C & I staff. All elementary schools implemented their summer school program beginning with a student/parent orientation on June 9, 2009, except for LBJ, which conducted their parent orientation on the first day of summer school, June 10, 2009 and ended their program on July 8, 2009.</p> <p>A7. Teachers were interviewed and processed with the Personnel office.</p> <p>A8. Each elementary summer school program began on June 10 and ended on July 8, 2009. At the time of this report, the summer school program has ended. Each summer school program provided 4 instructional hours per day for a total of 20 instructional days. Elementary school students completed required coursework criteria. They also followed all discipline and attendance requirements for each course taken.</p> <p>A9. As of the date of this report, the total amount of expenditures for supplies is \$17,566.79.</p> <p>A10. Attendance reports were collected daily and were submitted at the end of each week to C & I.</p>

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
	<p>A11. Summer School Program State Program Officer will conduct school site visits to determine compliance with district summer school program goals and objectives as stated in the summer school programs project application.</p> <p>A12. Each elementary summer school coordinator will submit the Summer School Data Collection and Evaluation Report.</p>	<p>A11. Observation site visits were conducted at the respective schools by C & I personnel. Three elementary schools per region were chosen at random for these visits. This was completed by July 8, 2009.</p> <p>A12. These reports have been submitted and compiled by C & I Personnel for a summary report. All elementary schools have submitted their final data collection and evaluation reports.</p>
<p>B. One hundred percent (100%) of all eligible middle school students should be provided with opportunity to remediate failed courses for improved proficiency in reading, math, and language arts with mastery or passing score of 60% or better or like score equivalent for specific program of study.</p>	<p>B1. The total amount allotted for the summer school program was \$1,073,781.80.</p> <p>B2. Criteria for the selection of “at risk” students was distributed to all middle schools to include the each school’s individual choice of summer school curriculum.</p>	<p>B1. To ensure equity in the distribution of funds to all schools, we took 20% of the official student enrollment of all the middle schools which was 1,369. Furthermore, the total amount allotted for the summer school program (\$1,073,781.80) was then divided by the 20% projected student enrollment of the elem./middle schools and the 25% projected student enrollment of high schools and to determine the per pupil cost. (\$164.00) To determine each school’s projected summer school allotted budget amount, the per pupil cost (\$164.00) was then multiplied by the projected 20% student enrollment of each middle school. This amount then was the budget amount for each respective middle school.</p> <p>B2. The 2009 Summer School targeted at risk 6th-8th grade students who are 2 or more grade levels below in reading, math, or language arts. Students who scored Level 1 and 2 in the SAT10 reading, math, or language arts, students who score below the 30th percentile in the SAT10 reading, math or language arts and/or students averaging D or lower in reading, math, and language arts. Each middle school was given the following as choices for their summer school program: reading, math, language arts, or Direct Instruction. This is to address the Content Standards and Performance Indicators in the areas of reading, math or language arts, or to address Direct Instruction.</p>

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
	<p>B3. Arrangements for bussing for the middle school students were arranged.</p> <p>B4. Guidelines for the hiring of summer school personnel (teachers, coordinators, counselors and health counselors) were developed to ensure equity and adherence to each school's individual projected budget amount on April 3, 2009 and distributed to all the schools.</p> <p>B5. The Program Manager requested from all Summer School coordinators/principals to submit for approval, their school site applications, staffing pattern, and supply request.</p> <p>B6. C & I Staff reviewed each middle school's site application, staffing pattern and supply list.</p> <p>B7. Each middle school administrator interviewed and hired their summer school coordinator, and teachers for their program.</p> <p>B8. Upon approval, summer school applications and completion of personnel interviews, schools are ready to begin.</p> <p>B9. Each middle school (based on their allotted budget) submitted requisitions for review and approval by C & I.</p>	<p>B3. To determine the number of buses allotted to each middle school, the enrollment was divided by 60 (maximum capacity of each bus) and this amount was the number of buses per school. Furthermore, two bus stops per bus were chosen as pick-up/drop off points for students.</p> <p>B4. These guidelines were followed in each school's staffing pattern and scrutinized by the C & I staff to ensure that each school remained within their budget.</p> <p>B5. Middle schools submitted their summer school site application, staffing pattern, and supply list for approval.</p> <p>B6. Summer school applications were reviewed for compliance by C & I staff. All middle schools implemented their summer school program beginning with a student/parent orientation on June 9, 2009 and ended their program on July 8, 2009</p> <p>B7. Teachers were interviewed and processed with the Personnel office.</p> <p>B8. Each middle summer school program began on June 10 and ended on July 8, 2009. At the time of this report, the summer school program has ended. Each summer school program provided 4 instructional hours per day for a total of 20 instructional days. Middle school students completed required coursework criteria. They also followed all discipline and attendance requirements for each course taken.</p> <p>B9. As of the date of this report, the total amount of expenditures for supplies is \$17,566.79.</p>

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
	<p>B10. Attendance reports must be turned in every Friday of each week of the summer school program.</p> <p>B11. Summer School Program State Program Officer will conduct school site visits to determine compliance with district summer school program goals and objectives as stated in the summer school programs project application.</p> <p>B12. Each middle summer school coordinator will submit the Summer School Data Collection and Evaluation Report.</p>	<p>B10. Attendance reports were collected daily and were submitted at the end of each week to C & I.</p> <p>B11. Observation site visits were conducted at the respective schools by C & I personnel. One middle school per region was chosen at random for these visits. This was completed by July 8, 2009.</p> <p>B12 These reports have been submitted and compiled by C & I Personnel for a summary report. All the middle schools have submitted their final collection and evaluation reports.</p>
<p>C. One hundred percent (100%) of all eligible high school students will be provided to remediate a minimum of ½ failed and a maximum of 2 credits earning a passing grade of D or 60% or better in order to be on track to graduate in a timely manner or to graduate in July.</p> <ul style="list-style-type: none"> - Graduating seniors priority - Eligible graduating juniors - Eligible on-track seniors - Eligible 9th, 10th, and 11th graders 	<p>C1. The total amount allotted for the summer school program was \$1,073,781.80.</p> <p>C2. Criteria for the selection of “at risk” students was distributed to all high schools to include the each school’s individual choice of summer school curriculum.</p> <p>C3. Guidelines for the hiring of summer school personnel (teachers, coordinators, counselors and health counselors) were developed to ensure equity and adherence to each school’s individual projected budget amount on April 3, 2009 and distributed to all the schools.</p>	<p>C1. To ensure equity in the distribution of funds to all schools, we took 25% of the official student enrollment of high schools which was 2,408. Furthermore, the total amount allotted for the summer school program (\$1,073,781.80) was then divided by the 20% projected student enrollment of the elem./middle schools and the 25% projected student enrollment of high schools and to determine the per pupil cost. (\$164.00) To determine each school’s projected summer school allotted budget amount, the per pupil cost (\$164.00) was then multiplied by the projected 25% student enrollment of each high school. This amount then was the budget amount for each respective high school.</p> <p>C2. Grades 9-12 students. Highest priority are graduating seniors, graduating juniors who need ½ to 1 full credit in order to graduate, juniors and seniors who need 1-2 full credits to be on-track to graduate in a timely manner. This is to address the Content Standards and Performance Indicators in the areas of reading, math or language arts.</p> <p>C3. These guidelines were followed in each school’s staffing pattern and scrutinized by the C & I staff to ensure that each school remained within their budget.</p>

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
	<p>C4. The Program Manager requested from all Summer School coordinators/principals to submit for approval, their school site application, staffing pattern, and supply request.</p> <p>C5. C & I Staff reviewed each high school's site application, staffing pattern and supply list.</p> <p>C6. Each high school administrator interviewed and hired their summer school coordinator, and teachers for their program.</p> <p>C7. Upon approval, summer school applications and completion of personnel interviews, schools are ready to begin.</p> <p>C8. Each high school (based on their allotted budget) submitted requisitions for review and approval by C & I.</p> <p>C9. Attendance reports must be turned in every Friday of each week of the summer school program.</p> <p>C10. Summer School Program State Program Officer will conduct school site visits to determine compliance with district summer school program goals and objectives as stated in the summer school programs project application.</p>	<p>C4. High schools submitted their summer school site applications, staffing patterns, and supply lists for approval.</p> <p>C5. Summer school applications were reviewed for compliance by C & I staff.</p> <p>C6. Teachers were interviewed and processed with the Personnel office.</p> <p>C7. All high schools implemented their summer school program at different dates with the first one starting on June 8 and the last one ending on August 6, 2009. At the time of this report, all the high schools' summer school programs have ended. SSHS was the final high school to end their summer school program - Aug. 6, 2009. Each summer school program provided a minimum of 4 instructional hours per day for a total of 30 instructional days. High school students completed the required coursework criteria. They must follow all the discipline and attendance requirements for each course taken.</p> <p>C8. As of the date of this report, the total amount of expenditures for supplies is \$17,566.79.</p> <p>C9. Attendance reports were collected daily and were submitted at the end of each week to C & I.</p> <p>C10. Observation site visits were conducted at the respective schools by C & I personnel. One high school per region was chosen at random for these visits. This was completed by July 8, 2009.</p>

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
	<p>C11. Each high summer school coordinator will submit the Summer School Data Collection and Evaluation Report.</p>	<p>C11. These reports have been submitted and compiled by C & I Personnel for a summary report. All the high schools have submitted their final data collection and evaluation reports.</p> <p>The Rainbow Summer Graduation ceremony was held on August 7, 2009 at Okkodo High School Gymnasium. There were 109 high school students that graduated as a result of attending the 2009 Summer School Program. Here is the breakdown by school:</p> <ul style="list-style-type: none"> • 22 - Simon Sanchez High School • 10 - Okkodo High School • 5 - Southern High School • 19 - John F. Kennedy High School and • 53 - George Washington High School <p>In addition to the students who graduated as a result of attending this summer school program, high school students were also given the opportunity to earn ½ to 1 credit to remain on track to graduate. 1,709 high school students took advantage of this opportunity.</p> <p>Based on the input of these final summer school reports, a SOP (Standard Operating Procedures) guide for this school year's(SY 09-10) summer school program is completed and is ready for review and approval.</p>

Program #4 EXPANDED LEARNING OPPORTUNITIES

Success for All Program

At the end of SY2008-09, the Administrator for the Reading First Center, the office that managed the Direct Instruction (DI) program was assigned to one of Guam's elementary schools as the Principal. Subsequently, it was decided that the management of all of the Department's education reform programs, which included at the time, the DI and Success for All (SFA) programs was to be assigned to a School Program Consultant (SPC) with the Division of Curriculum and Instruction. The newly hired SPC for Educational Reform officially took over as Project Director of both the DI and SFA Reform programs in August, 2009. With this in mind, it is important to note that this change in leadership along with the increased responsibility of the position to now manage the implementation of two major reform programs is a significant challenge that has affected the operations of both programs. One of the effects of this transition in leadership is the burden of having to construct a history of program activities of which one was not a part and thus, what follows is a comprehensive summary of the program's activities based on previous reports and documents submitted by past Project Directors and interim office managers as well as input from district and school personnel.

I. Accomplishments

The SFA reform program started FY 2008-2009 and subsequently the first three quarters with only two of Guam's elementary schools, Agana Heights and Harry S. Truman Elementary Schools. Prior to this, all elementary schools on the island with the exception of Agana Heights, were implementing the DI program. During the first three fiscal quarters, which encompasses most of SY 2008-2009, much of the focus was on the start up and ongoing training for Agana Heights and Truman and assisting them with the proper implementation of the program.

Training for these two schools included a workshop for New Leaders of the program, providing them with an overview of what was to come with SFA as well as training in the different academic components. These training sessions took place on March 3-7, 2009 at their respective school sites and involved the teachers who were to be implementing the program. Agana Heights with a student population of 542 has 25 teachers and Harry S. Truman with a student population of 399 has 18 teachers.

In March 2009, both schools received their teacher and student materials and began the distribution to classrooms. Subsequently, both schools began their initial student assessment to determine student placement and officially began the reading program during the 4th academic quarter. Agana Heights and Truman successfully completed their first reading cycle at the end of the 4th academic quarter.

At the end of the 4th academic quarter, a total of 132 or 45% of students were reading at or above their grade level for Truman. For Agana Heights, 364 or 83% of students were reading at or above grade level.

Student Enrollment (Official Count September 30, 2008)

School	HS	Kinder	1 st	2 nd	3 rd	4 th	5 th	Total
Agana Heights	20	68	85	78	84	93	112	540
Truman	20	57	54	68	75	67	58	399

Number of Teachers per school (SY08-09)

School	HS	Kinder	1 st	2 nd	3 rd	4 th	5 th	Total
Agana Heights	1	4	5	4	3	4	5	25
Truman	1	3	3	3	3	3	3	18

Also during the first three fiscal quarters of FY 2008-2009, the district was preparing for a substantial change in the reform programs for the elementary school. As per the newly adopted 2008 GDOE District Action Plan, elementary schools were to be allowed to choose from among three reform models to implement at their schools for SY09-2010. This choice was to be made collaboratively by their school community and needed to include input from students, parents, faculty and staff.

At the end of the selection process that took place over the course of the second academic semester of SY 2008-2009, 8 additional elementary schools elected to implement the SFA program during SY 2009-2010, substantially increasing the number of schools participating in the program. The schools included Astumbo, C.L. Taitano, M.A. Ulloa, Marcial Sablan, Merizo, Ordot-Chalan Pago, Talofofu and Tamuning. With a total of 10 elementary schools, the SFA program has now provided services to a total of 4,699 students and 224 teachers.

Student Enrollment (Official Count September 30, 2009)

School	HS	Kinder	1 st	2 nd	3 rd	4 th	5 th	Total
Astumbo	20	17	73	84	54	76	84	408
C.L. Taitano	40	75	91	97	101	103	108	615
M.A. Ulloa	40	106	102	106	102	128	128	712
Marcial Sablan	20	78	59	75	69	77	70	488
Merizo	20	39	32	39	37	40	37	244
OCP	0	86	79	75	90	80	76	486
Talofofu	20	22	32	36	33	57	47	247
Tamuning	n/a	n/a	n/a	142	136	166	154	598

Student Enrollment (Official Count September 30, 2009)

School	HS	Kinder	1 st	2 nd	3 rd	4 th	5 th	Total
Astumbo	1	4	5	4	3	4	5	25
C.L. Taitano	2	4	4	5	5	4	5	27
M.A. Ulloa	2	6	4	5	5	5	5	30
Marcial Sablan	1	4	3	4	4	3	3	21
Merizo	1	2	2	2	2	2	2	12
OCP	0	4	4	4	4	4	4	24
Talofofo	1	2	2	2	3	3	2	14
Tamuning	n/a	n/a	n/a	7	6	8	7	28

With the addition of 8 new schools, and in preparation for SY 2009-2010, there was a lot of activity that took place during the third and fourth fiscal quarters. What follows is a narrative of accomplishments of the program, some of its identified strengths and challenges, and finally a list of possible improvements that could be made for the following fiscal year.

In terms of accomplishments, much of the third and fourth fiscal quarters were focused on providing training for the administrators, teachers and other school personnel on the components of the SFA program; ensuring that the schools were equipped with the personnel and program materials and supplies that were needed for implementation at the beginning of the year; the implementation of the program at the schools; the establishment of a district organizational structure to support the schools, including the identification of district staff and clarification of roles; and the development of a district data collection and accountability system.

Official training for the new program schools officially began with the New Leaders Conference that took place on July 6-10, 2009. A special conference was held on Guam to accommodate the number of new schools and participants that needed to attend. This conference offered an in depth overview of the SFA program and its components and trained administrators and teacher leaders on what was expected of them in order to insure a successful implementation at their school. Approximately 5 to 10 representatives from each school attended this conference and included administrators, teachers and district personnel.

A few weeks later, also on Guam, the SFA Summer Institute was held from July 27th- 31st at Marcial Sablan Elementary School for the southern schools and at Liguana Elementary for the central and northern schools. This institute included in depth training for teachers, administrators and other school personnel in the specific components of the program. Component-wise, the SFA program can be divided into three main parts: “Kinder-corner” which is the Kindergarten program for schools, “ROOT” which is for students at the first grade reading level, and “WINGS” which is for those students reading at 2nd grade and above. For this institute, there were a total of 306 participants: 248 teachers, 44 Teacher Assistants, and 16 School Aides constituting approximately 75% of all teachers and personnel who will be directly responsible for the implementation of the SFA program at their schools. The administrators from each of the 10 schools also attended several of the sessions to get a general understanding of each of the components. The large percentage of

participants as well as the fact that we were able to hire the Teacher Assistants in time for the training was a significant plus as it allowed personnel to be ready and prepared for the first day of school.

For those teachers and administrators who were not able to make the summer training, component training was held from October 7th- 16th, 2009. There were 40 participants comprised of teachers and administrators for each of the three component trainings.

From September 8th – 18th, 2009, SFA Site Facilitators and Teacher Assistants (SFA Tutors) received training on the SFA Tutoring Program. There were a total of 116 participants who attended this training.

With this training that occurred during the 3rd and 4th fiscal quarters, we were able to train over 90% of the school personnel who are directly responsible for the implementation of the SFA program. Additional training for new teachers, teachers who will be teaching a different program, ancillary personnel and district support staff from other DOE divisions will be provided throughout the year in the hopes that all support personnel who work with the schools and their students are familiar with the program components.

As part of their contract, the Success for All Foundation (SFAF) is responsible for the projection and ordering of Teacher and Student program materials. This was done at the end of SY08-09 and materials were delivered to the schools in time for the start of the school year. Though there were some issues with shortfalls in the projected needs and some missing materials from each of the orders, the fact that the materials were ready for schools was a big plus in the implementation.

With majority of the student and teacher program materials needed, the schools were able to start the various components of SFA program at the beginning of the school year. The “Getting Along Together” unit prepared students for the requirements of the program by teaching them the routines necessary for them to work collaboratively together in groups. During this time, schools were also able to conduct their initial assessment to determine student placement and establish baseline data for reading. After completing the “Getting Along Together” unit and after completing their initial assessment and subsequent grouping, schools began the reading portion of the SFA program the week of August 27th. With the full implementation of the reading and writing programs SFA point coaches, designated SFA consultants assigned to particular schools, have been visiting their schools regularly and providing input on their implementation and ongoing support.

In regards to the district support, the former Reading First Center has been renamed to the “Student First Center” and is now responsible for the management of the grants that support the Department’s entire education reform program. At this time, the two official reform programs that are being implemented in the District are the SFA and DI Programs. Prior to this academic year, the SFA program did not have an official district entity to provide support and was managed primarily at the school level, limiting their access to department resources. With the program’s assignment to the Student First Center, two district

coordinators are now assigned to the SFA program to provide local support along with a district Data manager who collects and manages data for all of the district's reform programs.

As part of our support mechanism, we have regularly scheduled monthly meetings with SFA site Facilitators and School Administrators and then another with only SFA Facilitators. These meetings were meant to provide schools with an opportunity to bring up implementation issues and to collaborate and network with other SFA schools. These meetings also support the work of the regular SFA Leadership Academies that bring together School Administrators, Facilitators and Teacher Leaders. These Leadership Academies are facilitated by SFA Personnel who work with participants on theories of organization change and leadership, incorporating the research in these areas into the implementation work of the SFA schools.

Though much of the reporting and accountability structure is still under development, schools are collecting student assessment data monthly to determine progress and submit these reports on a quarterly basis. In addition to these student data submissions, we have implemented the Weekly Status Report that is to be submitted by the school Principals which tracks, among other things, the number of observations done by the administrators and facilitators. To assist facilitators and administrators with their observations, we developed and provided schools with what we call the Spot Observation for Teachers or "SOFT" to be used as a checklist when one goes in to observe a teacher.

II. Strengths and Challenges

Based on an informal survey given to SFA facilitators and numerous discussions with district and school personnel, the program so far has several strengths. First, there seems to be a strong enthusiasm among teachers, staff and students to implement the program. Although there are still many challenges that will be discussed further later, there seems to be an overall excitement about what they have already experienced. This is probably attributed to the fact that schools were given the opportunity to choose a reform program and thus, are now invested in ensuring that the program succeeds. Though there still must be a few teachers, staff and parents in SFA schools that preferred the DI program, the fact that each school went through a process to discuss the decision must have helped appease resistance once the final decision had been made.

Another strength identified by administrators, facilitators and teachers is the student interaction that takes place on a routine basis. According to many, this interaction has attributed to a positive organization culture at their schools.

Ongoing professional development and support from the SFAF is another strength. Program personnel are quick to respond to schools' inquiries and site visits by point coaches are routine and numerous. The organization has also responded well to request by district officials and schools for more training, a clearer communication structure, and other needs that have risen. One example of a need was when the District was not able to provide all of the adopted textbooks for Reading that were required to start the next part of the SFA program. When this fact was apparent, SFA sent the reading materials meant for next school

year early and modified their program calendar to ensure that students had reading materials for second quarter.

Strong collaboration among SFA schools is most certainly a strength. Although this cannot necessarily be attributed to just the SFA program per se, it is something that needs to be mentioned as schools, particularly through the work of their SFA facilitators, communicate often to share ideas and resources and to collaborate on district projects like the Leadership Academies, component trainings, and professional development plans. As an associated strength to this, we have the monthly meetings with administrators and facilitators that help to keep open direct lines of communication between the Student First Center and the schools. With this aspect in mind, we would be remiss if we did not include the work of the SFA District Coordinators who have been working directly with the schools in coordinating the SFA activities and assisting schools with their implementation needs.

III. Areas for Improvement

The SFA program has faced many challenges during this past fiscal year, but most particularly during the 3rd and 4th quarters as we worked to implement the program in eight additional schools. For the purpose of this discussion, the challenges are divided into two separate, but related categories: the SFA program itself and its administration.

As it relates to the program, because its approach is quite different from the previous reform program implemented in our schools, the change is quite stressful and challenging for our teachers. Many say that they are finding it difficult to adjust. SFA identifies this as the mechanical stage where teachers are just learning the primary components and structure of the program's lessons.

Along with this, it is unclear at this point how teachers can best assess students to provide them with a grade. Facilitators and Teachers have said that because the various components of the program are fixed and have established routines, it is difficult to determine what exactly can be used for a "grade." Though this was identified as a challenge in the beginning, it must be noted that as teachers become more comfortable with the program, they will be better able to determine which components can be used for a grade.

In addition to grading, a concern was also brought up about the need to address specifically the needs of Special Education and English as Second Language (ESL) students. Though the program emphasizes that students are placed at their appropriate reading levels and that their progress is continually monitored, it was noted that there should be a more explicit approach to meeting the individual needs of these students. SFA personnel have noted that this will be addressed during their future visits and trainings.

As it relates to the administration of the program, there were numerous challenges including the late processing of SFA Facilitators Notices of Assignment, shortfalls in the projection of student numbers and groups, thus resulting in a shortfall of students materials, lack of funds for the ordering of materials for students who are reading above the 5th grade level, the late ordering and arrival of student assessment materials, the lack of reference materials for SFA

Facilitators and the Student First Center, and the lack of the adopted reading and math textbooks at the schools. All of these issues are documented and are currently being followed-up with by the Student First Center. Some of the recommendations to address these issues are as follows:

- Continue to provide ongoing instructional support to teachers and ensure that there is a mechanism in place to identify teachers in need of help.
- Continue to work closely with the Division of Special Education and the ESL program to ensure that the needs of the students in these programs are being met.
- Ensure that all required paperwork is complete for all SFA personnel during the summer and prior to the start of the school year.
- Ensure that SFA Site Facilitators are consulted and are included in the projections for student materials. Though this is an SFA responsibility, Facilitators need to be involved to ensure that student needs are met.
- Identify funds to order and purchase reading resources for students reading above the 5th grade level.
- Identify funds to order and purchase reference materials for SFA Site Facilitators and District Coordinators.
- Work closely with the Division of Curriculum and Instruction to ensure that textbook orders are placed for reading and math.

IV. Carryover Funds

The SY 2008-2009 expenditure report for Success for All was provided by DOE Business Office showing expenditures and encumbrances as of September 30, 2009. *(Refer to Section III. Financial Expenditures report)*

**Program #4 Reading and Math Reform
Success for All Program**

Special Conditions Compliance Report: Year-End Report (October 1, 2008 – September 30, 2009)

OBJECTIVE	ACTIVITIES	EVALUATION OF OBJECTIVES
<p>1. Implement the SFA Program and provide adequate instructional time for students.</p>	<p>a) Schedule and group students accordingly</p>	<p>a) The 10 elementary schools implementing the <i>Success for All</i> education reform program began the school year using the SFA Getting Along Curriculum which introduced the students to the routines and expectations of the program, particularly how to work in cooperative learning groups. During this time, school personnel were conducting student assessments to determine students' proper placement. Schools completed student assessments, grouped them into their appropriate reading levels and then began the official Reading component of the program on August 27, 2009.</p> <p>The Scholastic Reading Inventory (SRI) Test results were used to determine students' progress. The second assessment took place the week of Oct. 12 and students were regrouped accordingly.</p>
<p>2. Provide training to School Leadership and teachers on the implementation and data assessment procedures and requirements.</p>	<p>a) Develop training schedule for teachers and leadership of the schools.</p>	<p>a) The New Leaders Conference along with program component training for Kinder Corner, Roots, Wings and Writing and Math Power Teaching was provided for Administrators and Teachers of the SFA schools.</p> <p>The New Leaders Conference took place on July 6- 10, 2009 and the pre-service component training on July 27-28, 2009. The goal of the SFA New Leaders Conference was to have the participants leave the training at the end of the week with an understanding of their personal role in getting the SFA Program up and running in their school.</p> <p>Additional program component training was provided on October 7- 16th, 2009 for those teachers who could not make it to training over the summer.</p> <p>Regular Leadership Academies were held with School Administrators, Site Facilitators, and Teacher Leaders on August 31st – September 1st, 2009 and on September 21st and 25th, 2009. During the Leadership Academies the participants were engaged in a discussion on 2nd order change and 1st order change, what it looks like and what it feels like. They were introduced to two research models for change, Tuckman's Change Model and the Concerns-Based Adoption Model. They identified their roles in supporting their school</p>

OBJECTIVE	ACTIVITIES	EVALUATION OF OBJECTIVES
		used as a common guide. This form is called the Spot Observation For Teachers or "SOFT." An extended observation form is currently being developed to be used as a guide for a longer, more in depth observation. Administrators and Site Facilitators are encouraged to conduct six observations a quarter per teacher (two observations for Language Arts, Reading and Math).
4. 85% or more of students will place at or above their reading grade level	<p>a) Establish student data management system to collect and report student reading performance/assess student data.</p> <p>b) Set up schedule for regular collection and reporting of school data</p> <p>c) Coordinate quarterly assessment and conduct interventions if needed.</p> <p>d) Assess using Scholastic Reading Inventory (SRI), SFA and McGraw-Hill Reading Test results monthly/quarterly.</p>	<p>a) Schools administered cycle one assessment of the Success For All Reading Program – <u>Initial Assessment/Placement</u> to all new students. This assessment took approximately two weeks beginning on Aug. 12 – 26 to determine placement, regrouping and determining students requiring tutorial guidance, prior to the start of the 1st cycle. Student data are collected and stored on a student database maintained by the Site Facilitator. This database is to be submitted monthly to the Student First Center to be compiled with the other schools to produce a district data report.</p> <p>b) Students' reading levels are assessed quarterly through the Scholastic Reading Inventory. Data from this assessment are used in conjunction with assessment information on the Quarterly Assessment Summary to determine student program placement. This data is also submitted at the end of each quarter to the Student First Center to be used at the district level to monitor student progress.</p> <p>c) The Scholastic Reading Inventory (SRI) is used quarterly to assess student progress and, as noted above, is used in conjunction with the Quarterly Assessment Summary to determine student placement.</p> <p>d) The SRI is currently being used as the primary quarterly assessment.</p>
5. Coordinate and Conduct Quarterly Component Meetings	<p>a) Set up schedule for regular meetings with teachers, administrators, and staff</p> <p>b) Identify and discuss program challenges and</p>	<p>a) Schools are in the process of establishing component committees and a routine schedule to meet.</p> <p>b) Principals and Site Facilitators meet regularly at their school site to discuss program implementation issues. At the district level, Administrators and Site</p>

OBJECTIVE	ACTIVITIES	EVALUATION OF OBJECTIVES
	determine solutions.	Facilitators meet regularly with Student First Center personnel to discuss implementation issues and to generate solutions.
6. Hold informational sessions with parents	<p>a) Update parents on program challenges and progress</p> <p>b) Provide monthly school newsletters, weekly school bulletins, Kinder Corners/Reading Roots/Reading Wings pamphlets, SFA parent handbooks and post to school website.</p>	<p>a) Parent informational sessions were conducted in April 2009, along with the SFA representatives. This will be ongoing throughout the school year.</p> <p>b) Schools are in the process of developing these items and putting a system in place for their dissemination.</p>
7. The GPSS will issue a Request for Proposal (RFP) for consultative services (training and implementation assistance) to support the SFA program for school year 2008-2009.	a) Procure professional services for <i>Success For All</i> program.	a) The SFA Program has submitted their proposal to GDOE and has been approved. A contract is currently in place with the <i>Success for All</i> foundation to provide consultative services.
8. Procure and distribute curricula materials and other resources necessary to implement and administer the program	<p>a) Review recommended SFA materials and other teacher and student materials.</p> <p>b) Procure other materials and equipment needed by schools to carry out program.</p>	<p>a) As per contract with the Success for All Foundation, schools received their start up materials and distributed them to the classroom for the start of the first cycle of SFA's third edition. Upon completion of the student assessment, it was found that some schools were short on some program materials due to the fact that school needs and materials projections were based on the student population towards the end of the 4th quarter. Plans are being made to base next year's projections on current student assessment data in the hopes of avoiding such shortfalls.</p> <p>b) Schools distributed materials to the classrooms on the week of August 24, 2009. Schools are awaiting the purchase of the Scholastic Reading Inventory Assessment and Trade Books.</p>

OBJECTIVE	ACTIVITIES	EVALUATION OF OBJECTIVES
<p>9. Continue to improve data collection reporting system for SFA students assessments</p>	<p>a) Provide schools with the necessary technology, training and other resources needed to collect, analyze, and report assessment data.</p> <p>b) Establish student data management system to collect and report student reading performance/Assess student data.</p> <p>c) Set up schedule for regular collection and reporting of school data.</p>	<p>a) User log-in and passwords will be issued to school personnel to access the SFA’s member center which will be used to input students’ test results and monitor student achievement. In addition the member center will provide data necessary for reports required by various divisions of GDOE and Federal Programs. Training and Guidance on the member center will be provided by the school’s Point Coach. Schools are awaiting approval on the storage of individual student information on the SFA member center due to Family Educational Rights and Privacy Act (FERPA).</p> <p>b) In addition to the anticipated use of the SFA Member Center, student data are collected and stored on a student database maintained by the school’s Site Facilitator. This database is to be submitted monthly to the Student First Center to be compiled with the other schools to produce a district data report.</p> <p>c) Students’ reading levels are assessed quarterly through the Scholastic Reading Inventory. Data from this assessment are used in conjunction with assessment information on the Quarterly Assessment Summary to determine student program placement. This data is also submitted at the end of each quarter to the Student First Center to be used at the district level to monitor student progress.</p>
<p>10. Strengthen accountability and reporting structures/enhance tracking and monitoring mechanisms</p>	<p>a) Program Manager, School Leadership, and coordinators to re-evaluate current reporting and implementation methods to effectively design and develop comprehensive accountability and reporting structures to improve student academic achievement and meet program goals and objectives.</p>	<p>a) Site Facilitators are being guided on the use of the SFA Member Center, but awaiting approval on the storage of individual student information system that is independent of GDOE.</p> <p>*Student First Center personnel are currently working on an evaluation model to be used across all reform programs. The proposed model includes: Three tiered evaluation model</p> <ol style="list-style-type: none"> 1) Program specific data, students assessment and implementation efforts 2) District-wide student assessment data and implementation efforts 3) Annual Summative Evaluation <ol style="list-style-type: none"> a) SAT10- with attention <ol style="list-style-type: none"> i. Distribution of individual student scores ii. Rates of change over time- groups of student, mean scores b) Criterion Referenced Test- developed for Guam

OBJECTIVE	ACTIVITIES	EVALUATION OF OBJECTIVES
		<p>*Currently required of schools- Weekly Status Reports, Common Observation Form for Administrators and Facilitators</p> <p>*Currently under development- Weekly Progress Form, Quarterly Assessment Summary.</p>

Program #4: EXPANDED LEARNING OPPORTUNITIES

School Resource Officer Program

Currently, there are 3 separate programs contained in this Project Application. The first is the School Resource Officer, the Play by the Rules Program, and the Children at Risk.

I. Accomplishments

Project A: School Resource Officer (SRO) Program

Student discipline data for baseline year 07-08 revealed the following: a) Drugs and alcohol referrals totaled 1 confirmed drug case and 0 alcohol cases for elementary; in the secondary schools there were a total of 51 confirmed drug cases and 46 alcohol cases. Furthermore, during this reporting period there were 1001 violent offenses in the elementary setting and 61 sexual misconduct cases. In the secondary schools during this same period there were 1508 violent offenses and 148 sexual misconduct cases. For the same offenses during the 08-09 school year there were 0 confirmed drug cases and 2 alcohol cases. During the same reporting period there were a total of 1196 violent offenses and 69 sexual misconduct cases in the elementary schools. The secondary schools revealed that there were 74 confirmed drug cases, 102 alcohol cases, 132 sexual misconduct cases. 1327 violent offenses committed by secondary students. All students were from GDOE.

While there is an increase in the number of student offenses reported, (with the exception of violent offenses at the secondary level) this can be attributed to more diligent school administrators. A level of more awareness among school administrators and personnel has contributed to safer school communities.

Students that were referred to the office for rule and law violations were either referred to anger management, GPD, Juvenile Court, Mental Health, (Drug and Alcohol Assessment), Truant Officers, or school Guidance Counselors. Students were monitored by school personnel for compliance with recommendations to improve their social and academic behavior.

Search and seizure training was conducted as part of the Pacific Resources for Education and Learning conference in July 2009. A focus on secondary schools was emphasized. School personnel, teachers, and administrators were trained. Objective met.

Project B: Play by the Rules (PBR)

I. Accomplishments

An Memorandum Of Understanding outlining the duties of the Judiciary of Guam and the GDOE was fully executed on April 1, 2009.

A training workshop was held on June 9, 2009 in collaboration with of the National Guard Counter Drug Task Force group. The task force trainers will teach the program at their summer program – Camp Freedom – in July. There were eleven (11) participants all from

the National Guard and four (4) Guam trainers conducted the training – Joleen Respicio, Guam PBR Coordinator & Chamber Administrator for Chief Justice Robert Torres; Danielle Rosete, Supreme Court Staff Attorney; Vera Flores, Judiciary Client Services Therapist; and Erik Miller, Oceanview Middle School teacher. PBR student handbooks were provided to the National Guard for use with the PBR program.

The Play By The Rules Program is in its second year of implementation within the Public School Systems and also in some selected Private Schools. There have been over 5000 students who have benefited from this program to date. Play by the rules is a program that teaches the schools aged students about the laws of Guam and how they relate to juveniles. There is a rigid curriculum that teaches different concepts of laws and their consequences. Student who are also detained in the Department of Youth Affairs receive this curriculum.

There have been 4 teacher training sessions this grant year. One of which was conducted at the Army National Guam Training Center to train Guardsmen to teach the curriculum to students they work within their summer programs. The other 3 trainings have been in large group settings at the Hyatt the last year. Over 100 teachers and administrator have been trained in the Guam Department of Education to teach this curriculum.

A five member team attended the National Law Related Education Conference in September 2009 to present the Play By The Rules Program in Chicago. The presentations were a success.

Project C: Children at Risk (CAR) Program

The Children at Risk Program supported the 2nd Annual Juvenile Justice Conference. There were over 200 participants from the legal community, mental health profession, Department of labor, and judges. This is exclusive of the participants from the Guam Department of Education to include approximately 86 students from the 5 high schools. Additionally, a video of a mock trial to educate students about the process of law has been distributed to all secondary principals. Each year in May in celebration of Law Day, schools invite lawyers and other judicial officers to their schools to discuss issues in the legal field as they apply to students. This program supports the Play By The Rules program. It allows students to see firsthand the process of getting detained and then the completion of a case in the Juvenile Court. It is narrated by the Chief Justice of the Guam Supreme Court and a Superior Court Judge.

A small Juvenile Justice Conference planning committee, chaired by Judge Arthur R. Barcinas, family court judge, and staffed by Jeannette Quintanilla, Juvenile Drug Court Coordinator, was formed and met May 1st, June 9th, June 16th and June 30, 2009. They coordinated with the National Technical Assistance instructors from the Department of Justice to present at the conference held on August 26-27th. Approximately 30 GDOE participants attended, to include the Project Director conducting a presentation on high risk student assessment. Dana Jenkins and Kenneth Arnold were the two off island conference presenters.

The Second Juvenile Justice Conference was held August 26, 27 and 28, 2009 at the Sheraton Laguna Resort. A student track was held on August 26, 2009 from 8:00 a.m. to 12 noon and included students from various schools. Nearly 250 participants were in attendance, to include about 30 staff members from GDOE. The student track involved

approximately 50 students from the GDOE. There were at least 200 adult participants from the various Juvenile Justice Agencies.

II. Strengths and Challenges

The Play By The Rules is a successful program in the Guam Department of Education. One school has implemented this program extremely well and has seen a decrease in the amount of student referrals. This program also supports a discretionary grant, *Menhalom* in the area of Character Development. The teaching guides are easy to read with their own built in performance measures. It is a program that is making great strides in the Guam Department of Education.

The Children at Risk is a program that works collaborative with the Judiciary to meet the needs of the middle and high schools students. A video disk provides students with information on the process of law within the Superior Court of Guam. It also allows the legal community to connect with the students to provide them with a different perspective on how the law works and what happens within the court room.

There are issues in the business and procurement departments when dealing with reimbursements for the Judiciary. An example of this is when the business inadvertently issued a \$32,000.00 check in error for a reimbursement request; this issue has not been fixed despite repeated request for the business and procurement departments to correct this error.

Additionally, the SRO project A has not been able to come to fruition do the on-going conflict with the Attorneys General on jurisdiction of the School Resource Officer. We have not been able to work out a Memorandum Of Understanding to hire a School Resource Officer.

III. Areas for Improvement

Project A

The Memorandum Of Understanding between the Attorney General's Office (AGO) and the Guam Department of Education (GDOE) has not materialized. There has been no further communication between the AG and the GDOE. A more prudent course of action is to use a research based anti-bully program. This will be included in a new SRO Project Application

There needs to be more interaction between the program manager and principals in carrying out this project. Implement Play By The Rules in all high schools.

Revised the Memorandum Of Understanding for both programs to allow greater flexibility for programmatic use.

Project B

Plans are being made by the Project Director and the Superior Court representative to expand the PBR program to the high school students for the Civics classes.

IV. Carryover Funds

The SY08-09 expenditure report for the SRO program was provided by DOE Business Office showing expenditures and encumbrances as of September 30, 2009. (*Refer to Section III. Financial Expenditures Report*)

PROGRAM #4 – EXPANDED LEARNING OPPORTUNITIES

School Resource Officer Program-Project A

Special Conditions Compliance Report: Year –End Report (Oct. 1, 2008 – September 30, 2009)

Objectives	Activities	Evaluation
<p>1. The SRO will compile and provide data on violent crimes at each school site.</p>	<p>a. A log of students referred and the nature of their referrals will be documented and recorded.</p>	<p>a. Student discipline data for baseline year 07-08 revealed the following: Drugs and alcohol referrals totaled 1 confirmed drugs case and 0 alcohol cases for elementary; in the secondary schools there were a total of 51 confirmed drug cases and 46 alcohol cases. Furthermore, during this reporting period there were 1001 violent offenses in the elementary setting and 61 sexual misconduct cases. In the secondary schools during this same period there were 1508 violent offenses and 148 sexual misconduct cases. For the same offenses during the 08-09 school year there were 0 confirmed drug cases and 2 alcohol cases. During the same reporting period there were a total of 1196 violent offenses and 69 sexual misconduct cases in the elementary schools. The secondary schools revealed that there were 74 confirmed drugs cases, 102 alcohol cases, 132 sexual misconduct cases. 1327 violent offenses committed by secondary students. All students were from GDOE. While there is an increase in the number of student offenses reported, (with the exception of violent offenses at the secondary level) this can be attributed to more diligent school administrators. A level of more awareness among school administrators and personnel has contributed to safer school communities. Students that were referred to the office for rule</p>

Objectives	Activities	Evaluation
<p>2. The SRO will coordinate all training requirements for school aides' safety techniques.</p> <p>3. The SRO, Attendance Officers and School Aides will conduct assemblies quarterly to discuss issues of safety.</p>	<p>Training will be provided by the local law enforcement agency Guam Police Department and the Attorney General on search, seizure and suspicious activity training to all school administrators, teachers, and students.</p> <p>The SRO will coordinate and conduct</p>	<p>and law violations were either referred to anger management, GPD, Juvenile Court, Mental Health, (Drug and Alcohol Assessment), Truant Officers, or school Guidance Counselors. Students were monitored by school personnel for compliance with recommendations to improve their social and academic behavior. Objective met.</p> <p>b. Search and seizure training was conducted as part of the Pacific Resources for Education and Learning conference in July 2009. A focus on secondary schools was emphasized. School personnel, teachers, and administrators were trained. Objective met.</p> <p>c. An on-going effort between the GDOE and the AGs has resulted in a stalemate over the jurisdiction of the SRO. This is going to be addressed the next grant year.</p> <p>d. Evaluation will be conducted utilizing participant feedback forms and site review of applications.</p> <p>Evaluation will be conducted utilizing participant feedback forms with principals and students.</p> <p>Evaluation will be conducted utilizing participant feedback forms with principals and students.</p>

Objectives	Activities	Evaluation
	assemblies with school principals and students and will collect baseline data on student safety issues.	

Project B-Play By the Rules (PBR)

Special Conditions Compliance Report: Year –End Report (Oct. 1, 2008 – September 30, 2009)

OBJECTIVES	ACTIVITIES	EVALUATION OF OBJECTIVES
1. Incorporate the Play by the Rules program into the GDOE seventh grade curriculum 2. Incorporate Play by the Rules program into detained students at the Dept. of Youth Affairs.	Distribute the Play by the Rules handbooks to the GDOE middle schools and train the GDOE teachers on the Play by the Rules program. Implement the Play by the Rules program in the GDOE middle schools and the Dept. of Youth Affairs schools students.	1,266 student booklets were distributed to all public schools in August and September 2009 for SY 2009-2010 for classroom use as part of the Social Studies curriculum. 36 detained youth were provided copies of PBR handbooks in August and September of 2009 for SY 2009-2010. DYA staff was also at PBR training on February 27, 2009 and received instruction on teaching the PBR Curriculum. Dates for presentations still to be determined.

Project C-Children At Risk (CAR)

Special Conditions Compliance Report: Year –End Report (Oct. 1, 2008 – September 30, 2009)

OBJECTIVES	ACTIVITIES	EVALUATION OF OBJECTIVES
1. Develop a script.	Localize the script in accordance to Guam Law.	This script has been completed by the Children At Risk Committee, a combination of student actors and teacher advisors. The script will be implemented in the pre-production with local officials.

OBJECTIVES	ACTIVITIES	EVALUATION OF OBJECTIVES
<p>2. Coordinate pre-production with local officials from Guam schools.</p> <p>3. Hire a video company to videotape, rehearse and edit the production.</p> <p>4. Release video during Law Week in April 2008.</p> <p>5. Educate elementary, middle, and high school students, teachers, and administrators about the juvenile justice system and how the system responds to at-risk youth.</p>	<p>Ensure availability of local student actors on date required and begin rehearsal.</p> <p>Hire a video company within timeline for procurement purposes and issuance of a Purchase Order (three weeks).</p> <p>Distribute video project.</p> <p>Host mini-conference during the school year for each of Guam's elementary, middle, and high schools to ensure the maximum number of students, teachers, and administrators participate and view the video.</p>	<p>Students from Guam schools as well as GATE students have been scheduled for approximately two (2) rehearsals.</p> <p>Quotes were obtained and the purchase order was issued.</p> <p>The videos have been distributed to all Middle school administrators to be distributed to teachers for student presentations. A copy is available upon request at Student Support Services Office.</p> <p>Project Director communicated with teachers and school administrators to conduct and collect survey of student feedback of video and mini-conference. The raw data was compiled for December, 2008 to May, 2009. The data are being analyzed for a comprehensive qualitative and quantitative report and is pending completion.</p>

Program #4: EXPANDED LEARNING OPPORTUNITIES

English as a Second Language (ESL) Program

I. Accomplishments

- In early 2009, Evergreen provided positive findings about the ESL Program in a report submitted to the GDOE Superintendent.
- This Program year, the State, District and George Washington High School met and successfully addressed and resolved issues from several years of an investigation by the Office of Civil Rights (OCR) stemming from complaints placed by an ESL teacher over inconsistencies in the school's program.
- SAT10 testing for ESL students was completed. There were no incidents or major concerns about guidelines and accommodations for English Language Learners (ELLs). The response from administrators, teachers and staff is due to years of collaborating to revise and improve the ESL Procedural Manual (2009), which clearly outlines procedures and major questions about ESL participation or exemption from district-wide assessments.
- An ESL District Program Office (school-based classroom) was established mid-year to facilitate meetings, conduct training, and to provide a venue for ESL Coordinators to network with others and receive administrative support from the District. Numerous hours of training have already taken place at this venue. The Office houses LAS Links materials, equipment, supplies and other resources that ESL Coordinators and teachers may avail of to support their work.
- During the latter part of the fiscal year, the District successfully completed the procurement and delivery of ESL equipment and supplies, namely, LAS Links assessment materials, 21 Sony Vaio laptops, 21 Xerox Phaser Color Printers, administrative, instructional and student supplies to support every school program, K-12. Although minimal, the District program houses additional supplies and resources for ESL Coordinators needs.
- Grant-Writing - Completion of and submission of the ESL Sub-Part proposal of the Consolidated Grant, including the AARA-RLIS stimulus fund proposal for professional development and training of ESL Personnel, Administrators, School Aides, and Parents of English Language Learners.
- Professional Development for ESL Personnel - In addressing the need to increase professional development opportunities for all ESL teachers, administrators, ESL school aides, and other personnel who work directly with ESL students, the following activities were completed with an overall attendance of approximately one-hundred thirty (130) Guam Department of Education ESL personnel, including private and non-profit participation:
 - PD894 *The ESL Connection* (1-credit/c.e.u.), Arlene C.S. Diaz, GDOE SPC-ESL, University of Guam (UOG)
 - PD894 *Zip Zoom English Implementation* (1-credit/c.e.u.), Ellen Miyasato, Pacific Regional Education Laboratory (PREL), UOG
 - ED481G *Second Language Teaching Methodology* (3-credits) Pauline Baird, UOG

- *LAS Links Training of Trainers (TOTS)*, Kim Purcell, McGraw-Hill Co.
- *LAS Links Training* for ESL Coordinators, Kim Purcell, McGraw-Hill Co.
- Materials Development Workshops, Arlene C.S. Diaz, GDOE SPC-ESL
- *PRAXIS II: TESOL Test Preparation*, Arlene C.S. Diaz, GDOE SPC-ESL
- Workshop: *Content-Based Social Studies and Science Strategies for English Language Learners*, with Ann Fathman, Notre Dame de Namur University, CA.

II. Strengths and Challenges

Motivation to Excel

The ESL Program takes pride in the high standards of professional ethics and beliefs about working with the ELL populations, including encouraging a critical, yet, positive attitude among an outstanding group of GDOE ESL Personnel (i.e. SPC, PCIV, ESL Coordinators, Teachers and Staff). The ESL program reports that 67% of its coordinators and classroom teachers listed under the Federal staffing pattern, are highly-qualified, that is, they maintain a bachelor's or master's degree in teaching the English language, to second language learners, in all the content areas at the elementary level, and in specialty areas at the secondary level. The remaining 33% of teachers have been actively availing of coursework and training offered by the District in the field of ESL. Attendance and participation is reinforced via incentive pay and District-sponsored course tuition and fees to help teachers and ESL school aides afford reaching goals in becoming fully-certified employees.

Professional development initiative

Focus of professional development training activities have been on introducing and strengthening instructional practices and understanding of ESL methodology effective for teaching English language learners, including Cooperative learning, Sheltered Instruction Observation Protocol (SIOP) Model, integrated and thematic curriculums.



Teachers of English Language Learners from the Guam Department of Education, including those from private and non-profit organizations, work in groups to resolve a science-related problem posed by presenter, Dr. Ann Fathman, of Notre Dame de Namur University, during a special Saturday workshop.



Ms. Ellen Miyasato facilitates a 15-hour course, at the UOG Computer Lab, for ESL teachers and aides on the use of the *Zip Zoom English Implementation* complimentary multimedia kits, provided to the District ESL Program to supplement Reading and Writing lessons in the elementary grades.



Summer workshop participants in the ESL Materials Development sessions, at the ESL Program Office



Conversation picture cards created from old magazines to prompt ESL student's speaking skills



Participants of PD894 *The ESL Connection*, a 15-hour introductory course to the field of second language acquisition

LAS Links Training of Trainers Workshop, August 16-18, 2009



ESL Capacity-Building Efforts- Fourteen ESL Coordinators (E,M,H) were trained to be LAS Links Test Administrators and Scorers for other ESL Personnel, in a LAS Links Trainer of Trainer's workshop. LAS Links training for the larger group of ESL Coordinators was undertaken twice in the 2008-09 school year in anticipation of the 2009 implementation year of the upgraded Program assessment tool.

Networking for Growth

The networking activities of the District and school personnel of the ESL Program has established stronger supports and collaboration among related District programs and Administrators, and extended to larger Guam community programs which are directly affected by educational activities. Some of these networking programs/activities include:

- Co-Presenter, Finegayan Elementary School, *ESL Strategies and Modifications in the Classroom*, Professional Development Training, Wednesday, Oct. 28, 2:30-5:30pm
- ESL Program/Curriculum Presenter, with Joe Sanchez (Program Director, Reading First Center)
- GDOE Representative/ Administrator, Cultural/Educational Tour hosted by the Japan Foundation for the promotion of the Japanese Language & Culture, Tokyo, Japan, July 2-10, 2009; attended by program directors, Deans, principals, superintendents of U.S. schools with Japanese language programs
- Assisting the *Center for Micronesian Empowerment* (private/ non-profit organization), Dr. Ansito Walter, Director, on English language development and services for parents of ELLs
- Guest Speaker, at the University of Guam (SOE) on 10/20/09; discussion of District Program, collaboration efforts, and issues and concerns in GDOE schools
- Presenter, *Parent Information Resource Center (PIRC)/GDOE Support Services*, Free Training on 10/22/09, Topic: "How Can My Family Succeed on Guam?"

School site accountability

ESL School Program Coordinators have worked all year to ensure that assessment and placement of all ELLs are completed, in spite of the challenges met due to limited contact time with ESL students, large ELL populations, lack of additional support staff (i.e. ESL aides). All Program

Coordinators are aware of strict procedures for monitoring and updating cumulative records of ESL students. School site visits by state Federal Programs officials and the District SPC-ESL ensure accountability is upheld, and procedures, rules and regulations in the ESL Program are adhered to. In general, school Administrators and staff understand the importance of the Program and have collaborated with all ESL Personnel to achieve success.

Whole Team Efforts

The ESL Program highlights the excellent team efforts to achieve success, supported by key divisions, namely, the Federal Programs Office, the Division of Curriculum & Instructional Development, and other divisions directly having impact on the smooth implementation of the program (i.e. Procurement Office).

III. AREAS FOR IMPROVEMENT

(Based on objectives stated for meeting the ESL District goal)

- **On ESL Curriculum & Materials**

Proceed with the procurement of approved ELL textbooks/supplementary resources for K-12, as planned, to align goals of reading reform programs and modifications for ELLs.

Prioritize the development of authentic curriculum materials to support above mentioned modifications for ELLs in reading reform programs across grade levels K-12.

Focus on procuring more substantial classroom supplies (i.e. rulers, magnifying glasses, student maps, calculators) for student use in content area lessons.

- **On ESL Personnel Training and Professional Development Opportunities**

The District must immediately proceed with plans for implementing the phases of professional development, while monitoring/discussing developments in ESL best practices, trends, issues and concerns, nationwide.

Attention needs to be given to increasing the use of instructional technology in ESL classrooms, procuring 1-2 desktop computers as part of ESL classroom equipment, including t.v. monitors and multimedia projectors to support classroom instructional techniques. These efforts will be beneficial to future plans for supplementing classrooms with multimedia learning resources, and other equipment to improve quality of teaching and learning.

The District is also researching U.S. based ESL programs of comparable size and scope, to justify the need to recruit and hire more ESL teachers and school aides to support the growing ELL population in Guam public schools.

- **On Identification of LEP students**

ESL Coordinators have experienced severe challenges in completing all required assessments to identify and place LEP students due to constraints made by implementation of new programs. The District has a schedule of upcoming LAS Links training for additional personnel (i.e. Counselors, ESL teachers, Administrators) to

administer and score the LAS Links assessment, as a way to provide support to the ESL Coordinator.

- **On Academic Instruction for LEP students**

It is anticipated that the quality of professional development training activity for ESL personnel will have a direct impact on the quality of teaching, and academic growth of the ESL population in coming years.

ESL personnel must address serious needs in improving the monitoring and accounting for services that LEP students receive, and its impact on student's academic growth. A shift in focus on adopting formative assessments in the upcoming fiscal year aims to better measure actual growth in the ESL student's school experience, in reading, writing, speaking and listening.

- **On Family and Community Involvement**

Each ESL School program is required to include, in the School Action Plan, parent involvement activities. The District can support this effort by providing additional support to the schools in island-wide Parent Involvement activities. Discussions and networking are currently taking place between the District and the Parent Information Resource Center (PIRC) on ways to collaborate efforts in this regard for parents of ESL students.

- **On Program Evaluation**

The evaluation of the ESL Program is scheduled to take place by end of 2010, as was stated in the grant proposal. The District is currently reviewing ways to improve the overall scope and direction of the ESL Program to address growing concerns about continuous low SAT 10 results for ESL students in spite of numerous years that the Program has been in existence.

IV. CARRYOVER FUNDS

The SY08-09 expenditure report for ESL Program was provided by DOE Business Office showing expenditures and encumbrances as of September 30, 2009. (*Refer to Section III. Financial Expenditures Report*)

**Program #4 Expanded Learning Opportunities
English as a Second Language (ESL) Program**

Special Conditions Compliance Report: Year-End Report (October 1, 2008 – September 30, 2009)

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>1. During SY2009-2010, 100% of GPSS schools will identify, assess and place students in classes appropriate to their English language level of proficiency.</p>	<p><i>Identification:</i></p> <ol style="list-style-type: none"> Schools will administer the Home Language Survey to determine if there is a language other than English spoken by the student by every student enrolling in the GPSS for the first time. Students who indicate a language other than English on the HLS will be scheduled to take the Language Proficiency tests no later than three weeks after identification. <p><i>Assessment:</i></p> <ol style="list-style-type: none"> All students identified as English Language Learners shall be assessed for English language proficiency with the Language Assessment Scales Oral (LAS-O) and Language Assessment Scales Reading and Writing (LAS - R/W). All students who have been tested shall be scheduled for a post test within one year to 18 months of the last test. All ESL students will be tested for language proficiency until they meet the criteria to exit the program. <p><i>Placement</i></p> <ol style="list-style-type: none"> Students who are found to qualify to receive ESL services (based on language proficiency test results) will be placed in appropriate ESL classes. All parents/guardians of students who qualify to receive ESL services will be notified, in writing, of the available services and are given the option to receive or waive the services. 	<p>List every evaluative activity or product which aligns to the objective and activity (-ties) that have been met, or accomplishment or status of your program or project <u>only for this period</u>.</p> <p>Throughout this school year, 100% of the ESL Coordinators and support staff work to complete the process below for all ELLs as indicated in the Home Language Survey\:</p> <ol style="list-style-type: none"> Identification of ELLs was conducted, using the HLS, for new and transfer students at all grade levels in 27 elementary, 8 middle and 5 high schools of the Guam Public School System. Copies of the completed HLS were filed in the student’s cumulative folders. Information from the HLS is also reported in the Potential English Proficiency (PEP) form and is filed in the student’s folder. Data collected from the HLS and PEP are entered in the Columbia School System (CSS) which maintains student demographic information. <p>100% of all parents for new students complete the HLS upon registration at public schools. Cumulative folders are updated and filed by ESL Coordinators.</p> <p>However, due to the large numbers of ELLs per school, assessments of all ELLs are not completed each year, in some schools. Scheduling constraints, time constraints and lack of personnel to complete the assessments in a timely manner are primary reasons for this failure. The District is currently working hard to resolve these issues.</p> <p>All ELLs however, are placed accordingly, into programs to fit language needs. Modifications are made for these students until proper placements are made.</p> <p>NOTE: 2009-2010 is LAS Links Implementation year, a new upgraded-version of the LAS tool by the District ESL Program. 100% of all ESL Coordinators, K-12, have received LAS Links training to proceed with the administration and scoring of completed battery of tests. 100% of all ESL Coordinators have already received training in LAS Links.</p> <p>The District is actively conducting LAS Links training to support need by ES Coordinators for more support in administering and scoring assessments for proper placement.</p> <p>The ESL School Program Consultant (SPC), ESL Cadre and ESL Assessment team have met to discuss needs regarding the new Power School data management program. New fields and significant others have been created for improved data reporting and consistency by all ESL Coordinators. Accommodation is made for both LAS scores and LAS Links scores in the proposed reports.</p>

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
	<p>3. Student information will be entered in the Potential English Proficiency (PEP) form and filed in the student's folder.</p> <p>4. HLS forms, language proficiency test scores, PEP forms, parent notification and all other pertinent student data relative to identification, assessment and placement shall be filed in the student's school record.</p> <p><i>At the elementary level:</i> Students who score at Levels 0 and 1 (no English or limited English) in their LAS Oral will be placed in a classroom with an ESL teacher to receive instruction in English language development using strategies that have been found to be effective in helping limited English speakers to acquire English language speaking skills (structured immersion), or Students who score a 2 or 3 in their LAS Oral will be placed in a Pull Out program to receive at least 10 hours of ESL instruction using research based strategies found to be effective in improving the English language skills of English language learners, or Students who score a 4 or 5 in their LAS Oral and less than 3 in their LAS Reading/Writing will be placed in a pull out program to receive at least five hours of ESL instruction using research based ESL instruction found to be effective in improving the English language skills of English language learners.</p> <p>Students who score a 4 or 5 in their LAS Oral and a 3 in their LAS Reading/Writing will be placed in the mainstream classroom under the "Consultation" program. Progress will be monitored by the ESL Coordinator on</p>	

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
	<p>a quarterly basis.</p> <p><i>At the middle and high school levels:</i> Students who score at Levels 0, 1,2 and 3 (no English or limited English) in the LAS Oral will be placed in a sheltered ESL classroom with an ESL teacher to receive instruction using strategies that have been found to be effective in helping limited English speakers to acquire English language speaking skills and to achieve academic success in the classroom.</p> <p>Students who score at level 4 or 5 in their LAS Oral will be placed in the mainstream classroom under the Consultation program. Progress will be monitored by the ESL coordinator on a quarterly basis.</p>	
<p>2. 100% of GPSS ESL teachers will provide high level language instruction designed to assist students to meet State academic content and student academic achievement standards as all children are expected to meet.</p>	<p>Teachers of English language learners (ELL) inclusive of mainstream teachers of ELL will use ESL strategies found to be effective in English language acquisition in their instructional plans.</p> <p>Provide the necessary accommodations and modifications that will help ELL to achieve academic and English language acquisition success.</p> <p>Provide instruction that is comprehensible to the ELL. Provide ELL with the same standards and performance indicators as all other students are given without altering the quality of content.</p> <p>ESL Coordinators will:</p> <ul style="list-style-type: none"> • Ensure that ESL teachers are complying with the program guidelines related to quality instruction. 	<p>Completed. Documentation of strategies and modifications is filed in End-of-year Summary report submitted by 100% of ESL programs in Guam DOE schools.</p>

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
	<ul style="list-style-type: none"> • Provide ESL teachers and mainstream ESL teachers with the necessary assistance to ensure high quality instruction. • Advocate for the instructional needs of ESL teachers through regular communication with school administrators and the district office. <p>The district will:</p> <ul style="list-style-type: none"> • Ensure that each school year the number of certified federally funded teachers increases by 5% until all ESL teachers are certified. • Ensure that at least 10% of non certified federally funded teachers will be afforded the opportunity to take professional development courses toward certification each school year. • Ensure that at least 25% of federally funded ESL aides will be afforded the opportunity to meet NCLB requirements for Paraprofessional qualifications in the ESL program each year. • To provide 100% of schools with instructional resources and/or funding that will improve, enhance, and provide the high quality classroom. • Provide accurate, updated, and appropriate information regarding federal and local laws and mandates, instructional best practices, and current research findings regarding ESL. 	<p>Completed. All workshops and courses facilitated by the District Program were completed on 9/30/09. Participant rosters are verified and documented in the District Office (see attached lists).</p>

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>3. 100% of schools will monitor and evaluate student progress in each year in a regular and timely manner.</p>	<p>ESL Coordinators will:</p> <ul style="list-style-type: none"> • Will monitor the student's LAS-O and LAS-R/W scores to determine whether students are within the expected gain parameters for each level of proficiency. • Schedule to meet with regular and ESL teachers for at least 60 minutes a week to discuss students' academic and language development progress. • Ensure that 100% of ESL students in the regular classroom have a completed Semester Modification Report Form filed in their student folders each semester. • Submit a School Program Action Plan each year on the designated date. • Submit quarterly summary reports on the designated dates. • Submit an End of the Year Summary Report on the designated date. • Review student folders on a regular basis to ensure that students records contain the following information and forms: <ul style="list-style-type: none"> ○ Home Language Survey (HLS) ○ Language Assessment Scale (LAS) test scores ○ Re-test dates ○ SAT-10 scores ○ Program type ○ Parent notification 	<p>Completed. Documented in cumulative folders at school site.</p> <p>Scheduled; notes filed by ESL Coordinator weekly.</p> <p>Completed. Filed in cumulative folders at School ESL Program Office.</p> <p>Completed. Filed in District ESL Program Office.</p> <p>Completed. Filed in District ESL Program Office.</p> <p>Completed/submitted at end of school year.</p> <p>Completed. Filed at School ESL Program Office.</p>

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
	<ul style="list-style-type: none"> ○ Parent waiver (if applicable) ○ Other required data <p>Follow up through meetings and other means all students who have waived ESL services.</p> <p>Follow up the progress of all “exited” ESL students for two years after exiting the program.</p> <p>Ensure that ESL students have received the necessary modifications and accommodations that will help them to succeed in the classroom</p> <p>Ensure that teachers are utilizing more than one form of assessment to measure ESL student progress.</p> <p>The district will:</p> <p>Provide each ESL coordinator with the equipment and supplies necessary to accomplish monitoring tasks.</p> <p>Review and summarize school reports to ensure that schools are in compliance with program mandates and guidelines</p> <p>Conduct site visits to at least 50% of GPSS schools each year to monitor program compliance and implementation and to meet with ESL and school personnel</p> <p>Conduct monthly meetings with ESL coordinators to discuss ESL issues</p> <p>Attend principal meetings to inform school administrators of ESL issues</p>	<p>Completed. District has completed the purchase of large amounts of administrative and instructional supplies for K-12 ESL Coordinators and classroom teachers’ use; each school was requested to submit supply needs. 22 lists were received and supplies are currently being distributed to these schools. Other schools failing to submit lists are provided with general administrative and classroom supplies to supplement needs; lists and items filed in District ESL Program Office.</p> <p>Completed. Filed in District ESL Program Office and the State Federal Program Office.</p> <p>Completed. Documented Program Agenda and Attendance filed in District Office.</p> <p>Completed. SPC-ESL met with all Principals and Administrators 3x this school year, August (1x) and September (2x)</p>

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
	<p>Will schedule an external evaluation of the ESL program every five years beginning SY09-10</p> <p>Work with the ESL cadre to review the ESL procedural manual for any modifications necessary for program improvement</p>	<p>Proposed in AARA-RLIS grant proposal, for Phase IV, end 2010.</p> <p>In August 2009, the ESL Procedural Manual was printed and disseminated to all Administrators, School Principals, ESL Coordinators, ESL Teachers and other ESL Personnel. Discussions are underway to ensure that changes reflect LAS Links assessment and new scoring and placement procedures.</p>
<p>4. 100% of schools will retain, maintain, update student records, and report student data on a regular basis to ensure that all requisite ESL student information is filed appropriately. This includes but is not limited to :</p> <p>Home Language Survey LAS O and LAS R/W results Parent Notification of Eligibility Parent Waivers Teacher Recommendations Report Cards SAT 9/10 scores SAT 9/10 participation parent notification Semester Modifications Report Forms Potential English Proficiency Forms And all other requisite ESL documents</p> <p>And to maintain a library of ESL resource documents at the school inclusive of but not limited to: ESL Procedural Manual ESL Curriculum Guide ESL Teacher Resources School Program Action Plans End of the Year Reports ESL Instructional Strategies And all other ESL information useful to all teachers</p>	<p>ESL Coordinators:</p> <ul style="list-style-type: none"> • Shall review student files on a regular basis to ensure that all necessary documents are updated and filed accordingly; • Shall review LAS test dates to ensure that students are assessed and/or re-assessed at appropriate intervals; • Shall ensure that all regular classroom teachers who have identified ELL in their classes complete a Semester modification Report for each ELL in the class; <p>Shall provide accurate student data that is to be entered into the Columbia School System on a regular basis</p> <p>Shall prepare and submit all required program reports to the district office.</p> <p>Shall maintain and make available to the school community, a library of ESL related documents inclusive of the program manual, ESL curriculum guide, and all ESL documents related to current ESL issues and trends.</p>	<p>Completed by all ESL Coordinators K-12.</p> <p>Completed. School site coordinators make these documents available to teachers and parents. A resource library is also located at the District ESL Program Office; resources are available to all ESL School Programs Coordinators and visiting parents or teachers to the Office. The District plans to provide additional resources for all in the upcoming Program year.</p>

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>5. 100% of schools will have in place parent involvement activities and methods of meaningful communication regarding school-related information for ESL students and parents.</p>		<p>Completed. Documentation of parent involvement activities are found in the End-of-year report at both the School and District level; 100% of schools submitted EOY reports in a timely manner.</p>
<p>6a. To provide at least three professional development training for ESL teachers, ESL aides per year to assist ESL teachers ESL aides to acquire certification in ESL to meet the requirements of the NCLB Title III.</p>	<p>The district will:</p> <ul style="list-style-type: none"> • Beginning, the summer session of SY09-10 Provide the funding (tuition and fees) to at least 10% of ESL aides for University level classes toward completing 1 year of college to meet the mandates of NCLB Title I Section 1119. • Beginning the summer session of SY09-10, provide the funding to at least 10% of non certified ESL teachers to attend University toward acquiring ESL certification to meet the mandates of the NCLB Title I Section 1119. • Beginning the summer session of SY 09-10, provide at least three non-university level ESL training (i.e. SIOP, CALLA, inclusive of ESL related conferences e.g. NABE, TESOL, ASCD, etc) to enhance ESL skills and for the effective application of research based ESL strategies found to work in developing the English language skills of ELL. • Beginning SY09-10 computer 	<p>Completed.</p> <p>A schedule of courses, workshops and presentations, to support professional development initiatives, was disseminated (April 15, 2009) to all ESL teachers, administrators, teacher aides and interested educators for attendance and participation. Focus of courses was geared towards certification for ESL teachers and teacher aides, in the ESL field, as required by the NCLB Title III mandate.</p> <p><i>ESL Institute of Training</i> activity was scheduled for the Summer session, June thru September . Approximately 200 ESL Teachers, School Aides and other personnel availed of training opportunities afforded by the District. Refer to revised Schedule of completed Training (attached) and participant lists covering this period.</p> <p>COMPLETED</p> <p>PD894 The ESL Connection; a total of 9 Teachers/School Aides participated PD894 <u>Zip Zoom</u> English Implementation; a total of 14 Teachers/ School Aides participated in this supplemental Reading and Writing multimedia kit training. ED481G Second Language Teaching Methodology; a total of 12 teachers have registered and are currently completing this 3-credit course.</p> <p>PRAXIS II: TESOL Test Preparation Session 1 & 2</p> <p>Materials Development Workshop Sessions</p> <p><u>LAS</u> Training for Trainers (TOTs) <u>LAS Links</u> Training for ESL Coordinators/Teachers</p> <p>ESL Workshop- Content-Based Social Studies and Science: Strategies for English Language Learners(SIOP Model, Cooperative Learning format)</p>

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>6b. To provide school administrators, school personnel and other GPSS personnel with workshops and presentations relative to the ESL program that will provide them with a general understanding of the mandates and program requirements.</p>	<p>classes for Word Processing, Excel, Access, and Internet access will be provided to ESL teachers and school aides.</p> <ul style="list-style-type: none"> • To conduct ESL presentations at principals' meetings and during staff development days. • To conduct at least four Equity presentations to school administrators and school personnel • To conduct at least three LAS administration training presentations to increase school level professionals who can assist in the LAS testing. 	<p>Completed 2 presentations at Principal's meetings; documented at C&I Division</p> <p>Completed 1 of 4 Equity Presentations; District ESL presentation documented at C&I and Federal Programs division</p> <p>250 copies of the ESL Procedural Manual (2009) were disseminated to 100% of ESL Coordinators, Teachers, Administrators, and other ESL personnel, including GDOE District Offices.</p> <p>Completed. Refer to attached lists of participants in LAS Links Training.</p>

FEDERAL PROGRAMS DIVISION



**Consolidated Grant
Title V- Part A: Innovative Programs
Annual Report**

I. PROGRESS REPORT BY PROGRAM

PROGRAM #5 - Alternative Education

December 2009

Program # 5: ALTERNATIVE SCHOOL

Guam Department of Education – J.P. Torres School Alternative Education Program

Alternative School Program

An intervention program like the Alternative School program is another option or means for students who have been suspended and/or adjudicated for major or minor crimes. In addition, this program provides a viable option for students who have been referred by teachers and/or school administration when all efforts at the school have been exhausted to resolve severe attendance and discipline issues. The Alternative School program provides all eligible students a chance to continue learning with the provision of certified instructional personnel, guidance counselors and social workers and yet receive needed services to improve self-esteem, anger management, character development, delinquency and improvement of other social skills that will assist in the return to the home school setting upon completion of the Alternative School program criteria.

The Alternative School program provides services every school year for more than 250 students in the GPSS. The Alternative School makes every effort to accommodate these students in spite of limited personnel and non-standard facilities. Peer pressure, academic failure, lack of jobs, and a dysfunctional home life, to name a few are major contenders for the Alternative School student. As these issues improve, more opportunity becomes available for promoting positive attitudes towards school and the lessening of drop-out rates and raising graduation rates.

Mission Statement

The J. P. Torres Alternative School started in 2002. The school is located in the village of Santa Rita, and served all GPSS secondary schools (8 middle schools and 5 high schools).

The Guam Public School System District Action Plan identifies the Alternative School as one of the Secondary School Intervention Programs to help decrease drop-out rates and increase graduation rates. The Alternative School provides an alternative education setting for students who have been suspended or possible expulsion for major offenses (possession of drugs, weapons, alcohol, or assault with injuries) or repeated minor offenses from their tradition school. The development of the Alternative School is to also to help change student behavior towards education so that student academic achievement can occur.

Program Description

The Alternative School provides: a) A structure environment with close supervision at all times from school aides and monitoring by social workers when students are released to their district secondary schools for progress on student discipline and academics, b) Students are enrolled in five (5) core subjects: Math, Science, English, Social Studies, and Health (middle school)/Career Education (high school), c) Immediate and continued counseling services, d) An environment that nurtures relationships, encourages success and openness between students, faculty, staff and administration, e) An environment that meets specific learning styles, f) An environment that requires parent involvement and participation in student discipline, outreach program referrals or recommendations and to help promote student academic achievement, g) Programs and activities for students (drug/alcohol prevention, anger management, life skills, conflict resolution, etc.) through other agencies that would also allow students

to make right choices and decisions to prepare them for life, h) A program that enhances both life and job skills and builds on self-esteem called the Passport to Careers will be provided to the high school students, i) Character Education Program for all students, and j) A program chartered by University of Guam 4-H Club in providing life skills and activities to the students and teachers of J.P. Torres Alternative School.

Scope

The Alternative School is designed to meet the needs of at risk students, grades 6th to 12th, ages 12 to 18 years old who are unable to succeed in a regular school setting. The district schools continue to have students with excessive suspensions and possible expulsions. The students exhibit disruptive and dangerous behaviors that create an unsafe environment for others and prohibit themselves from learning. The focus is to promote student learning through behavioral modifications, encouraging social and emotional growth, and to provide an environment conducive for student success.

Curriculum, Methodology and Evaluation

Students take basic core subjects to continue receiving academic skills as well as grades/credits when they return to their regular school. Subjects offered are Language Art, Science, Social Studies, Math, Health (middle School) /Career Education (high school) and Character Education. Passing grades for all subjects are between 100% (A) to 60% (D). Students placed on “Re-Direction” are evaluated every three weeks and for “Long-Term” every four weeks for level promotions. Class size is a maximum of 20 students with the efforts to maintain 15 or less when possible.

Monitoring Procedures

The Behavioral Level Management Plan (BLMP) is a 4 step level system used to monitor student conduct performance (satisfactory or unsatisfactory), academic progress and teacher/parent/student communication. The “Re-Direction” students must reach level 2 to exit the program. The “Long-Term” students must reach level 4 to exit the program. Each student is monitored on a daily basis.

When students are returned to their tradition school, they are all monitored on their discipline and academic progress by the Alternative School’s social workers six (6) weeks after their release and every quarter after that until the end of the school year. Social workers also monitor student attendance at the Alternative School. They attend court hearings or placement meetings for students entering the Alternative School or students transitioning back to their regular school. Social Workers also maintain and collect data on each student returned to the regular school and conduct follow-ups and interviews with each student released. They also do home visits to assist teachers and counselors in student progress and concerns.

Staff Development

The Staff Development Day consisted of the certified teachers, guidance counselors, a school health counselor, social workers, school aides, clerks, administrative assistants, program coordinator, and the principal. The Staff development was scheduled twice a school year.

STUDENT ENROLLMENT

Periods	Quarter	Total Enrollment	Middle	High	Sped/ESL
7/08 – 9/08	4 th	112	61	51	2 / 20
10/08 – 12/08	1 st	161	91	70	15 / 22
1/09 – 3/09	2 nd	214	128	86	14 / 25
4/09 – 6/09	3 rd	161	105	56	13 / 28

I. Accomplishments

In School Year 05-06, a total of 191 students enrolled in the Alternative School Program. The Quarterly Report Data shows an increase in student enrollment of over 50% (from 191 to 296 students) within the last school year, 06-07 to 07-08. Student population for school year 08-09 is 341 students. The increase in middle school population had J. P. Torres Alternative School closed in late 3rd quarter and late 4th quarter. After 3rd quarter students were released, the referrals continued. Therefore, the data indicated an increase in disruptive and potentially dangerous students in the regular school setting.

The Recidivism rate for School Year 06-07 to School Year 08-09, First Quarter Oct 2008 – December 2008 is a low average rate of 5% to 11%. Quarterly Reports indicate a low percentage of students returning back to Alternative School Program. The Annual Report on Recidivism Rates beginning School Year 03-04 have gone from 46% to 16% ending School Year 08-09. Quarter Reports show positive results for students enrolled in the Alternative School Program.

Since School Year 06-07, the students on court probation have gone from a 0% to as high as 84%. This does indicate that the students are not only having problems at the school site but outside of school as well.

The amount of students from special programs referred per quarter to the Alternative School Program averages to 16 students for special education and 18 students for ESL.

The gender enrollment per quarter is between 70% to 80% male and 30% to 20% female. The male population has always been the dominant gender.

Students referred to the Alternative School Program have enrolled with four to six course subjects with failing grades from the regular school setting. The data from the District Wide Test have also indicated that students tested two, three, or four grades below grade level. Teachers' pre-tests also support the District Wide Test results (SAT10).

Data shows that the common ages referred to the program are ages 13 to 14 years old and are grades 8th to 9th.

The incoming top referrals to the program for last two (2) school years, 07-08 and 08-09, are fighting/rioting, assault and multiple infractions (willful disobedience).

The Professional Development Workshops include the use of the Life Skills Model for Character Education, Positive Behavior Interventions and Supports (PBIS), "Play By The Rules"

curriculum by Guam Laws for Youth, and certification training with CPR and First Aide. In addition, job embedded mini Professional Development are incorporated during the weekly Learning Team meetings. Promoting shared best practices, equity and working with student attitudes, and classroom management are also included.

Management activities are: a) Weekly Learning Team meetings with all teachers, social workers, nurse, counselors and principal, b) Study Group meetings by team grades, c) parent-teacher conferences twice a school year, and c) Once a month general meetings to sustain educational goals with all faculty and staff. Exploratory activities such as sports day, Career Week, 4-H club activities and outreach program presentations (Department of Youth Affairs, Guam Police Department, Sanctuary, Department of Mental Health, etc.), Youth to Youth Conference and Passport to Careers are implemented and monitored. Management activities also include documentation of student behavior, providing individual and group counseling and implementing Character Education. Basic core subjects are provided. Additionally student achievement, students released from the program and students reentering the program for the 2nd time are monitored.

Ten students participated in the Youth for Youth Conference (a conference designed to promote a drug free life style). The Army National Guard conducted the ROPES and the Say No To Drugs training at which the students learned and practiced to work together as a team. All students participate in physical training (PT) designed to help students develop and maintain a high level of fitness and improve body management skills. About 20 High school students participated in the Passport-to-Careers Program (a program that enhances youth self-esteem while improving attitudes toward education and work) conducted by the Agency for Human Resources Development, GPSS Curriculum and Instruction, and school counselors. The program is a one year program that provides the opportunity for Guam's youth to participate in the job market identified by the Power of E3 within the construction trades, health care, business, and tourism and telecommunications industries. All students also participated in the University of Guam 4-H Club and Youth Development Activities, using methods such as Experiential Learning Models and the Targeting Life Skills Model to come up with the "Learn by Doing" approach.

Adding a Truant Officer has made significant improvements in monitoring the students' attendance, home visits and involvement in the court hearings. In addition, adding a Special Education Teacher will help service the special needs students.

Program Evaluation

Students are required to carry a monitor sheet daily. Parents and teachers must sign the sheet daily. Students are rated on the following student goals: comes on time, comes prepared, works quietly, participates in class, completes assignments, etc. Each student is rated as satisfactory or unsatisfactory.

Student discipline referrals, teacher referrals, parents' request, student evaluations, mental health referrals, and students on Levels 2, 3, & 4 are types of documents used to ensure counseling services are provided to our students. Parent and student orientation is always at a 100% rating with parental involvement being one of our keys to success. Social workers provide intake registration and monitor all student attendance in the Alternative School as well as all students'

progress after being released to their regular school. Social workers use the Columbia School System Reports on Student Discipline and Mark Analysis for evaluation. Social workers also interview students, discipline administrators, and counselors at the student's regular school site.

The Passport to Careers is a program where students are taught how to be better students, how to compete in the job market, how to be successful on the job and/or pursue a higher education and how to be independent, socially responsible citizens. Student attendance sheets and the student/parent counselor log in sheet will be used ensure participation and exposure to the program.

The University of Guam 4-H Club provided quarterly on-going activities with pre and post evaluations at the end of every activity.

II. Strengths and Challenges

The strength is the individual and group counseling interventions provided to students by Levels. Having a structured environment provides close supervision, daily search and seizure, and monitoring students in the hallways and restrooms.

The Home-School connection includes daily monitor sheets for immediate communication, negative contact forms from teachers for classroom discipline behaviors, half day parent and student orientation by counselors and social workers, initial parent shadowing, parent conference, referrals to outside agencies and administrators calling home for all discipline referrals. Social Workers monitor student attendance and make home visits when parents cannot be reached. They also monitor students who are released back to the traditional schools for attendance, grades and discipline reports for a period of one year.

The small class size enables teachers to provide one to one academic services and modifications to student learning.

Partnerships with University of Guam, Agency Human Resource Development (AHRD), Guam Community College, Victims Advocate Reaching Out (VARO), National Army Guard and other outreach programs such as Department of Mental Health, Sanctuary, Guam Police Department, etc. brings additional resources to the program.

The scheduled meetings provide for collaboration, sharing best practices and communication, daily study group meetings by teams and the counselor, weekly learning team meetings with all teachers, counselors, nurse and administrator and the monthly meetings with all faculty and staff.

The greatest challenge is the transitioning of students. Every week, the Alternative School receives 5 to 15 incoming students from various Guam Department of Education secondary schools.

Classes are grouped homogenously. Teachers in the high school level teach all students grades 9th to 12th, ages 14 to 18 in a period and the middle school level teachers teach 6th to 8th grades, ages 12 to 14 in a period.

Parents have personal reasons or excuses not to participate with outside agencies (Sanctuary,

Mental Health, Department of Youth Affairs, Counseling Sessions, etc.) referred by our school counselors and administration. We continued to follow-up with the various agencies and the parents.

The SAT10 data and Nelson reading test results indicated a below basic level in academics for students attending the program. Both high school and middle school students are functioning below their grade level on an average of 2nd and 3rd grade.

III. Areas for Improvement

1. Implement the “Play by the Rules” program.
2. Implement the “Health Rock” program, Drug and Alcohol Sessions.
3. Implement the School Climate “School Wide Behavior Expectations” Program.
4. Continue to provide incentive programs (student of the month, sports day, fieldtrips, chance passes, etc).
5. Implement the “Life Skills Model” for Character Education.
6. Continue to work with outside resources (Guam National Guard, Victims Advocate Reaching Out, University of Guam, DYA, Big Brother/Big Sisters, Island Girl Power, Superior Court of Guam, etc.) in improving student behavior and performance.
7. Implement the “Curriculum Alignment” using the SAT10 item analysis and the GPSS Content Standards to improve student achievement.

IV. Carryover Funds

The SY08-09 expenditures report for Alternative School Program was provided by DOE Business Office showing expenditures and encumbrances as of September 30, 2009. (*Refer to Section III. Financial Expenditures Report*)

Program # 5 Alternative Education

Guam Department of Education Alternative School

Special Conditions Compliance Report: Year-End Report (Oct. 1, 2008 – September 30, 2009)

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>I. Following minimum of 2 quarters or one (1) full year of participation in the Alternative School’s Long Term Program, 100% of students referred for major offenses demonstrate good character and positive behavior upon release from the program with 80% or better performance according to program guidelines.</p> <p>II. Following six weeks or one (1) quarter of participation in the Alternative School Re-Direction Program, students referred for minor offenses will demonstrate good character and positive behavior upon release from the program with 80% or better performance according to program guidelines.</p> <p>III. 100% of the students recommended for release from the Alternative School for both the Long-Term and Re-Direction Programs will receive a passing grade of 60% or better.</p>	<p>OBJECTIVES I, II, AND III</p> <p>A. 100% of students in the Long Term and Re-Direction Program participated in the academic course requirement. Teachers provide modifications or remedial teaching strategies based on student needs.</p> <p>B. 100% of students participated in Character Education learning Life skills and teacher acts as an advisor for the students to assist with academics and behavior problems, in addition using the Daily Monitor Sheet as a tool for home-school communication.</p> <p>C. Program orientation requires both parents and child to attend. Counselors and Social Workers both provide a half day of orientation. Initial Parent Shadowing is also required for all students attending J. P. Torres Alternative School.</p> <p>D. Students receive individualized and group counseling for behavior and student academics (based on Level Behavioral Management Plan and recommendations from teachers, students, parents and administration).</p> <ul style="list-style-type: none"> ▪ Presentation of SAT10 results were provided to 100% of students who attended school year 08-09. Students were oriented with their results and taught how to read their scores. ▪ Social Skills activities to enhance student behavior and success. ▪ Referrals to other agencies. ▪ Immediate counseling on the 1st day of class and continuous counseling provided throughout program. <p>E. 100% of students participated in the “Level Behavioral Management Plan”. A plan that allows students to individually track their progress in order to be evaluated and promoted to the next level for eligibility for release to return to their district school. 100% of students must have a cumulative passing grade of 60% or better to exit the Alternative School Program.</p> <p>F. PASSPORT TO CAREERS: Department of Labor (DOL), Agency for Human Resource Development (AHRD), Winter/Summer Employment Program designed to identify high school students who are interested in a one-year employment to begin summer 2009. A total of 20 students were identified and successfully submitted their applications. AHRD provided a semester of job training and interviews with our High School Students, in addition, presented on</p>	<p>School Year 2007-2008, total population of 296 and this last School Year 2008-2009, total population of 341. Both middle and high school student population increased, the middle school from 56 to a high of 128 and high school from 51 to a high of 86, for school year 2008-2009. This enrollment growth and increase of disruptive and potentially dangerous behaviors states a need for an alternative education setting for at risk students.</p> <p>The Recidivism rate average for School Year 2006-2007 was 10%, School Year 2007-2008 was 7% and School Year 2008-2009 was 8%, indicating an average of 8% Recidivism rate for the past three years. The Annual Report on Recidivism Rates beginning School Year 03-04 have gone from 46% to an average of 8% ending School Year 2008-2009, with 1st quarter at 11% and 2nd quarter at a 12%. The Special Conditions Compliance Report objectives stated that 100% of students referred to the Alternative School Program will demonstrate good character and positive behavior upon release from the program with 80% or better performance according to the program guidelines, therefore, showing that there are positive results for students enrolled in the Alternative School Program.</p> <p>The Incoming Top Referrals to the program for last 2 School Years 2007-2008 and 2008-2009 are fighting/rioting, assault & battery and multiple infractions (willful disobedience). The middle school population continues to have problems with possession of a weapon and a high rate of disorderly conduct behaviors (reckless, threats of violence, beyond control, terrorist act, and threats towards school personnel). The high school population for</p>

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
	<p>the “One Stop Center” opportunities for the students.</p> <p>G. STUDENT OUTREACH / COMMUNITY ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Victims Advocate Reaching Out (VARO) Presentations: Guns and Crimes, Teen Dating and Sexual Harassment, Bullying, and No Excuse for Violence - quarterly. ▪ 100% of high school students present participated in the Career Education class regarding jobs and career experiences presented by Guest speakers: Ms. Rhoda Villagomez –LPN at Ironwood Penitentiary, California and Bruce Whitter – Public Defender at Ironwood Penitentiary, California. ▪ 4th Annual PEACE Conference: Uniting Hands to Empower Life: Two (2) day conference: September 11-12,2009 <ul style="list-style-type: none"> ○ Three (3) middle school students and Twelve (12) high school students participated in the conference. ▪ Peer Mediation Training: September 1-3, 2009: Three (3) days conducted by Inafa Maolek: Five (5) middle school students and Five (5) high school students participated in the training. ▪ Suicide Prevention Presentation: September 4, 2009: 100% of students present participated in the presentation conducted by Inafa Maolek ▪ Guest Speaker: KUAM Sportscaster – Jerome Unpingco / Dave Delgado. Spoke to high school students about pursuing a career in being a sportscaster. ▪ Santa Rita Senior Citizen’s Activity (Christmas celebration with the elders and Mother’s Day) – LEVELS ONLY ▪ Incentives: Sports Day, Awards Presentation, certificates, and board recognition. ▪ CAHA Project (Fish Art): All students in the Science class participated in the Art Project sponsored by CAHA. ▪ Youth Summit: 10 high school students participated in the Youth Summit as part of the Islandwide Leadership Youth Activity. ▪ 10 High School students participated in the Youth For Youth Conference as part of the Islandwide Youth Activity ▪ High School Students participated in the POETRY SLAM ▪ University of Guam (UOG) 4H Club provided Drugs and Alcohol Sessions, Horticulture, Nutrition and Fitness and the Life Skills Model. ▪ Guam Community College (GCC) provided Tutorial services for both middle and high school students for Math, training on the CHOICES program for career interest choices and presentation on college preparation. 	<p>this school year 2008-2009 showed not only the above top referrals but also possession of drugs. The development of the Alternative School Program is to provide an alternative education setting for the GPSS Secondary Schools. The Alternative School Program improves student performance by helping change student behavior towards education so that student academic achievement can occur.</p> <p>The Alternative School Program provides students with meaningful educational opportunities to assist them in completing their middle and high school program so they can be promoted to the next grade level and graduate from high school. The student enrollment transfer grades from the traditional home school shows that students are failing 70% to 85% (5 to 6) of the course subjects. Therefore, the Alternative School will help meet the educational needs of each student to help promote students from grade to grade and graduate from high school. All students released from the Alternative School Program have passed their academic subjects with 60% or better.</p> <p>All students returned to their traditional school, are monitored on their discipline and academic progress by the Alternative School’s social workers six (6) weeks after their release and every quarter after that until the end of the school year. A total of 273 students monitored; an average of 58% of the Middle School Students are passing all subjects and an average of 72% show positive student behavior. In the High School; an average of 35% are passing all subjects and an average of 82% show positive student behavior. A low recidivism rate indicates that students have improved when reentered back to the traditional school.</p>

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>IV. As a follow through, students who are successfully released to the home school (Long-Term) and Re-Direction), will show a positive attitude in their behavior and student learning through being monitored, interviewed, and observed until the end of the school year.</p>	<ul style="list-style-type: none"> ▪ Army National Guard provided sessions on “Just Say No To Drugs” and Team Building Relations. <p>A. Social Workers conducted the six-week follow up visits at students’ district schools for those released after each quarter for a period of one school year. They monitor student behavior and grades, interview students, teachers and discipline administrators for student progress.</p> <p>B. Social workers conducted the Student-Parent Orientation (100%). They monitor student attendance at J. P. Torres Alternative School and refer students to Truancy Officer for discipline after counseling the students and meeting with parents.</p> <p>C. Additionally, social workers compile student data for quarterly/monthly or other reports required by the Federal Programs Division.</p>	<p>Social workers also monitor student attendance, a total of 41 students were referred to the Court System for truancy. They attend court hearings or placement meetings for students entering the Alternative School or students transitioning back to their regular school. Social Workers also maintain and collect data on each student returned to the regular school and conduct follow-ups and interviews with each student released. They also do home visits to assist teachers and counselors in student progress and concerns, a total of 11 home visits.</p>

FEDERAL PROGRAMS DIVISION



**Consolidated Grant
Title V- Part A: Innovative Programs
Annual Report**

I. PROGRESS REPORT BY PROGRAM

PROGRAM #6 - Cooperative Education

December 2009

Program #6: COOPERATIVE EDUCATION

I. Accomplishments

Program Objectives:

- 1) To increase student interest and participation in on-the-job training by 10% annually.
- 2) To increase by 10% both community awareness and business participation in the Work Experience Program.
- 3) To increase student placement in on-the-job training experience by 10% annually.
- 4) 95% of students entering the program will successfully complete on-the-job training.

For summer 2009, the number of students applying for participation in this program was 176. This program focused on student development of knowledge, skill, and employability attitudes through the application of vocational skills learned in career and technical education courses. Learning activities included basic workplace readiness skills as well as on-the-job application of said vocational skills. This program provided high school students with relevant work experiences related to their career and technical education field of studies. The students participated in guided work experience with public and private industry partners through a properly monitored work experience which extended classroom theory into actual on-the-job application.

Three Work Experience (WE) coordinators were hired to implement the program. The WE coordinators conducted recruitment efforts in all five high schools through in-class presentations. Applications were distributed to prospective participants. Simultaneously, training sites were lined up and job descriptions obtained for use in developing training plans. The WE coordinators processed applications and placed students at training sites. This process included prepping students for interviews, formalizing training plans and agreements, and arranging on-site orientations. Requirements for earning credit and subsequently, grades, were clearly delineated.

The students underwent training at their respective sites. The WE coordinators conducted site visits to monitor the progression of training efforts. Towards the end of this time frame, the WE coordinators also insured that evaluations were being conducted, logs were being kept, and written reports were being prepared. Several students opted to continue their Work Experience into the fall 2009 semester.

The WE coordinators collected forms and documents from students and training site personnel for evaluation and grading the student participants. Grades and credit earned were submitted to the students' respective high school registrar in time for posting on first quarter grade reports.

II. Strengths

See Part I, Accomplishments: The program activities are described. The activities listed in Part I contributed to the accomplishment of the program objectives as outlined below. In order to evaluate the strengths of this program, an analysis of longitudinal data is provided spanning three summers.

Objective 1: To increase student interest and participation in on-the-job training by 10% annually.

The program has achieved Objective 1 over the last three summers. Table 1 shows that student interest and participation increased by 18% from summer 2007 (72 students) to summer 2008 (85 students). Then, the program realized a notable increase in student participation for summer 2009. Student interest and participation in the summer 2009 program (176 students) increased by 107% from summer 2008 (85 students). A significant factor for this dramatic increased participation was the summer Youth Employment Program (YES) under the Guam Department of Labor/AHRD. GCC managed the YES program, and students were able to cross-enroll in YES and the summer Work Experience program.

Tables 1 and 2 provide a longitudinal snapshot of student applicants for summers 2007, 2008, and 2009 showing this increased participation over the past three summers.

Table 1: Number of Student Applicants by School & Enrollment Percentage of Increase

	Summer 2007	Summer 2008	% of Increase from previous summer	Summer 2009	% of Increase from previous summer
GWHS	20	21	5%	32	52%
JFKHS	29	36	24%	40	11%
OHS	---	---	---	*38	---
SSHS	9	26	188%	51	96%
SHS	14	2	0%	15	650%
Total	72	85	Overall Increase 18%	176	Overall Increase 107%

*OHS is a new high school which opened in SY 2008-09

Table 2: Number of Student Applicants by Program

	Summer 2007	Summer 2008	Summer 2009
Automotive	2	0	6
Carpentry	0	0	1
Electronics	5	0	18
Health Education	1	6	16
Marketing	21	17	52
Tourism	43	62	83
Total	72	85	176

For summer 2009, Simon Sanchez High School had the highest number of student participants (51 students) followed by John F. Kennedy High School (40 students). The Tourism and Marketing programs garnered the most student participants with 83 and 52 student participants respectively.

Objective 2: To increase by 10% both community awareness and business participation in the Work Experience Program.

The program has achieved Objective 2 as business participation has increased over the past three summers by exceeding the 10% baseline for this Objective. Table 3 shows that employer participation increased by 25% from summer 2007 (20 training sites) to

summer 2008 (25 training sites). A 16% increase was realized from summer 2008 (25 training sites) to summer 2009 (29 training sites).

Table 3: Number of Training Sites (Private and Public)

Summer 2007	Summer 2008	Summer 2009
20	25	29

Students were placed at public and private sector sites. Table 4 in the attached *Program Evaluation Matrix* lists the training sites. Training sites were identified based on students' needs and career and technical education program. Work Experience Coordinators contacted possible training sites in response to student requests for a particular site. Additionally, several sites contacted Work Experience Coordinators for possible student placements. Several sites chose to continue participation from prior years. Work Experience Coordinators also communicated with industry contacts to promote participation.

Objective 3: To increase student placement in on-the-job training experience by 10% annually.

Table 4 shows the student placement rates for summers 2007, 2008, and 2009. For summer 2009, of the 176 students who submitted Work Experience applications, 159 students were placed in various training sites (for a 90% placement rate).

Table 4: Placement Rate of Students in the Program

# of Student Applicants	# of Students Placed	Placement Rate
SUMMER 2007		
72	69	96%
SUMMER 2008		
85	59	69%
SUMMER 2009		
176	159	90%

Although from summer 2007 to summer 2008, the placement rate did not meet the projected 10% increase for this objective, the program achieved this objective from summer 2008 to summer 2009 as the placement rate from summer 2008 (69%) to summer 2009 (90%) increased by 21%. Students who applied did not participate for a variety of reasons: (a) did not meet age requirement, (b) chose summer school, (c) opted for paid employment without earning work experience credit, (d) transportation issues, and (e) left off-island for summer vacation.

Objective 4: 95% of students entering the program will successfully complete on-the-job training.

Longitudinal data presented in Table 5 show that this objective was successfully met over the past three summers. For summer 2009, 157 out of the 159 students who were placed in various training sites completed the summer Work Experience Program (for a 99%

completion rate). Five of these students opted to continue their Work Experience into the fall 2009 semester. A 100% completion rate was realized for summers 2007 and summers 2008.

Table 5: Student Completion Rate *(The student completion rate was calculated by taking the number of students who completed the program divided by the number of students who were placed in the program):*

Summer 2007	Summer 2008	Summer 2009
69 / 69 = 100%	59 / 59 = 100%	157 / 159 = 99%

III. Areas for Improvement

Although all objectives were successfully met for summer 2009, one area of improvement is to increase the student placement rate into the program by addressing the reasons student applicants may choose to opt out of the program. As noted in Objective 3, students who applied did not participate in a work experience program for a variety of reasons: (a) did not meet age requirement, (b) chose summer school, (c) opted for paid employment without earning work experience credit, (d) transportation issues, and (e) left off-island for summer vacation. Age requirement and students' choices to pursue summer school remediation and/or paid employment above the Work Experience (WE) Program were reasonable and not a reflection of a weakness in the WE program. Decisions to go off-island for summer vacation are personal choices made by the applicants that are not within the parameters of this program to address. However, transportation issues can be addressed by looking for ways to place students in training sites with a closer proximity to their residences. Also, WE Coordinators should have strong industry connections to facilitate the placement of our students. Due to these connections, placements can be made easier because of employer trust—WE Coordinators who are knowledgeable about the WE Program and have experience are more productive in recruitment and placement efforts.

Additionally, the Project Director and WE Coordinators continue to look for ways to strengthen the WE Program in order to provide quality learning experiences for the students. In doing so, the following surveys were administered to the WE Program student and employer participants to increase awareness of program issues and identify ways to improve the program. These results have been reviewed and will be taken into consideration for future program planning and implementation:

Table 6: Student Survey Results

N = 87 students	Not Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Overwhelmingly Satisfied
Are you satisfied with the training you received?	0%	0%	0%	12%	88%
How satisfied were you with the service from the WE Program?	0%	0%	7%	25%	68%
Are you satisfied with the work experience you received?	0%	0%	0%	22%	78%
Did the academic vocational training you received at GCC prepare you for the world of work?	0%	0%	14%	11%	75%

Table 7: Employer Survey Results

N = 19 employers	Not Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Overwhelmingly Satisfied
How satisfied are you with our ability to coordinate the WE Program?	0%	0%	31%	60%	9%
How satisfied were you with the student's academic and vocation preparation?	0%	0%	27%	71%	2%
How satisfied are you with the student's work behavior and performance?	0%	0%	14%	64%	22%
How satisfied are you with your ability to provide training?	0%	0%	16%	67%	17%

IV. Carryover Funds

The SY08-09 expenditure report for Cooperative Education Services was provided by DOE Business Office showing expenditures and encumbrances as of September 30, 2009. (*Refer to Section III. Financial Expenditures Report*)

Program #6: COOPERATIVE EDUCATION

Special Conditions Compliance Report: Year-End Report (Oct. 1, 2008 – September 30, 2009)

OBJECTIVES	ACTIVITIES	EVALUATION OF OBJECTIVES
<p>1. To increase student interest and participation in on-the-job training by 10% annually.</p>	<p>a. Provide brochures and mailers to the schools and businesses.</p> <p>b. Recruit and screen interested students.</p>	<p>Program activities were conducted as per the Management Plan which included aggressive recruitment efforts by the Work Experience (WE) coordinators:</p> <ul style="list-style-type: none"> • May-June 2009 – Recruitment efforts were made in all five high schools through in-class presentations by the WE coordinators. Applications were distributed to prospective participants. Simultaneously, training sites were lined up and job descriptions obtained for use in developing training plans. • June-July 2009 – WE coordinators processed applications and placed students at training sites. This process included prepping students for interviews, formalizing training plans and agreements, and arranging on-site orientations. Requirements for earning credit and subsequently, grades, were clearly delineated. • July-August 2009 – Students underwent training at respective sites. WE coordinators conducted site visits, monitoring the progression of training efforts. Towards the end of this time frame, WE coordinators also insured that evaluations were being conducted, logs were being kept, and written reports were being prepared. Several students opted to continue their Work Experience into the fall 2009 semester. • August-present – WE coordinators collected forms and documents from students and training site personnel. The process of evaluating and grading was conducted. Grades and credit earned were submitted to the students’ respective high school registrar in time for posting on first quarter grade reports. <p>The program met Objective 1 by exceeding the 10% baseline for increased student participation. Table 1 shows that student interest and participation increased by 107% from summer 2008 (85 students) to summer 2009 (176 students). A significant factor for this increase in summer 2009 was the</p>

OBJECTIVES	ACTIVITIES	EVALUATION OF OBJECTIVES																																													
		<p>summer Youth Employment Service Program (YES) under the Department of Labor/AHRD. Guam Community College (GCC) managed the YES program, and students were able to cross-enroll in YES and the WE programs.</p> <p>The tables below provide a snapshot of students who applied for the summer 2008 and 2009 WE program.</p> <p>Table 1: Number of Student Applicants by School</p> <table border="1" data-bbox="1199 545 1736 886"> <thead> <tr> <th></th> <th>Summer 2008</th> <th>Summer 2009</th> </tr> </thead> <tbody> <tr> <td>GWHS</td> <td>21</td> <td>32</td> </tr> <tr> <td>JFKHS</td> <td>36</td> <td>40</td> </tr> <tr> <td>OHS</td> <td>---</td> <td>*38</td> </tr> <tr> <td>SSHS</td> <td>26</td> <td>51</td> </tr> <tr> <td>SHS</td> <td>2</td> <td>15</td> </tr> <tr> <td>Total</td> <td>85</td> <td>176</td> </tr> </tbody> </table> <p>*OHS is a new high school which opened in SY 2008-09</p> <p>Table 2: Number of Student Applicants by Program</p> <table border="1" data-bbox="1199 1052 1736 1432"> <thead> <tr> <th></th> <th>Summer 2008</th> <th>Summer 2009</th> </tr> </thead> <tbody> <tr> <td>Automotive</td> <td>0</td> <td>6</td> </tr> <tr> <td>Carpentry</td> <td>0</td> <td>1</td> </tr> <tr> <td>Electronics</td> <td>0</td> <td>18</td> </tr> <tr> <td>Health Education</td> <td>6</td> <td>16</td> </tr> <tr> <td>Marketing</td> <td>17</td> <td>52</td> </tr> <tr> <td>Tourism</td> <td>62</td> <td>83</td> </tr> <tr> <td>Total</td> <td>85</td> <td>176</td> </tr> </tbody> </table>		Summer 2008	Summer 2009	GWHS	21	32	JFKHS	36	40	OHS	---	*38	SSHS	26	51	SHS	2	15	Total	85	176		Summer 2008	Summer 2009	Automotive	0	6	Carpentry	0	1	Electronics	0	18	Health Education	6	16	Marketing	17	52	Tourism	62	83	Total	85	176
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<p>2. To increase by 10% both community awareness and business participation in the Work Experience Program.</p>	<p>a. Identify and develop sufficient numbers of on-the-job training stations.</p> <p>b. Develop training agreements between GCC and each participating employer.</p>	<p>Table 3: Number of Student Applicants by Credit Pursued</p> <table border="1" data-bbox="1199 302 1736 566"> <thead> <tr> <th></th> <th>Summer 2008</th> <th>Summer 2009</th> </tr> </thead> <tbody> <tr> <td>0.5 (90 hours)</td> <td>51</td> <td>158</td> </tr> <tr> <td>1.0 (180 hours)</td> <td>28</td> <td>16</td> </tr> <tr> <td>1.5 (270 hours)</td> <td>6</td> <td>2</td> </tr> <tr> <td>Total</td> <td>85</td> <td>176</td> </tr> </tbody> </table> <p>Training sites were identified based on students' needs and career and technical education program. WE coordinators contacted possible training sites in response to student requests for a particular site. Also, several sites contacted WE coordinators for possible student placements. Many sites chose to continue participation from prior years. Additionally, WE coordinators communicated with industry contacts to promote participation. Training agreements were generated between GCC and each participating employer.</p> <p>The program achieved Objective 2 as employer participation increased by 16% from summer 2008 (25 training sites) to summer 2009 (29 training sites). For summer 2009, students were placed at the following public and private sector sites:</p> <p>Table 4: Training Sites for Summer 2009</p> <table border="1" data-bbox="1066 1205 1871 1469"> <tbody> <tr> <td>1</td> <td>Compacific*</td> <td>Private</td> </tr> <tr> <td>2</td> <td>Continental Airlines</td> <td>Private</td> </tr> <tr> <td>3</td> <td>Dept. of Public Health & Social Services</td> <td>Public</td> </tr> <tr> <td>4</td> <td>Dept. of Public Works</td> <td>Public</td> </tr> <tr> <td>5</td> <td>Dryers</td> <td>Private</td> </tr> <tr> <td>6</td> <td>FHP/TAKE CARE ASIA</td> <td>Private</td> </tr> <tr> <td>7</td> <td>Fiesta Resort *</td> <td>Private</td> </tr> </tbody> </table>		Summer 2008	Summer 2009	0.5 (90 hours)	51	158	1.0 (180 hours)	28	16	1.5 (270 hours)	6	2	Total	85	176	1	Compacific*	Private	2	Continental Airlines	Private	3	Dept. of Public Health & Social Services	Public	4	Dept. of Public Works	Public	5	Dryers	Private	6	FHP/TAKE CARE ASIA	Private	7	Fiesta Resort *	Private
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<p>3. To increase student placement in on-the-job training experience by 10% annually.</p>	<p>a. Develop training plans for all student participants.</p> <p>b. Place students in training stations.</p>	<table border="1"> <tr><td>8</td><td>GCIC</td><td>Private</td></tr> <tr><td>9</td><td>Guam Hotel & Restaurant Association*</td><td>Private</td></tr> <tr><td>10</td><td>Guam Marriott Resort and Spa*</td><td>Private</td></tr> <tr><td>11</td><td>Guam Plaza Hotel*</td><td>Private</td></tr> <tr><td>12</td><td>Guam Reef Hotel*</td><td>Private</td></tr> <tr><td>13</td><td>Guam Visitor's Bureau*</td><td>Public</td></tr> <tr><td>14</td><td>Harley Davidson</td><td>Private</td></tr> <tr><td>15</td><td>Hilton Guam Resort and Spa*</td><td>Private</td></tr> <tr><td>16</td><td>IT&E</td><td>Private</td></tr> <tr><td>17</td><td>King's Restaurant & Lounge (Harmon)*</td><td>Private</td></tr> <tr><td>18</td><td>Marianas Physician's Group</td><td>Private</td></tr> <tr><td>19</td><td>Micronesia Mall Theatres</td><td>Private</td></tr> <tr><td>20</td><td>NAPA Auto Parts</td><td>Private</td></tr> <tr><td>21</td><td>Nikko Hotel</td><td>Private</td></tr> <tr><td>22</td><td>Outrigger Resort*</td><td>Private</td></tr> <tr><td>23</td><td>Planet Hollywood</td><td>Private</td></tr> <tr><td>24</td><td>Proa Restaurant*</td><td>Private</td></tr> <tr><td>25</td><td>Sheraton Resort*</td><td>Private</td></tr> <tr><td>26</td><td>Subway</td><td>Private</td></tr> <tr><td>27</td><td>Sweet Tooth</td><td>Private</td></tr> <tr><td>28</td><td>TGIF</td><td>Private</td></tr> <tr><td>29</td><td>Westin Resort Guam*</td><td>Private</td></tr> </table>	8	GCIC	Private	9	Guam Hotel & Restaurant Association*	Private	10	Guam Marriott Resort and Spa*	Private	11	Guam Plaza Hotel*	Private	12	Guam Reef Hotel*	Private	13	Guam Visitor's Bureau*	Public	14	Harley Davidson	Private	15	Hilton Guam Resort and Spa*	Private	16	IT&E	Private	17	King's Restaurant & Lounge (Harmon)*	Private	18	Marianas Physician's Group	Private	19	Micronesia Mall Theatres	Private	20	NAPA Auto Parts	Private	21	Nikko Hotel	Private	22	Outrigger Resort*	Private	23	Planet Hollywood	Private	24	Proa Restaurant*	Private	25	Sheraton Resort*	Private	26	Subway	Private	27	Sweet Tooth	Private	28	TGIF	Private	29	Westin Resort Guam*	Private
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		<p>Training plans were formalized and completed for all students participating in the program. Students were placed in their applicable programs.</p>																																																																		
		<p>The program achieved this objective by exceeding the 10% annual increase baseline. The placement rate from summer 2008 (69%) to summer 2009 (90%) increased by 21%. Students who applied did not participate for a variety of reasons: (a) did not meet age requirement, (b) chose summer school, (c) opted for paid employment without earning work experience credit, (d) transportation issues, and (e) left off-island for summer vacation.</p>																																																																		

OBJECTIVES	ACTIVITIES	EVALUATION OF OBJECTIVES
<p>4. 95% of students entering the program will successfully complete on-the-job training.</p>	<p>a. Monitor student enrollment and completion figures.</p>	<p>Student enrollment was monitored throughout the program. Of the 159 students who were placed in various training sites, 157 students completed the summer Work Experience Program (for a 99% completion rate). Five of these students opted to continue their Work Experience into the fall 2009 semester.</p> <p>Grades and credit earned were submitted to the students' respective high school.</p>

FEDERAL PROGRAMS DIVISION



**Consolidated Grant
Title V- Part A: Innovative Programs
Annual Report**

I. PROGRESS REPORT BY PROGRAM

PROGRAM #7 - Technology Education

December 2009

Program #7: TECHNOLOGY EDUCATION

I. Accomplishments

Program Objectives:

- 1) Increase overall career and technical education program enrollment by 5% annually and provide career and technical education instruction in Guam public high schools that includes applied academics and practical application of skills which are required for success in the workplace.
- 2) 75% of the students enrolled in each vocational program will complete the required learning outcomes necessary to earn a final grade of “C” or higher.
- 3) Increase the number of program completers by 5% per year for a high of 70% for a completion certificate.

For SY 2008-09, the number of students served in this project was 1,838. Additionally, 39 instructors and 4 Career Education (CE) counselors participated in the project. The Career and Technical Education (CTE) programs in this project include Automotive, Construction, Electronics, Marketing, Tourism, and Visual Communication. This project focused on the development of knowledge, skill, and employability attitudes through the implementation of the CTE programs. The project provided integrated academic and career and technical education to infuse educational technology into the instructional delivery of CTE programs offered in Guam public high schools. Program activities which supported and aligned with the above stated objectives helped students to meet the academic and skill standards required in their respective occupational areas. Students demonstrated knowledge, skills, and employability attitudes. This project included a wide array of student educational activities as follows: Academy retreats, cultural student exchanges, Thanksgiving and Christmas food baskets, CTE program competitions, job shadowing, service-learning projects, Open Houses, Career Days, school Elective Fairs, F.A.S.T. (Family and Students Together) workshops, Leadership Days, community service events, annual CTE program celebrations and awards ceremonies, off-island national conferences and competitions, field trips, food preparation and serving, cook-offs, and internships. (Note: A detailed listing of activities the students participated in during SY 2008-09 and summer 2009 was provided in the 3rd and 4th Quarter Compliance Reports.)

CE counselors from the Guam Community College (GCC) conducted school site presentations promoting an awareness of GCC’s CTE programs. The counselors conducted PowerPoint presentations, and students were encouraged to ask questions in order to make informed choices for future course selections. The CE counselors and GCC Associate Dean also worked closely with GCC faculty and the Guam Department of Education (GDOE) administrators at the respective high schools to ensure that the 2009-2010 Master Schedule at each high school was completed and that students were appropriately placed in each CTE program.

GCC expanded its program offerings beginning SY 2008-09. A new high school (Okkodo High School) opened its doors in fall 2008. GCC has CTE programs in this new school: Automotive, Construction (Carpentry), Electronics, Tourism (Lodging Managing Program), and Marketing. Additionally, for SY 2009-10, GCC expanded its CTE programs at Simon Sanchez High School to include Automotive and Carpentry.

II. Strengths & Challenges

See Part I, Accomplishments: The program activities are described. The activities listed in Part I contributed to the accomplishment of the program objectives as outlined below. In order to evaluate the strengths of this program, an analysis of longitudinal data is provided spanning three school years.

Objective 1: Increase overall career and technical education program enrollment by 5% annually and provide career and technical education instruction in Guam public high schools that includes applied academics and practical application of skills which are required for success in the workplace.

Objective 1 was met over the past three school years thus representing strength for this project. Longitudinal data are presented showing an overall 16.2% increase in student enrollment in the six CTE programs (Automotive, Construction, Electronics, Marketing, Tourism, and Visual Communications). Please note that student enrollment does fluctuate during the school year due to student transfers and withdrawals; therefore, longitudinal data used for analysis of this Objective have been extracted at a set time period during the school year (September 30th) as follows:

Table 1: Student Enrollment in CTE Programs as of September 30th

School Year	Student Enrollment (Automotive, Carpentry, Electronics, Marketing, Tourism, & VisCom)	Percent of Increase from Previous SY
2007-2008	1,710	---
2008-2009	1,838	7.5%
2009-2010	1,997	8.7%

Table 1 shows a 7.5% enrollment increase from SY 2007-08 (1,710 students) to SY 2008-09 (1,838 students). An 8.7% enrollment increase was realized from SY 2008-09 (1,838 students) to SY 2009-10 (1,997 students).

Objective 2: 75% of the students enrolled in each vocational program will complete the required learning outcomes necessary to earn a final grade of “C” or higher.

Tables 2 through 7 provide longitudinal data as per Objective 2. The percentages of students earning a final semester grade of “C” or better by course over the last three school years are shown. Table 8 summarizes the longitudinal data showing the student percentages by program.

Table 2: Automotive Technology

Course	Percentage of Students Earning a “C” or Better		
	SY 2006-07	SY 2007-08	SY 2008-09
VEME061B	83%	72%	51%
VEME071B	90%	75%	83%
VEME050B	53%	51%	62%
VEME066	72%	62%	90%
VEME077	73%	70%	83%

Table 3: Construction Technology

Course	Percentage of Students Earning a “C” or Better		
	SY 2006-07	SY 2007-08	SY 2008-09
VECT053	67%	81%	78%
VECT073	82%	88%	87%
VECT081	56%	68%	83%

Table 4: Electronics Technology

Course	Percentage of Students Earning a “C” or Better			
	SY 2006-07	SY 2007-08	SY 2008-09 *Program Course Change	
VEEE066	88%	79%	VEEE051B	66%
VEEE068	89%	98%	VEEE068	83%
VEEE111	65%	60%	VEEE081	84%

*Electronics: During SY 2008-09, the Electronics secondary program was revamped to incorporate current technologies and to better train students to meet industry workforce needs. The new program course path consists of: First-Year Basic Electronics, Second-Year IT Essentials, and Third-Year Computer Networking.

Table 5: Marketing

Course	Percentage of Students Earning a “C” or Better		
	SY 2006-07	SY 2007-08	SY 2008-09
VEMK051	64%	51%	66%
VEMK061	75%	80%	72%
VEMK071	85%	90%	89%

Table 6: Tourism

Course	Percentage of Students Earning a “C” or Better		
	SY 2006-07	SY 2007-08	SY 2008-09
VETT054	57%	62%	63%
VETT055	59%	61%	60%
VETT064	84%	85%	77%
VETT065	81%	88%	84%
VETT074	75%	93%	89%
VETT075	---	84%	86%

Table 7: Visual Communications

Course	Percentage of Students Earning a “C” or Better		
	SY 2006-07	SY 2007-08	SY 2008-09
VEVC052B	92%	85%	96%
VEVC054	100%	91%	100%
VEVC056	100%	83%	100%

Table 8: Summary of Spring Semester “C” or Better by Program Areas

Course	Percentage of Students Earning a “C” or Better		
	SY 2006-07	SY 2007-08	SY 2008-09
Automotive	74%	66%	74%
Carpentry/CAD	68%	79%	83%
Electronics	80%	79%	78%
Marketing	74%	74%	76%
Tourism	71%	79%	76%
Vis. Com.	97%	86%	99%

As per Table 8, strength of this project is that students have consistently met the 75% baseline for student success (“C” or better grade) in the CTE programs. For example, for SY 2008-09 the 75% baseline was reached or was exceeded in five out of the six CTE program courses. The sixth program, Automotive (74%), fell short of the objective baseline by only 1%. However, this percentage (74%) represented an increase of 8% from the previous school year (66%).

Objective 3: Increase the number of program completers by 5% per year for a high of 70% for a completion certificate.

For Objective 3, completion is defined by the College as those students earning at least a “C” or better in each of the technical core courses offered, and the students must have completed all of the courses offered for that program. It generally takes a student three years to complete a program. Longitudinal completion data are provided in the following tables for the last three school years:

Table 9: Completers for School Year 2008-2009

	GW	JFK	SSHS	SHS	OHS**	TOTAL
Automotive	19	2*	----	25*	2	48
Carpentry/CAD	47*	17	----	6*	9	79
Electronics	7	10	10	3	6	36
Marketing	3	3	7*	10	13	36
Tourism	32	28	27	24	0	111
Vis. Com.	4	----	----	----	----	4
TOTAL COMPLETERS						314

* Increase from SY 2007-08

** New school

Table 10: Completers for School Year 2007-2008

	GW	JFK	SSHS	SHS	TOTAL
Automotive	19*	0	----	14	33
Carpentry/CAD	38*	18*	----	4	60
Electronics	7*	12*	15*	8*	42
Marketing	8*	3	0	10	21
Tourism	37*	38*	30*	29*	134
Vis. Com.	6*	----	----	----	6
TOTAL COMPLETERS					296

*Increase from SY 2006-07

Table 11: Completers for School Year 2006-07

	GW	JFK	SSHS	SHS	TOTAL
Automotive	5	0	----	14	19
Carpentry/CAD	32	15	----	7	54
Electronics	5	10	8	3	26
Marketing	5	5	3	11	24
Tourism	25	23	12	24	84
Vis. Com.	0	----	----	----	0
TOTAL COMPLETERS					207

The significant increase in the number of student completers over the past three school years is strength of this project. Longitudinal data in Tables 9, 10, and 11 show that the 5% baseline for program completion for Objective 3 was met and exceeded as the number of completers significantly increased from SY 2006-07 to SY 2008-09 by over 5%. A breakdown reveals that from SY 2006-07 (207 completers) to SY 2007-08 (296 completers), a 43% increase was realized in the number of student completers. Additionally, from SY 2007-08 (296 completers) to SY 2008-09 (314 completers), a 6% increase was realized.

III. Areas for Improvement

The data in Part II in Tables 2 through 7 indicate that the 75% baseline for students earning “C” or better was not reached in 7 out of 23 (or 30%) of the program courses. These courses are summarized in Table 12:

Table 12: Percentage of Students Earning a “C” or Better

Course Code	Course Title	Program Path Year Level	% of Students Earning “C” or Better
VEME061B	Intro to Body Painting	1st Year	51%
VEME050B	Auto Service IB	1 st Year	62%
VEEE051B	Electricity II	1 st Year	66%
VEMK051	Marketing IB	1 st Year	66%
VEMK061	Marketing IIB	2 nd Year	72%
VETT054	Lodging Management I	1 st Year	63%
VETT055	ProStart I	1 st Year	60%

Six of these courses are first-year level program courses. The seventh course (Marketing II) fell short of the 75% baseline for Objective 2 by only 3%. The GCC Associate Dean of Trades and Professional Services and the GCC Career Education Counselors will continue to work towards identifying students’ career area of interest and ensure proper placement of students in each career and technical education program. Continued support from the GDOE administrators at the school sites is needed to ensure that the students identified by the Career Education Counselors are placed in recommended programs. Placing students in their career areas of interests is critical in ensuring student achievement and program success. The Career Education counselors at the school sites will continue to monitor student progress and advise students. Innovative activities will continue to include lab learning activities with the use of instructional technology.

IV. Carryover Funds

The SY08-09 expenditure report for Technology Education was provided by DOE Business Office showing expenditures and encumbrances as of September 30, 2009. (*Refer to Section III. Financial Expenditures Report*)

Program #7: TECHNOLOGY EDUCATION

Special Conditions Compliance Report: Year-End Report (Oct. 1, 2008 – September 30, 2009)

OBJECTIVES	ACTIVITIES	EVALUATION OF OBJECTIVES
<p>1. Increase overall career and technical education program enrollment by 5% annually and provide career and technical education instruction in Guam public high schools that includes applied academics and practical application of skills which are required for success in the workplace.</p>	<p>a. Provide instruction and practice to students to acquire knowledge and skill development for program completion and employment.</p> <p>b. Support career and technical education academies at a minimum of three high schools.</p> <p>c. Procure necessary supplies materials, tools, and equipment requested by faculty which is required for “hands-on” skill development.</p> <p>d. Provide improved access to instructional technology tools to faculty and students; continue upgrades to ensure workplace relevant software and hardware.</p>	<p>Learning activities included general classroom instruction and lab and shop hands-on application activities for skill development. Career academies are in place at John F. Kennedy High School, George Washington High School and Okkodo High School. Discussion and plans have begun at Simon Sanchez High School to implement a Tourism Academy.</p> <p>The Associate Dean for the School of Trades and Professional Services worked with the Guam Community College (GCC) department chairpersons of secondary Career and Technical Education (CTE) programs to ensure that requisitions for the current fiscal year were processed in a timely manner (in line with the approved budget) to provide equipment and supplies for applied academics and practical application of skills in the programs.</p> <p>This project supported improved access to instructional technology tools for students and faculty through high-speed Internet access and the procurement of updated workplace software and equipment applicable to the respective CTE program areas. Access to high-speed Internet provided students with opportunities to use web-based curriculum, access program related web resources, and apply learned skills. Use of the latest software and hardware transformed classroom learning for students by helping them to be at the cutting edge of technology.</p> <p>Table 1 provides the total student enrollment in the six (6) CTE programs for the last two school years. Please note that student enrollment does fluctuate during the school year due to student transfers and withdrawals; therefore data used for analysis of this Objective have been extracted at a set time period during the school year (September 30th) as follows:</p>

2. 75% of the students enrolled in each career and technical education program will complete the required learning outcomes necessary to earn a final course grade of “C” or higher.

a. Increase computer usage with program specific software to enable students to pass course offerings.

Table 1: Student Enrollment in CTE Programs as of September 30th

School Year	Student Enrollment (Automotive, Construction, Electronics, Marketing, Tourism, and Visual Communications)
2008-2009	1,838
2009-2010	1,997

An 8.7% enrollment increase was realized from SY 2008-09 (1,838 students) to SY 2009-10 (1,997 students).

This project allowed for increased student computer usage with specific software and hardware used for instruction and CTE program application. Tables 2 through 7 provide the number and percentages of students earning a “C” or better by program by course. The grades were extracted from the end-of-semester Marks Gathering Form for spring semester 2009.

Table 2: AUTOMOTIVE

Course	# of Students Earning a “C” or Better	Enrollment *	% of Students Earning a “C” or Better
VEME061	21	41	51.22%
VEME071B	24	29	82.76%
VEME050B	98	157	62.42%
VEME066	28	31	90.32%
VEME077	59	71	83.10%
OVERALL PROGRAM AVERAGE			73.96%

Table 3: CONSTRUCTION

Course	# of Students Earning a "C" or Better	Enrollment *	% of Students Earning a "C" or Better
VECT053	87	111	78.38%
VECT073	45	52	86.54%
VECT081	30	36	83.33%
OVERALL PROGRAM AVERAGE			82.75%

Table 4: ELECTRONICS

Course	# of Students Earning a "C" or Better	Enrollment *	% of Students Earning a "C" or Better
VEEE051B	112	171	65.50%
VEEE068	24	29	82.76%
VEEE081	70	83	84.34%
OVERALL PROGRAM AVERAGE			77.53%

Table 5: MARKETING

Course	# of Students Earning a "C" or Better	Enrollment *	% of Students Earning a "C" or Better
VEMK051	80	122	65.57%
VEMK061	44	61	72.13%
VEMK071	24	27	88.89%
OVERALL PROGRAM AVERAGE			75.53%

Table 6: TOURISM

Course	# of Students Earning a "C" or Better	Enrollment *	% of Students Earning a "C" or Better
VETT054	67	107	62.62%
VETT055	61	101	60.40%
VETT064	53	69	76.81%
VETT065	73	87	83.91%
VETT074	48	54	88.89%
VETT075	54	63	85.71%
OVERALL PROGRAM AVERAGE			76.39%

3. Increase the number of program completers by 5% per year for a high of 70% for a completion certificate.

a. Monitor student enrollment mid-year and again at the end of the year in order to track the figures.

Table 7: VISUAL COMMUNICATIONS**

Course	# of Students Earning a "C" or Better	Enrollment *	% of Students Earning a "C" or Better
VEVC052B	48	50	96.00%
VEVC054	14	14	100.00%
VEVC056	4	4	100.00%
OVERALL PROGRAM AVERAGE			98.67%

*Enrollment numbers include the total number of students enrolled in each course during the last semester of the school year (includes all five high schools).

**Visual Communications is currently offered only at GWHS.

The data show that Objective 2 was met for five out of the six CTE programs: Carpentry, Electronics, Marketing, Tourism, and Visual Communications. The sixth program, Automotive, fell short of the 75% baseline by only 1%.

Student enrollment was monitored mid-year and again at the end of the year. "Completion" is defined by the College as those students earning at least a "C" or better in each of the technical core courses offered, and the students must have completed all of the courses offered for that program. A student generally takes three years to complete a program.

This objective was met and exceeded from SY 2007-08 (296 completers) to SY 2008-09 (314 completers) for a 6% increase. Tables 8 and 9 give a breakdown of student completers by program:

Table 8: Completers for SY 2008-09

Course	Number of Completers
Automotive	*48
Carpentry/CAD	*79
Electronics	36
Marketing	*36
Tourism	111
Vis. Com.	4
Total: 314	

* Increase from SY 2007-08

Table 9: Completers for SY 2007-08

Course	Number of Completers
Automotive	33
Carpentry/CAD	60
Electronics	42
Marketing	21
Tourism	134
Vis. Com.	6
Total 296	

FEDERAL PROGRAMS DIVISION



**Consolidated Grant
Title V- Part A: Innovative Programs
Annual Report**

I. PROGRESS REPORT BY PROGRAM

PROGRAM #8 - Integrating Science and Allied Health

December 2009

Program #8 - INTEGRATING SCIENCE AND ALLIED HEALTH (ISAAH)

I. Accomplishments

Objectives:

- 1) Increase enrollment in the applied science course by 10% annually until filled to capacity in an effort to augment student exposure to applied science concepts and develop broadened interests in entering the health care field upon graduation.
- 2) 80% of the students will meet success with a grade of “C” or better in the science course using the applied concepts.
- 3) Retention rate of students will remain at 80% or better.

A total of 206 students participated in the Allied Health Program for SY 2008-09. For SY 2009-2010, 217 students are currently enrolled in the program; however, this number does not reflect the total enrollment for the school year because the Applied Anatomy & Physiology courses will not be offered until spring 2010 at Southern High School.

This program focused on entry level courses of diversified health occupations and applied anatomy and physiology in an effort to increase awareness of the applicability of these courses to various health field occupations. Additionally, through this program, GCC hired a Nursing Assistant Instructor for the purpose of assignment to the Allied Health Program at George Washington High School.

The successful implementation of this program revealed a high number of students interested in health occupations training. This program prepared high school students for postsecondary allied health training programs. Students participated in a variety of activities supporting the objectives of this program: elective fairs, program fairs, open houses, career days, health fairs, service-learning, community service events, Micronesian Mall community awareness events, job shadowing, free blood pressure and vital signs checks, and hospital volunteer work.

This program incorporated applied science as a co-curricular activity which provided students with a more realistic and relevant educational experience. Students applied science knowledge to service in allied health occupations. The program also prepared students for what actually happens in a clinical setting. Students were exposed to course instruction and laboratory settings which reflected an expanded curriculum for diversified health occupations as well as applied anatomy and physiology. Students experienced increased awareness of health and wellness and expressed interest in pursuing further training in programs related to allied health careers.

Students' learning experiences included the study of human anatomy and physiology, basic chemistry, basic nutrition, and a healthy lifestyle. Students achieved competencies and mastery of basic health care concepts and skills. Advanced students are also able to exit the program through supervised work experience.

II. Strengths and Challenges

See Part I, Accomplishments: The program activities are described. The activities listed in Part I contributed to the accomplishment of the program objectives as outlined below.

In order to evaluate the strengths of this program, an analysis of longitudinal data is provided spanning the last three school years. Please note that total enrollment data are not available for SY 2009-2010 as of the date of this report because the Applied Anatomy & Physiology courses will not be offered until spring 2010 at Southern High School.

Objective 1: Increase enrollment in the applied science course by 10% annually until filled to capacity in an effort to augment student exposure to applied science concepts and develop broadened interests in entering the health care field upon graduation.

Table 1: Applied Science Course (VESI050: Applied Anatomy & Physiology)
Last Semester Enrollment by School

School	Maximum Capacity	SY 06-07	SY 07-08	SY 08-09
GWHS	20	18	19	21
JFKHS	20	20	24	19
SSHS	20	7	17	18
SHS	40	*26	*37	37
TOTAL	100	71	97	95

* SHS: Reflects fall semester enrollment because Anatomy & Physiology was offered only during the fall semesters for SY 05-06 to 07-08 at SHS.

This program has a maximum capacity of 100 students in the applied science courses with three of the four high schools each offering one section per year, and the fourth high school (SHS) offering two sections per year. For SY 2008-09, the total enrollment in the applied science courses for all four high schools was 95 students or 95% of the maximum enrollment capacity.

Table 1 show that Objective 1 was met from SY 2006-07 to SY 2007-08 as enrollment in the applied science course increased from 71 students to 97 students for a 37% increase. However, enrollment in the course decreased by two students (or 2%) from SY 2007-08 (97 students) to SY 2008-09 (95 students). The decrease in enrollment was at one high school (JFKHS). Further analysis of the data for that same school year shows that enrollment exceeded the minimum capacity at GWHS with 21 students enrolled in the applied science course.

Objective 2: 80% of the students will meet success with a grade of “C” or better in the science course using the applied concepts.

Table 2: Spring Semester “C” or Better in
Applied Anatomy & Physiology by School Year

School Year	% of Students Earning “C” or Better
SY 2008-09	79%
SY 2007-08	85%
SY 2006-07	82%

For SY 2008-09, the program fell short of Objective 2 by 1%. There were a total of 95 students enrolled in the Applied Anatomy & Physiology course (VESI050) during spring semester. Seventy-five out of these 95 students earned a “C” or better grade in the

course. However, a review of the longitudinal data in Table 2 reveals that this Objective was met for the two previous school years as the percentage of students earning a “C” or better in the applied science course exceeded the 80% baseline for this Objective.

Objective 3: Retention rate of students will remain at 80% or better.

Table 3: Retention Rate (Comparison Enrollment: Fall to Spring Semesters)
 (Note: SHS has four semesters within their 4x4 block schedule —
 Two semesters in the fall and two semesters in the spring.)

School Year	% of Students Continuing in Program (Fall to Spring)
SY 2008-09	96%
SY 2007-08	92%
SY 2006-07	82%

The program has exceeded the 80% baseline for Objective 3 during the past three schools years. Most recently, for SY 2008-09, a 96% retention rate of students in the program was realized. This percentage was calculated based on comparison data for fall and spring semesters collected and calculated for students passing the course(s) and remaining in the program courses: 252 of the 263 students enrolled in the program courses during the fall semester were also enrolled in the courses during the spring semester. Please note that the 263 total student enrollments include some duplication as students may be enrolled concurrently in the applied science course and other program courses. Retention rate included this duplication because retention rate looked at students remaining in each course from the fall to the spring semesters. The non-duplicated total student enrollment for SY 2008-09 is 206 students.

III. Areas for Improvement

The Allied Health Program is offered in four out of the five high schools: George Washington, John F. Kennedy, Southern, and Simon Sanchez High Schools. The new fifth high school, Okkodo High School, does not currently have an Allied Health Program due to space limitations in the new school. The advancement of the Allied Health Program to the new GDOE high school (Okkodo High School) will need support with classroom and laboratory space, recruitment and advertisement, materials and equipment acquisition and program implementation.

As per Objective 1, a 10% enrollment increase or “filled to capacity” baseline was set for the applied science course enrollment. The program fell short of this Objective as a 2% enrollment decrease in the applied science course was realized. However, the enrollment exceeded capacity in one high school (GW High School) with 21 students enrolled in the course. The applied science instructors and GCC Career Education counselors will continue recruitment efforts at the school sites through electives fairs, career days, open houses, and presentations to students.

As per Objective 2, the instructors will continue to incorporate laboratory activities, technology, and updated equipment in their instructional learning activities. This support and integration into the curriculum will assist students to improve understanding of applied concepts, achieve skill development, and meet successful completion of the courses.

IV. Carryover Funds

The SY08-09 expenditure report for Integrating Science and Allied Health (ISAAH) was provided by DOE Business Office showing expenditure and encumbrances as of September 30, 2009. (*Refer to Section III. Financial Expenditure Report*)

Program #8 – INTEGRATING SCIENCE AND ALLIED HEALTH (ISAAH)

Special Conditions Compliance report: Year-End Report (Oct. 1, 2008 – September 30, 2009)

OBJECTIVES	ACTIVITIES	EVALUATION OF OBJECTIVES
<p>1. Increase enrollment in Applied Science course by 10% annually until filled to capacity in an effort to augment student exposure to applied science concepts and develop broadened interests in entering the health care field upon graduation.</p>	<p>a. Provide instruction and practice to students to acquire knowledge and skill development for program completion and employment.</p> <p>b. Provide improved access to instructional technology tools to faculty and students,</p> <p>c. Procure necessary supplies materials, tools, and equipment requested by faculty which is required for “hands-on” skill development.</p>	<p>Learning activities included general classroom instruction and laboratory hands-on application activities for skill development. Students were exposed to course instruction and laboratory settings which reflected an expanded curriculum for diversified health occupations as well as applied anatomy and physiology. Instructors used applied methods in providing instruction such as laboratory work and simulations to work with hands-on skills development, such as blood typing, bed making, taking patient vitals and screening for high blood pressure and diabetes.</p> <p>Instructors incorporated technology tools and equipment to enhance learning and link to world wide health care occupations. Equipment (e.g., blood pressure cuffs, foley catheters, pulse oximeters, thermometers, stethoscopes, sphygmomanometers and urinary drainage bags) are being used to provide the students with hands-on learning experiences.</p> <p>The Associate Dean of the School of Trades and Professional Services worked with the GCC Allied Health Department Chairperson to ensure that requisitions for the current fiscal year were processed in a timely manner (in line with the approved budget) to provide equipment and supplies for applied academics and practical application of skills in the programs.</p> <p>For SY 2008-09, the total enrollment in the applied science course (VESI050) was 95 students. This enrollment represents a 2% decrease from the enrollment (97 students) for SY 2007-08. Comparison data are not available for SY 2009-10 as the applied science course at Southern High School will not be offered until spring 2010.</p>
<p>2. 80% of the students will meet success with a grade of “C” or better in the science course using the applied concepts.</p>	<p>a. Increase computer usage with program specific software to enable students to pass course offerings.</p>	<p>This project supported improved access to instructional technology tools for students and faculty through high-speed Internet access and the procurement of updated workplace software and equipment applicable to the Allied Health Program. Access to high-speed Internet provided students with opportunities to access program related web resources and apply learned skills.</p>

OBJECTIVES	ACTIVITIES	EVALUATION OF OBJECTIVES
		<p><u>George Washington High School:</u> There is a 96.92% retention rate of students enrolled during the first and second semesters of the program. Sixty-three of the 65 students enrolled in the program courses during the first semester were also enrolled in the courses during the second semester.</p> <p><u>John F. Kennedy High School:</u> There is a 100% retention rate of students enrolled during the first and second semesters of the program. Thirty-five of the 35 students enrolled in the program courses during the first semester were also enrolled in the courses during the second semester. Additionally, one new student enrolled in the second semester for a total enrollment of 36 students.</p> <p><u>Simon Sanchez High School:</u> There is a 96.67% retention rate of students enrolled during the first and second semesters of the program. Fifty-eight of the 60 students enrolled in the program courses during the first semester were also enrolled in the courses during the second semester.</p> <p><u>Southern High School</u> SHS has four semesters (or eight quarters, also referred to as reporting periods):</p> <ul style="list-style-type: none"> • There is a 92% retention rate of students enrolled during the first and second semesters of the program (or reporting periods two and four). Forty-seven of the 51 students enrolled in the program courses during the first semester were also enrolled in the courses during the second semester. • There is a 94.2% retention rate of students enrolled during the third and fourth semesters of the program (reporting periods six and eight). Forty-nine of the 52 students enrolled in the program courses during the third semester were also enrolled in the courses during the fourth semester. <p>Please note that the total student enrollment above includes some duplication as students may be enrolled concurrently in the applied science course and other program courses. Retention rate included this duplication because retention rate looked at students remaining in each course from the fall to the spring semesters.</p>

FEDERAL PROGRAMS DIVISION



Consolidated Grant Title V- Part A: Innovative Programs Annual Report

I. PROGRESS REPORT BY PROGRAM

**PROGRAM #9 - Gifted and Talented Education (GATE)
Program**

December 2009

Program #9: GIFTED AND TALENTED EDUCATION

Guam Department of Education Division of Special Education Gifted and Talented Education (GATE) Program

The Consolidated Grant continues to supplement programs like the GATE Visual and Performing Arts Program. The GATE provides a program for gifted visual and performing arts students which stimulates creativity providing otherwise unavailable and advanced instruction. The GATE Academic Program meets the unique needs of identified students (pre-school through grade 8) through an enrichment program based on a qualitatively differentiated curriculum in identified process skill areas.

The GATE program, mandated by Public Law 13 – 26, is committed to provide opportunities for the students to develop maximum potential, through the effective delivery of quality services equipped with state of the art technology, facilities and resources with the full involvement of family and community. This program meets the unique needs of identified gifted and talented students through an enrichment program based on the qualitatively differentiated curriculum in identified process skill areas. Students are encouraged to learn to see, to sense, to recall, and to become vitally aware of the changing and expanding environment personality attributes found in gifted multicultural students are focused in the enrichment program design. Curriculum emphasis includes activities designed to promote risk taking and independent learning. The gifted curriculum includes Divergent Thinking/Creativity, Critical Thinking, Affective Education, Communication, Creative Problem Solving and Decision Making, and Independent Learning.

I. Accomplishments

Pre-school

The pre-school GATE program provides daily sessions at seven elementary schools on the island. Two schools, (Price Elementary and Tamuning Elementary) have two pre – schools, which gives us nine pre-schools in total. Every child is eligible for testing as long as they have their 4th birthday by July 31st of the current year and are not old enough to qualify for kindergarten. Public Law 14 – 45 mandates the gifted education pre – school program. The curriculum is specifically designed for four (4) year olds gifted children, and is designed to meet the physical, social, emotional, and intellectual needs without pressure and unnecessary structure. The program balances acceleration and enrichment activities. The program is designed to provide a background of experiences that will help students be eager and effective learners. In addition we have been able to secure an aide for each pre-school with the exception of one. Last year GATE was short two aides and had to move aides around the island to make up for this lack, but this year thanks to a new position funded by the Federal Program GATE was able to secure a position which eliminated the need to move the aides around the island to service all the students. GATE has secured a Federal position for one of the pre-school GATE teachers who is certified in pre-school education. This has enabled the program to offer more gifted students the opportunity to experience a creative approach to education. GATE has in our program a total of one hundred twenty-six students (126). The limit per class size is 14, which makes it a manageable enrollment.

Elementary Academics

The GATE Elementary Program provides enrichment for identified GATE Academic Students through a pull out program. Small groups (maximum 12 students) of gifted students meet 180 minutes per week in the GATE Resource Room. Public law 13-26 mandates a gifted educational program for Guam Students. Curriculum emphasis for the K-5 program includes activities designed to promote independent learners. In order to accomplish this, students are provided with a variety of learning skills in the areas of problem solving, inquiry techniques, creativity, higher levels of thinking and acceleration. Also integrated throughout this program are activities in the affective domain which involve feelings, values, social responsibilities and self-esteem. GATE services 26 schools with two classes in Tamuning Elementary School, and D.L. Perez Elementary School. The GATE program services 28 classes at this time.

The GATE Program offers technology to students with federal funds purchasing twelve (12) new computers for the GATE classrooms this year. This program instruction in web design and digital portfolios and specialized lessons are geared for their units.

In addition GATE has a Math Program that gives the students a challenging opportunity to increase their potential in problem solving that the students do not receive in their regular math classes. After giving the students both the pre-test and post-test for the program, the scores have risen 12%. This program is also able to help students do better on their SAT 10 scores.

The GATE program has also implemented a Science Program where the teacher exposes the students to hands on science which has stimulated interest in science and given students hands on activities to analyze results and open inquisitive minds as to why, how, and to challenge the results. The program is designed to help increase environmental awareness which in return can improve SAT 10 scores.

Pre-school

The pre-school GATE program provides daily sessions at seven elementary school. Children who are four (4) years of age by July 31st of the current school year are eligible for consideration for the program. Public Law 14-45 mandates the gifted education pre-school program. The curriculum is specifically designed for four (4) year old gifted children. It is designed to meet the physical, social, emotional, and intellectual needs without pressure and unnecessary structure. The program balances acceleration and enrichment activities. The program is designed to provide a background of experiences that will help students be eager and effective learners. The GATE program was able to find Federal Funds to hire an additional aide to help with a pre-school class.

Elementary Academics

The GATE Elementary Program provides enrichment for indentified GATE Academic Students through a pull-out program. Small groups (maximum 12 students) of gifted students meet 180 minutes each week in the GATE Resource Room. Public law 13-26 mandates a gifted educational program for Guam students. Curriculum emphasis for the K-5 program includes activities designed to promote independent learners. In order to accomplish this, students are provided with a variety of learning skills in the areas of problems solving, inquiry techniques, creativity, higher levels of thinking and acceleration. Also integrated throughout this program are activities in the affective domain which involve feelings, values, social responsibilities and self-esteem. Students

are provided with instruction in web design and digital portfolio creations. In addition we have a science and math curriculum where two specialized teachers visit classes to bring stimulating new methods of learning to the students.

Middle School Academic

The GATE Middle School Program offers enrichment classes for students in grades 6th, 7th, and 8th. This curriculum developed skills toward independent study outlined in the GATE Program. These areas include creativity, problem solving, critical thinking, listening, observing, and affective training, note taking, interviewing, analyzing, community resources and communication techniques. In this type of curriculum, students encounter real life problem solving and have personal contacts with experts in the field. Currently have several school interested in starting a GATE program at their schools and one has already implemented a program in technology for Gifted Students.

Special Events

The Academic Special Events Program encompasses Math Olympiad (Elementary Level), Math Counts (Middle School Level), Academic Challenge Bowl (Middle School and High School Levels), and the National Forensic League (High School Level). The Academic Special Events Program promotes leadership, cognitive development and strategic problem solving skills. Over 800 students participate each year in the special events programs.

GATE Testing

The GATE Program provides testing services for the Academic Program (K-8) throughout the regular school year. GATE Pre-school testing is provided during the months of March, April and May of each school year.

Elementary Music Program

An after school program is conducted at 14 elementary schools each year. Identified Music Students in the fourth and fifth grades attend the GATE Music Classes at their respective schools. At the conclusion of the program a music concert is presented for the entire school and families. In addition the program has an 'All Island Honor Choir' where students from all school perform at the GATE Theater.

Elementary Visual Arts Program

An after school program is conducted at 14 elementary schools each year. Identified Visual Arts Students in the fourth and fifth grades attend GATE Visual Art Classes at their respective schools. At the conclusion of the program an art exhibit is set up at the schools. A magazine called 'Picked Papaya' is produced each year filled with art work from the Visual Art students. It is accompanied with poetry submitted from GATE Academic Students island wide.

Secondary Theater Arts Program

After School Secondary Theater Arts Classes are offered throughout the school year at the GATE Tiyan Theater. Students are selected for the program through interviews for the technical theater and through auditions for the theatrical productions. Students who

enroll in the MU 401 and who successfully complete the GATE Secondary Theater Program receive one-half credit per semester towards graduation requirements.

Special Projects

- Music Literacy in the Schools
- Art Literacy in the Schools
- Publications of the 21st Edition of ‘Pickled Papaya’
- GATE Day at the Agana Shopping Center and Visual Arts Exhibit
- GATE Websites Maintenance
- All Island GATE Honor Choir Performances
- Math Enrichment Program
- Science Enrichment Program
- Two Major Theatrical Plays with at least one being a musical
- One minor theatrical production in radio, or short play.

GATE Teacher In-Service

Each month of the SY 2008 – 2009 GATE offered an In-Service meeting for the teachers. The pre-school aides were also able to attend one of the meetings. During the course of the year many subjects were offered to help teachers enrich their students. These included Technology for the Student and Teacher, Science Experiments and probing probability, Assessing GATE Students, Creating a GATE Portfolio, Internet Research, and Specialized Writings which included poetry.

Theater Management

The GATE Staff successfully manages the theater for use by the GATE Program for student rehearsals, meetings, and productions. The theater is also used by other divisions within the Guam Department of Education and other Government of Guam Agencies, and it also caters to other Community Organizations.

Student Numbers

GATE Classes		
GATE Pre-school	126	Participants
GATE Academic Elementary	1,320	Participants
GATE Academic Middle School	60	Participants
Special Events		
Math Olympiad	243	Participants
Math Counts	150	Participants
ACB-Middle School	255	Participants
ACB-High School	128	Participants
National Forensic League-High School	67	Participants
GATE VPA Elementary Music	361	Participants
GATE All Island Honor Choir	52	Participants
GATE VPA Elementary Visual Arts	162	Participants
GATE VPA Secondary Theater	212	Participants
Total Number Students served (Direct Service)	3,136	Participants

Resource Support Programs

Technology Support Program		1,320	Serviced
Science Support Program		1,320	Serviced
Math Support Program		1,320	Serviced
GATE Special Projects			
VPA Special Projects and Performances		14,453	Attendees
GATE VPA Choir Performances		5,628	
Secondary Theater Performances		8,825	
GATE Testing			
Pre-school	324 Tested		128 Students Qualified
K-8	582 Tested		452 Students Qualified

Theater Management

Approximately 29,000 attended functions at the GATE Tiyan Theater.

Although the Guam Department of Education is in financial restraints, the GATE Program continues to provide superior programming and instruction.

Approximately 25,000 attended functions at the GATE Tiyan Theater throughout the school year. Of the 25,000 approximately 11,500 attended GATE Productions.

Having a Technology Resource Teacher has enhanced GATE's ability to navigate into the ever changing world of technical education. The addition of 12 new laptops has enabled us to reach more students with updated technology. The Technology Resource Teacher has also conducted classes for GATE teachers with workshops for the new teachers and up-dates for the existing teacher population. This has enabled the teachers to bring outstanding technical enrichment to the GATE students.

Adding the Math Resource Teacher this year is already heightening student's highest potentials in Math. Teaching strategies on problem solving will help improve student's mathematical awareness to real life situations. A 12% increase has already been documented using a pre-testing and post-testing method.

The Science Resource Teacher this year has stimulated interest in science and has given students hand on activities to help analyze results and to open inquisitive minds as to why, how and to challenge the results.

GATE has added a new music teacher and is able to reach seven additional schools each year with music instruction.

GATE has hired an aide for pre-school which has made it possible for the aides to stay at their perspective schools to help with instruction with their assigned teachers.

The most comprehensive Website for the Guam Department of Education is continuously updated. It is being used by students, teachers and parents. The website contains the following:

- Website links for students
- Website links for teachers
- Website links for parents
- Parent Information

Revolving Student Art Exhibits
Teacher Created Lessons Plans for the Visual Arts
Public Laws related to GATE
Philosophy
Program Descriptions
 Pre-school Academic Program
 Elementary Academic Program
 Middle School Program
 Visual and Performing Arts Program

Special Events
 Math Olympiad
 Math Counts
 Academic Challenge Bowl
 National Forensic League

Staff Development Workshops
Rental of the GATE Tiyan Theater
Photo and Bio of each GATE Teacher and Staff Member
GATE Alumni Survey
Calendar of Events
GDOE Personnel Applications

GATE Special Events

Funding has been identified for the Math Olympiad, Math Counts Academic Challenge Bowl and National Forensic League Coaches and the National Forensic League Judges through Title 5-A Federal Programs. Also 70,000 dollars has been identified for television productions of Academic Challenge Bowls.

Technology Plan

The GATE Technology Plan has been written and approved to enable us to purchase additional computers for the students in GATE classrooms.

The GATE Program provides numerous opportunities for parent involvement including:

GATE Orientations Sessions for Parents
GATE In-School Exhibits and Performances
GATE Day at the Agana Shopping Center Exhibits
GATE Theatrical Performances at the GATE Tiyan Theater
GATE Musical Performances at the GATE Tiyan Theater

II. Strengths and Challenges

The number one challenge for School year 08 – 09 is the continuations of the ‘Reading First Direct Instruction Program. The guidelines for GATE have not been followed at many of the schools due to lack of support by the administration of the school. This is because of the time restraints put on all programs including GATE in order for the Direct Instruction to be administered at the same time for everyone.

GATE location at The Tiyan Theater has numerous problems with building maintenance. The property that GATE is on belongs to the Guam Land Trust and is presently being surveyed for division of the land it sits on. It is owned by three different families and GATE could be in jeopardy of being evicted from the premises. Because of this reason, GDOE does not own the

property that GATE Tiyan Theater is occupying, therefore the GATE program cannot get the building repaired in order to maintain a safe environment for both patrons and students. The roof leaks in numerous spots throughout the building causing lights to flood with water, ceilings and walls to fall or rip.

The GATE program does not have maintenance help from GDOE therefore the teachers and staff clean the building constantly.

GATE supplies its own toilet paper, towels, soap, cleaning tools, and cleaning solutions to maintain the theater. A urinal and a toilet are not functional at this time.

These are in direct violations of the Adequate Public Education Act sections #9 Proper Sanitation, and #12 healthful, safe, sanitary environment. The website that contains these 14 points of APEA is www.gdoe.net.

GATE Academic Program Challenges

- GATE Academic Students SAT 10 scores need to continue to improve.
- The Guam Department of Education is falling behind the mainland schools in technology. GATE has the hardware and are working on the training aspect for the teaches, however it lacks the maintenance support for the GATE Programs in the schools.
- The internet at the schools in not reliable and teachers are forced to buy Mobile Broadband Modem Units.
- Most regular classroom teachers who have GATE Students in their classrooms 88% of the time (GATE students are only in the GATE classroom 12% of the time), lack the skills to teach their gifted students.
- The GATE teachers are always being used for heading committees and doing projects for the principals because it is deemed that they have the time to do it, which in reality isn't true because teaching GATE students from Kindergarten through fifth grade requires a great deal of planning and preparation.
- Pre-school teachers can be uprooted and asked to leave rooms or even the school at any time of the year.

Middle School Gifted Programs

Several years ago, every middle school had a gifted and talented program as special education gave one FTE to each middle school. Several schools have not used this position for a Certified Teacher, but instead have used the position for some other subject area. There is only one school at this time that continues to use this position for the Gifted and Talented Program. That school is Untalan, who has a GATE Technology Class. There has, however, been an interest in starting a GATE class in several other schools, but as of yet it has not been implemented yet.

Selection of GATE Teachers

It has come to the attention of the GATE office that many teachers are selected to be the GATE teacher because of seniority. Other times the GATE teachers are selected because they are favored by the principal. This therefore pushes our teachers who have been working in the GATE at that school out of their position and back into the regular classrooms. It would be beneficial if the GATE teachers were interviewed and selected by the GATE Program Coordinator under the Division of Special Education. A few years ago a memo went out to the principals that they had to have the GATE Coordinator approve of their choice of GATE

teachers, but that has fallen to the wayside. Just this last year a teacher who is certified with an Early Childhood Education Degree was dismissed and a regular teacher was put into the pre-school position.

Scheduling Students 180 Mandated Minutes

It is extremely difficult for GATE teachers to work around the DI Program and the Chamorro Classes schedules. Often when scheduling they are not able to teach during the Direct Instructional time. Many teachers are unable to teach GATE, in which they are hired to do, because they too have to teach the Direct Instruction. It has been written that if a GATE teacher services more than 39 students they do not have to teach the reading program, however that isn't true in every school.

Duties of the GATE Teachers

One of our biggest problems is not being able to enforce Public Law 13-26 where each qualified student is entitled to 180 minutes weekly. Many GATE teachers are used to fill administrative positions such as Assistant Principals, Accreditation Coordinators, and DI Coordinators. In several schools there is an attitude that GATE teachers don't have a lot of work because they work or service the high academic students.

GATE Special Events Challenges

The Public Schools have continuously fallen behind the private schools in the special events category. The math programs that GDOE offers are not challenging enough for our GATE students. They are often stuck in the class on the same type of problems the rest of the class is on. Our math coaches find it extremely challenging to bring our GATE students to a higher level of mathematical understanding.

The GATE program is no longer hosting the NFL (National Forensic League) due to lack of participation from the Public High Schools.

This year the Federal Programs offered the GATE program 70,000 for publications of the Academic Challenge Bowls. However the program is unable to utilize the money at this time due to a protest against the bidding. It was addressed and corrected however the other bidding contracts were not notified of the correction and therefore the process ceased. The program is once again asking for bids.

GATE Theater Challenges

The GATE Theater lacks Maintenance Support. The GATE Program continually requests emergency assistance for repairs at the theater. No one has responded yet. There isn't a budget for maintenance yard work or cleaning for our theater. The Tiyan Theater is an extension of all the High School's Campuses and should receive maintenance for safety of its students and patrons. Safety is of the utmost importance.

III. Areas for Improvement

Continuation and up-grade of the Technology Curriculum

The Technology Curriculum for the GATE Program is continually expanding to up-grade systems and adding computers to its inventory. Securing the funds for these up-grades is continually being sought through grants. These up-grades are necessary to empower the students

to higher understanding of technology. Additional computers and the maintenance will be budgeted.

We will be opening a new website for GATE teachers only so to have on hand information, ideas, links, and needed paper work on hand for GATE.

Implement the Math Curriculum for Elementary Resources

The math program will be implementing new strategies in the effort of getting students SAT 10 scores elevated, and to include geometry. This offered specialization of problem solving techniques is in effort to enable the students to be on or above their perspective grade level in math.

Increasing Understanding for Teachers in Science

This year GATE will focus on empowering the teachers to take hands on science to their classrooms to help enrich their students understanding of the subject.

New Visual Art Teacher

GATE will be looking into hiring a new Art Teacher to help reach all the schools at least once a year with unique art classes. Currently only have one art teachers servicing all our elementary schools.

New Pre-school Aide

GATE will be seeking a new pre-school aide. This will greatly help with maintaining discipline and instruction for one classroom that is without an aide.

IV. Carryover Funds

The SY08-09 expenditure report for the GATE program was provided by DOE Business Office showing expenditures and encumbrances as of September 30, 2009. (*Refer to Section III. Financial Expenditures Report*)

Program #9: Gifted and Talented Education

GATE

Special Conditions Compliance Report: Year-End Report (Oct. 1, 2008 – September 30, 2009)

Objective specific and measurable	Activities what will be done to achieve objective	Timeline	Evaluation of Objective how will objective be measured
<p>1. Eighty percent (80%) of participating GATE Academic students will be proficient in using the computer as a learning tool and will score at 90% or above on the Computer Literacy Evaluation at each grade level, GATE Preschool – Grade 5.</p>	<p>Provide instruction in GATE Academic Classrooms in Computer Literacy as follows:</p> <ol style="list-style-type: none"> 1. Basic Operation and concepts 2. Social, ethical and human issues 3. Technology productivity tools 4. Technology communication skills 5. Technology research tools 6. Technology problem solving and decision making tools 	<p>School Year</p>	<p>A. Program designed computer literacy evaluation form. B. Data Collection of students completing and scoring at 90% or above.</p>
<p>2. Eighty percent (80%) of the public schools will participate in various academic competitions and contests in such areas as math, social studies, or general intellectual ability providing opportunities for participation for identified GATE students and other higher achievers for students grades 3 – 12.</p>	<p>Coordinate all Special Events to include 50 Academic Challenge Bowl matches for the middle and high school students to be taped and broadcast by Production Company. Coordinate 18 National Forensic League matches for middle and high school students. Coordinate the ACB final tournaments and the Island-wide Math Counts and Math Olympiad competitions. Organize off-island trips for the Guam All-Island ACB and NFL teams if funds are available.</p>	<p>School Year</p>	<p>A. Registration forms and participation forms on file in the GATE office. B. Data Collection on the number of students who participated in the matches & competitions</p>
<p>3. Eighty percent (80%) of the students who complete the specialized instruction in the visual and performing arts enrichment courses will score at 90% or above.</p>	<p>Provide instruction in a variety of music, theatre or visual arts programs as identified by the GATE VPA Curriculum for identified elementary, middle and high school students. Following instruction and rehearsals, final productions are held at GATE Tiyan Theatre with full costumes, sets, props, lighting and sound.</p>	<p>School Year</p>	<p>A. Program designed Visual and Performing Arts Enrichment Evaluation form. B. Data Collection of students Completing and scoring at 90% or above.</p>

FEDERAL PROGRAMS DIVISION



Consolidated Grant Title V- Part A: Innovative Programs Annual Report

I. PROGRESS REPORT BY PROGRAM

PROGRAM #10 - Private, Non-Profit (PNP) Schools
Program Participation

December 2009

Program # 10: PRIVATE NON-PROFIT SCHOOLS

The Private Non-Profit Schools participation in the Consolidated Grant programs has grown. Historically, the Archdiocese of Agana Catholic Education Schools was the only participant and continues to reinforce students' basic skills through their Curriculum Enhancement of Basic Skills (CEBS) program and Technology Assisted Instructional Program (TAIP). More and more other denominational schools and other non-profit educational institutions have express interest in expanding their curriculum and seek financial assistance to provide these services. Currently, the St. Paul Christian Academy has been approved to provide an Education Technology Center. The Asmuyao Community School has submitted an application pending approval to provide a Student Alternative Individualized Learning (SAIL) program for its students. The Southern Christian Academy seeks assistance in providing their students with access to an Innovative Educational Library. The Guam Department of Education continues to monitor implementation, provide technical assistance, collect data, and report progress of all programs. Additionally, ongoing monitoring activities will assure that expenditures for such services are commensurate to other Title V-A programs services provided to public school students district wide.

Catholic Schools Office **Curriculum Enhancement of Basic Skills (CEBS)**

I. Accomplishments

1. Teachers have been briefed on the inventory of library books received.
2. Inventory reports are in order
3. All equipment have been inventoried and labeled.
4. Several programs were launched to increase the love for reading and writing. (Drop Everything and Read & Balanced Reading Program)
5. Materials and supplies were received on a timelier basis this year.
6. Programs were able to function because of the materials received.

II. Strengths and Challenges

Strengths

1. Significant increase in the appreciation of reading and writing by the students due to the implementation of various programs.
2. The variety of reading books is more inviting to students.
3. Students are reading more genres, including non-fiction, poetry and drama.
4. The grant has provided additional resources for the teachers especially in the areas of reading and math.
5. All students are utilizing the library more frequently.
6. Materials have been used to enhance student learning in the ESL and the Auxiliary program which service students with special needs.
7. Science Kits for grades 3 to 6 have allowed us to implement the program.
8. This year we were able to receive more of the materials.

9. All 10 of the participating schools were able to increase the score of the below average students in order to maintain an above 50% in the overall reading scores. The average percentile was 57.78 for all the schools. (Attached Charts)
10. All 10 of the participating schools were able to increase the score of the below average students in order to maintain an above 50% in the overall language arts score. The average percentile was 52.81 percent. This is a result of fewer materials in the Library area in comparison to reading emphasis. (Attached Charts)
11. All 10 of the participating schools were able to increase the score of the below average students in order to maintain an above 50% in the overall Mathematic score. The average percentile was 58.11 percent. (Attached Charts)

Challenges

1. Teachers still need to attend formal training on evaluation methods and new teaching techniques.
2. Not enough monies to order all the materials we needed.
3. Some of the materials have not been received therefore full implementation is not in place.
4. Working so hard to place orders with the State office only to find out that after all our efforts and hard work finding out that requisitions were not processed.
5. Receiving SAT reports on a timely basis in order to do an overall analysis.

III. Areas for Improvement

1. Students and teachers are still limited with library books since they have not all been ordered via the requisitions.
2. We hope to implement new reading projects that have a big brother/ big sister reading program.
3. Teachers meet weekly to discuss what works and what doesn't.
4. Need to set up a monitoring system to check how students are benefiting individually throughout the program and not wait for the SAT.
5. Need to order desks that allow for small grouping of students.
6. More listening centers and materials for phonics and listening skills since this is always a challenge for all students.

IV. Carryover Funds

1. To be able to re-order items that was not processed under NCLB IV because vendors no longer carried the items.
2. Be able to re-process those requisitions that did not make it into the system due to procurement processing

(Refer to Section III. Financial Expenditures Report)

Program # 10 Private Non-Profit Schools

Catholic Education Schools Curriculum Enhancement of Basic Skills (CEBS)

Special Conditions Compliance Report: Year-End Report (Oct. 1, 2008 – September 30, 2009)

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>List all objective(s) as stated on the Management Plan of your Project Application.</p> <p>1. By the end of the school year, 70% of the participating K-5 students in this program who scored at the 50% or lower in SAT pretests in Reading, Language Arts and Math will show an increase of 5 or more NCE's in their post tests in these areas.</p>	<p>List all activities as stated on the Management Plan of your Project Application.</p> <p>1.1 Materials were Ordered and Delivered to schools.</p> <p>1.2 Language Arts, Reading, Math are continuously reinforced through the use of manipulative, audiovisual and instructional materials in all schools. Programs that have been implemented are:</p> <ul style="list-style-type: none"> a. Drop Everything and Read b. Balancing Reading and Writing c. Math concepts program d. Guided Reading program <p>1.3 Library programs have been implemented and are on-going.</p> <ul style="list-style-type: none"> a. How to use Library b. Checking out books c. Learning phonics through reading. d. Utilizing computer programs such as Language Arts, Phonics and Thinking Adventures assist students in the skills of sounds and letters. e. Parent Workshops on reading strategies. <p>1.4 Mathematic modules are introduced to students to assist them in improving mathematical skills and their critical thinking.</p> <p>1.5 Language Arts skills have been enhanced by reinforcing skills through plays, skits and writing essays.</p>	<p>List every evaluative activity or product which aligns to the objective and activity (-ties) that have been met, or accomplishment or status of your program or project.</p> <p>1.1. Materials were ordered and received and implemented by teachers in class</p> <p>1.2. 70% of all students participated in the following programs</p> <ul style="list-style-type: none"> a. Drop Everything and Read b. Balancing Reading and Writing c. Math concepts program d. Guided Reading Program <p>All 11 of the participating schools were able to increase the score of the below average students in order to maintain an above 50% in the overall reading scores. The average percentile was 57.79 for all the schools. (Attached Charts)</p> <p>1.3 80% of all students have participated in the Library program. Teacher made assessments show a 70% improvement in use of library. Students were able to utilize encyclopedias, reference books and software when utilizing the library.</p> <p>All 10 of the participating schools were able to increase the score of the below average students in order to maintain an above 50% in the overall language arts score. The average percentile was 52.81 percent. This is a result of fewer materials in the Library area in comparison to reading emphasis. (Attached Charts)</p> <p>1.4 80% of all students are utilizing the use of the mathematic modules that have been received to improve the mathematical skills and critical thinking.</p> <p>All 11 of the participating schools were able to increase the score of the below average students in order to maintain an above 50% in the overall Mathematic score. The average percentile was 58.11 percent. (Attached Charts)</p> <p>1.5 Students participated in poster contest for various organizations utilizing the skill they have gained via the language arts modules. One student won 1st place for all three contest in the kinder division. Other students also received many of the essays awards through out the island.</p>

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>2. At the end of the school year, 70% of the students in grades K-5 participating in this program who scored at the 50th percentile or lower in the SAT pretests in Math, Science, Language Arts and Social Science will show an increase of 5 or more NCE's in their post-tests in these areas.</p>	<p>1.6 Remediation groups in Reading and Math are on-going. Students participate twice a week in computer classes which assist them utilizing computers to help them in various Academic areas. (i.e., Math, Science, Language Arts and Social Science.)</p> <p>Students participated in the Island Wide Science Fair and Local environment projects such as the recycling and coastal clean up that brings awareness of environmental issues affecting our island.</p> <p>Subject teachers continue to work with the computer teachers to allow for computer related activities using the internet to access research-based projects and current educational trends for effective teaching. The computer Labs, the Library, and ESL Room, are available for teacher and student use through scheduling.</p>	<p>All 7 of the participating schools were able to increase the score of the below average students in order to maintain an above 50% in the overall language arts score. The average percentile was 52.81 percent. This is a result of fewer materials in the Library area in comparison to reading emphasis. (Attached Charts)</p> <p>1.6 30% of students participate in remediation groups.</p> <p>2.1 Teachers develop assessments/tests that generate creativity from assigned tasks such as writing excellent stories (that are published) through the Integrated Reading program. 100% of students must present a computer generated report in class, which is assessed for correct usage of computer skills. Such as the Microsoft Word, graphics and other program.</p> <p>2.2 100% of all students who participate in the island wide science fair and other local environmental projects gain skills that assist them with future science projects.</p> <p>2.3. 100% of all teachers are continued to be provided technology workshops and training by the computer teachers in order to have them utilize more technology in the classroom.</p> <p>All 11 of the participating schools were able to increase the score of the below average students in order to maintain an above 50% in the overall reading scores. The average percentile was 57.79 for all the schools. (Attached Charts)</p> <p>All 7 of the participating schools were able to increase the score of the below average students in order to maintain an above 50% in the overall language arts score. The average percentile was 52.81 percent. This is a result of fewer materials in the Library area in comparison to reading emphasis. (Attached Charts)</p> <p>All 11 of the participating schools were able to increase the score of the below average students in order to maintain an above 50% in the overall Mathematic score. The average percentile was 58.11 percent. . (Attached Charts)</p> <p>All 11 of the participating schools were able to increase the score of the below average students in order to maintain an above 50% in the overall Science score. The average percentile was 55.80 percent. . (Attached Charts)</p> <p>All 7 of the participating schools were able to increase the score of the below average students in order to maintain an above 50% in the overall Social Science score. The average percentile was 55.38 percent. . (Attached Charts)</p>

Catholic Schools Office
Technology Assisted Instructional Program (TAIP)

I. Accomplishments

1. Materials have been ordered and distributed to the schools.
2. Computer labs have been established at the schools.
3. A designated time frame for computer usage has been selected at each school.
4. Students have access to computers and equipment for interactive learning during class-time.
5. Language Arts classes utilize computers for research papers, term papers etc.
6. Math Classes utilize computers to supplement class math discussions.
7. Faculty members are trained in software applications in order to utilize technology in all subject areas.
8. There is on-going training of teachers in the use of computer integration.

II. Strengths and Challenges

Strengths

1. All students are able to utilize computers.
2. Students used media projectors for in class lectures.
3. Students are able to enhance learning via software obtained and interactive learning.
4. Teachers are more versed and comfortable with teaching subject area due to the training.
5. Teachers are able to develop student learning in traditional classroom setting with the use of equipment.
6. All subject areas benefit since reading and math technology integration enhances all areas of learning.
7. A Literacy program in computers was implemented.
8. Students able to gain proper techniques in the use of a computer.
9. Utilizing computer graphs for math courses.
10. Computers are also placed in the library for individual enhancement.
11. Library reference books are now available for students.
12. All 10 of the participating schools were able to increase the score of the below average students in order to maintain an above 50% in the overall reading scores. The average percentile was 54.13 for all the schools. (Attached Charts) All 10 of the participating schools were able to increase the score of the below average students in order to maintain an above 50% in the overall language arts score. The average percentile was 55.66 percent. (Attached Charts) All 10 of the participating schools were able to increase the score of the below average students in order to maintain an above 50% in the overall Mathematic score. The average percentile was 51.22 percent. Math scores in this area were quite lower since most programs focused on Language Arts and Reading. More emphasis needs to be placed on Math programs. (Attached Charts) All 10 of the participating schools were able to increase the score of the below average students in order to maintain an above 50% in the overall Social Science score. The average percentile was 54.20 percent. (Attached Charts) All 10 of the participating schools were able to increase

the score of the below average students in order to maintain an above 50% in the overall Science score. The average percentile was 55.10 percent. (Attached Charts)

Challenges

1. While the school meets the need of remedial students it needs to look at providing for the advanced students.
2. Some software received was late and therefore we were unable to assess improvement via student AP scores.
3. Additional monies to provide formal classes to teachers on computer integration.
4. Influx of students this past year may not give accurate assessment readings.

III. Areas for Improvement

1. Open the door to more on-line vendors so we can order more materials for less.
2. Additional resources and training to meet the needs of teachers.
3. Further development of the library by ordering more materials.
4. More listening centers and new techniques of teaching listening since this is one of the lowest scores in SAT test.
5. Adopting more assessment which looks at the affects of technology integrated in traditional classroom.

IV. Carryover Funds

(Refer to Section III. Financial Expenditures Report)

Program # 10 Private Non-Profit Schools

Catholic Education Schools Technology Assisted Instructional Program (TAIP)

Special Conditions Compliance Report: Year-End Report (Oct. 1, 2008 – September 30, 2009)

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>List all objective(s) as stated on the Management Plan of your Project Application.</p> <p>1. 75% of the target group of low achieving students will show an improvement of 5 NCE's in their standardized post tests as compared to their pre-test scores in Math, Language Arts, Science and Social Science</p> <p>2. At the end of the school year, 70% of the students in grades6-12 participating in the technological program (TAIP) will acquire skills in the following areas: - Computer Literacy - Proficiency in problem solving and data gathering in Math, and Science - Improvement in Language Proficiency. - Analytical and current event research.</p>	<p>List all activities as stated on the Management Plan of your Project Application.</p> <p>1.1 Order and Deliver resources.</p> <p>1.2. Implement individualized programs at the schools</p> <p>1.3. All skill areas will be reinforced through the use of textbooks, audio visual materials and other instructional materials that use technology as its avenue for teaching.</p> <p>2.1 Implement basic lessons on the usage of the computer.</p> <p>2.2 Students on hands on lessons to improve association and calculation skills of mathematical and scientific information.</p> <p>2.3 Utilize computer programs to enhance reading skills.</p> <p>2.4. Use internet to receive updated current events; data gathering and media reports.</p>	<p>List every evaluative activity or product which aligns to the objective and activity (-ties) that have been met, or accomplishment or status of your program or project.</p> <p>1.1 Materials have been received and distributed to the schools</p> <p>1.2 100% of all students have implemented computer programs at the schools. All students have access to computer at least 2 times a week.</p> <p>1.3 100% of all students have utilized the computer to complete assignments for subject areas in Math, Language Arts, Science and Social Science.</p> <p>All 10 of the participating schools were able to increase the score of the below average students in order to maintain an above 50% in the overall reading scores. The average percentile was 53.91 for all the schools. (Attached Charts)</p> <p>All 10 of the participating schools were able to increase the score of the below average students in order to maintain an above 50% in the overall language arts score. The average percentile was 56.22 percent. (Attached Charts)</p> <p>All 10 of the participating schools were able to increase the score of the below average students in order to maintain an above 50% in the overall Mathematic score. The average percentile was 52.08 percent. Math scores in this area were quite lower since most programs focused on Language Arts and Reading. More emphasis needs to be placed on Math programs. (Attached Charts)</p> <p>All 10 of the participating schools were able to increase the score of the below average students in order to maintain an above 50% in the overall Social Science score. The average percentile was 54.81 percent. (Attached Charts)</p> <p>All 10 of the participating schools were able to increase the score of the below average students in order to maintain an above 50% in the overall Science score. The average percentile was 55.28 percent. (Attached Charts)</p> <p>2.1 100% of all students have mastered the lessons on the basic usage of computer.</p> <p>2.2 100% of all students train on the usage of the computer for various mathematical calculations. i.e. Excel usage</p> <p>2.3 100% of all students utilize the computer to enhance the reading and writing skills by utilizing the computer for various assignments.</p> <p>2.4 100% of all students who have access to the internet utilize the system to gain information and make reports.</p>

Catholic Schools
 NCE Results
 2005-2008

SCHOOLS	K			L			M			N			AVERAGE			
										2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008	
KINDERGARTEN																
Total Reading										80.30	87.70	76.20	70.87	74.95	75.46	
Total Mathematics										83.1	38.3	87.6	63.30	63.90	71.35	
Total Environment										81.3	37.3	74.3	59.00	58.01	63.16	
1st GRADE																
Total Reading													60.35	62.28	57.73	
Total Mathematics													62.20	61.75	63.84	
Total Environment													55.95	53.50	58.24	
2nd GRADE																
Total Reading													56.47	53.62	57.76	
Total Mathematics													57.20	49.60	55.84	
Total Environment													56.65	51.75	56.74	
3rd GRADE																
Total Reading													57.22	55.12	52.69	
Total Mathematics													59.82	57.08	54.13	
Total Language													57.93	57.73	53.09	
Total Science													59.50	60.30	56.13	
Total Social Science													58.40	58.45	54.96	
4th GRADE																
Total Reading													53.82	53.43	52.33	
Total Mathematics													54.20	54.78	51.84	
Total Language													54.03	53.20	52.39	
Total Science													57.42	58.80	56.51	
Total Social Science													57.63	57.60	55.91	
5th GRADE																
Total Reading													48.68	54.82	50.76	
Total Mathematics													48.58	53.45	51.66	
Total Language													47.92	56.70	52.97	
Total Science													52.05	58.03	54.76	
Total Social Science													48.92	57.07	55.26	

Catholic Schools
NCE Results
2005-2008

SCHOOLS	K		L		M		N			AVERAGE		
							2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008
KINDERGARTEN												
6th GRADE												
Total Reading										50.05	48.85	52.81
Total Mathematics										49.47	47.57	44.66
Total Language										52.83	51.73	56.51
Total Science										54.13	54.85	54.07
Total Social Science										47.50	50.58	52.17
7th GRADE												
Total Reading										50.85	53.82	50.01
Total Mathematics										56.08	53.68	48.39
Total Language										54.02	58.80	52.21
Total Science										52.17	52.37	51.91
Total Social Science										56.15	53.70	53.39
8th GRADE												
Total Reading										54.10	54.03	52.24
Total Mathematics										59.35	59.18	51.14
Total Language										59.45	55.25	52.20
Total Science										54.70	54.30	50.64
Total Social Science										52.97	57.68	53.04
9th GRADE												
Total Reading	62.60	57.90	61.00	55.40	53.30	54.00	39.30	36.40		59.00	50.17	50.47
Total Mathematics	61.40	59.30	59.00	51.80	52.80	53.60	40.30	38.80		56.60	50.80	50.47
Total Language	71.9	67.2	67.1	56.4	52.2	53.8	38.4	38.2		64.15	52.60	53.03
Total Science	55.4	53.7	53.3	53.2	49.8	52.9				54.30	51.75	53.10
Total Social Science	56.9	54	55.4	52	50.2	51.9				54.45	52.10	53.65
10th GRADE												
Total Reading	61.90	66.80	59.90	49.40	52.60	48.90	42.90	42.20		55.65	54.10	50.33
Total Mathematics	61.80	59.70	56.90	44.60	50.50	43.40	45.60	44.10		53.20	51.93	48.13
Total Language	63.1	64.6	61.4	49.5	53.7	49.6	41.5	42.4		56.30	53.27	51.13
Total Science	55.1	56.7	54.9	47.2	51.9	47.4				51.15	54.30	51.15
Total Social Science	57.4	59.5	58.2	43.6	51	43.9				50.50	55.25	51.05
11th GRADE												
Total Reading	67.60	64.00	67.90	58.20	53.60	56.10	45.30	48.80		62.90	54.30	57.60
Total Mathematics	56.50	61.70	59.50	52.00	45.90	48.40	47.60	49.60		54.25	51.73	52.50
Total Language	67	67.3	69	64.6	53	55.9	44.3	44.2		65.80	54.87	56.37
Total Science	58.5	56.1	58.8	56.7	57.8	55.9				57.60	56.95	57.35
Total Social Science	61.1	60.9	62.3	54.9	50	49.3				58.00	55.45	55.80
12th GRADE												
Total Reading	61.90	68.40	65.50							61.90	68.40	65.50
Total Mathematics	54.10	58.80	63.30							54.10	58.80	63.30
Total Language	65.6	68.9	69.2							65.60	68.90	69.20
Total Science	54.5	58.6	67.5							54.50	58.60	67.50
Total Social Science	61.7	65.2	60.3							61.70	65.20	60.30

Program # 10: PRIVATE NON-PROFIT SCHOOLS

Saint Paul Christian School **Educational Technology Program Phase I & II**

I. Progress Report

a) The program objective(s)

The program's primary objective is to bridge the gap between traditional education and cutting edge technology. This program will infuse technology in the classroom in such a way that lessons will incorporate the utilization of some of the latest hardware and software. This program will move away from the typical word processing and internet research. This program will immerse both student and teacher in technology use while completing all that is required of a college preparatory course work.

The program's secondary objective is to increase students' academic performance which will be reflected in the SAT10 test scores as well as students' overall GPA.

b) Activities supporting the objective(s); and

The first line of activity is to have continued teacher training in the integration of technology in the classroom. The second line of activity is to activate student usage of technology in the classroom.

Timeline:

August 2007 – Teachers were trained in a web-based data system. This web-based data system contained teacher's lesson plans, teacher's grade book, and the means to communicate between administration, teachers, parents, and students.

- Students and parents were introduced to the web-based data system.

March 2008 – Teachers were trained in the usage of the electronic white boards. Teachers were required to utilize the electronic white boards in a minimum of four of their lessons in the remainder of the school year.

- Students participated in their lessons for the following courses: Social Studies, Math, and Science; utilizing the electronic white boards.

October 2008 – Teachers were trained to use the teachers' edition of the electronic books. Teachers were trained to assist students in the utilization of electronic books. Teachers were trained to monitor students who are utilizing personal laptops in the classroom to ensure that students remain on task.

- Students were given access to their electronic books in the following subject areas: Literature, Science, Math, Social Studies, Health, and Foreign Language.

August 2009 – New Teachers Training and refresher course for teachers in terms of utilizing the electronic books.

c) List every evaluative activity or product which aligns to the objective and activity (-ties) that have been met, or accomplishment or status of your program or project.

Teacher Evaluation – evaluation will determine the amount of technology used by the teacher.
Student Performance – assignment rates, failure rates, test scores (subject tests and standardized tests).

II. Supporting Data - Attach charts or graphs that support the progress, activities, and objectives of your program

Because the primary purpose of the project is to get teachers to utilize the technology in the classroom, the first type of evaluation is our teacher evaluation forms. Teachers were required to utilize the electronic white boards in a minimum of four lessons per semester. However, it has been noted that the teachers have quite a positive response from the students that the different rooms equipped with the electronic boards have utilized the electronic boards in every lesson – 100% usage in all lessons and lectures.

The data collected in the short time that we have had the electronic boards, the RenWeb system (not purchased by Title V), and the computer stations (purchased by Title V) are as follows:

- Student, parent, teacher, administrator communication are at 90% in compliance – the 10% is on behalf of parents who do not regularly utilize computers for communication. For these parents, regular hard copies are provided.
- Student rate of turning in/ completing assignments are at 80% in compliance – on a regular basis, teachers are averaging an assignment return rates at 80%. This is attributed to the easy access to eBooks. The low rate of compliance needs to be assessed as this could be attributed to three factors:
 - The consolidation of Trinity Christian School and Saint Paul Christian School students – a larger population base.
 - The former Trinity Christian School students need time to adjust to the technology usage in the school.
 - It could be that regardless of learning methods, a percentage of students will continue to choose to fail.
- Rate for students (6th – 12th) passing math are at 84%.
- Rate for students passing science (6th – 12th) are at 92%.

- Rate for students (6th – 12th) passing social studies are at 78%.
- Rate for students passing Literature (6th – 12th) are at 83%.

In spite of the fact that we have seen an increase in class scores, the Spring SAT10 scores do not reflect an increase. Although there is an increase in the SAT10 scores, it is not significant enough to report the change. This could be attributed to the following:

- The consolidation of Trinity Christian School and Saint Paul Christian School students – a larger population base.
- The former Trinity Christian School students need time to adjust to the technology usage in the school.
- It could be that regardless of learning methods, a percentage of students will continue to choose to fail.

An additional year may be necessary to clarify the potential discrepancies due to the consolidation of the two schools. An additional year is also necessary to randomly track specific students so as to provide a controlled group in the data collection.

III. Carryover Funds

(Refer to Section III. Financial Expenditures Report)

Program # 10 Private Non-Profit Schools

Saint Paul Christian School (SPCS) SPCS Educational Technology Program

Special Conditions Compliance Report: Year-End Report (Oct. 1, 2008 – September 30, 2009)

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>List all objective(s) as stated on the Management Plan of your Project Application.</p> <p>Phase II & III</p> <ol style="list-style-type: none"> Increase Standardized Scores by 10% each school year until all grade levels are above the 50 percentile rank. Bridge the technology gap from the traditional education to that of the real world so that all classes and all students are utilizing technology within their learning experience. Increase student ability to bridge the gap between traditional education and real-world careers through technology by ensuring all classes and all students are utilizing technology with in their learning experience for all core subject areas. 	<p>List all activities as stated on the Management Plan of your Project Application.</p> <p>Phase II</p> <p>Teachers have been trained to utilize the RenWeb system (on-line school data base system). Teachers have been trained to use the electronic white board (an interactive white board that acts as a large computerized touch screen – takes the place of dry erase & chalk boards.) Teachers have been trained to access electronic books (replaced regular textbooks) and student/ teacher resources. Teachers have been trained to utilized computer work-stations in the classroom and incorporate them with every day lesson planning. (Training is continuous).</p> <p>Classrooms have been equipped with electronic white boards and computer work-stations for student use. Students have been given pass-codes to electronic books in their science, math, social studies, English, health, and foreign language classes. Students have been utilizing the electronic books in place of hard text.</p> <p>Phase III</p> <p>Procurement Office denied requisition. Was given notice on the afternoon of September 1st to resubmit by September 2nd. Currently working to make Phase I & II without Phase III.</p>	<p>List every evaluative activity or product which aligns to the objective and activity (-ties) that have been met, or accomplishment or status of your program or project.</p> <p>35 Elementary, Middle, and High School Teachers attended workshops that show how to infuse technology in the classroom. Of the 35 teachers, 5 Middle & High School Teachers were given equipment that is stationed in their classroom. Fifteen Middle & High School Teachers were required to share the portable equipments. Fifteen Elementary teachers were not required to utilize the equipment – the workshop was just an introduction for Elementary. The requirement after the workshop was that all Middle & High School teachers are required to utilize the technology in their lessons at least four times per semester.</p> <ul style="list-style-type: none"> 100% of the 20 middle & high school teachers used the equipment in at least four of their lessons last school year. 100% of the 5 middle & high school teachers with the stationary equipments utilize technology in the classroom daily. <p><i>Student, parent, teacher, admin communication has increased 65%.</i> <i>Student rate of turning in/ completing assignments have increased 35%</i> <i>Student failure rate in math has decreased 5%</i> <i>Student failure rate in science has decreased 8%</i> <i>Student failure rate in Social Studies has decreased 5%</i> <i>Student failure rate in Literature has yet to be determined</i></p> <p>Phase III</p> <p>-SAT10 for SY07-08 was not used to evaluate the objectives due to the fact that it is too early in the implementation process to warrant that the program has made any impact. -It is too early in the program to have students create electronic portfolios for evaluation.</p>

Program # 10: PRIVATE NON-PROFIT SCHOOLS

Asmuyao Community School (ACS)

Student Alternative Individualized Learning (SAIL)

I. Accomplishments

Asmuyao has received the catalogs from the publishing company representative to order the textbooks. Our teachers have gone over the list of available textbooks and made their selections using the content standards for each grade level. Asmuyao has made requests on how to order the textbooks with GPSS Procurement and Federal Programs.

II. Strengths and Challenges

The strength of this project is that it provides teachers with new textbooks to assist students in learning required material at each grade level. The new textbooks will provide the latest information available and teaching strategies for the students to learn the material. The chapter and posttests will also be administered to students to ensure learning has taken place. The major challenge is that the textbooks have not been ordered as the procedures have changed between GPSS Procurement and GSA. The process is still being worked out as to how to procure supplies and materials with the new system under GSA.

III. Areas for Improvement

Procurement system between GPSS and GSA needs to be improved in order for new textbooks to be purchased in a timely manner.

IV. Carryover Funds

(Refer to Section III. Financial Expenditures Report)

Program # 10 Private Non-Profit Schools

Asmuyao Community School (ACS) Student Alternative Individualized Learning (SAIL)

Special Conditions Compliance Report: Year-End Report (Oct. 1, 2008 – September 30, 2009)

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>75% of ACS full time students enrolled in reading and language arts will score at the 50% percentile or above after 18 weeks of specialized instruction using the textbooks provided in content area.</p>	<p>The textbooks provide lessons and exercises in math, reading and language arts that will be aligned to student portfolios and performance standards. Teacher assessments will also be used to monitor and measure student performance and success during the duration of the course of study.</p>	<p>Grant requirements not met to date/catalogs for the textbooks were reviewed by teachers and textbooks were selected/ textbooks have not been ordered.</p>
<p>80% of the ACS full time students enrolled in math, reading and language arts will utilize textbooks and will score 5% or better in their post test as compared to their pretest, upon completion of the 18 week semester.</p>	<p>Textbooks in math, reading and language arts will be made accessible to all ACS fulltime students to augment the math, reading and language arts course requirements.</p>	<p>Grant requirements not met to date/catalogs for the textbooks were reviewed by teachers and textbooks were selected/ textbooks have not been ordered.</p>

Program # 10: PRIVATE NON-PROFIT SCHOOLS

Southern Christian Academy (SCA) **Innovative Educational Library**

Summary Report – Kinder

I. Accomplishments

For the new school year 2009-2010, new students were taught basic computer functions: From start up to keyboard operation to using a mouse. Students were also familiarized with Window Vista operating system. They were then taught how to learn basic curriculum objectives through computer educational software, beginning with introduction to the Alphabet and Numbers in the 1st quarter SY 09.

II. Strengths and Challenges

The strengths of our program are that the lab is very user friendly. They are quick systems and programs load efficiently. The full color monitors are very effective in keeping the students attention and the headphones keep the students a lot more focused and less distracted. The Windows Vista OS is a relatively sophisticated OS for younger students and can be quite cumbersome or distracting with all its bells and whistles. However, after the children's programs are activated, navigation is much easier.

III. Areas for Improvement

Right now SCA is looking into investing in some more educational software that is more effective and interactive. These improvements should enable students to experience a higher success rate.

IV. Carryover Funds

(Refer to Section III. Financial Expenditures Report)

Summary Report – Elementary

I. Accomplishments

Students were taught basic computer functions including use of the Internet: From start up to keyboard operation to using a mouse. Students were also familiarized with Windows Vista operating system. They were then taught how to learn basic curriculum objectives through computer educational software. Elementary students were also taught how to do basic topical research on the World Wide Web. Research was used to supplement educational objectives especially in math, science, reading and history.

II. Strengths and Challenges

Elementary students have an easier time using the Vista OS. But with the use of “Windows”, students can go off course rather quickly. Computers are very efficient, the full color monitors are very effective in keeping the students attention and the headphones keep the students a lot more focused and less distracted. There is noted difficulty with keeping students from the distractions of the World Wide Web. Students have been instructed to stay on task and when they do, the outcomes are productive.

III. Areas for Improvement

SCA needs to set up barriers for the students so they do not veer off course when they are doing online research. Plans have been put in place to lock out irrelevant but popular sites.

IV. Carry Over Funds

Be able to reprogram funds to invest in a PC security barrier would lock access to irrelevant sites in the World Wide Web.

Refer to Section III. Financial Expenditures Report)

Summary Report – Middle and High

I. Accomplishments

Students are taught comprehensive use of the Windows Vista operating system for maximum educational and vocational purposes. They have also been taught basic Office software applications such as Microsoft Word, Publisher, Power Point and Excel. Students have also used the computers to learn from the Switched On School House – School of Tomorrow educational software which includes the core curriculum subjects of Math, Literature, History and Science. Students have also been taught how to create their own website.

II. Strengths and Challenges

As with the elementary students, middle and high school students tend to be distracted when doing online research or projects. Windows makes it easy to go off track. However, computers are very efficient. The full color monitors are very effective in keeping the students attention and the headphones keep the students a lot more focused and less distracted. Most headphones have already become defective. Normal wear and tear has rendered some useless. Although we are making repairs, other students bring their own headphones. There are no other weaknesses noted as of yet.

III. Areas for Improvement

SCA needs to set up barriers for the students so they do not veer off course when they are doing online research. Plans have been put in place to lock out irrelevant but popular sites.

IV. Carryover Funds
(Refer to Section III. Financial Expenditures Report)

Program # 10 Private Non-Profit Schools

Southern Christian Academy (SCA) Innovative Educational Library

Special Conditions Compliance Report: Year-End Report (Oct. 1, 2008 – September 30, 2009)

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>1. Preschool/Kinder Use computer resources for reading and effective use of computer technology.</p> <p>2. Elementary Use computers effectively to access information and resources for core curriculum objectives.</p> <p>3. Middle School/High School Use computers to research information for critical evaluation.</p>	<p>a. Students were given access to the Internet to access academic stimulus games in phonics, numbers, color and shape recognition at least twice a month. (With newly acquired computers installed in each classroom, usage is daily.)</p> <p>b. Students used the computers to access the Internet for research purposes. History and current events, geography, math, science and language reports were accomplished at least once a week.</p> <p>c. Students conducted weekly online current event research as required by curriculum objectives. In addition, MS Word 2007 and Excel 2007 were covered.</p>	<p>a. All SCA students were assessed on basic computer use (keyboard and mouse) as well as benefits of computer use. Pre-School/Kinder enjoy the internet for academic centered computer Internet Safety Games Online for preschoolers just for fun or to teach early computer skills, pre-reading, letter and number identification. Preschoolers can play educational games enjoy online coloring books, child activities and games for kids.</p> <p>b. All SCA elementary students were graded by teachers on current events and book reports. Elementary students utilize the internet for academic research on current events and book reports.</p> <p>c. 3. All middle and high students demonstrated gradual progress in math, literature, history, and English subjects. They were graded on SOS software. 100% passed with satisfactory scores. Middle and High students utilized the internet for academic centered computer programs that improve student knowledge, understanding and abilities. Seniors utilized the internet for Career Education preparedness for post graduation.</p>

FEDERAL PROGRAMS DIVISION



**Consolidated Grant
Title V- Part A: Innovative Programs
Annual Report**

I. PROGRESS REPORT BY PROGRAM

PROGRAM #11 - Education Technology

December 2009

Program #11: EDUCATION TECHNOLOGY

Guam Department of Education Student Management System (SMS) Program

The implementation of the new school system would provide readily available data to the school and all Guam Department of Education divisions and sections. The data access will be all inclusive and easily accessible in a secured environment.

The new student management system is now operational in all schools and currently stores all the information for Guam Department of Education's 30,232 students. The new student management systems is ready to increase the district's ability to monitor and report student academic and behavioral progress in an effectively and efficiently. The accuracy and reliability of the data is constantly monitored and scrubbed as needed to ensure student information is accurate and reliable.

I. Accomplishments

The accomplishments of the project are many. The project is based on the implantation plan of the student management system.

1. Conduct Department wide needs assessment.
2. Assess electrical / networking infrastructure and upgrade if necessary
3. Procure hardware, software, and other relevant materials, equipment or resources.
4. Provide training to specific groups at district and school levels.

1. Conduct Department wide needs assessment:

This activity was completed to address a need for a new student management system. Principals were surveyed on June 7, 2004, for the need of a new system. The results of the survey have revealed a need for more current tools to meet current and future reporting demands of the department. The survey revealed the lack of updated reports, new reports, the lack of fields to capture more data to fulfill new reports, the lack of computers and equipment for data gathering and managing, and the lack of available resources and printers to provide the reports in a timely manner. Principals, Administrators, and various support staff need reports that the current system is not capable of producing more efficiently.

2. Assess electrical / networking infrastructure and upgrade

This activity has been completed to address the electrical infrastructure needed for the new system. The electrical requirements required an upgrade to the electrical capacity in Guam Department of Education's Data Center. The needed electrical requirements were met with the installation of a new power-panel and the installation of new outlet

receptacles for the new equipment. Upon arrival, the new equipment was installed on the electrical infrastructure.

3. Procure hardware, software, and other relevant materials, equipment or resources.

The new student management project included the purchase of hardware, software, and project implementation. The purchase of the system was designed to provide the most scalable and reliable updated current technology. The hardware purchased included current technology that will provide Guam Department of Education the ability to grow as the system grows. The purchase included items such as blade servers for easy expandability, a redundant hard disk configuration, and lowered power consumption.

The software purchase was PowerSchool from the vendor Pearson. It is a web-based student management system that is accessible with any compatible web browser. It includes student demographics, discipline information, lunch information, and other student information. The software is based on a central database that is stored at the district level. This design makes the student information readily available throughout the district, which is secured from a single location.

Additional software purchased allows for the expandability and reliability of the student management system. Guam Department of Education has purchased virtualization software to maximize on its new hardware to provide scalable and reliable systems.

4. Provide training to specific groups at district and school levels.

Several key individuals have been trained on the new system to start the implementation. Training for the FSAIS (IT) staff, computer operators, and several teachers have been completed. Guam Department of Education has deployed the train-the-trainer model to ensure that training is available to every school.

In addition, a PowerSchool training lab has been purchased to ensure that regular training is being conducted for the district regarding PowerSchool. The necessary training is a key component to the success of the implementation. Some secondary teachers have already been trained or will be trained in the teacher component of the student management system. This allows for teacher access to student information and student records allowing the district to generate timely reports at the teacher level. Training will be continually available throughout the year at the PowerSchool training lab.

The purchase of the new student management system now enables Guam Department of Education to monitor student and report student achievement at all levels of the district more effectively and efficiently. This is possible because the design of the system is based on a single database and more secured controls to ensure data integrity.

II. Strengths and Challenges:

The strength of the new student management system is the design. Guam Department of Education purchased a system that was easy to use and access (web-based), easy to manage (single database vs. multiple database), and reliable technology (current technology infrastructure). The strength of the personnel involved in the project was also a major factor. The technical staff (FSAIS) is aware of the needs of the schools and district. The leadership at the schools is supportive of the Superintendent and her management team is supportive of the necessary changes that need to be made to effectuate a successful implantation at the schools and district-wide. The district's desire for more reliable student management system was a strength moving GDOE forward.

Strength of the project is training. Teachers and staff's willingness to learn and move the district to the new system is a component of the necessary training. We have teachers training others teachers, office staff training other staff members, and the continual training being provided at the district level with a training lab is strength of the project.

Communication is also a strength of the system. The system also provides the ability for the communication real-time data between the classroom and the main office all the way up to the district. More importantly, the communication between the teacher and the students' parents and students is key the successfully monitor student achievement.

III. Improvements

Improvements to the student management system need to consist of more data and more accurate student information. The system is continually being improved as more programs and modules are put on-line. The lack of resources at the FSAIS has slowed the progress of getting components such as the Head Start program, the Special Education program, and other programs that need to be tracked on the system. The lack of available resources at the schools has delayed updates to student information.

Improvements in the business process and procedures at the school level and district need to be made to align with the new system. Many of the procedures are still being followed from the old system. Updates are necessary to maximize the new system. Forms need to be improved and updated to ensure data is accurately captured and recorded efficiently.

Improvements to the infrastructure are necessary for the system to be successful. There are many classrooms without computers and/or network access to PowerSchool. This has been a problem to fully implement the program all the way down to the teacher level. This improvement is necessary to ensure data, such as attendance, is collected in real-time.

Summary:

The new student management system is now in operation in the Guam Department of Education. All secondary teachers, computer operators, several office staff, and FSAIS have access to the system. Initial training has been completed to provide the necessary resources at every school. Guam Department of Education's next phase of the project is to begin implementing as many programs on the new system, such as SPED, lunch program, etc. In addition to maximizing the application, GDOE will continue training throughout the next year to try and train every employee of GDOE that needs access to the system. GDOE will also start incorporating more student systems to maximize its new purchase, such as a test system or more in-depth student discipline systems. The new system has provided the ability to expand its current system to monitor student achievement as well as effectively and efficiently integrate with other student systems. Lastly, the system will provide the home to school connection by providing parents access to their student information such as grades and attendance. This type of communication is vital to parents and students to be able to monitor their progress in real-time.

IV. Carryover Funds

The SY08-09 expenditure report for the Student Management System was provided by DOE Business Office showing expenditures and encumbrances as of September 30, 2009. (*Refer to Section III. Financial Expenditures Report*)

Program #11: Education Technology

Student Management System

Special Conditions Compliance report: Year-End Report (Oct. 1, 2008 – September 30, 2009)

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>To increase the district’s ability to monitor and report student academic and behavioral progress in a timely manner</p>	<p>A. Issue bid or Request for Proposal (RFP) for Student Management System. Review bids / proposals and award to the most qualified.</p> <p>B. Conduct Department wide needs assessment.</p> <p>C. Assess electrical / networking infrastructure and upgrade if necessary</p> <p>D. Procure hardware, software, and other relevant materials, equipment or resources.</p>	<p>A. This activity is completed</p> <p>B. This activity is completed</p> <p>C. This activity is on-going. Electrical updates required for the installation of the SMS hardware was completed in July. GDOE maintenance personnel provided an upgrade recommendation for the Financial Student Administration Information System Office area to support the required additional load on the system. Required supplies have been procured, scheduling of the job order is pending. Minimal electrical outage is required for the FSAIS area to work on the upgrade.</p> <p>FSAIS personnel to work on the scheduling of this activity to ensure minimal disruption to the daily operations of the central office and schools.</p> <p>D. This activity is on-going; Components have been procured by the contract through a local vendor (Dimensions Systems); Hardware installation was completed in Mid July by Pearson personnel and their affiliates in the FSAIS Computer room.</p>

Program #11: Education Technology

Student Management System

Special Conditions Compliance report: Year-End Report (Oct. 1, 2008 – September 30, 2009)

Objectives	Activities	Evaluation/Accomplishment/Status of Objectives
<p>To increase the district’s ability to monitor and report student academic and behavioral progress in a timely manner</p>	<p>E. Provide training to specific groups at district and school levels</p>	<p>Acceptance of the hardware is pending configuration and application upgrades. Stability of the system is required before acceptance of the hardware is made.</p> <p>E. Training model “Train the Trainer” was put in place to ensure that each school had a trained individual on-site; Trainers were able to log onto a Test Server environment to train school personnel; Financial, Student, Administration, Information, Systems (FSAIS) Division continue to offer training sessions for school personnel on a first come first serve basis; Schools Trainers are encouraged to train school personnel;</p> <p>FSAIS staff have trained school computer operator and provided training documentations.</p> <p>FSAIS was able to procure computer workstations that would be used to support the training of the school personnel. Scheduling of training dates is on-going with FSAIS personnel.</p> <p>Current Status: “Power School Premier version 6.0” operational in the Guam Department of Education schools as of Septmeber 30, 2009. Schools continue to utilize the product to meet the day to day needs of the student information.</p> <p>Other modules such as the Discipline, lunch module, and ESL are scheduled to be operational by January 2010.</p>

FEDERAL PROGRAMS DIVISION



**Consolidated Grant
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II. PARTICIPATING SCHOOLS

December 2009

**NO CHILD LEFT BEHIND - TITLE V-A PROGRAMS
FOURTH QUARTER REPORT - PARTICIPATING SCHOOLS (GDOE)
FY 2008/2009 - July 1 to September 30, 2009**

**Consolidated Grant
As of 9/30/09**

No.	ELEMENTARY	Alternative School	DEED After Sch. Prog.	Career/Tech Ed GCC	Educational Tech.	English as a Second Language	Eskuelan Puengi (After Sch.) Prog.	Gifted & Talented	Parent/Family Outreach	Private Non Profit	Reform Program DI/Corrective Rdg.	School Resource Officer	Secondary School Reform	Standards Based Ed.	Success for All	Summer Programs	Tehr. Recruitment Program	Tehr. Retention Program
1	Agana Heights		X		X	X		X	X			X		X	X	X		
2	Adacao		X		X	X		X	X		X	X		X				
3	As Tumbo		X		X	X		X	X			X		X	X	X		X
4	BP Carbullido		X		X	X		X	X		X	X		X		X		
5	Chief Brodie Memorial		X		X	X		X	X			X		X		X		X
6	CL Taitano		X		X	X		X	X			X		X	X	X		X
7	DL Perez		X		X	X		X	X		X	X		X		X		X
8	Finegayan		X		X	X		X	X			X		X		X		X
9	FQ Sanchez				X	X		X	X			X		X		X		X
10	HB Price		X		X	X		X	X			X		X		X		X
11	HS Truman		X		X	X		X	X			X		X	X	X		X
12	Inarajan		X		X	X		X	X		X	X		X		X		
13	JM Guerrero		X		X	X		X	X		X	X		X		X		X
14	JQ San Miguel				X	X		X	X		X	X		X		X		X
15	LB Johnson		X		X	X		X	X		X	X		X		X		
16	Liguan		X		X	X		X	X		X	X		X		X		X
17	MA Sablan		X		X	X		X	X			X		X	X	X		
18	MA Ulloa		X		X	X		X	X			X		X	X	X		
19	Machananao				X	X		X	X			X		X		X		
20	Merizo Martyrs		X		X	X		X	X			X		X	X	X		
21	MU Lujan		X		X	X		X	X		X	X		X		X		X
22	Ordot/Chalan Pago		X		X	X		X	X			X		X	X	X		
23	PC Lujan		X		X	X		X	X			X		X		X		X
24	Talofoto		X		X	X		X	X			X		X	X	X		
25	Tamuning		X		X	X		X	X			X		X	X	X		
26	Upi		X		X	X		X	X		X	X		X		X		X
27	Wettengel		X		X	X		X	X		X	X		X		X		
TOTAL		0	24	0	27	27	0	27	27		11	27	0	27	10	26	0	13
MIDDLE																		
28	AI Johnston	X			X	X		X	X			X		X		X	X	X
29	As Tumbo	X			X	X		X	X			X		X		X	X	X
30	FB Leon Guerrero	X			X	X		X	X			X		X		X	X	X
31	Inarajan	X			X	X		X	X			X		X		X	X	X
32	JLG Rios	X			X	X		X	X			X		X		X	X	X
33	LP Untalan	X			X	X		X	X			X		X		X	X	X
34	Oceanview	X			X	X		X	X			X	X	X		X	X	X
35	VSA Benavente	X			X	X		X	X			X		X		X	X	X
TOTAL		8	0	0	8	8	0	8	8		0	8	1	8	0	8	8	3
HIGH																		
36	JF Kennedy	X		X	X	X		X	X			X		X		X	X	X
37	Okkodu	X		X	X	X		X	X			X		X		X	X	X
38	Simon Sanchez	X		X	X	X		X	X			X		X		X	X	X
39	Southern	X		X	X	X		X	X			X	X	X		X	X	X
40	George Washington	X		X	X	X		X	X			X		X		X	X	X
TOTAL		5	0	5	5	5	0	5	5		0	5	1	5	0	5	5	5
OTHERS																		
41	Dept. of Youth Affairs																	
42	Private Non-Profit							17		17								1
TOTAL		0	0	0	0	0	0	17	0	17	0	0	0	0	0	0	0	1
GRAND TOTAL		13	24	5	40	40	0	57	40	17	11	40	2	40	10	39	13	22

FEDERAL PROGRAMS DIVISION



Consolidated Grant Title V- Part A: Innovative Programs Annual Report

III. FINANCIAL EXPENDITURE REPORT

- Financial Report as of September 30, 2009
- Quarterly Financial Report by Month, Program and Object Class
- Program Income Reported
- Projected Carryover by Programs as of October 01, 2009

December 2009

FEDERAL PROGRAMS DIVISION



Consolidated Grant Title V- Part A: Innovative Programs Annual Report

III. FINANCIAL EXPENDITURE REPORT

➤ Financial Report as of September 30, 2009

December 2009

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GUAM DEPARTMENT OF EDUCATION
 Consolidated Grant (S922A080002)
 FISCAL YEAR 2009
 September 30, 2009

ACCOUNT NUMBER / TITLE	EXPIRED ACCOUNT	YEAR TO DATE ALLOTMENT	YEAR TO DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	AVAILABLE BALANCE
FUND 22 FEDERAL CONTINU DIVISION 12 FEDERAL PRO LOCATION 00 ADMINISTRAT PROGRAM/PROJECT 8202	ING GRAMS ION DIRECT INSTRUCTION				
22.08.12.36.XX.0111.8202	REGULAR SALARIES	\$ 2,734,083.52	\$ 787,302.78	\$ -	\$ 1,946,780.74
22.08.12.36.XX.0113.8202	SUBSTITUE SALARIES	\$ 1,014,877.36	\$ 1,014,877.36	\$ -	\$ -
22.08.12.36.XX.0114.8202	PARTTIME EMPLOYEES	\$ 530,856.05	\$ 530,856.05	\$ -	\$ -
22.08.12.36.XX.0121.8202	BENEFITS	\$ 1,007,765.48	\$ 522,653.37	\$ -	\$ 485,112.11
22.08.12.00.XX.0220.8202	TRAVEL	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0221.8202	OFF-ISLAND TRAVEL	\$ 270,000.00	\$ 66,087.34	\$ 144.00	\$ 203,768.66
22.08.12.00.XX.0230.8202	CONTRACTUAL	\$ 740,474.76	\$ 54,900.43	\$ 620,625.70	\$ 64,948.63
22.08.12.00.XX.0240.8202	SUPPLIES	\$ 1,139,607.02	\$ 484,102.23	\$ 6,281.04	\$ 649,223.75
	DI SUPPLIES ALLOTTED TO SCHOOLS >	\$ 178,392.98	\$ 55,015.80	\$ 20,653.90	\$ 102,723.28
	TOTAL DI SUPPLIES(240) >	\$ 1,318,000.00	\$ 539,118.03	\$ 26,934.94	\$ 751,947.03
22.08.12.00.XX.0250.8202	EQUIPMENT	\$ 808,533.93	\$ 5,023.80	\$ 25,329.77	\$ 778,180.36
22.08.12.00.XX.0290.8202	MISC	\$ 223,750.00	\$ -	\$ -	\$ 223,750.00
22.08.12.00.XX.0450.8202	CAPITAL	\$ 31,000.00	\$ -	\$ -	\$ 31,000.00
22.08.12.00.XX.0710.8202	INDIRECT COST	\$ 139,632.23	\$ -	\$ -	\$ 139,632.23
22.08.12.00.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 8,640,580.35	\$ 3,465,803.36	\$ 652,380.51	\$ 4,522,396.48
PROGRAM/PROJECT 8203	ALTERNATIVE EDUCATION				
22.08.12.47.XX.0111.8203	REGULAR SALARIES	\$ 542,274.33	\$ 448,207.06	\$ -	\$ 94,067.27
22.08.12.47.XX.0112.8203	OVERTIME	\$ 3,200.00	\$ -	\$ -	\$ 3,200.00
22.08.12.47.XX.0113.8203	SUBSTITUE SALARIES	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0121.8203	BENEFITS	\$ 131,662.71	\$ 131,662.71	\$ -	\$ -
22.08.12.47.XX.0125.8203	MILITARY BENEFITS	\$ 8,412.00	\$ 8,015.84	\$ -	\$ 396.16
22.08.12.47.XX.0220.8203	TRAVEL	\$ 400.00	\$ 347.65	\$ 52.35	\$ -
22.08.12.47.XX.0230.8203	CONTRACTUAL	\$ 1,691.33	\$ 371.33	\$ 1,320.00	\$ -
22.08.12.47.XX.0240.8203	SUPPLIES	\$ 21,202.13	\$ 2,202.13	\$ 6,813.20	\$ 12,186.80
22.08.12.47.XX.0250.8203	EQUIPMENT	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8203	INDIRECT COST	\$ 16,157.50	\$ -	\$ -	\$ 16,157.50
22.08.12.00.XX.XXXX.8203	ALTERNATIVE EDUCATION	\$ 725,000.00	\$ 590,806.72	\$ 8,185.55	\$ 126,007.73
PROGRAM/PROJECT 8204	STATE ADMIN EXPENSE				
22.08.12.00.XX.0111.8204	REGULAR SALARIES	\$ 169,345.65	\$ 50,444.46	\$ -	\$ 118,901.19
22.08.12.00.XX.0112.8204	OVERTIME	\$ 5,000.00	\$ -	\$ -	\$ 5,000.00
22.08.12.00.XX.0121.8204	BENEFITS	\$ 55,884.06	\$ 15,431.65	\$ -	\$ 40,452.41
22.08.12.00.XX.0220.8204	TRAVEL	\$ 12,000.00	\$ -	\$ -	\$ 12,000.00
22.08.12.00.XX.0221.8204	OFF-ISLAND TRAVEL	\$ 60,000.00	\$ 9,300.15	\$ -	\$ 50,699.85
22.08.12.00.XX.0230.8204	CONTRACTUAL	\$ 183,658.68	\$ 1,828.50	\$ 788.00	\$ 181,042.18
22.08.12.00.XX.0240.8204	SUPPLIES	\$ 16,293.00	\$ -	\$ 3,982.50	\$ 12,310.50
22.08.12.00.XX.0250.8204	EQUIPMENT	\$ 9,238.72	\$ 7,590.00	\$ -	\$ 1,648.72
22.08.12.00.XX.0363.8204	PHONE	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0450.8204	CAPITAL	\$ 8,761.28	\$ -	\$ -	\$ 8,761.28
22.08.12.00.XX.0710.8204	INDIRECT COST	\$ 4,758.61	\$ -	\$ -	\$ 4,758.61
22.08.12.00.XX.XXXX.8204	STATE ADMIN EXPENSE	\$ 524,940.00	\$ 84,594.76	\$ 4,770.50	\$ 435,574.74
PROGRAM/PROJECT 8205	GCC CARREER OUTREACH				
22.08.12.80.XX.0230.8205	CONTRACTUAL	\$ 32,520.00	\$ -	\$ 32,520.00	\$ -
22.08.12.80.XX.XXXX.8205	GCC CARREER OUTREACH	\$ 32,520.00	\$ -	\$ 32,520.00	\$ -
PROGRAM/PROJECT 8206	STANDARDS & ASSESSMENT				

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GUAM DEPARTMENT OF EDUCATION
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 FISCAL YEAR 2009
 September 30, 2009

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22.08.12.00.XX.0220.8206	TRAVEL	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0221.8206	OFF-ISLAND TRAVEL	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0230.8206	CONTRACTUAL	\$ 304,967.96	\$ 3,712.50	\$ 239,555.00	\$ 61,700.46
22.08.12.00.XX.0240.8206	SUPPLIES	\$ 142,100.00	\$ 130,659.69	\$ -	\$ 11,440.31
22.08.12.00.XX.0250.8206	EQUIPMENT	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0290.8206	MISC	\$ 40,000.00	\$ -	\$ -	\$ 40,000.00
22.08.12.00.XX.XXXX.8206	STANDARDS & ASSESSMENT	\$ 487,067.96	\$ 134,372.19	\$ 239,555.00	\$ 113,140.77
PROGRAM/PROJECT 8207	GATE PROGRAM				
22.08.12.88.XX.0111.8207	REGULAR SALARIES	\$ 216,000.00	\$ 114,677.25	\$ -	\$ 101,322.75
22.08.12.88.XX.0121.8207	BENEFITS	\$ 94,380.00	\$ 32,402.91	\$ -	\$ 61,977.09
22.08.12.88.XX.0220.8207	TRAVEL	\$ 8,100.00	\$ 5,427.57	\$ 2,672.43	\$ -
22.08.12.88.XX.0221.8207	OFF-ISLAND TRAVEL	\$ 11,588.20	\$ 11,588.20	\$ -	\$ -
22.08.12.88.XX.0230.8207	CONTRACTUAL	\$ 84,494.60	\$ 10,230.00	\$ 895.00	\$ 73,369.60
22.08.12.88.XX.0240.8207	SUPPLIES	\$ 18,050.60	\$ 16,747.99	\$ 1,200.27	\$ 102.34
22.08.12.88.XX.0250.8207	EQUIPMENT	\$ 34,300.00	\$ 18,213.40	\$ 11,135.00	\$ 4,951.60
22.08.12.88.XX.0290.8207	MISC	\$ 35,050.00	\$ -	\$ -	\$ 35,050.00
22.08.12.00.XX.0710.8207	INDIRECT COST	\$ 8,036.60	\$ -	\$ -	\$ 8,036.60

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22.08.12.00.XX.XXXX.8207	GATE PROGRAM	\$ 510,000.00	\$ 209,287.32	\$ 15,902.70	\$ 284,809.98
PROGRAM/PROJECT 8209	TEACHER RECRUITMENT				
22.08.12.00.XX.0111.8209	REGULAR SALARIES	\$ 107,675.83	\$ 10,759.81	\$ -	\$ 96,916.02
22.08.12.00.XX.0121.8209	BENEFITS	\$ 35,459.00	\$ 3,375.60	\$ -	\$ 32,083.40
22.08.12.00.XX.0125.8209	MILITARY BENEFITS	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0220.8209	TRAVEL	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0221.8209	OFF-ISLAND TRAVEL	\$ 219,000.00	\$ -	\$ -	\$ 219,000.00
22.08.12.00.XX.0230.8209	CONTRACTUAL	\$ 3,750.00	\$ -	\$ -	\$ 3,750.00
22.08.12.00.XX.0240.8209	SUPPLIES	\$ 4,522.00	\$ -	\$ 1,010.18	\$ 3,511.82
22.08.12.00.XX.0250.8209	EQUIPMENT	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8209	INDIRECT COST	\$ 3,113.17	\$ -	\$ -	\$ 3,113.17
22.08.12.00.XX.XXXX.8209	TEACHER RECRUITMENT	\$ 373,520.00	\$ 14,135.41	\$ 1,010.18	\$ 358,374.41
PROGRAM/PROJECT 8210	ESKUELAN PUENGE				
22.08.12.00.XX.0111.8210	REGULAR SALARIES	\$ -	\$ -	\$ -	\$ -
22.08.12.48.XX.0114.8210	PARTTIME EMPLOYEES	\$ 103,866.45	\$ 103,792.20	\$ -	\$ 74.25
22.08.12.48.XX.0121.8210	BENEFITS	\$ 4,492.29	\$ 4,492.29	\$ -	\$ -
22.08.12.46.XX.0230.8210	CONTRACTUAL	\$ -	\$ -	\$ -	\$ -
22.08.12.48.XX.0240.8210	SUPPLIES	\$ 9,559.14	\$ 8,801.29	\$ 757.85	\$ -
22.08.12.48.XX.0250.8210	EQUIPMENT	\$ 398.00	\$ 398.00	\$ -	\$ -
22.08.12.00.XX.0710.8210	INDIRECT COST	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.XXXX.8210	ESKUELAN PUENGE	\$ 118,315.88	\$ 117,483.78	\$ 757.85	\$ 74.25
PROGRAM/PROJECT 8211	LEA ACTIVITIES				
22.08.12.00.XX.0111.8211	REGULAR SALARIES	\$ 440,495.87	\$ 34,357.05	\$ -	\$ 406,138.82

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22.08.12.00.XX.0112.8211	OVERTIME	\$ 5,000.00	\$ -	\$ -	\$ 5,000.00
22.08.12.00.XX.0121.8211	BENEFITS	\$ 144,000.00	\$ 99,499.65	\$ -	\$ 44,500.35
22.08.12.00.XX.0220.8211	TRAVEL	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0221.8211	OFF-ISLAND TRAVEL	\$ 29,040.00	\$ 24,251.40	\$ -	\$ 4,788.60
22.08.12.00.XX.0230.8211	CONTRACTUAL	\$ 74,980.00	\$ 37,760.21	\$ 1,258.76	\$ 35,961.03
22.08.12.00.XX.0240.8211	SUPPLIES	\$ 9,319.00	\$ 2,537.72	\$ 400.75	\$ 6,380.53
22.08.12.00.XX.0250.8211	EQUIPMENT	\$ 10,960.00	\$ 10,960.00	\$ -	\$ -
22.08.12.00.XX.0710.8211	INDIRECT COST	\$ 12,645.00	\$ -	\$ -	\$ 12,645.00
22.08.12.00.XX.XXXX.8211	LEA ACTIVITIES	\$ 726,439.87	\$ 209,366.03	\$ 1,659.51	\$ 515,414.33
PROGRAM/PROJECT 8212	TECHNOLOGY (GCC)				
22.08.12.80.XX.0230.8212	CONTRACTUAL	\$ 221,062.00	\$ -	\$ 221,062.00	\$ -
22.08.12.80.XX.XXXX.8212	TECHNOLOGY (GCC)	\$ 221,062.00	\$ -	\$ 221,062.00	\$ -
PROGRAM/PROJECT 8213	TECHONOLOGY EDU. (GCC)				
22.08.12.80.XX.0230.8213	CONTRACTUAL	\$ 90,945.00	\$ -	\$ 90,945.00	\$ -
22.08.12.80.XX.XXXX.8213	TECHONOLOGY EDU. (GCC)	\$ 90,945.00	\$ -	\$ 90,945.00	\$ -
PROGRAM/PROJECT 8214	PNP/CATHOLIC SCHOOLS				
22.08.12.00.XX.0111.8214	REGULAR SALARIES	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0121.8214	BENEFITS	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0230.8214	CONTRACTUAL	\$ 151,313.60	\$ -	\$ 31,429.08	\$ 119,884.52
22.08.12.00.XX.0240.8214	SUPPLIES	\$ 378,646.52	\$ 6,755.20	\$ 113,985.55	\$ 257,905.77
22.08.12.00.XX.0251.8214	EQUIPMENT	\$ 531,466.91	\$ 10,317.47	\$ 226,838.43	\$ 294,311.01
22.08.12.00.XX.0450.8214	CAPITAL	\$ 90,000.00	\$ -	\$ -	\$ 90,000.00
22.08.12.00.XX.XXXX.8214	PNP/CATHOLIC SCHOOLS	\$ 1,151,427.03	\$ 17,072.67	\$ 372,253.06	\$ 762,101.30
PROGRAM/PROJECT 8216	JOHN HOPKINS TALENT & DEV				
22.08.12.00.XX.0111.8216	REGULAR SALARIES	\$ 38,950.00	\$ -	\$ -	\$ 38,950.00
22.08.12.00.XX.0121.8216	BENEFITS	\$ 12,053.60	\$ -	\$ -	\$ 12,053.60
22.08.12.00.XX.0220.8216	TRAVEL	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0221.8216	OFF-ISLAND TRAVEL	\$ 18,000.00	\$ -	\$ -	\$ 18,000.00
22.08.12.00.XX.0230.8216	CONTRACTUAL	\$ 100,000.00	\$ -	\$ 488.75	\$ 99,511.25
22.08.12.00.XX.0240.8216	SUPPLIES	\$ 23,901.90	\$ -	\$ -	\$ 23,901.90
22.08.12.00.XX.0250.8216	EQUIPMENT	\$ 33,500.00	\$ -	\$ -	\$ 33,500.00
22.08.12.00.XX.0290.8216	MISC	\$ 22,500.00	\$ -	\$ -	\$ 22,500.00
22.08.12.00.XX.0710.8216	INDIRECT COST	\$ 1,094.50	\$ -	\$ -	\$ 1,094.50
22.08.12.00.XX.XXXX.8216	JOHN HOPKINS TALENT & DEV	\$ 250,000.00	\$ -	\$ 488.75	\$ 249,511.25

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ACCOUNT NUMBER / TITLE	EXPIRED ACCOUNT	YEAR TO DATE ALLOTMENT	YEAR TO DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	AVAILABLE BALANCE
PROGRAM/PROJECT 8219	EDUCATION TECHNOLOGY				
22.08.12.00.XX.0220.8219	TRAVEL	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0221.8219	OFF-ISLAND TRAVEL	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0230.8219	CONTRACTUAL	\$ 567,582.04	\$ 229,500.00	\$ 338,082.04	\$ -
22.08.12.00.XX.0240.8219	SUPPLIES	\$ -	\$ -	\$ -	\$ -

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22.08.12.00.XX.0250.8219	EQUIPMENT	\$ 39,243.54	\$ -	\$ 20,773.00	\$ 18,470.54
22.08.12.00.XX.0450.8219	CAPITAL	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.XXXX.8219	EDUCATION TECHNOLOGY	\$ 606,825.58	\$ 229,500.00	\$ 358,855.04	\$ 18,470.54
PROGRAM/PROJECT 8220	TEACHER RETENTION				
22.08.12.00.XX.0111.8220	REGULAR SALARIES	\$ 279,497.55	\$ 279,377.55	\$ -	\$ 120.00
22.08.12.00.XX.0114.8220	PARTTIME EMPLOYEES	\$ 9,346.26	\$ 9,346.26	\$ -	\$ -
22.08.12.00.XX.0121.8220	BENEFITS	\$ 88,876.19	\$ 79,090.11	\$ -	\$ 9,786.08
22.08.12.00.XX.0220.8220	TRAVEL	\$ 4,000.00	\$ -	\$ -	\$ 4,000.00
22.08.12.00.XX.0230.8220	CONTRACTUAL	\$ 7,000.00	\$ 4,033.32	\$ 2,486.90	\$ 479.78
22.08.12.00.XX.0240.8220	SUPPLIES	\$ 3,299.60	\$ 1,685.56	\$ 62.80	\$ 1,551.24
22.08.12.00.XX.0710.8220	INDIRECT COST	\$ 7,980.40	\$ -	\$ -	\$ 7,980.40
22.08.12.00.XX.XXXX.8220	TEACHER RETENTION	\$ 400,000.00	\$ 373,532.80	\$ 2,549.70	\$ 23,917.50
PROGRAM/PROJECT 8221	PFC/OUTREACH PROGRAM				
22.08.12.46.XX.0111.8221	REGULAR SALARIES	\$ 474,636.98	\$ 474,636.98	\$ -	\$ -
22.08.12.46.XX.0121.8221	BENEFITS	\$ 159,018.52	\$ 159,018.52	\$ -	\$ -
22.08.12.35.XX.0125.8221	MILITARY BENEFITS	\$ 16,706.37	\$ 15,974.58	\$ -	\$ 731.79
22.08.12.46.XX.0220.8221	TRAVEL	\$ 38,833.00	\$ 6,540.53	\$ 4,834.46	\$ 27,458.01
22.08.12.00.XX.0221.8221	OFF-ISLAND TRAVEL	\$ -	\$ -	\$ -	\$ -
22.08.12.27.XX.0230.8221	CONTRACTUAL	\$ 30,000.00	\$ -	\$ -	\$ 30,000.00
22.08.12.46.XX.0240.8221	SUPPLIES	\$ 11,945.46	\$ 117.50	\$ -	\$ 11,827.96
22.08.12.46.XX.0250.8221	EQUIPMENT	\$ 19,943.00	\$ 7,590.00	\$ -	\$ 12,353.00
22.08.12.00.XX.0290.8221	MISC	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0450.8221	CAPITAL	\$ 13,797.11	\$ -	\$ -	\$ 13,797.11
22.08.12.00.XX.0710.8221	INDIRECT COST	\$ 11,809.09	\$ -	\$ -	\$ 11,809.09
22.08.12.00.XX.XXXX.8221	PFC/OUTREACH PROGRAM	\$ 776,689.53	\$ 663,878.11	\$ 4,834.46	\$ 107,976.96
PROGRAM/PROJECT 8222	SCHOOL RESOURCE OFFICER				
22.08.12.00.XX.0111.8222	REGULAR SALARIES	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0121.8222	BENEFITS	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0220.8222	TRAVEL	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0221.8222	OFF-ISLAND TRAVEL	\$ 14,170.02	\$ -	\$ -	\$ 14,170.02
22.08.12.00.XX.0230.8222	CONTRACTUAL	\$ 74,646.98	\$ 13,602.27	\$ 15,000.00	\$ 46,044.71
22.08.12.00.XX.0240.8222	SUPPLIES	\$ 2,063.00	\$ -	\$ -	\$ 2,063.00
22.08.12.00.XX.0250.8222	EQUIPMENT	\$ 2,500.00	\$ -	\$ -	\$ 2,500.00
22.08.12.00.XX.0290.8222	MISC	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0450.8222	CAPITAL	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.XXXX.8222	SCHOOL RESOURCE OFFICER	\$ 93,380.00	\$ 13,602.27	\$ 15,000.00	\$ 64,777.73
PROGRAM/PROJECT 8224	DEED				
22.08.12.00.XX.0111.8224	REGULAR SALARIES	\$ -	\$ -	\$ -	\$ -
22.08.12.22.XX.0112.8224	OVERTIME	\$ 1,391.51	\$ 1,391.51	\$ -	\$ -
22.08.12.25.XX.0113.8224	SUBSTITUE SALARIES	\$ 405.00	\$ 405.00	\$ -	\$ -
22.08.12.29.XX.0114.8224	PARTTIME EMPLOYEES	\$ 558,711.40	\$ 104,605.11	\$ -	\$ 454,106.29
22.08.12.29.XX.0121.8224	BENEFITS	\$ 184,292.09	\$ 16,671.20	\$ -	\$ 167,620.89
22.08.12.25.XX.0230.8224	CONTRACTUAL	\$ 7,767.40	\$ 160.00	\$ -	\$ 7,607.40
22.08.12.28.XX.0240.8224	SUPPLIES	\$ 21,696.60	\$ 10,465.49	\$ 2,564.73	\$ 8,666.38
22.08.12.28.XX.0250.8224	EQUIPMENT	\$ 10,000.00	\$ -	\$ -	\$ 10,000.00
22.08.12.00.XX.0290.8224	MISC	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8224	INDIRECT COST	\$ 15,736.00	\$ -	\$ -	\$ 15,736.00
22.08.12.00.XX.XXXX.8224	DEED	\$ 800,000.00	\$ 133,698.31	\$ 2,564.73	\$ 663,736.96

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PROGRAM/PROJECT 8225	SUCCESS FOR ALL				
22.08.12.25.XX.0111.8225	REGULAR SALARIES	\$ 140,284.01	\$ 114,717.71	\$ -	\$ 25,566.30
22.08.12.25.XX.0113.8225	SUBSTITUE SALARIES	\$ 161,183.25	\$ 161,183.25	\$ -	\$ -
22.08.12.25.XX.0114.8225	PARTIME EMPLOYEES	\$ -	\$ -	\$ -	\$ -
22.08.12.25.XX.0121.8225	BENEFITS	\$ 86,105.72	\$ 86,105.72	\$ -	\$ -
22.08.12.01.XX.0230.8225	CONTRACTUAL	\$ 960,842.64	\$ 419,737.62	\$ 399,737.62	\$ 141,367.40
22.08.12.07.XX.0240.8225	SUPPLIES	\$ 115,647.93	\$ 5,552.84	\$ 43,723.42	\$ 66,371.67
22.08.12.01.XX.0290.8225	MISC	\$ 39,050.00	\$ -	\$ -	\$ 39,050.00
22.08.12.00.XX.0710.8225	INDIRECT COST	\$ 4,279.48	\$ -	\$ -	\$ 4,279.48

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GUAM DEPARTMENT OF EDUCATION
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ACCOUNT NUMBER / TITLE	EXPIRED ACCOUNT	YEAR TO DATE ALLOTMENT	YEAR TO DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	AVAILABLE BALANCE
22.08.12.00.XX.XXXX.8225	SUCCESS FOR ALL	\$ 1,507,393.03	\$ 787,297.14	\$ 443,461.04	\$ 276,634.85
PROGRAM/PROJECT 8226	ESL PROGRAM				
22.08.12.46.XX.0111.8226	REGULAR SALARIES	\$ 2,995,000.00	\$ 2,004,022.55	\$ -	\$ 990,977.45
22.08.12.30.XX.0113.8226	SUBSTITUE SALARIES	\$ -	\$ -	\$ -	\$ -
22.08.12.46.XX.0121.8226	BENEFITS	\$ 981,401.30	\$ 552,766.56	\$ -	\$ 428,634.74
22.08.12.34.XX.0125.8226	MILITARY BENEFITS	\$ 8,832.40	\$ 7,262.63	\$ -	\$ 1,569.77
22.08.12.00.XX.0220.8226	TRAVEL	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0221.8226	OFF-ISLAND TRAVEL	\$ 23,000.00	\$ 9,796.12	\$ -	\$ 13,203.88
22.08.12.00.XX.0230.8226	CONTRACTUAL	\$ 212,000.00	\$ 21,769.56	\$ -	\$ 190,230.44
22.08.12.00.XX.0240.8226	SUPPLIES	\$ 71,390.00	\$ 8,826.42	\$ 8,092.71	\$ 54,470.87
22.08.12.00.XX.0250.8226	EQUIPMENT	\$ 39,954.50	\$ 32,760.00	\$ 118.00	\$ 7,076.50
22.08.12.00.XX.0710.8226	INDIRECT COST	\$ 84,159.50	\$ -	\$ -	\$ 84,159.50
22.08.12.00.XX.XXXX.8226	ESL PROGRAM	\$ 4,415,737.70	\$ 2,637,203.84	\$ 8,210.71	\$ 1,770,323.15
PROGRAM/PROJECT 8227	SUMMER SCHOOL PROGRAM				
22.08.12.00.XX.0111.8227	REGULAR SALARIES	\$ -	\$ -	\$ -	\$ -
22.08.12.57.XX.0114.8227	PARTIME EMPLOYEES	\$ 661,123.82	\$ 661,123.82	\$ -	\$ -
22.08.12.57.XX.0121.8227	BENEFITS	\$ 19,571.04	\$ 19,571.04	\$ -	\$ -
22.08.12.00.XX.0230.8227	CONTRACTUAL	\$ 270.00	\$ 270.00	\$ -	\$ -
22.08.12.57.XX.0240.8227	SUPPLIES	\$ 19,483.23	\$ 17,566.79	\$ 1,916.44	\$ -
22.08.12.00.XX.0710.8227	INDIRECT COST	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.XXXX.8227	SUMMER SCHOOL PROGRAM	\$ 700,448.09	\$ 698,531.65	\$ 1,916.44	\$ -
22.08.12.00.XX.XXXX.XXXX	ADMINISTRATION	\$ 23,152,292.02	\$ 10,380,166.36	\$ 2,478,882.73	\$ 10,293,242.93
LOCATION 02 MARCEL SABL	AN (AGAT)				
PROGRAM/PROJECT 8202	DIRECT INSTRUCTION				
22.08.12.02.XX.0240.8202	SUPPLIES	\$ 4,058.93	\$ 2,180.06	\$ 1,530.98	\$ 347.89
22.08.12.02.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 4,058.93	\$ 2,180.06	\$ 1,530.98	\$ 347.89
22.08.12.02.XX.XXXX.XXXX	MARCEL SABL AN (AGAT)	\$ 4,058.93	\$ 2,180.06	\$ 1,530.98	\$ 347.89
LOCATION 03 B.P. CARBUL	LIDO ELEM.				
PROGRAM/PROJECT 8202	DIRECT INSTRUCTION				

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ACCOUNT NUMBER / TITLE	EXPIRED ACCOUNT	YEAR TO DATE ALLOTMENT	YEAR TO DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	AVAILABLE BALANCE
22.08.12.03.XX.0240.8202	SUPPLIES	\$ 4,701.84	\$ 2,075.36	\$ -	\$ 2,626.48
22.08.12.03.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 4,701.84	\$ 2,075.36	\$ -	\$ 2,626.48
22.08.12.03.XX.XXXX.XXXX LOCATION 04 C.L. TAITAN PROGRAM/PROJECT 8202	B.P. CARBULLIDO ELEM. O ELEM. DIRECT INSTRUCTION	\$ 4,701.84	\$ 2,075.36	\$ -	\$ 2,626.48
22.08.12.04.XX.0240.8202	SUPPLIES	\$ 5,239.19	\$ 4,164.34	\$ 753.14	\$ 321.71
22.08.12.04.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 5,239.19	\$ 4,164.34	\$ 753.14	\$ 321.71
22.08.12.04.XX.XXXX.XXXX LOCATION 05 F.Q. SANCHE PROGRAM/PROJECT 8202	C.L. TAITANO ELEM. Z ELEMENTARY DIRECT INSTRUCTION	\$ 5,239.19	\$ 4,164.34	\$ 753.14	\$ 321.71
22.08.12.05.XX.0240.8202	SUPPLIES	\$ 594.93	\$ 171.34	\$ -	\$ 423.59
22.08.12.05.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 594.93	\$ 171.34	\$ -	\$ 423.59
22.08.12.05.XX.XXXX.XXXX LOCATION 06 FINEGAYAN E PROGRAM/PROJECT 8202	F.Q. SANCHEZ ELEMENTARY LEMENTARY DIRECT INSTRUCTION	\$ 594.93	\$ 171.34	\$ -	\$ 423.59
22.08.12.06.XX.0240.8202	SUPPLIES	\$ 11,495.48	\$ 7,280.37	\$ 234.00	\$ 3,981.11
22.08.12.06.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 11,495.48	\$ 7,280.37	\$ 234.00	\$ 3,981.11
22.08.12.06.XX.XXXX.XXXX LOCATION 08 JUAN GUERRE PROGRAM/PROJECT 8202	FINEGAYAN ELEMENTARY RO ELEM.(HLES) DIRECT INSTRUCTION	\$ 11,495.48	\$ 7,280.37	\$ 234.00	\$ 3,981.11
22.08.12.08.XX.0240.8202	SUPPLIES	\$ 5,555.85	\$ 4,490.08	\$ 805.95	\$ 259.82
22.08.12.08.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 5,555.85	\$ 4,490.08	\$ 805.95	\$ 259.82

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22.08.12.08.XX.XXXX.XXXX LOCATION 09 INARAJAN EL PROGRAM/PROJECT 8202	JUAN GUERRERO ELEM.(HLES) ELEMENTARY DIRECT INSTRUCTION	\$ 5,555.85	\$ 4,490.08	\$ 805.95	\$ 259.82
22.08.12.09.XX.0240.8202	SUPPLIES	\$ 2,418.08	\$ 798.65	\$ 987.26	\$ 632.17
22.08.12.09.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 2,418.08	\$ 798.65	\$ 987.26	\$ 632.17
22.08.12.09.XX.XXXX.XXXX LOCATION 11 J.Q. SAN MI PROGRAM/PROJECT 8202	INARAJAN ELEMENTARY GUEL ELEM. DIRECT INSTRUCTION	\$ 2,418.08	\$ 798.65	\$ 987.26	\$ 632.17
22.08.12.11.XX.0240.8202	SUPPLIES	\$ 5,076.06	\$ -	\$ 1,986.80	\$ 3,089.26

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ACCOUNT NUMBER / TITLE	EXPIRED ACCOUNT	YEAR TO DATE ALLOTMENT	YEAR TO DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	AVAILABLE BALANCE
22.08.12.11.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 5,076.06	\$ -	\$ 1,986.80	\$ 3,089.26
22.08.12.11.XX.XXXX.XXXX LOCATION 12 L.B. JOHNSO PROGRAM/PROJECT 8202	J.Q. SAN MIGUEL ELEM. N ELEMENTARY DIRECT INSTRUCTION	\$ 5,076.06	\$ -	\$ 1,986.80	\$ 3,089.26
22.08.12.12.XX.0240.8202	SUPPLIES	\$ 2,629.19	\$ 1,025.30	\$ 1,188.07	\$ 415.82
22.08.12.12.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 2,629.19	\$ 1,025.30	\$ 1,188.07	\$ 415.82
22.08.12.12.XX.XXXX.XXXX LOCATION 13 M.A. ULLOA PROGRAM/PROJECT 8202	L.B. JOHNSON ELEMENTARY ELEMENTARY DIRECT INSTRUCTION	\$ 2,629.19	\$ 1,025.30	\$ 1,188.07	\$ 415.82
22.08.12.13.XX.0240.8202	SUPPLIES	\$ 8,597.64	\$ 3,025.52	\$ -	\$ 5,572.12
22.08.12.13.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 8,597.64	\$ 3,025.52	\$ -	\$ 5,572.12
22.08.12.13.XX.XXXX.XXXX LOCATION 14 M.U. LUJAN PROGRAM/PROJECT 8202	M.A. ULLOA ELEMENTARY ELEMENTARY DIRECT INSTRUCTION	\$ 8,597.64	\$ 3,025.52	\$ -	\$ 5,572.12
22.08.12.14.XX.0240.8202	SUPPLIES	\$ 6,611.35	\$ 4,718.11	\$ 466.30	\$ 1,426.94
22.08.12.14.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 6,611.35	\$ 4,718.11	\$ 466.30	\$ 1,426.94
22.08.12.14.XX.XXXX.XXXX LOCATION 15 MERIZO ELEM PROGRAM/PROJECT 8202	M.U. LUJAN ELEMENTARY ENTARY DIRECT INSTRUCTION	\$ 6,611.35	\$ 4,718.11	\$ 466.30	\$ 1,426.94
22.08.12.15.XX.0240.8202	SUPPLIES	\$ 1,976.69	\$ 772.00	\$ 796.00	\$ 408.69
22.08.12.15.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 1,976.69	\$ 772.00	\$ 796.00	\$ 408.69
22.08.12.15.XX.XXXX.XXXX LOCATION 16 ORDOT/CHALA PROGRAM/PROJECT 8202	MERIZO ELEMENTARY N PAGO ELEM. DIRECT INSTRUCTION	\$ 1,976.69	\$ 772.00	\$ 796.00	\$ 408.69
22.08.12.16.XX.0240.8202	SUPPLIES	\$ 4,404.37	\$ -	\$ -	\$ 4,404.37
22.08.12.16.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 4,404.37	\$ -	\$ -	\$ 4,404.37
22.08.12.16.XX.XXXX.XXXX LOCATION 17 P.C. LUJAN PROGRAM/PROJECT 8202	ORDOT/CHALAN PAGO ELEM. ELEMENTARY DIRECT INSTRUCTION	\$ 4,404.37	\$ -	\$ -	\$ 4,404.37
22.08.12.17.XX.0240.8202	SUPPLIES	\$ 4,759.41	\$ -	\$ 2,194.10	\$ 2,565.31
22.08.12.17.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 4,759.41	\$ -	\$ 2,194.10	\$ 2,565.31
22.08.12.17.XX.XXXX.XXXX LOCATION 18 PRICE ELEME PROGRAM/PROJECT 8202	P.C. LUJAN ELEMENTARY NTARY DIRECT INSTRUCTION	\$ 4,759.41	\$ -	\$ 2,194.10	\$ 2,565.31
22.08.12.18.XX.0240.8202	SUPPLIES	\$ 8,415.33	\$ 5,777.31	\$ 617.78	\$ 2,020.24
22.08.12.18.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 8,415.33	\$ 5,777.31	\$ 617.78	\$ 2,020.24

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ACCOUNT NUMBER / TITLE	EXPIRED ACCOUNT	YEAR TO DATE ALLOTMENT	YEAR TO DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	AVAILABLE BALANCE
Consolidated Grant (S922A080002) FISCAL YEAR 2009 September 30, 2009					
22.08.12.18.XX.XXXX.XXXX LOCATION 19 TALOFOFO EL PROGRAM/PROJECT 8202	PRICE ELEMENTARY ELEMENTARY DIRECT INSTRUCTION	\$ 8,415.33	\$ 5,777.31	\$ 617.78	\$ 2,020.24
22.08.12.19.XX.0240.8202	SUPPLIES	\$ 2,437.28	\$ 825.12	\$ 365.75	\$ 1,246.41
22.08.12.19.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 2,437.28	\$ 825.12	\$ 365.75	\$ 1,246.41
22.08.12.19.XX.XXXX.XXXX LOCATION 20 TAMUNING EL PROGRAM/PROJECT 8202	TALOFOFO ELEMENTARY ELEMENTARY DIRECT INSTRUCTION	\$ 2,437.28	\$ 825.12	\$ 365.75	\$ 1,246.41
22.08.12.20.XX.0240.8202	SUPPLIES	\$ 5,930.07	\$ -	\$ -	\$ 5,930.07
22.08.12.20.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 5,930.07	\$ -	\$ -	\$ 5,930.07
22.08.12.20.XX.XXXX.XXXX LOCATION 21 UPI ELEMENT PROGRAM/PROJECT 8202	TAMUNING ELEMENTARY ARY SCHOOL DIRECT INSTRUCTION	\$ 5,930.07	\$ -	\$ -	\$ 5,930.07
22.08.12.21.XX.0240.8202	SUPPLIES	\$ 6,640.14	\$ -	\$ 3,859.22	\$ 2,780.92
22.08.12.21.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 6,640.14	\$ -	\$ 3,859.22	\$ 2,780.92
22.08.12.21.XX.XXXX.XXXX LOCATION 22 WETTENGEL E PROGRAM/PROJECT 8202	UPI ELEMENTARY SCHOOL ELEMENTARY DIRECT INSTRUCTION	\$ 6,640.14	\$ -	\$ 3,859.22	\$ 2,780.92
22.08.12.22.XX.0240.8202	SUPPLIES	\$ 7,615.45	\$ 6,240.32	\$ 1,321.48	\$ 53.65
22.08.12.22.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 7,615.45	\$ 6,240.32	\$ 1,321.48	\$ 53.65
22.08.12.22.XX.XXXX.XXXX LOCATION 23 DL PEREZ (Y PROGRAM/PROJECT 8202	WETTENGEL ELEMENTARY IGO) ELEM. DIRECT INSTRUCTION	\$ 7,615.45	\$ 6,240.32	\$ 1,321.48	\$ 53.65
22.08.12.23.XX.0240.8202	SUPPLIES	\$ 8,760.77	\$ 2,163.17	\$ 1,167.26	\$ 5,430.34
22.08.12.23.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 8,760.77	\$ 2,163.17	\$ 1,167.26	\$ 5,430.34
22.08.12.23.XX.XXXX.XXXX LOCATION 24 CHIEF BRODI PROGRAM/PROJECT 8202	DL PEREZ (YIGO) ELEM. E ELEMENTARY DIRECT INSTRUCTION	\$ 8,760.77	\$ 2,163.17	\$ 1,167.26	\$ 5,430.34
22.08.12.24.XX.0240.8202	SUPPLIES	\$ 4,020.54	\$ 1,965.49	\$ 789.24	\$ 1,265.81
22.08.12.24.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 4,020.54	\$ 1,965.49	\$ 789.24	\$ 1,265.81
22.08.12.24.XX.XXXX.XXXX LOCATION 25 ASTUMBO ELE PROGRAM/PROJECT 8202	CHIEF BRODIE ELEMENTARY MENTARY DIRECT INSTRUCTION	\$ 4,020.54	\$ 1,965.49	\$ 789.24	\$ 1,265.81
22.08.12.25.XX.0240.8202	SUPPLIES	\$ 5,162.43	\$ -	\$ -	\$ 5,162.43

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ACCOUNT NUMBER / TITLE	EXPIRED ACCOUNT	YEAR TO DATE ALLOTMENT	YEAR TO DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	AVAILABLE BALANCE
22.08.12.25.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 5,162.43	\$ -	\$ -	\$ 5,162.43
22.08.12.25.XX.XXXX.XXXX LOCATION 27 MACHANAONAO	ASTUMBO ELEMENTARY ELEMENTARY	\$ 5,162.43	\$ -	\$ -	\$ 5,162.43
PROGRAM/PROJECT 8202	DIRECT INSTRUCTION				
22.08.12.27.XX.0240.8202	SUPPLIES	\$ 3,962.98	\$ 1,485.32	\$ 1,023.97	\$ 1,453.69
22.08.12.27.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 3,962.98	\$ 1,485.32	\$ 1,023.97	\$ 1,453.69
22.08.12.27.XX.XXXX.XXXX LOCATION 28 LIGUAN ELEM	MACHANAONAO ELEMENTAR ENTARY	\$ 3,962.98	\$ 1,485.32	\$ 1,023.97	\$ 1,453.69
PROGRAM/PROJECT 8202	DIRECT INSTRUCTION				
22.08.12.28.XX.0240.8202	SUPPLIES	\$ 5,345.61	\$ 3,979.31	\$ 461.68	\$ 904.62
22.08.12.28.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 5,345.61	\$ 3,979.31	\$ 461.68	\$ 904.62
22.08.12.28.XX.XXXX.XXXX	LIGUAN ELEMENTARY	\$ 5,345.61	\$ 3,979.31	\$ 461.68	\$ 904.62

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ACCOUNT NUMBER / TITLE	EXPIRED ACCOUNT	YEAR TO DATE ALLOTMENT	YEAR TO DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	AVAILABLE BALANCE
LOCATION 30 AGUEDA JOHN	SON MIDDLE				
PROGRAM/PROJECT 8202	DIRECT INSTRUCTION				
22.08.12.30.XX.0240.8202	SUPPLIES	\$ 6,107.71	\$ -	\$ -	\$ 6,107.71
22.08.12.30.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 6,107.71	\$ -	\$ -	\$ 6,107.71
22.08.12.30.XX.XXXX.XXXX LOCATION 31 V.S.A. BENA	AGUEDA JOHNSON MIDDLE VENTE(DEDEDO)	\$ 6,107.71	\$ -	\$ -	\$ 6,107.71
PROGRAM/PROJECT 8202	DIRECT INSTRUCTION				
22.08.12.31.XX.0240.8202	SUPPLIES	\$ 11,981.66	\$ 1,672.78	\$ -	\$ 10,308.88
22.08.12.31.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 11,981.66	\$ 1,672.78	\$ -	\$ 10,308.88
22.08.12.31.XX.XXXX.XXXX LOCATION 32 F.B. LEON G	V.S.A. BENAVENTE(DEDEDO) UERRERO	\$ 11,981.66	\$ 1,672.78	\$ -	\$ 10,308.88
PROGRAM/PROJECT 8202	DIRECT INSTRUCTION				
22.08.12.32.XX.0240.8202	SUPPLIES	\$ 10,013.62	\$ 205.85	\$ 104.92	\$ 9,702.85
22.08.12.32.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 10,013.62	\$ 205.85	\$ 104.92	\$ 9,702.85
22.08.12.32.XX.XXXX.XXXX LOCATION 33 INARAJAN MI	F.B. LEON GUERRERO DDLE	\$ 10,013.62	\$ 205.85	\$ 104.92	\$ 9,702.85
PROGRAM/PROJECT 8202	DIRECT INSTRUCTION				
22.08.12.33.XX.0240.8202	SUPPLIES	\$ 4,705.20	\$ -	\$ -	\$ 4,705.20
22.08.12.33.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 4,705.20	\$ -	\$ -	\$ 4,705.20

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22.08.12.33.XX.XXXX.XXXX LOCATION 34 JOSE RIOS M PROGRAM/PROJECT 8202	INARAJAN MIDDLE IDDLE (PITI) DIRECT INSTRUCTION	\$ 4,705.20	\$ -	\$ -	\$ 4,705.20
22.08.12.34.XX.0240.8202	SUPPLIES	\$ 6,703.40	\$ -	\$ -	\$ 6,703.40
22.08.12.34.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 6,703.40	\$ -	\$ -	\$ 6,703.40
22.08.12.34.XX.XXXX.XXXX LOCATION 35 L.P. UNTALA PROGRAM/PROJECT 8202	JOSE RIOS MIDDLE (PITI) N MIDDLE DIRECT INSTRUCTION	\$ 6,703.40	\$ -	\$ -	\$ 6,703.40
22.08.12.35.XX.0240.8202	SUPPLIES	\$ 9,055.99	\$ -	\$ -	\$ 9,055.99
22.08.12.35.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 9,055.99	\$ -	\$ -	\$ 9,055.99
22.08.12.35.XX.XXXX.XXXX LOCATION 36 OCEANVIEW M PROGRAM/PROJECT 8202	L.P. UNTALAN MIDDLE IDDLE SCHOOL DIRECT INSTRUCTION	\$ 9,055.99	\$ -	\$ -	\$ 9,055.99
22.08.12.36.XX.0240.8202	SUPPLIES	\$ 3,415.79	\$ -	\$ -	\$ 3,415.79
22.08.12.36.XX.XXXX.8202	DIRECT INSTRUCTION	\$ 3,415.79	\$ -	\$ -	\$ 3,415.79
22.08.12.36.XX.XXXX.XXXX	OCEANVIEW MIDDLE SCHOOL	\$ 3,415.79	\$ -	\$ -	\$ 3,415.79
22.08.12.XX.XX.XXXX.XXXX	FEDERAL PROGRAMS	\$ 23,330,685.00	\$ 10,435,182.16	\$ 2,499,536.63	\$ 10,395,966.21
22.08.XX.XX.XX.XXXX.XXXX	FISCAL YEAR 2008	\$ 23,330,685.00	\$ 10,435,182.16	\$ 2,499,536.63	\$ 10,395,966.21
22.XX.XX.XX.XX.XXXX.XXXX	FEDERAL CONTINUING	\$ 23,330,685.00	\$ 10,435,182.16	\$ 2,499,536.63	\$ 10,395,966.21
REPORT TOTAL		\$ 23,330,685.00	\$ 10,435,182.16	\$ 2,499,536.63	\$ 10,395,966.21

FEDERAL PROGRAMS DIVISION



Consolidated Grant Title V- Part A: Innovative Programs Annual Report

III. FINANCIAL EXPENDITURE REPORT

- Quarterly Financial Report by Month,
Program and Object Class

December 2009

FISCAL YEAR 2009 4TH QUARTER

CFDA #: 84.922A
 Grant Title: Consolidated Grant To Insular Areas
 Grant Award No.: S922A080002
 Date Awarded: September 26, 2008
 Administering Division: Federal Programs Division

Grant Award Period: 07/01/08 - 09/30/09
 Grant Award Amount: \$23,330,685.00
 G/L Account #: 22.08.12.00.00.XXX.8200

CFDA # / Program Title	GRANT AWARD	First Quarter Expenditures	Second Quarter Expenditures	Third Quarter Expenditures	July	August	September	Fourth Quarter Expenditures	FISCAL YTD EXPENDITURES	Encumbrances	Unexpended Balance	% Unspent
Salaries	11,178,613.33											
#1 - LOCAL EDUCATION REFORM PLAN TO IMPROVE READING, MATH AND LANGUAGE ARTS												
Standards and Assessments												
• SAT 10	-	-	-	-	-	-	-	-	-	-	-	0%
• Standards Based Education	-	-	-	-	-	-	-	-	-	-	-	0%
System-Wide Needs / Changes (Secondary School Reform)												
• John Hopkins Talent & Development Program	38,950.00	-	-	-	-	-	-	-	-	-	38,950.00	100%
#2 - READING AND MATH REFORM PROGRAM												
• Direct Instruction Program / Corrective Reading & Math	4,279,816.93	493,026.09	1,114,501.42	901,211.17	(468,812.61)	143,714.32	149,395.80	(175,702.49)	2,333,036.19	-	1,946,780.74	45%
#3 - IMPROVING TEACHER QUALITY												
• Recruitment	107,675.83	-	1,732.42	4,261.01	-	133.00	4,613.38	4,746.38	10,759.81	-	96,916.02	90%
• Retention	288,843.81	69,031.26	78,823.79	67,329.55	14,215.76	25,119.24	34,204.21	73,539.21	288,723.81	-	120.00	0%
#4 - EXPANDED LEARNING OPPORTUNITIES (ELO)												
• Parent-Family-Community Outreach Program	474,636.98	60,203.64	144,487.02	125,102.46	41,643.26	41,411.18	61,789.42	144,843.86	474,636.98	-	-	0%
• Dept. of Ed. Extended Day Program (DEED)	559,116.40	(825.00)	(119,877.49)	182,388.60	304.12	(53,175.16)	96,195.04	43,324.00	105,010.11	-	454,106.29	81%
• Eskuelan Puenği Program	103,866.45	-	70,096.45	32,471.23	748.20	-	476.32	1,224.52	103,792.20	-	74.25	0%
• Summer School Program	661,123.82	-	-	227,202.42	370,327.32	63,414.48	179.60	433,921.40	661,123.82	-	-	0%
• Success for All Program (SFA)	301,467.26	6,467.65	15,091.20	22,435.31	4,311.77	68,093.61	159,501.42	231,906.80	275,900.96	-	25,566.30	8%
• School Resource Officer (SRO)	-	-	-	-	-	-	-	-	-	-	-	0%
• English as a Second Language (ESL)	2,995,000.00	369,187.59	643,961.80	583,283.70	176,442.81	171,981.70	59,164.95	407,589.46	2,004,022.55	-	990,977.45	33%
#5 - ALTERNATIVE SCHOOL	542,274.33	71,415.63	131,338.85	122,952.94	28,505.88	28,140.74	65,853.02	122,499.64	448,207.06	-	94,067.27	17%
#6 - COOPERATIVE EDUCATION (Co-op-Ed.) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-	-	-	-	-	-	-	-	0%
#7 - TECHNOLOGY EDUCATION (Co-op-Ed.) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-	-	-	-	-	-	-	-	0%
#8 - INTEGRATING SCIENCE AND ALLIED HEALTH (ISAAH) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-	-	-	-	-	-	-	-	0%
#9 - GIFTED AND TALENTED EDUCATION PROGRAM (GATE)	216,000.00	7,087.43	54,494.40	55,683.94	(46,813.69)	10,815.81	33,409.36	(2,588.52)	114,677.25	-	101,322.75	47%
#10 - PRIVATE NON-PROFIT SCHOOLS PARTICIPATION	-	-	-	-	-	-	-	-	-	-	-	0%
#11 - EDUCATION TECHNOLOGY PROGRAM (ED. TECH)	-	-	-	-	-	-	-	-	-	-	-	0%
#12 - LEA TECHNICAL ASSISTANCE	440,495.87	52,516.17	87,412.76	75,443.64	29,004.81	26,418.37	(236,438.70)	(181,015.52)	34,357.05	-	406,138.82	92%
#13 - STATE ADMINISTRATION	169,345.65	-	4,180.47	23,149.62	8,360.92	8,360.91	6,392.54	23,114.37	50,444.46	-	118,901.19	70%
SUB-TOTAL:	11,178,613.33	1,128,110.46	2,226,243.09	2,422,935.59	158,238.55	534,428.20	434,736.36	1,127,403.11	6,904,692.25	-	4,273,921.08	38%
Overtime	14,591.51											
• Dept. of Ed. Extended Day Program (DEED)	1,391.51	-	147.91	1,243.60	-	-	-	-	1,391.51	-	-	0%
#5 - ALTERNATIVE SCHOOL (8203)	3,200.00	3,199.92	-	(3,199.92)	-	-	-	-	-	-	3,200.00	100%
#12 - LEA TECHNICAL ASSISTANCE	5,000.00	-	-	-	-	-	-	-	-	-	5,000.00	100%
#13 - STATE ADMINISTRATION	5,000.00	-	-	-	-	-	-	-	-	-	5,000.00	100%
SUB-TOTAL:	14,591.51	3,199.92	147.91	(1,956.32)	-	-	-	-	1,391.51	-	13,200.00	90%

FISCAL YEAR 2009 4TH QUARTER

CFDA #: 84.922A
 Grant Title: Consolidated Grant To Insular Areas
 Grant Award No.: S922A080002
 Date Awarded: September 26, 2008
 Administering Division: Federal Programs Division

Grant Award Period: 07/01/08 - 09/30/09
 Grant Award Amount: \$23,330,685.00
 G/L Account #: 22.08.12.00.00.XXX.8200

CFDA # / Program Title	GRANT AWARD	First Quarter Expenditures	Second Quarter Expenditures	Third Quarter Expenditures	July	August	September	Fourth Quarter Expenditures	FISCAL YTD EXPENDITURES	Encumbrances	Unexpended Balance	% Unspent
Benefits	3,038,912.77											
#1 - LOCAL EDUCATION REFORM PLAN TO IMPROVE READING, MATH AND LANGUAGE ARTS												
Standards and Assessments												
• SAT 10	-	-	-	-	-	-	-	-	-	-	-	0%
• Standards Based Education	-	-	-	-	-	-	-	-	-	-	-	0%
System-Wide Needs / Changes (Secondary School Reform)												
• John Hopkins Talent & Development Program	12,053.60	-	-	-	-	-	-	-	-	-	12,053.60	100%
#2 - READING AND MATH REFORM PROGRAM												
• Direct Instruction Program / Corrective Reading & Math	1,007,765.48	116,796.96	284,108.56	231,997.60	(238,827.07)	42,910.30	85,667.02	(110,249.75)	522,653.37	-	485,112.11	48%
#3 - IMPROVING TEACHER QUALITY												
• Recruitment	35,459.00	-	468.36	1,473.84	-	36.64	1,396.76	1,433.40	3,375.60	-	32,083.40	90%
• Retention	88,876.19	19,490.70	22,317.33	18,622.57	4,201.69	4,668.80	9,789.02	18,659.51	79,090.11	-	9,786.08	11%
#4 - EXPANDED LEARNING OPPORTUNITIES (ELO)												
• Parent-Family-Community Outreach Program	175,724.89	26,055.14	51,281.81	45,615.08	14,910.49	14,848.65	22,281.93	52,041.07	174,993.10	-	731.79	0%
• Dept. of Ed. Extended Day Program (DEED)	184,292.09	94.62	96.08	10,226.82	37.38	201.91	6,014.39	6,253.68	16,671.20	-	167,620.89	91%
• Eskuelan Pueñgi Program	4,492.29	-	3,150.38	1,244.45	44.94	-	52.52	97.46	4,492.29	-	-	0%
• Summer School Program	19,571.04	-	-	6,932.77	10,925.22	1,710.45	2.60	12,638.27	19,571.04	-	-	0%
• Success for All Program (SFA)	86,105.72	1,743.69	4,068.61	3,980.44	1,162.46	20,419.38	54,731.14	76,312.98	86,105.72	-	0.00	0%
• School Resource Officer (SRO)	-	-	-	-	-	-	-	-	-	-	-	0%
• English as a Second Language (ESL)	990,233.70	110,994.09	195,753.57	176,461.48	54,021.13	52,959.70	(30,160.78)	76,820.05	560,029.19	-	430,204.51	43%
#5 - ALTERNATIVE SCHOOL	140,074.71	25,651.89	40,919.09	36,701.71	8,391.95	8,423.33	19,590.58	36,405.86	139,678.55	-	396.16	0%
#6 - COOPERATIVE EDUCATION (Co-op-Ed.) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-	-	-	-	-	-	-	-	0%
#7 - TECHNOLOGY EDUCATION (Co-op-Ed.) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-	-	-	-	-	-	-	-	0%
#8 - INTEGRATING SCIENCE AND ALLIED HEALTH (ISAAH) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-	-	-	-	-	-	-	-	0%
#9 - GIFTED AND TALENTED EDUCATION PROGRAM (GATE)	94,380.00	1,933.23	17,030.12	16,854.09	(15,009.33)	3,763.83	7,830.97	(3,414.53)	32,402.91	-	61,977.09	66%
#10 - PRIVATE NON-PROFIT SCHOOLS PARTICIPATION	-	-	-	-	-	-	-	-	-	-	-	0%
#11 - EDUCATION TECHNOLOGY PROGRAM (ED. TECH)	-	-	-	-	-	-	-	-	-	-	-	0%
#12 - LEA TECHNICAL ASSISTANCE	144,000.00	16,834.11	28,380.88	24,481.90	9,182.36	8,441.05	12,179.35	29,802.76	99,499.65	-	44,500.35	31%
#13 - STATE ADMINISTRATION	55,884.06	-	1,127.13	6,270.08	2,254.25	2,254.24	3,525.95	8,034.44	15,431.65	-	40,452.41	72%
SUB-TOTAL:	3,038,912.77	319,594.43	648,701.92	580,862.83	(148,704.53)	160,638.28	192,901.45	204,835.20	1,753,994.38	-	1,284,918.39	42%
Personnel Cost	14,232,117.61	1,450,904.81	2,875,092.92	3,001,842.10	9,534.02	695,066.48	627,637.81	1,332,238.31	8,660,078.14	-	5,572,039.47	

FISCAL YEAR 2009 4TH QUARTER

CFDA #: 84.922A
 Grant Title: Consolidated Grant To Insular Areas
 Grant Award No.: S922A080002
 Date Awarded: September 26, 2008
 Administering Division: Federal Programs Division

Grant Award Period: 07/01/08 - 09/30/09
 Grant Award Amount: \$23,330,685.00
 G/L Account #: 22.08.12.00.00.XXX.8200

CFDA # / Program Title	GRANT AWARD	First Quarter Expenditures	Second Quarter Expenditures	Third Quarter Expenditures	July	August	September	Fourth Quarter Expenditures	FISCAL YTD EXPENDITURES	Encumbrances	Unexpended Balance	% Unspent
Travel (Local Mileage)	63,333.00											
#1 - LOCAL EDUCATION REFORM PLAN TO IMPROVE READING, MATH AND LANGUAGE ARTS												
Standards and Assessments												
• SAT 10	-	-	-	-	-	-	-	-	-	-	-	0%
• Standards Based Education	-	-	-	-	-	-	-	-	-	-	-	0%
System-Wide Needs / Changes (Secondary School Reform)												
• John Hopkins Talent & Development Program	-	-	-	-	-	-	-	-	-	-	-	0%
#2 - READING AND MATH REFORM PROGRAM												
• Direct Instruction Program / Corrective Reading & Math	-	-	-	-	-	-	-	-	-	-	-	0%
#3 - IMPROVING TEACHER QUALITY												
• Recruitment	-	-	-	-	-	-	-	-	-	-	-	0%
• Retention	4,000.00	-	-	-	-	-	-	-	-	-	4,000.00	100%
#4 - EXPANDED LEARNING OPPORTUNITIES (ELO)												
• Parent-Family-Community Outreach Program	38,833.00	-	-	3,665.24	1,317.92	646.42	910.95	2,875.29	6,540.53	4,834.46	27,458.01	71%
• Dept. of Ed. Extended Day Program (DEED)	-	-	-	-	-	-	-	-	-	-	-	0%
• Eskuelan Pueñgi Program	-	-	-	-	-	-	-	-	-	-	-	0%
• Summer School Program	-	-	-	-	-	-	-	-	-	-	-	0%
• Success for All Program (SFA)	-	-	-	-	-	-	-	-	-	-	-	0%
• School Resource Officer (SRO)	-	-	-	-	-	-	-	-	-	-	-	0%
• English as a Second Language (ESL)	-	-	-	-	-	-	-	-	-	-	-	0%
#5 - ALTERNATIVE SCHOOL	400.00	-	-	347.65	-	-	-	-	347.65	52.35	0.00	0%
#6 - COOPERATIVE EDUCATION (Co-op-Ed.) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-	-	-	-	-	-	-	-	0%
#7 - TECHNOLOGY EDUCATION (Co-op-Ed.) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-	-	-	-	-	-	-	-	0%
#8 - INTEGRATING SCIENCE AND ALLIED HEALTH (ISAAH) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-	-	-	-	-	-	-	-	0%
#9 - GIFTED AND TALENTED EDUCATION PROGRAM (GATE)	8,100.00	-	2,208.92	2,185.70	212.30	255.75	564.90	1,032.95	5,427.57	2,672.43	0.00	0%
#10 - PRIVATE NON-PROFIT SCHOOLS PARTICIPATION	-	-	-	-	-	-	-	-	-	-	-	0%
#11 - EDUCATION TECHNOLOGY PROGRAM (ED. TECH)	-	-	-	-	-	-	-	-	-	-	-	0%
#12 - LEA TECHNICAL ASSISTANCE	-	-	-	-	-	-	-	-	-	-	-	0%
#13 - STATE ADMINISTRATION	12,000.00	-	-	-	-	-	-	-	-	-	12,000.00	100%
SUB-TOTAL:	63,333.00	-	2,208.92	6,198.59	1,530.22	902.17	1,475.85	3,908.24	12,315.75	7,559.24	43,458.01	69%

FISCAL YEAR 2009 4TH QUARTER

CFDA #: 84.922A
 Grant Title: Consolidated Grant To Insular Areas
 Grant Award No.: S922A080002
 Date Awarded: September 26, 2008
 Administering Division: Federal Programs Division

Grant Award Period: 07/01/08 - 09/30/09
 Grant Award Amount: \$23,330,685.00
 G/L Account #: 22.08.12.00.00.XXX.8200

CFDA # / Program Title	GRANT AWARD	First Quarter Expenditures	Second Quarter Expenditures	Third Quarter Expenditures	July	August	September	Fourth Quarter Expenditures	FISCAL YTD EXPENDITURES	Encumbrances	Unexpended Balance	% Unspent
<i>Travel (Off-Island)</i>	644,798.22											
#1 - LOCAL EDUCATION REFORM PLAN TO IMPROVE READING, MATH AND LANGUAGE ARTS												
Standards and Assessments												
• SAT 10	-	-	-	-	-	-	-	-	-	-	-	0%
• Standards Based Education	-	-	-	-	-	-	-	-	-	-	-	0%
System-Wide Needs / Changes (Secondary School Reform)												
• John Hopkins Talent & Development Program	18,000.00	-	-	-	-	-	-	-	-	-	18,000.00	100%
#2 - READING AND MATH REFORM PROGRAM												
• Direct Instruction Program / Corrective Reading & Math	270,000.00	2,184.00	3,032.16	4,140.06	57,811.12	-	(1,080.00)	56,731.12	66,087.34	144.00	203,768.66	75%
#3 - IMPROVING TEACHER QUALITY												
• Recruitment	219,000.00	-	-	-	-	-	-	-	-	-	219,000.00	100%
• Retention	-	-	-	-	-	-	-	-	-	-	-	0%
#4 - EXPANDED LEARNING OPPORTUNITIES (ELO)												
• Parent-Family-Community Outreach Program	-	-	-	-	-	-	-	-	-	-	-	0%
• Dept. of Ed. Extended Day Program (DEED)	-	-	-	-	-	-	-	-	-	-	-	0%
• Eskuelan Pueñgi Program	-	-	-	-	-	-	-	-	-	-	-	0%
• Summer School Program	-	-	-	-	-	-	-	-	-	-	-	0%
• Success for All Program (SFA)	-	-	-	-	-	-	-	-	-	-	-	0%
• School Resource Officer (SRO)	14,170.02	-	-	-	-	-	-	-	-	-	14,170.02	100%
• English as a Second Language (ESL)	23,000.00	-	-	9,796.12	-	-	-	-	9,796.12	-	13,203.88	57%
#5 - ALTERNATIVE SCHOOL	-	-	-	-	-	-	-	-	-	-	-	0%
#6 - COOPERATIVE EDUCATION (Co-op-Ed.) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-	-	-	-	-	-	-	-	0%
#7 - TECHNOLOGY EDUCATION (Co-op-Ed.) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-	-	-	-	-	-	-	-	0%
#8 - INTEGRATING SCIENCE AND ALLIED HEALTH (ISAHH) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-	-	-	-	-	-	-	-	0%
#9 - GIFTED AND TALENTED EDUCATION PROGRAM (GATE)	11,588.20	-	5,660.00	5,928.20	-	-	-	-	11,588.20	-	-	0%
#10 - PRIVATE NON-PROFIT SCHOOLS PARTICIPATION	-	-	-	-	-	-	-	-	-	-	-	0%
#11 - EDUCATION TECHNOLOGY PROGRAM (ED. TECH)	-	-	-	-	-	-	-	-	-	-	-	0%
#12 - LEA TECHNICAL ASSISTANCE	29,040.00	-	4,189.66	12,511.18	6,243.56	1,357.00	(50.00)	7,550.56	24,251.40	-	4,788.60	16%
#13 - STATE ADMINISTRATION	60,000.00	-	-	4,643.56	4,590.09	-	66.50	4,656.59	9,300.15	-	50,699.85	84%
SUB-TOTAL:	644,798.22	2,184.00	12,881.82	37,019.12	68,644.77	1,357.00	(1,063.50)	68,938.27	121,023.21	144.00	523,631.01	81%

FISCAL YEAR 2009 4TH QUARTER

CFDA #: 84.922A
 Grant Title: Consolidated Grant To Insular Areas
 Grant Award No.: S922A080002
 Date Awarded: September 26, 2008
 Administering Division: Federal Programs Division

Grant Award Period: 07/01/08 - 09/30/09
 Grant Award Amount: \$23,330,685.00
 G/L Account #: 22.08.12.00.00.XXX.8200

CFDA # / Program Title	GRANT AWARD	First Quarter Expenditures	Second Quarter Expenditures	Third Quarter Expenditures	July	August	September	Fourth Quarter Expenditures	FISCAL YTD EXPENDITURES	Encumbrances	Unexpended Balance	% Unspent
Contractual Svcs.	3,849,966.99											
#1 - LOCAL EDUCATION REFORM PLAN TO IMPROVE READING, MATH AND LANGUAGE ARTS												
Standards and Assessments												
• SAT 10												
• Standards Based Education	304,967.96	-	-	3,712.50	-	-	-	-	3,712.50	239,555.00	61,700.46	20%
System-Wide Needs / Changes (Secondary School Reform)												
• John Hopkins Talent & Development Program	100,000.00	-	-	-	-	-	-	-	-	488.75	99,511.25	100%
#2 - READING AND MATH REFORM PROGRAM												
• Direct Instruction Program / Corrective Reading & Math	740,474.76	79.00	17,720.49	19,690.95	5,983.33	5,713.33	5,713.33	17,409.99	54,900.43	620,625.70	64,948.63	9%
#3 - IMPROVING TEACHER QUALITY												
• Recruitment	3,750.00	-	-	-	-	-	-	-	-	-	3,750.00	100%
• Rentention	7,000.00	-	-	248.69	3,519.60	265.03	-	3,784.63	4,033.32	2,486.90	479.78	7%
#4 - EXPANDED LEARNING OPPORTUNITIES (ELO)												
• Parent-Family-Community Outreach Program	30,000.00	-	-	-	-	-	-	-	-	-	30,000.00	100%
• Dept. of Ed. Extended Day Program (DEED)	7,767.40	-	-	-	-	-	160.00	160.00	160.00	-	7,607.40	98%
• Eskuelan Pueñgi Program	-	-	-	-	-	-	-	-	-	-	-	0%
• Summer School Program	270.00	-	-	270.00	-	-	-	-	270.00	-	-	0%
• Success for All Program (SFA)	960,842.64	-	-	-	-	-	419,737.62	419,737.62	419,737.62	399,737.62	141,367.40	15%
• School Resource Officer (SRO)	74,646.98	-	-	-	-	-	13,602.27	13,602.27	13,602.27	15,000.00	46,044.71	62%
• English as a Second Language (ESL)	212,000.00	-	-	-	270.00	-	21,499.56	21,769.56	21,769.56	-	190,230.44	0%
#5 - ALTERNATIVE SCHOOL	1,691.33	-	-	143.03	79.90	58.80	89.60	228.30	371.33	1,320.00	-	0%
#6 - COOPERATIVE EDUCATION (Co-op-Ed.) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	32,520.00	-	-	-	-	-	-	-	-	32,520.00	-	0%
#7 - TECHNOLOGY EDUCATION (Co-op-Ed.) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	221,062.00	-	-	-	-	-	-	-	-	221,062.00	-	0%
#8 - INTEGRATING SCIENCE AND ALLIED HEALTH (ISAAH) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	90,945.00	-	-	-	-	-	-	-	-	90,945.00	-	0%
#9 - GIFTED AND TALENTED EDUCATION PROGRAM (GATE)	84,494.60	-	395.00	9,835.00	-	-	-	-	10,230.00	895.00	73,369.60	87%
#10 - PRIVATE NON-PROFIT SCHOOLS PARTICIPATION	151,313.60	-	-	-	-	-	-	-	-	31,429.08	119,884.52	79%
#11 - EDUCATION TECHNOLOGY PROGRAM (ED. TECH)	567,582.04	-	-	229,500.00	-	-	-	-	229,500.00	338,082.04	0.00	0%
#12 - LEA TECHNICAL ASSISTANCE	74,980.00	-	-	16,213.19	488.75	6,498.78	14,559.49	21,547.02	37,760.21	1,258.76	35,961.03	48%
#13 - STATE ADMINISTRATION	183,658.68	-	-	977.50	-	851.00	-	851.00	1,828.50	788.00	181,042.18	99%
SUB-TOTAL:	3,849,966.99	79.00	18,115.49	280,590.86	10,341.58	13,386.94	475,361.87	499,090.39	797,875.74	1,996,193.85	1,055,897.40	27%

FISCAL YEAR 2009 4TH QUARTER

CFDA #: 84.922A
 Grant Title: Consolidated Grant To Insular Areas
 Grant Award No.: S922A080002
 Date Awarded: September 26, 2008
 Administering Division: Federal Programs Division

Grant Award Period: 07/01/08 - 09/30/09
 Grant Award Amount: \$23,330,685.00
 G/L Account #: 22.08.12.00.00.XXX.8200

CFDA # / Program Title	GRANT AWARD	First Quarter Expenditures	Second Quarter Expenditures	Third Quarter Expenditures	July	August	September	Fourth Quarter Expenditures	FISCAL YTD EXPENDITURES	Encumbrances	Unexpended Balance	% Unspent
Supp. & Mtrls.	2,187,120.11											
#1 - LOCAL EDUCATION REFORM PLAN TO IMPROVE READING, MATH AND LANGUAGE ARTS												
Standards and Assessments												
• SAT 10	-	-	-	-	-	-	-	-	-	-	-	0%
• Standards Based Education	142,100.00	-	129,295.63	1,364.06	-	-	-	-	130,659.69	-	11,440.31	8%
System-Wide Needs / Changes (Secondary School Reform)												
• John Hopkins Talent & Development Program	23,901.90	-	-	-	-	-	-	-	-	-	23,901.90	100%
#2 - READING AND MATH REFORM PROGRAM												
• Direct Instruction Program / Corrective Reading & Math	1,318,000.00	-	9,637.70	26,207.07	485,568.10	6,595.29	11,109.87	503,273.26	539,118.03	26,934.94	751,947.03	57%
#3 - IMPROVING TEACHER QUALITY												
• Recruitment	4,522.00	-	-	-	-	-	-	-	-	1,010.18	3,511.82	78%
• Retention	3,299.60	-	-	-	-	1,685.56	-	1,685.56	1,685.56	62.80	1,551.24	47%
#4 - EXPANDED LEARNING OPPORTUNITIES (ELO)												
• Parent-Family-Community Outreach Program	11,945.46	-	-	-	-	-	117.50	117.50	117.50	-	11,827.96	99%
• Dept. of Ed. Extended Day Program (DEED)	21,696.60	-	915.60	1,807.24	1,506.65	4,374.52	1,861.48	7,742.65	10,465.49	2,564.73	8,666.38	40%
• Eskuelan Puenji Program	9,559.14	-	99.75	6,249.06	873.82	1,277.26	301.40	2,452.48	8,801.29	757.85	(0.00)	0%
• Summer School Program	19,483.23	-	-	43.00	11,536.76	3,848.84	2,138.19	17,523.79	17,566.79	1,916.44	(0.00)	0%
• Success for All Program (SFA)	115,647.93	-	-	3,612.50	1,664.58	275.76	-	1,940.34	5,552.84	43,723.42	66,371.67	57%
• School Resource Officer (SRO)	2,063.00	-	-	-	-	-	-	-	-	-	2,063.00	100%
• English as a Second Language (ESL)	71,390.00	-	-	2,363.92	98.34	2,128.64	4,235.52	6,462.50	8,826.42	8,092.71	54,470.87	76%
#5 - ALTERNATIVE SCHOOL (8203)	21,202.13	-	-	1,678.83	-	-	523.30	523.30	2,202.13	6,813.20	12,186.80	57%
#6 - COOPERATIVE EDUCATION (Co-op-Ed.) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-	-	-	-	-	-	-	-	0%
#7 - TECHNOLOGY EDUCATION (Co-op-Ed.) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-	-	-	-	-	-	-	-	0%
#8 - INTEGRATING SCIENCE AND ALLIED HEALTH (ISAAH) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-	-	-	-	-	-	-	-	0%
#9 - GIFTED AND TALENTED EDUCATION PROGRAM (GATE)	18,050.60	-	-	4,129.24	7,594.04	1,950.53	3,074.18	12,618.75	16,747.99	1,200.27	102.34	1%
#10 - PRIVATE NON-PROFIT SCHOOLS PARTICIPATION	378,646.52	-	-	-	-	-	6,755.20	6,755.20	6,755.20	113,985.55	257,905.77	68%
#11 - EDUCATION TECHNOLOGY PROGRAM (ED. TECH)	-	-	-	-	-	-	-	-	-	-	-	0%
#12 - LEA TECHNICAL ASSISTANCE	9,319.00	-	-	-	-	1,125.99	1,411.73	2,537.72	2,537.72	400.75	6,380.53	68%
#13 - STATE ADMINISTRATION	16,293.00	-	-	-	-	-	-	-	-	3,982.50	12,310.50	76%
SUB-TOTAL:	2,187,120.11	-	139,948.68	47,454.92	508,842.29	23,262.39	31,528.37	563,633.05	751,036.65	211,445.34	1,224,638.12	56%

FISCAL YEAR 2009 4TH QUARTER

CFDA #: 84.922A
 Grant Title: Consolidated Grant To Insular Areas
 Grant Award No.: S922A080002
 Date Awarded: September 26, 2008
 Administering Division: Federal Programs Division

Grant Award Period: 07/01/08 - 09/30/09
 Grant Award Amount: \$23,330,685.00
 G/L Account #: 22.08.12.00.00.XXX.8200

CFDA # / Program Title	GRANT AWARD	First Quarter Expenditures	Second Quarter Expenditures	Third Quarter Expenditures	July	August	September	Fourth Quarter Expenditures	FISCAL YTD EXPENDITURES	Encumbrances	Unexpended Balance	% Unspent
Equipment	1,540,038.60											
#1 - LOCAL EDUCATION REFORM PLAN TO IMPROVE READING, MATH AND LANGUAGE ARTS												
Standards and Assessments												
• SAT 10	-	-	-	-	-	-	-	-	-	-	-	0%
• Standards Based Education	-	-	-	-	-	-	-	-	-	-	-	0%
System-Wide Needs / Changes (Secondary School Reform)												
• John Hopkins Talent & Development Program	33,500.00	-	-	-	-	-	-	-	-	-	33,500.00	100%
#2 - READING AND MATH REFORM PROGRAM												
• Direct Instruction Program / Corrective Reading & Math	808,533.93	-	-	2,691.00	2,332.80	-	-	2,332.80	5,023.80	25,329.77	778,180.36	96%
#3 - IMPROVING TEACHER QUALITY												
• Recruitment	-	-	-	-	-	-	-	-	-	-	-	0%
• Retention	-	-	-	-	-	-	-	-	-	-	-	0%
#4 - EXPANDED LEARNING OPPORTUNITIES (ELO)												
• Parent-Family-Community Outreach Program	19,943.00	-	-	-	7,590.00	-	-	7,590.00	7,590.00	-	12,353.00	62%
• Dept. of Ed. Extended Day Program (DEED)	10,000.00	-	-	-	-	-	-	-	-	-	10,000.00	100%
• Eskuelan Pueñgi Program	398.00	-	-	398.00	-	-	-	-	398.00	-	-	0%
• Summer School Program	-	-	-	-	-	-	-	-	-	-	-	0%
• Success for All Program (SFA)	-	-	-	-	-	-	-	-	-	-	-	0%
• School Resource Officer (SRO)	2,500.00	-	-	-	-	-	-	-	-	-	2,500.00	100%
• English as a Second Language (ESL)	39,954.50	-	-	-	32,760.00	-	-	32,760.00	32,760.00	118.00	7,076.50	18%
#5 - ALTERNATIVE SCHOOL (#203)	-	-	-	-	-	-	-	-	-	-	-	0%
#6 - COOPERATIVE EDUCATION (Co-op-Ed.) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-	-	-	-	-	-	-	-	0%
#7 - TECHNOLOGY EDUCATION (Co-op-Ed.) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-	-	-	-	-	-	-	-	0%
#8 - INTEGRATING SCIENCE AND ALLIED HEALTH (ISAAH) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-	-	-	-	-	-	-	-	0%
#9 - GIFTED AND TALENTED EDUCATION PROGRAM (GATE)	34,300.00	-	10,000.00	-	-	-	8,213.40	8,213.40	18,213.40	11,135.00	4,951.60	14%
#10 - PRIVATE NON-PROFIT SCHOOLS PARTICIPATION	531,466.91	-	-	-	-	-	10,317.47	10,317.47	10,317.47	226,838.43	294,311.01	55%
#11 - EDUCATION TECHNOLOGY PROGRAM (ED. TECH)	39,243.54	-	-	-	-	-	-	-	-	20,773.00	18,470.54	0%
#12 - LEA TECHNICAL ASSISTANCE	10,960.00	-	-	10,960.00	-	-	-	-	10,960.00	-	-	0%
#13 - STATE ADMINISTRATION	9,238.72	-	-	-	-	7,590.00	-	7,590.00	7,590.00	-	1,648.72	18%
SUB-TOTAL:	1,540,038.60	-	10,000.00	14,049.00	42,682.80	7,590.00	18,530.87	68,803.67	92,852.67	284,194.20	1,162,991.73	76%

FISCAL YEAR 2009 4TH QUARTER

CFDA #: 84.922A
 Grant Title: Consolidated Grant To Insular Areas
 Grant Award No.: S922A080002
 Date Awarded: September 26, 2008
 Administering Division: Federal Programs Division

Grant Award Period: 07/01/08 - 09/30/09
 Grant Award Amount: \$23,330,685.00
 G/L Account #: 22.08.12.00.00.XXX.8200

CFDA # / Program Title	GRANT AWARD	First Quarter Expenditures	Second Quarter Expenditures	Third Quarter Expenditures	July	August	September	Fourth Quarter Expenditures	FISCAL YTD EXPENDITURES	Encumbrances	Unexpended Balance	% Unspent
Miscellaneous	360,350.00											
#1 - LOCAL EDUCATION REFORM PLAN TO IMPROVE READING, MATH AND LANGUAGE ARTS												
Standards and Assessments												
• SAT 10	-	-	-	-	-	-	-	-	-	-	-	0%
• Standards Based Education	40,000.00	-	-	-	-	-	-	-	-	-	40,000.00	100%
System-Wide Needs / Changes (Secondary School Reform)												
• John Hopkins Talent & Development Program	22,500.00	-	-	-	-	-	-	-	-	-	22,500.00	100%
#2 - READING AND MATH REFORM PROGRAM												
• Direct Instruction Program / Corrective Reading & Math	223,750.00	-	-	-	-	-	-	-	-	-	223,750.00	100%
#3 - IMPROVING TEACHER QUALITY												
• Recruitment	-	-	-	-	-	-	-	-	-	-	-	0%
• Retention	-	-	-	-	-	-	-	-	-	-	-	0%
#4 - EXPANDED LEARNING OPPORTUNITIES (ELO)												
• Parent-Family-Community Outreach Program	-	-	-	-	-	-	-	-	-	-	-	0%
• Dept. of Ed. Extended Day Program (DEED)	-	-	-	-	-	-	-	-	-	-	-	0%
• Eskuelan Pueñgi Program	-	-	-	-	-	-	-	-	-	-	-	0%
• Summer School Program	-	-	-	-	-	-	-	-	-	-	-	0%
• Success for All Program (SFA)	39,050.00	-	-	-	-	-	-	-	-	-	39,050.00	100%
• School Resource Officer (SRO)	-	-	-	-	-	-	-	-	-	-	-	0%
• English as a Second Language (ESL)	-	-	-	-	-	-	-	-	-	-	-	0%
#5 - ALTERNATIVE SCHOOL (8203)	-	-	-	-	-	-	-	-	-	-	-	0%
#6 - COOPERATIVE EDUCATION (Co-op-Ed.) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-	-	-	-	-	-	-	-	0%
#7 - TECHNOLOGY EDUCATION (Co-op-Ed.) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-	-	-	-	-	-	-	-	0%
#8 - INTEGRATING SCIENCE AND ALLIED HEALTH (ISAAH) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-	-	-	-	-	-	-	-	0%
#9 - GIFTED AND TALENTED EDUCATION PROGRAM (GATE)	35,050.00	-	-	-	-	-	-	-	-	-	35,050.00	100%
#10 - PRIVATE NON-PROFIT SCHOOLS PARTICIPATION	-	-	-	-	-	-	-	-	-	-	-	0%
#11 - EDUCATION TECHNOLOGY PROGRAM (ED. TECH)	-	-	-	-	-	-	-	-	-	-	-	0%
#12 - LEA TECHNICAL ASSISTANCE	-	-	-	-	-	-	-	-	-	-	-	0%
#13 - STATE ADMINISTRATION	-	-	-	-	-	-	-	-	-	-	-	0%
SUB-TOTAL:	360,350.00	-	-	-	-	-	-	-	-	-	360,350.00	100%

FISCAL YEAR 2009 4TH QUARTER

CFDA #: 84.922A
 Grant Title: Consolidated Grant To Insular Areas
 Grant Award No.: S922A080002
 Date Awarded: September 26, 2008
 Administering Division: Federal Programs Division

Grant Award Period: 07/01/08 - 09/30/09
 Grant Award Amount: \$23,330,685.00
 G/L Account #: 22.08.12.00.00.XXX.8200

CFDA # / Program Title	GRANT AWARD	First Quarter Expenditures	Second Quarter Expenditures	Third Quarter Expenditures	July	August	September	Fourth Quarter Expenditures	FISCAL YTD EXPENDITURES	Encumbrances	Unexpended Balance	% Unspent
Utilities	-											
#1 - LOCAL EDUCATION REFORM PLAN TO IMPROVE READING, MATH AND LANGUAGE ARTS												
Standards and Assessments												
• SAT 10	-	-	-	-				-	-	-	-	0%
• Standards Based Education	-	-	-	-				-	-	-	-	0%
System-Wide Needs / Changes (Secondary School Reform)												
• John Hopkins Talent & Development Program	-	-	-	-				-	-	-	-	0%
#2 - READING AND MATH REFORM PROGRAM												
• Direct Instruction Program / Corrective Reading & Math	-	-	-	-				-	-	-	-	0%
#3 - IMPROVING TEACHER QUALITY												
• Recruitment	-	-	-	-				-	-	-	-	0%
• Retention	-	-	-	-				-	-	-	-	0%
#4 - EXPANDED LEARNING OPPORTUNITIES (ELO)												
• Parent-Family-Community Outreach Program	-	-	-	-				-	-	-	-	0%
• Dept. of Ed. Extended Day Program (DEED)	-	-	-	-				-	-	-	-	0%
• Eskuelan Pueñgi Program	-	-	-	-				-	-	-	-	0%
• Summer School Program	-	-	-	-				-	-	-	-	0%
• Success for All Program (SFA)	-	-	-	-				-	-	-	-	0%
• School Resource Officer (SRO)	-	-	-	-				-	-	-	-	0%
• English as a Second Language (ESL)	-	-	-	-				-	-	-	-	0%
#5 - ALTERNATIVE SCHOOL (8203)												
•	-	-	-	-				-	-	-	-	0%
#6 - COOPERATIVE EDUCATION (Co-op-Ed.) GCC (Guam Community College) Sub-grantee of the Consolidated Grant												
•	-	-	-	-				-	-	-	-	0%
#7 - TECHNOLOGY EDUCATION (Co-op-Ed.) GCC (Guam Community College) Sub-grantee of the Consolidated Grant												
•	-	-	-	-				-	-	-	-	0%
#8 - INTEGRATING SCIENCE AND ALLIED HEALTH (ISAHH) GCC (Guam Community College) Sub-grantee of the Consolidated Grant												
•	-	-	-	-				-	-	-	-	0%
#9 - GIFTED AND TALENTED EDUCATION PROGRAM (GATE)												
•	-	-	-	-				-	-	-	-	0%
#10 - PRIVATE NON-PROFIT SCHOOLS PARTICIPATION												
•	-	-	-	-				-	-	-	-	0%
#11 - EDUCATION TECHNOLOGY PROGRAM (ED. TECH)												
•	-	-	-	-				-	-	-	-	0%
#12 - LEA TECHNICAL ASSISTANCE												
•	-	-	-	-				-	-	-	-	0%
#13 - STATE ADMINISTRATION												
•	-	-	-	-				-	-	-	-	0%
SUB-TOTAL:	-	-	-	-	-	-	-	-	-	-	-	0%

FISCAL YEAR 2009 4TH QUARTER

CFDA #: 84.922A
 Grant Title: Consolidated Grant To Insular Areas
 Grant Award No.: S922A080002
 Date Awarded: September 26, 2008
 Administering Division: Federal Programs Division

Grant Award Period: 07/01/08 - 09/30/09
 Grant Award Amount: \$23,330,685.00
 G/L Account #: 22.08.12.00.00.XXX.8200

CFDA # / Program Title	GRANT AWARD	First Quarter Expenditures	Second Quarter Expenditures	Third Quarter Expenditures	July	August	September	Fourth Quarter Expenditures	FISCAL YTD EXPENDITURES	Encumbrances	Unexpended Balance	% Unspent
Capital Outlay	143,558.39											
#1 - LOCAL EDUCATION REFORM PLAN TO IMPROVE READING, MATH AND LANGUAGE ARTS												
Standards and Assessments												
• SAT 10	-	-	-	-					-	-	-	0%
• Standards Based Education	-	-	-	-					-	-	-	0%
System-Wide Needs / Changes (Secondary School Reform)												
• John Hopkins Talent & Development Program	-	-	-	-					-	-	-	0%
#2 - READING AND MATH REFORM PROGRAM												
• Direct Instruction Program / Corrective Reading & Math	31,000.00	-	-	-					-	-	31,000.00	100%
#3 - IMPROVING TEACHER QUALITY												
• Recruitment	-	-	-	-					-	-	-	0%
• Retention	-	-	-	-					-	-	-	0%
#4 - EXPANDED LEARNING OPPORTUNITIES (ELO)												
• Parent-Family-Community Outreach Program	13,797.11	-	-	-					-	-	13,797.11	100%
• Dept. of Ed. Extended Day Program (DEED)	-	-	-	-					-	-	-	0%
• Eskuelan Puenği Program	-	-	-	-					-	-	-	0%
• Summer School Program	-	-	-	-					-	-	-	0%
• Success for All Program (SFA)	-	-	-	-					-	-	-	0%
• School Resource Officer (SRO)	-	-	-	-					-	-	-	0%
• English as a Second Language (ESL)	-	-	-	-					-	-	-	0%
#5 - ALTERNATIVE SCHOOL (8203)	-	-	-	-					-	-	-	0%
#6 - COOPERATIVE EDUCATION (Co-op-Ed.) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-					-	-	-	0%
#7 - TECHNOLOGY EDUCATION (Co-op-Ed.) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-					-	-	-	0%
#8 - INTEGRATING SCIENCE AND ALLIED HEALTH (ISAAH) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-					-	-	-	0%
#9 - GIFTED AND TALENTED EDUCATION PROGRAM (GATE)	-	-	-	-					-	-	-	0%
#10 - PRIVATE NON-PROFIT SCHOOLS PARTICIPATION	90,000.00	-	-	-					-	-	90,000.00	100%
#11 - EDUCATION TECHNOLOGY PROGRAM (ED. TECH)	-	-	-	-					-	-	-	0%
#12 - LEA TECHNICAL ASSISTANCE	-	-	-	-					-	-	-	0%
#13 - STATE ADMINISTRATION	8,761.28	-	-	-					-	-	8,761.28	100%
SUB-TOTAL:	143,558.39	-	-	-	-	-	-	-	-	-	143,558.39	100%

FISCAL YEAR 2009 4TH QUARTER

CFDA #: 84.922A
 Grant Title: Consolidated Grant To Insular Areas
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 Date Awarded: September 26, 2008
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Grant Award Period: 07/01/08 - 09/30/09
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 G/L Account #: 22.08.12.00.00.XXX.8200

CFDA # / Program Title	GRANT AWARD	First Quarter Expenditures	Second Quarter Expenditures	Third Quarter Expenditures	July	August	September	Fourth Quarter Expenditures	FISCAL YTD EXPENDITURES	Encumbrances	Unexpended Balance	% Unspent
Indirect Cost	309,402.08											
#1 - LOCAL EDUCATION REFORM PLAN TO IMPROVE READING, MATH AND LANGUAGE ARTS												
Standards and Assessments												
• SAT 10	-	-	-	-								0%
• Standards Based Education	-	-	-	-								0%
System-Wide Needs / Changes (Secondary School Reform)												
• John Hopkins Talent & Development Program	1,094.50	-	-	-							1,094.50	100%
#2 - READING AND MATH REFORM PROGRAM												
• Direct Instruction Program / Corrective Reading & Math	139,632.23	-	-	-							139,632.23	100%
#3 - IMPROVING TEACHER QUALITY												
• Recruitment	3,113.17	-	-	-							3,113.17	100%
• Retention	7,980.40	-	-	-							7,980.40	100%
#4 - EXPANDED LEARNING OPPORTUNITIES (ELO)												
• Parent-Family-Community Outreach Program	11,809.09	-	-	-							11,809.09	100%
• Dept. of Ed. Extended Day Program (DEED)	15,736.00	-	-	-							15,736.00	100%
• Eskuelan Puenği Program	-	-	-	-							-	0%
• Summer School Program	-	-	-	-							-	0%
• Success for All Program (SFA)	4,279.48	-	-	-							4,279.48	100%
• School Resource Officer (SRO)	-	-	-	-							-	0%
• English as a Second Language (ESL)	84,159.50	-	-	-							84,159.50	100%
#5 - ALTERNATIVE SCHOOL (8203)	16,157.50	-	-	-							16,157.50	100%
#6 - COOPERATIVE EDUCATION (Co-op-Ed.) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-							-	0%
#7 - TECHNOLOGY EDUCATION (Co-op-Ed.) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-							-	0%
#8 - INTEGRATING SCIENCE AND ALLIED HEALTH (ISAHH) GCC (Guam Community College) Sub-grantee of the Consolidated Grant	-	-	-	-							-	0%
#9 - GIFTED AND TALENTED EDUCATION PROGRAM (GATE)	8,036.60	-	-	-							8,036.60	100%
#10 - PRIVATE NON-PROFIT SCHOOLS PARTICIPATION	-	-	-	-							-	0%
#11 - EDUCATION TECHNOLOGY PROGRAM (ED. TECH)	-	-	-	-							-	0%
#12 - LEA TECHNICAL ASSISTANCE	12,645.00	-	-	-							12,645.00	100%
#13 - STATE ADMINISTRATION	4,758.61	-	-	-							4,758.61	100%
SUB-TOTAL:	309,402.08										309,402.08	100%
Operational Costs	9,098,567.39	2,263.00	183,154.91	385,312.49	632,041.66	46,498.50	525,833.46	1,204,373.62	1,775,104.02	2,499,536.63	4,823,926.74	
TOTAL	23,330,685.00	1,453,167.81	3,058,247.83	3,387,154.59	641,575.68	741,564.98	1,153,471.27	2,536,611.93	10,435,182.16	2,499,536.63	10,395,966.21	45%

Grant Award Amount: 23,330,685.00

641,575.68 741,564.98 1,153,471.27
 (0.00) (0.00) -

Encumbrances as of 09/30/09: 2,499,536.63
 Available balance as of 09/30/09: 10,395,966.21
 Total: 12,895,502.84
 12,895,502.84

FEDERAL PROGRAMS DIVISION



Consolidated Grant Title V- Part A: Innovative Programs Annual Report

III. FINANCIAL EXPENDITURE REPORT

➤ Program Income Reported

December 2009

FEDERAL PROGRAM DIVISIONS
PROGRAM INCOME (DEED SY08 - SY09)
August 2008 - June 2009

Elementary	August	September	October	November	December	January	February	March	April	May	June	Total
1 Agana Heights	6,825.00	-	6,265.00	-	-	6,375.00	75.00	5,780.00	375.00	-	-	25,695.00
2 Marcial Sablan	975.00	300.00	675.00	450.00	-	600.00	300.00	300.00	525.00	-	-	4,125.00
3 Carbullido	3,525.00	75.00	3,675.00	-	-	2,925.00	75.00	3,225.00	-	-	-	13,500.00
4 C.L. Taitano	5,025.00	-	4,725.00	150.00	-	5,025.00	-	4,500.00	150.00	-	-	19,575.00
6 Finegayan	-	-	-	-	-	225.00	150.00	300.00	75.00	-	-	750.00
7 HS Truman	2,625.00	150.00	2,775.00	150.00	-	2,475.00	-	2,100.00	-	-	-	10,275.00
8 J.M. Guerrero	2,550.00	675.00	2,550.00	150.00	75.00	1,800.00	-	1,805.00	-	-	-	9,605.00
11 J.Q. San Miguel	-	-	-	-	-	-	25.00	-	-	-	-	25.00
12 L.B. Johnson	3,675.00	790.00	4,435.00	-	10.00	4,360.00	75.00	4,280.00	-	-	-	17,625.00
13 M.A. Uiltoa	5,925.00	975.00	4,950.00	1,200.00	375.00	4,575.00	240.00	2,775.00	3,150.00	300.00	-	24,465.00
14 M.U. Lujan	2,550.00	375.00	2,175.00	-	-	1,800.00	75.00	1,875.00	-	75.00	-	8,925.00
15 Merizo	600.00	-	600.00	-	-	525.00	-	450.00	-	-	-	2,175.00
16 Ordot/Chalan Pago	3,225.00	-	2,625.00	-	-	2,700.00	-	2,250.00	-	-	-	10,800.00
17 P.C. Lujan	4,425.00	-	3,975.00	-	225.00	3,305.00	-	3,150.00	-	-	-	15,080.00
18 H.B. Price	2,400.00	750.00	2,400.00	300.00	-	1,350.00	225.00	1,500.00	600.00	-	-	9,525.00
19 Talofoto	675.00	-	900.00	-	-	525.00	75.00	825.00	150.00	-	-	3,150.00
20 Tamuning	5,175.00	410.00	6,055.00	155.00	25.00	5,755.00	35.00	5,400.00	10.00	15.00	-	23,035.00
21 Upi Elem.	1,275.00	-	1,350.00	300.00	-	1,500.00	75.00	1,200.00	525.00	-	-	6,225.00
22 Wettengel	4,725.00	450.00	5,325.00	5.00	225.00	4,435.00	150.00	4,500.00	300.00	-	-	20,115.00
23 D.L. Perez	3,900.00	375.00	3,750.00	150.00	980.00	2,700.00	-	3,750.00	75.00	15.00	-	15,695.00
24 Chief Brodie	1,575.00	605.00	1,425.00	-	-	1,500.00	-	600.00	750.00	-	-	6,455.00
25 Astumbo	900.00	225.00	1,200.00	-	-	1,200.00	-	750.00	-	-	-	4,275.00
28 Liguán	-	-	-	300.00	450.00	2,100.00	300.00	2,110.00	225.00	-	-	5,485.00
Total Cash Receipts	62,550.00	6,155.00	61,830.00	3,310.00	2,365.00	57,755.00	1,875.00	53,425.00	6,910.00	405.00	-	256,580.00

Cash Receipts posted in 22.08.12.00.114.8224

1,505.00 57,755.00 1,875.00 53,425.00 6,910.00 405.00 - 121,875.00

Total Payroll run from PPE 01/23/09 - PPE 06/26/09

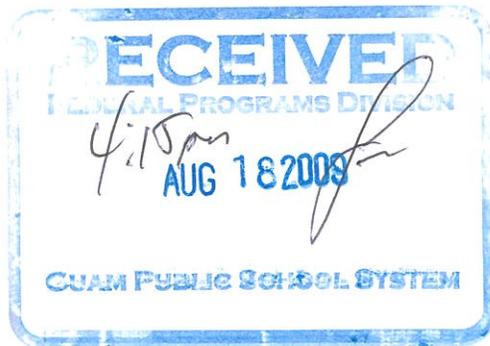
183,156.11

Total Expenditures as of 06/30/09

61,281.11

Arlita G. Mabini
Prepared by:
Arlita G. Mabini
Accountant 1

Ric Ang 8/18/09
Approved by:
Ric Ang
Acting Comptroller



FEDERAL PROGRAM DIVISIONS
PROGRAM INCOME (DEED SY09 - SY10)
1st Quarter
August 2009 - September 2009

	Elementary	August	September	October	November	December	January	February	March	April	May	June	Total
1	Agana Heights	7,875.00	(75.00)	-	-	-	-	-	-	-	-	-	7,800.00
2	Marcial Sablan	1,350.00	600.00	-	-	-	-	-	-	-	-	-	1,950.00
3	Carbullido	2,775.00	525.00	-	-	-	-	-	-	-	-	-	3,300.00
4	C.L. Taitano	5,400.00	370.00	-	-	-	-	-	-	-	-	-	5,770.00
6	Finegayan	300.00	750.00	-	-	-	-	-	-	-	-	-	1,050.00
7	HS Truman	1,800.00	300.00	-	-	-	-	-	-	-	-	-	2,100.00
8	J.M. Guerrero	2,175.00	1,075.00	-	-	-	-	-	-	-	-	-	3,250.00
9	Inarajan	150.00	-	-	-	-	-	-	-	-	-	-	150.00
11	J.Q. San Miguel	975.00	-	-	-	-	-	-	-	-	-	-	975.00
12	L.B. Johnson	3,375.00	225.00	-	-	-	-	-	-	-	-	-	3,600.00
13	M.A. Ulloa	4,650.00	525.00	-	-	-	-	-	-	-	-	-	5,175.00
14	M.U. Lujan	2,250.00	150.00	-	-	-	-	-	-	-	-	-	2,400.00
15	Merizo	300.00	900.00	-	-	-	-	-	-	-	-	-	1,200.00
16	Ordot/Chalan Pago	2,700.00	300.00	-	-	-	-	-	-	-	-	-	3,000.00
17	P.C. Lujan	2,850.00	450.00	-	-	-	-	-	-	-	-	-	3,300.00
18	H.B. Price	1,500.00	75.00	-	-	-	-	-	-	-	-	-	1,575.00
19	Talofofo	975.00	150.00	-	-	-	-	-	-	-	-	-	1,125.00
20	Tamuning	6,525.00	225.00	-	-	-	-	-	-	-	-	-	6,750.00
21	Upi Elem.	2,475.00	75.00	-	-	-	-	-	-	-	-	-	2,550.00
22	Wettengel	2,250.00	1,275.00	-	-	-	-	-	-	-	-	-	3,525.00
23	D.L. Perez	3,000.00	300.00	-	-	-	-	-	-	-	-	-	3,300.00
24	Chief Brodie	1,200.00	150.00	-	-	-	-	-	-	-	-	-	1,350.00
25	Astumbo	750.00	300.00	-	-	-	-	-	-	-	-	-	1,050.00
28	Liguan	4,350.00	300.00	-	-	-	-	-	-	-	-	-	4,650.00
29	Adacao	2,550.00	900.00	-	-	-	-	-	-	-	-	-	3,450.00
	Total Cash Receipts	64,500.00	9,845.00	-	-	-	-	-	-	-	-	-	74,345.00

5700 ✓
3225 ✓

74,345.00
Refund (J.Q. San Miguel 12, Agana Heights 1) (975.00)
Total Deed Collection for 1st Quarter 73,370.00

Agustin 10/23/09
Prepared by:
Arlita G. Mabini
Accountant 1

Ric Ang 10/23/09
Approved by:
Ric Ang
Acting Comptroller



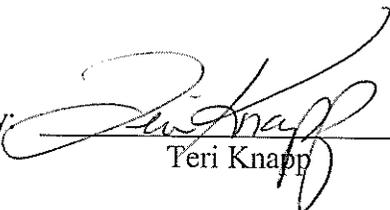
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 GENERAL PROGRAMS DIVISION
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Guam Public School System
 GATE VPA Program

NON-APPROPRIATED ACTIVITIES FUND

1st Quarter Summary Report, October 2008 – December 2008

	Balance at Beginning of Month	Receipts / Credits	Disbursements/ Debits	Balance at End of Month
October, 2008	\$10,995.86	\$6,459.00	\$6,018.67	\$11,436.19
Description of Income:				
GATE Quarterly Pre-Schools - Activity Fees				
Sec Theatre Program - <i>Hair Spray Musical</i> Matinee Shows				
Description of Expenses:				
GATE Pre-Schools – Snacks & Classroom Supplies				
GATE Pre-Schools – Field Trip Expenses				
Sec Theatre Program – <i>Hair Spray Musical</i> Expenses				
Adjusting Entry				
October Report Data – Entry Error				<\$ 6.00>
Ck#2937 was entered as \$100.00				
Actual amount of Ck#2937 was \$106				
Adjusting Entry of <\$6.00>				
November, 2008	\$11,430.19	\$23,214.35	\$14,333.24	\$20,311.30
Description of Income:				
GATE Quarterly Pre-Schools - Activity Fees				
Sec Theatre Program - <i>Hair Spray Musical</i> Shows				
Description of Expenses:				
GATE Pre-Schools – Snacks & Classroom Supplies				
GATE Pre-Schools – Field Trip Expenses				
Elem Music Program – Scripts and Music				
Sec Theatre Program – <i>Hair Spray Musical</i> Expenses				
Sec Theatre Program – Royalties for <i>High School Musical 2</i>				
December, 2008	\$20,311.30	\$0.00	\$4,479.82	\$15,831.48
Description of Income:				
No Deposits were made in December				
Description of Expenses:				
GATE Pre-Schools – Snacks & Classroom Supplies				
GATE Pre-Schools – Field Trip Expenses				
GATE Theatre – Repair of Air Conditioners				

Prepared By:  / 1/21/09
 Peri Knapp Date

GATE PROGRAM

FINANCIAL REPORT

OCTOBER, 2008

*SPM
10/16/08*

Guam Public School System
GATE VPA Program
School / Division

NON-APPROPRIATED ACTIVITIES FUND

Month of: OCTOBER, 2008

Name of Activity Or Fund	Balance at Beginning of Month	Receipts / Credits	Disbursements / Debits	Balance At End of Month
GATE VPA	\$10,995.86	\$6,459.00	\$ 6,018.67	\$11,436.19

Totals	\$10,995.86	\$6,459.00	\$ 6,018.67	\$11,436.19
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Prepared By:


Teri Knapp

Guam Public School System
 Government of Guam
 Post Office Box DE
 Hagatna, Guam 96932

BANK RECONCILIATION
 FOR PERIOD ENDING: OCTOBER 31, 2008

School / Division: **GATE VPA Program**

General Ledger Beginning Balance:	\$10,995.86	Balance Per Bank Statement:	\$12,725.57
Plus Deposits / Credits:	\$ 6,459.00	Plus Outstanding Deposits:	
Less Total Checks / Debits:	\$ 6,018.67	Date	Amounts

Bank Debit Entries:

Date	Amounts
_____	_____
_____	_____

Total O/S Deposits:

Less Outstanding Checks:

Adjustment:

Check Nos.	Amounts
2214	\$ 48.00
2534	\$ 13.30
2804	\$ 235.33
2877	\$ 35.39
2887	\$ 29.92
2927	\$ 39.71
2930	\$ 26.63
2932	\$ 96.47
2933	\$ 352.63
2934	\$ 100.00
2935	\$ 112.00
2936	\$ 100.00
2937	\$ 100.00

Total Debits:

Bank Credits Entries:

_____	_____
_____	_____

Total Credits

Total O / S Checks: \$ 1,289.38

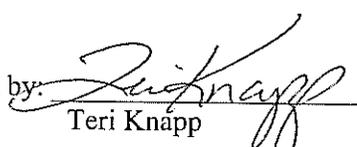
Adjusted GL Balance

\$11,436.19

Adjusted Bank Balance

\$11,436.19

Prepared by:


Teri Knapp

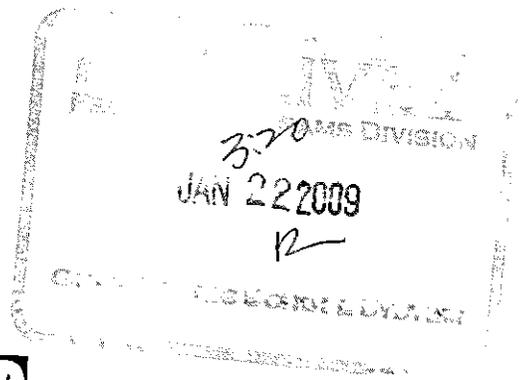
GATEVPA Monthly Trans Report

10/1/08 Through 10/31/08

12/10/08

Page 1

Date	Account	Num	Description	Memo	Category	Clr	Amount
BALANCE 9/30/08							10,995.86
10/1/08	GATE Ge...	2907	K Mart	Supplies	Chief Brodie Preschool Exp	R	-64.56
10/2/08	GATE Ge...	2908	Town House	Small monitor speaker	ELEM. EXPENSE:Music ...	R	-159.00
10/2/08	GATE Ge...	2909	COM PACIFIC	computer accessories...	Technolgy Fund Exp.	R	-24.00
10/3/08	GATE Ge...	2910	... King Bus Tour	OCF and Mach Pre-S...	--Split--	R	-23.33
10/6/08	GATE Ge...	2911	King Bus Tour	Field Trip	TRUMAN ELEM PRE-SC...	R	-160.00
10/7/08	GATE Ge...	2912	CUSHING ZOO	Field Trip	TRUMAN ELEM PRE-SC...	R	-65.00
10/10/08	GATE Ge...	2913	... Turtle Tours	Field Trip Tamuning a...	--Split--	R	-262.50
10/10/08	GATE Ge...	2914	King's Restaurant	lunch	Tamuning Preschool	R	-78.10
10/10/08	GATE Ge...	2915	King's Restaurant	lunch	Chief Brodie Preschool Exp	R	-77.55
10/15/08	GATE Ge...	2916	GTA	Internet	THEATER EXPENSE:CO...	R	-52.83
10/16/08	GATE Ge...	2917	Ray Twenter	costumes and sets Ha...	SECONDARY EXP:Costu...	R	-854.33
10/16/08	GATE Ge...	Bkchg	Clarke American Chk Order	Check Order Charge	THEATER EXPENSE:Sup...	R	-66.00
10/17/08	GATE Ge...	2918	COST U LESS	Snacks and Supplies	TRUMAN ELEM PRE-SC...	R	-170.00
10/17/08	GATE Ge...	2919	American Color Photo	Supplies	TRUMAN ELEM PRE-SC...	R	-31.90
10/21/08	GATE Ge...	2920	COST U LESS	Snacks and Supplies	Tamuning Preschool	R	-144.59
10/21/08	GATE Ge...	2921	Ben Franklin	Costumes - Hair Spray	SECONDARY EXP:Costu...	R	-45.70
10/21/08	GATE Ge...	2922	Guam Clothing.Com	T-shirts - Balance of o...	ACADEMIC EXP	R	-375.00
10/21/08	GATE Ge...	2923	NATIONAL OFFICE SUPP...	Supplies	OCF Pre-School Exp	R	-77.79
10/21/08	GATE Ge...	2924	COST U LESS	Snacks and Supplies	OCP Pre-School Exp	R	-200.26
10/23/08	GATE Ge...	2925	Payless	Snacks	Machanaonao Pre-School...	R	-84.74
10/23/08	GATE Ge...	2926	COST U LESS	Snacks and Supplies	Machanaonao Pre-School...	R	-182.79
10/23/08	GATE Ge...	2927	Teacher's Center	Copying	Price Preschool Exp		-39.71
10/27/08	GATE Ge...	2928	NATIONAL OFFICE SUPP...	Supplies	THEATER EXPENSE:CL...	R	-3.15
10/27/08	GATE Ge...	2929	Pacific Waste	Trash Removal	THEATER EXPENSE:TR...	R	-60.00
10/28/08	GATE Ge...	2930	Caroline Ferreras	Supplies	Technolgy Fund Exp.		-26.63
10/29/08	GATE Ge...	2931	COST U LESS	Snacks and Supplies	Chief Brodie Preschool Exp	R	-26.25
10/29/08	GATE Ge...	2932	NATIONAL OFFICE SUPP...	Supplies	Chief Brodie Preschool Exp		-96.47
10/29/08	GATE Ge...	2933	COST U LESS	Drinks for Hair Spray	Technolgy Fund Exp.		-352.63
10/29/08	GATE Ge...	2934	King Bus Tour	Field Trip	Machanaonao Pre-School...		-100.00
10/29/08	GATE Ge...	2935	HAMAOTO GARDENS	Field Trip	Machanaonao Pre-School...		-112.00
10/29/08	GATE Ge...	2936	King Bus Tour	Field Trip	OCP Pre-School Exp		-100.00
10/29/08	GATE Ge...	2937	HAMAOTO GARDENS	Field Trip	OCP Pre-School Exp		-100.00
10/29/08	GATE Ge...		DEPOSIT		[RECEIPTS]	R	484.00
10/29/08	GATE Ge...		DEPOSIT		[RECEIPTS]	R	450.00
10/29/08	GATE Ge...		DEPOSIT		[RECEIPTS]	R	1,500.00
10/29/08	GATE Ge...		DEPOSIT		[RECEIPTS]	R	450.00
10/29/08	GATE Ge...		DEPOSIT		[RECEIPTS]	R	525.00
10/29/08	GATE Ge...		DEPOSIT		[RECEIPTS]	R	750.00
10/29/08	GATE Ge...		DEPOSIT		[RECEIPTS]	R	375.00
10/29/08	GATE Ge...	BKDebit	Debit Memo - Deposit Corr...	Error in Deposit Calcu...	[RECEIPTS]	R	600.00
10/30/08	GATE Ge...		DEPOSIT		[RECEIPTS]	R	-75.00
10/31/08	GATE Ge...	2938	Ray Twenter	costumes and sets Ha...	SECONDARY EXP:Costu...	R	1,325.00
TOTAL 10/1/08 - 10/31/08							440.33
BALANCE 10/31/08							11,436.19
TOTAL INFLOWS							6,459.00
TOTAL OUTFLOWS							-6,018.67
NET TOTAL							440.33



GATE PROGRAM

FINANCIAL REPORT

NOVEMBER, 2008

Guam Public School System
 GATE VPA Program
 School / Division

NON-APPROPRIATED ACTIVITIES FUND

Month of: NOVEMBER, 2008

Name of Activity Or Fund	Balance at Beginning of Month	Receipts / Credits	Disbursements / Debits	Adjusting Entry	Balance At End of Month
GATE VPA	\$11,436.19	\$23,214.35	\$14,333.24	<\$6.00>*	\$20311.30

October Report Data Entry Error
 Ck# 2937 was entered as \$100.00
 Actual amount of Ck#2937 was \$106.00
 Adjusting Entry of <\$6.00>

Totals	\$11,436.19	\$23,214.35	\$14,333.24	<\$6.00>	\$20311.30
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Prepared By: _____

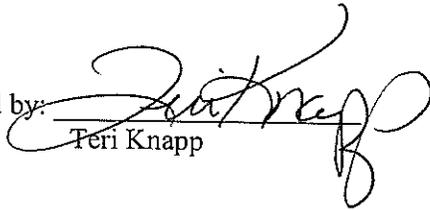
Teri Knapp

Guam Public School System
 Government of Guam
 Post Office Box DE
 Hagatna, Guam 96932

BANK RECONCILIATION
 FOR PERIOD ENDING: NOVEMBER 30, 2008

School / Division: **GATE VPA Program**

General Ledger Beginning Balance: \$11,436.19	Balance Per Bank Statement:	\$21,487.37
Plus Deposits / Credits: \$23,214.35	Plus Outstanding Deposits:	
Less Total Checks / Debits: \$14,333.24	Date	Amounts
Bank Debit Entries:		
Date	Amounts	
Adjustment: <\$ 6.00>	Check Nos.	Amounts
October Report Data Entry Error	2214	\$ 48.00
Ck# 2937 was entered as \$100.00	2534	\$ 13.30
Actual amount of Ck#2937 was \$106.00	2804	\$ 235.33
Adjusting Entry of <\$6.00>	2927	\$ 39.71
	2944	\$ 150.00
	2965	\$ 79.50
	2980	\$ 108.00
	2981	\$ 72.81
	2982	\$ 183.03
	2983	\$ 246.39
Total Debits:		
Bank Credits Entries:		
Total Credits	Total O / S Checks:	\$ 1,176.07
Adjusted GL Balance \$20,311.30	Adjusted Bank Balance	\$20,311.30

Prepared by: 
 Teri Knapp

GATEVPA Monthly Trans Report

11/1/08 Through 11/30/08

1/21/09

Page 1

Date	Account	Num	Description	Memo	Category	Clr	Amount
BALANCE 10/31/08							11,430.19
11/4/08	GATE Ge...	2939	Sunny's Wholesale	Supplies	Agana Hghts Preschool E...	R	-34.81
11/4/08	GATE Ge...	2940	COST U LESS	Snacks and Supplies	Agana Hghts Preschool E...	R	-51.03
11/6/08	GATE Ge...		DEPOSIT		[RECEIPTS]	R	630.00
11/6/08	GATE Ge...		DEPOSIT		[RECEIPTS]	R	675.00
11/6/08	GATE Ge...		DEPOSIT		[RECEIPTS]	R	575.00
11/6/08	GATE Ge...		DEPOSIT		[RECEIPTS]	R	5,767.00
11/6/08	GATE Ge...		DEPOSIT		[RECEIPTS]	R	450.00
11/6/08	GATE Ge...		DEPOSIT		[RECEIPTS]	R	9,145.05
11/6/08	GATE Ge...	2941	COST U LESS	Drinks for Hair Spray ...	Technolgy Fund Exp.	R	675.00
11/6/08	GATE Ge...	2942	FAST COPY FACTORY	Xeroxing	SECONDARY EXP:Adver...	R	-255.77
11/7/08	GATE Ge...	2943	COST U LESS	Batteries for Hair Spray	SECONDARY EXP:Sets	R	-99.20
11/7/08	GATE Ge...	2944	DPW Bus Operations	Field Trip	Astumbo Pre-School Exp	R	-67.93
11/7/08	GATE Ge...	2945	COST U LESS	Snacks and Supplies	Astumbo Pre-School Exp	R	-150.00
11/7/08	GATE Ge...	2946	BENSON HARDWARE	Supplies	Astumbo Pre-School Exp	R	-191.53
11/7/08	GATE Ge...	2947	Diane Thurber	Pre-School Activity	Astumbo Pre-School Exp	R	-147.00
11/7/08	GATE Ge...	2948	ERC	fieltrip	Astumbo Pre-School Exp	R	-200.00
11/8/08	GATE Ge...	2949	Randall Johnson	Music Ensemble - Hai...	SECONDARY EXP:PROF...	R	-142.00
11/8/08	GATE Ge...	2950	Steven Bednarzyk	Music Ensemble - H...	SECONDARY EXP:PROF...	R	-800.00
11/8/08	GATE Ge...	2951	Donna DeJesus	Music Ensemble - Hai...	SECONDARY EXP:PROF...	R	-400.00
11/8/08	GATE Ge...	2952	Christine Pama	Music Ensemble - Hai...	SECONDARY EXP:PROF...	R	-400.00
11/8/08	GATE Ge...	2953	Fred Bordallo	Music Ensemble - Hai...	SECONDARY EXP:PROF...	R	-400.00
11/8/08	GATE Ge...	2954	Richard Rhoden	Music Ensemble - Hai...	SECONDARY EXP:PROF...	R	-400.00
11/8/08	GATE Ge...	2955	Junior Taijeron	Music Ensemble - Hai...	SECONDARY EXP:PROF...	R	-400.00
11/8/08	GATE Ge...	2956	Doug Chan	Music Ensemble - Hai...	SECONDARY EXP:PROF...	R	-400.00
11/8/08	GATE Ge...	2957	Warren Scott	Music Ensemble - Hai...	SECONDARY EXP:PROF...	R	-400.00
11/10/08	GATE Ge...		DEPOSIT		[RECEIPTS]	R	-200.00
11/10/08	GATE Ge...		DEPOSIT		[RECEIPTS]	R	636.30
11/10/08	GATE Ge...	2958	King Bus Tour	Field Trip	TRUMAN ELEM PRE-SC...	R	1,060.00
11/10/08	GATE Ge...	2959	GTA	Internet	THEATER EXPENSE:CO...	R	-75.00
11/10/08	GATE Ge...	2960	Ann Doi	Snacks & Supplies	Agana Hghts Preschool E...	R	-58.03
11/10/08	GATE Ge...	2961	Maria Elena Blas	Supplies	Price Preschool Exp	R	-186.20
11/10/08	GATE Ge...	2962	Catherine Korenko	Drinks - Hair Spray Co...	Technolgy Fund Exp.	R	-104.17
11/12/08	GATE Ge...		DEPOSIT		[RECEIPTS]	R	-240.40
11/12/08	GATE Ge...	2963	Mary Jane Alcantara	Music Order	ELEM. EXPENSE:Music ...	R	2,141.00
11/13/08	GATE Ge...	2964	Mary Jane Alcantara	Geography Bee	ACADEMIC EXP	R	-798.80
11/13/08	GATE Ge...	2965	Academic Hallmarks	Question CD	ACB EXPENSE	R	-221.45
11/13/08	GATE Ge...	2966	NATIONAL OFFICE SUPP...	Supplies	Agana Hghts Preschool E...	R	-79.50
11/17/08	GATE Ge...	2967	COST U LESS	Snacks & Supplies	Agana Hghts Preschool E...	R	-142.03
11/18/08	GATE Ge...		DEPOSIT		[RECEIPTS]	R	-192.86
11/18/08	GATE Ge...		DEPOSIT		[RECEIPTS]	R	1,045.00
11/18/08	GATE Ge...	2968	Marianas Electronics	IPOD	SECONDARY EXP:Adver...	R	415.00
11/18/08	GATE Ge...	2969	Music Theatre International	HS Musical 2	SECONDARY EXP:Script...	R	-179.00
11/18/08	GATE Ge...	2970	DST Music Production	Music Editing	ELEM. EXPENSE:Music ...	R	-3,830.00
11/18/08	GATE Ge...	2971	Francine Fernandez	Choreography	SECONDARY EXP:PROF...	R	-75.00
11/18/08	GATE Ge...	2972	K-Mart	Snacks & Supplies	SECONDARY EXP:PROF...	R	-1,000.00
11/18/08	GATE Ge...	2973	COST U LESS	Snacks & Supplies	Chief Brodie Preschool Exp	R	-49.37
11/20/08	GATE Ge...	2974	... King Bus Tour	Field Trip for Price 1 a...	Chief Brodie Preschool Exp	R	-165.51
11/21/08	GATE Ge...	2975	COST U LESS	Snacks & Supplies	--Split--	R	-300.00
11/21/08	GATE Ge...	2976	NATIONAL OFFICE SUPP...	Supplies	TRUMAN ELEM PRE-SC...	R	-220.46
11/21/08	GATE Ge...	rdck	S Returned Check	Rtd Ck	TRUMAN ELEM PRE-SC...	R	-190.52
11/24/08	GATE Ge...	2977	Caroline Ferreras	Supplies	--Split--	R	-90.00
11/24/08	GATE Ge...	2978	Computer 2000	thumb drives	Technolgy Fund Exp.	R	-21.00
11/24/08	GATE Ge...	2980	Oriental Trading	Supplies	Technolgy Fund Exp.	R	-26.85
11/24/08	GATE Ge...	2979	Diane Thurber	In School Field Trip	Machanaonao Pre-School...	R	-108.00
11/25/08	GATE Ge...	2981	ULRICA GILL	Snacks & Supplies	Machanaonao Pre-School...	R	-100.00
11/25/08	GATE Ge...	2982	Ann Doi	Snacks & Supplies	TRUMAN ELEM PRE-SC...	R	-72.81
11/25/08	GATE Ge...	2983	Maria Elena Blas	Supplies	Agana Hghts Preschool E...	R	-183.03
11/25/08	GATE Ge...	2984	K-Mart	Supplies	Price Preschool Exp	R	-246.39
11/25/08	GATE Ge...	rdck	S Returned Check	Rtd Ck	Snacks & Supplies	R	-147.59
					--Split--	R	-90.00

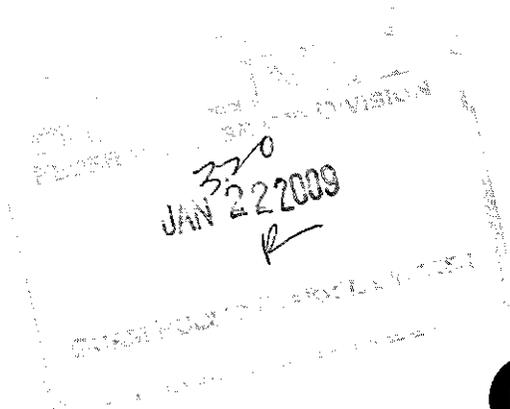
GATEVPA Monthly Trans Report

11/1/08 Through 11/30/08

1/21/09

Page 2

Date	Account	Num	Description	Memo	Category	Clr	Amount
			TOTAL 11/1/08 - 11/30/08				8,881.11
			BALANCE 11/30/08				20,311.30
			TOTAL INFLOWS				23,214.35
			TOTAL OUTFLOWS				-14,333.24
			NET TOTAL				8,881.11



GATE PROGRAM

FINANCIAL REPORT

DECEMBER, 2008

Guam Public School System
GATE VPA Program
School / Division

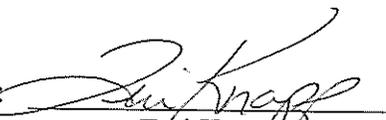
NON-APPROPRIATED ACTIVITIES FUND

Month of: DECEMBER, 2008

Name of Activity Or Fund	Balance at Beginning of Month	Receipts / Credits	Disbursements / Debits	Balance At End of Month
GATE VPA	\$20,311.30	\$0.00	\$4,479.82	\$15,831.48

Totals	\$20,311.30	\$0.00	\$4,479.82	\$15,831.48
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Prepared By:


Teri Knapp

Guam Public School System
 Government of Guam
 Post Office Box DE
 Hagatna, Guam 96932

BANK RECONCILIATION
 FOR PERIOD ENDING: DECEMBER 31, 2008

School / Division: **GATE VPA Program**

General Ledger Beginning Balance: \$20,311.30 Balance Per Bank Statement: \$16,595.91

Plus Deposits / Credits: \$ 0.00 Plus Outstanding Deposits:

Less Total Checks / Debits: \$ 4,479.82 Date Amounts

Bank Debit Entries:

Date	Amounts
_____	_____
_____	_____

Total O/S Deposits:

Less Outstanding Checks:

Adjustment:

Check Nos.	Amounts
2214	\$ 48.00
2534	\$ 13.30
2804	\$ 235.33
2944	\$ 150.00
3007	\$ 260.00
3011	\$ 57.80

Total Debits:

Bank Credits Entries:

_____	_____
_____	_____

Total Credits

Total O / S Checks: \$ 764.43

Adjusted GL Balance \$15,831.48

Adjusted Bank Balance \$15,831.48

Prepared by:



Teri Knapp

GATEVPA Monthly Trans Report

12/1/08 Through 12/31/08

1/21/09

Page 1

Date	Account	Num	Description	Memo	Category	Clr	Amount
BALANCE 11/30/08							20,311.30
12/1/08	GATE Ge...	2985	NATIONAL OFFICE SUPP...	Snacks & Supplies	OCP Pre-School Exp	R	-207.81
12/4/08	GATE Ge...	2986	COST U LESS	Snacks & Supplies	TRUMAN ELEM PRE-SC...	R	-229.08
12/4/08	GATE Ge...	2987	COST U LESS	Snacks & Supplies	Machanaonao Pre-School...	R	-250.38
12/5/08	GATE Ge...	2988	JRN Air Conditioning	Air Con Repair in The...	THEATER EXPENSE:MAI...	R	-160.00
12/5/08	GATE Ge...	2989	TERRI KNAPP	Repairs	THEATER EXPENSE:MAI...	R	-107.48
12/9/08	GATE Ge...	2990	K Mart	Snacks & Supplies	Tamuning Preschool	R	-57.73
12/9/08	GATE Ge...	2991	K Mart	Snacks & Supplies	Chief Brodie Preschool Exp	R	-54.47
12/9/08	GATE Ge...	2992	Payless	Snacks & Supplies	Chief Brodie Preschool	R	-26.00
12/9/08	GATE Ge...	2993	NATIONAL OFFICE SUPP...	Snacks & Supplies	Chief Brodie Preschool Exp	R	-92.18
12/9/08	GATE Ge...	2994	NATIONAL OFFICE SUPP...	Snacks & Supplies	Agana Hghts Preschool E...	R	-43.37
12/9/08	GATE Ge...	2995	Sunny Wholesale	Snacks & Supplies	Agana Hghts Preschool E...	R	-65.09
12/9/08	GATE Ge...	2996	Payless	Snacks & Supplies	Price Preschool Exp	R	-100.75
12/9/08	GATE Ge...	2997	K-Mart	Snacks & Supplies	Price Preschool Exp	R	-38.87
12/9/08	GATE Ge...	2998	NATIONAL OFFICE SUPP...	Supplies	Price Preschool Exp	R	-154.50
12/10/08	GATE Ge...	2999	Ray Twenter	Supplies	SECONDARY EXP:Sets	R	-491.35
12/11/08	GATE Ge...	3000	JRN Air Conditioning	Air Con Repair in The...	THEATER EXPENSE:MAI...	R	-1,040.00
12/12/08	GATE Ge...	3001	Underground Dungeon	Supplies	Tamuning Preschool	R	-59.50
12/12/08	GATE Ge...	3002	NATIONAL OFFICE SUPP...	Supplies	Tamuning Preschool	R	-31.92
12/12/08	GATE Ge...	3003	K-Mart	Snacks & Supplies	Astumbo Pre-School Exp	R	-312.85
12/13/08	GATE Ge...	3004	King Bus Tour	Field Trip	TRUMAN ELEM PRE-SC...	R	-150.00
12/15/08	GATE Ge...	3005	K-Mart	Snacks & Supplies	TRUMAN ELEM PRE-SC...	R	-29.90
12/15/08	GATE Ge...	3006	GTA	Internet	THEATER EXPENSE:CO...	R	-52.83
12/17/08	GATE Ge...	3007	Latte Bus	Field Trip Expense	Astumbo Pre-School Exp	R	-260.00
12/17/08	GATE Ge...	3008	... King Bus Tour	Field Trip Exp OCP an...	--Split--	R	-266.66
12/17/08	GATE Ge...	3009	KFC	Field Trip Exp	Machanaonao Pre-School...	R	-66.55
12/22/08	GATE Ge...	3010	American Color Photo	Supplies	TRUMAN ELEM PRE-SC...	R	-72.75
12/22/08	GATE Ge...	3011	BENSON HARDWARE	Supplies	Price Preschool Exp	R	-57.80
12/22/08	GATE Ge...	3012	VOID CHECK				0.00
TOTAL 12/1/08 - 12/31/08							-4,479.82
BALANCE 12/31/08							15,831.48
TOTAL INFLOWS							0.00
TOTAL OUTFLOWS							-4,479.82
NET TOTAL							-4,479.82

De 2/12/10^{en}

GATE PROGRAM

FINANCIAL REPORT

JANUARY, 2009

Guam Public School System
GATE VPA Program
School / Division

NON-APPROPRIATED ACTIVITIES FUND

Month of: JANUARY, 2009

Name of Activity Or Fund	Balance at Beginning of Month	Receipts / Credits	Disbursements / Debits	Balance At End of Month
GATE VPA	\$15,831.48	\$5,705.00	\$8,538.18	\$12,998.30

Totals	\$15,831.48	\$5,705.00	\$8,538.18	\$12,998.30
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Prepared By:


Teri Knapp

Guam Public School System
 Government of Guam
 Post Office Box DE
 Hagatna, Guam 96932

BANK RECONCILIATION
 FOR PERIOD ENDING: JANUARY 31, 2009

School / Division: **GATE VPA Program**

General Ledger Beginning Balance:	\$15,831.48	Balance Per Bank Statement:	\$13,964.48
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Plus Deposits / Credits:	\$ 5,705.00	Plus Outstanding Deposits:	
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Less Total Checks / Debits:	\$ 8,538.18	Date	Amounts
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Bank Debit Entries:

Date	Amounts
_____	_____
_____	_____

Total O/S Deposits:

Less Outstanding Checks:

Adjustment:

Check Nos.	Amounts
2214	\$ 48.00
2534	\$ 13.30
2804	\$ 235.33
3038	\$ 65.60
3044	\$ 160.00
3046	\$ 84.00
3047	\$ 359.95

Total Debits:

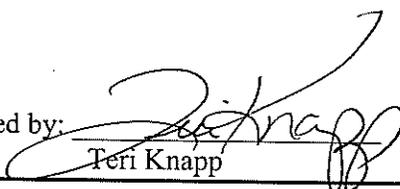
Bank Credits Entries:

_____	_____
_____	_____

Total Credits	Total O / S Checks:	\$ 966.18
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Adjusted GL Balance	\$12,998.30	Adjusted Bank Balance	\$12,998.30
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Prepared by:


 Teri Knapp

GATEVPA Monthly Trans Report

1/1/09 Through 1/31/09

2/26/09

Page 1

Date	Account	Num	Description	Memo	Category	Clr	Amount
BALANCE 12/31/08							15,831.48
1/5/09	GATE Ge...	3013	COST U LESS	Snacks & Supplies	OCP Pre-School Exp	R	-193.55
1/7/09	GATE Ge...	3014	Caroline Ferreras	Supplies	Technolgy Fund Exp.	R	-83.98
1/7/09	GATE Ge...	3015	Home Depot	Supplies	Tamuning Preschool	R	-99.14
1/8/09	GATE Ge...	3016	Michelle San Nicolas			R	-222.69
1/8/09	GATE Ge...	3017	Payless	Snacks	Agana Hghts Preschool E...	R	-67.65
1/9/09	GATE Ge...	3018	Safety First	Fire Extinguishers	THEATER EXPENSE:MAI...	R	-136.25
1/9/09	GATE Ge...	3019	TERRI KNAPP	Repairs and Paint	THEATER EXPENSE:MAI...	R	-62.36
1/12/09	GATE Ge...	3020	GTA	Internet	THEATER EXPENSE:CO...	R	-58.03
1/12/09	GATE Ge...	3021	GTA	Fax Line Connection	THEATER EXPENSE:CO...	R	-98.80
1/12/09	GATE Ge...	3022	K Mart	Snacks & Supplies	Chief Brodie Preschool Exp	R	-37.59
1/12/09	GATE Ge...	3023	COST U LESS	Snacks and Supplies	Chief Brodie Preschool Exp	R	-180.50
1/12/09	GATE Ge...	3024	Rainbows End	Supplies	Chief Brodie Preschool Exp	R	-109.69
1/16/09	GATE Ge...	3025	... 3-D Rental	Snow Cone Rental - T...	--Split--	R	-70.00
1/16/09	GATE Ge...	3026	Payless	supplies	THEATER EXPENSE:CL...	R	-14.50
1/16/09	GATE Ge...	3027	Guam Home Center	mower and supplies	THEATER EXPENSE:GR...	R	-577.27
1/16/09	GATE Ge...	3028	K-Mart	Snacks and Supplies	TRUMAN ELEM PRE-SC...	R	-79.01
1/16/09	GATE Ge...	3029	COST U LESS	Snacks and Supplies	TRUMAN ELEM PRE-SC...	R	-200.55
1/16/09	GATE Ge...	3030	K Mart	Snacks and Supplies	Astumbo Pre-School Exp	R	-248.80
1/16/09	GATE Ge...	3031	Carpet Masters	Carpet for lobbies	THEATER EXPENSE:MAI...	R	-1,512.00
1/21/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	1,040.00
1/21/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	1,075.00
1/21/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	675.00
1/21/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	600.00
1/21/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	1,340.00
1/21/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	975.00
1/21/09	GATE Ge...	3032	COST U LESS	Snacks and Supplies	Tamuning Preschool	R	-399.99
1/21/09	GATE Ge...	3033	... King Bus Tour	Price and Agana Heig...	--Split--	R	-300.00
1/22/09	GATE Ge...	3034	FAST COPY FACTORY	Xeroxing	SECONDARY EXP:Adver...	R	-716.85
1/22/09	GATE Ge...	3035	COST U LESS	Snacks and Supplies	Price Preschool Exp	R	-87.82
1/22/09	GATE Ge...	3036	Payless	Snacks and Supplies	Agana Hghts Preschool E...	R	-87.68
1/22/09	GATE Ge...	3037	FAST COPY FACTORY	copy expenses	Agana Hghts Preschool E...	R	-28.60
1/22/09	GATE Ge...	rtdck	S Returned Check	Rtd Ck - David Sykes	--Split--	R	-90.00
1/23/09	GATE Ge...	3038	ULRICA GILL	Snacks & Supplies	TRUMAN ELEM PRE-SC...	R	-65.60
1/23/09	GATE Ge...	3039	Ray Twenter	Supplies for HHM 2	SECONDARY EXP:Script...	R	-972.85
1/26/09	GATE Ge...	rtdck	S Returned Check	Rtd Ck - Christopher L...	--Split--	R	-90.00
1/28/09	GATE Ge...	3040	COST U LESS	Snacks and Supplies	Tamuning Preschool	R	-243.95
1/28/09	GATE Ge...	3041	COST U LESS	Snacks and Supplies	Machanaonao Pre-School...	R	-180.53
1/29/09	GATE Ge...	3042	Underwater World	Field Trip Exp	Machanaonao Pre-School...	R	-84.00
1/29/09	GATE Ge...	3043	King Bus Tour	Field Trip Exp	Machanaonao Pre-School...	R	-360.00
1/29/09	GATE Ge...	3044	King Bus Tour	Field Trip Exp	OCP Pre-School Exp	R	-160.00
1/29/09	GATE Ge...	3045	Underwater World	Field Trip Exp	OCP Pre-School Exp	R	-84.00
1/29/09	GATE Ge...	3046	Underwater World	Field Trip Exp - Lunch	OCP Pre-School Exp	R	-84.00
1/29/09	GATE Ge...	3047	Emmanuel Santos	Supplies for theatre re...	THEATER EXPENSE:MAI...	R	-359.95
1/29/09	GATE Ge...	rtdck	S Returned Check	Rtd Ck - Lisa C. Hunter	--Split--	R	-90.00
TOTAL 1/1/09 - 1/31/09							-2,833.18
BALANCE 1/31/09							12,998.30
TOTAL INFLOWS							5,705.00
TOTAL OUTFLOWS							-8,538.18
NET TOTAL							-2,833.18

GATE PROGRAM

FINANCIAL REPORT

FEBRUARY, 2009

3/13/09

Guam Public School System
 GATE VPA Program
 School / Division

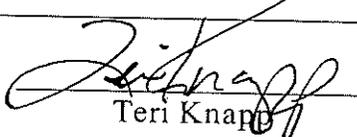
NON-APPROPRIATED ACTIVITIES FUND

Month of: FEBUARY, 2009

Name of Activity Or Fund	Balance at Beginning of Month	Receipts / Credits	Disbursements / Debits	Balance At End of Month
GATE VPA	\$12,998.30	\$ 9,320.38	\$10,549.24	\$11,769.44

Totals	\$12,998.30	\$ 9,320.38	\$10,549.24	\$11,769.44
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Prepared By:


 Teri Knapp

Guam Public School System
 Government of Guam
 Post Office Box DE
 Hagatna, Guam 96932

BANK RECONCILIATION
 FOR PERIOD ENDING: FEBRUARY 28, 2009

School / Division: **GATE VPA Program**

General Ledger Beginning Balance: \$12,998.30	Balance Per Bank Statement: \$13,761.65
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Plus Deposits / Credits: \$ 9,320.38	Plus Outstanding Deposits:
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Less Total Checks / Debits: \$10,549.24	Date Amounts
---	---

Bank Debit Entries:

Date	Amounts

Total O/S Deposits:

Less Outstanding Checks:

Check Nos.	Amounts
3069	\$ 173.16
3072	\$ 300.00
3077	\$ 292.50
3078	\$ 56.70
3079	\$ 174.52
3080	\$ 110.00
3081	\$ 98.00
3082	\$ 133.00
3083	\$ 98.00
3084	\$ 133.00
3085	\$ 57.42
3086	\$ 135.35
3087	\$ 88.78
3089	\$ 86.89
3090	\$ 54.89

Total Debits:

Bank Credits Entries:

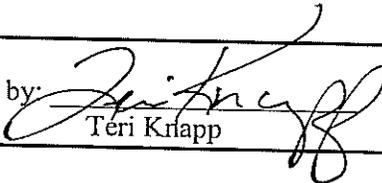
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Total Credits

Total O / S Checks: \$ 1,992.21

Adjusted GL Balance \$11,769.44

Adjusted Bank Balance \$11,769.44

Prepared by: 
 Teri Krapp

GATEVPA Monthly Trans Report

2/1/09 Through 2/28/09

3/13/09

Page 1

Date	Account	Num	Description	Memo	Category	Clr	Amount	
			BALANCE 1/31/09					12,998.30
2/4/09	GATE Ge...	3048	COST U LESS	Snacks and Supplies	Astumbo Pre-School Exp	R	-67.93	
2/4/09	GATE Ge...	3049	BENSON HARDWARE	Socket Adppter/Batteri...	THEATER EXPENSE:MAI...	R	-162.33	
2/4/09	GATE Ge...	3050	TERRI KNAPP	All Island Honor Choir...	ELEM. EXPENSE:Costum...	R	-841.99	
2/4/09	GATE Ge...	3051	COST U LESS	Snacks and Supplies	OCP Pre-School Exp	R	-268.57	
2/4/09	GATE Ge...	3052	Caroline Ferreras	Supplies	Technolgy Fund Exp.	R	-25.90	
2/4/09	GATE Ge...	3053	Ray Twenter	Supplies for HHM 2	SECONDARY EXP:Sets	R	-361.20	
2/5/09	GATE Ge...	3054	JK Tile	Sample Tiles	THEATER EXPENSE:MAI...	R	-8.40	
2/6/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	1,245.00	
2/6/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	1,012.75	
2/6/09	GATE Ge...	3055	JK Tile	Tiles and supplies	THEATER EXPENSE:MAI...	R	-1,768.37	
2/9/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	225.00	
2/9/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	2,191.00	
2/9/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	150.00	
2/9/09	GATE Ge...	3056	Cathy Robinson	Supplies for Math Pro...	ACADEMIC EXP	R	-117.58	
2/9/09	GATE Ge...	3057	Maria R. Zacarias	Music Supplies	ELEM. EXPENSE:Music ...	R	-69.48	
2/10/09	GATE Ge...	3058	JK Tile	Additional Tiles and s...	THEATER EXPENSE:MAI...	R	-75.93	
2/10/09	GATE Ge...	3059	Blessa Ramos	Snacks and Supplies	Tamuning Preschool	R	-26.94	
2/10/09	GATE Ge...	3060	Donna DeJesus	Music	SECONDARY EXP:PROF...	R	-180.00	
2/11/09	GATE Ge...	3061	Blueline	Stamp pads	THEATER EXPENSE:CO...	R	-21.00	
2/11/09	GATE Ge...	3062	Sunny Wholesale	Supplies	Agana Hghts Preschool E...	R	-29.29	
2/12/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	170.00	
2/12/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	150.00	
2/12/09	GATE Ge...	3063	DST Music Production	Music Editing	ELEM. EXPENSE:Music ...	R	-20.00	
2/12/09	GATE Ge...	3064	GTA	Fax line	THEATER EXPENSE:CO...	R	-57.90	
2/17/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	2,355.00	
2/17/09	GATE Ge...	3065	COST U LESS	Snacks and Supplies	Chief Brodie Preschool Exp	R	-192.61	
2/17/09	GATE Ge...	3066	Payless	Snacks and Supplies	Price Preschool Exp	R	-44.87	
2/17/09	GATE Ge...	3067	COST U LESS	Snacks and Supplies	Price Preschool Exp	R	-60.22	
2/17/09	GATE Ge...	rtck	S Returned Check	Rtd Ck - Dominic S. &...	--Split--	R	-90.00	
2/17/09	GATE Ge...	rtck	S Returned Check	Rtd Ck - Leora Alvarez	--Split--	R	-90.00	
2/18/09	GATE Ge...	3068	BENSON HARDWARE	Set Materials for HSM2	SECONDARY EXP:Sets	R	-1,002.00	
2/23/09	GATE Ge...	rtck	S Returned Check	Rtd Ck - ????	--Split--	R	-43.00	
2/24/09	GATE Ge...	3069	TERRI KNAPP	Eye Clops for GATE A...	ACADEMIC EXP		-173.16	
2/24/09	GATE Ge...	3070	McDonalds	Field Trip Expense for...	Machanaonao Pre-School...	R	-69.40	
2/24/09	GATE Ge...	3071	NATIONAL OFFICE SUPP...	Supplies	Agana Hghts Preschool E...	R	-72.18	
2/24/09	GATE Ge...	3072	... King Bus Tour	Field Trip Price 1 and ...	--Split--		-300.00	
2/24/09	GATE Ge...	3073	... Underwater World	Field Trip Price 1 and ...	--Split--	R	-132.00	
2/24/09	GATE Ge...	3074	Ray Twenter	Godspell - \$545.24 an...	SECONDARY EXP:Script...	R	-1,465.09	
2/24/09	GATE Ge...	3075	McDonalds	Field trip - food for stu...	Tamuning Preschool	R	-51.40	
2/24/09	GATE Ge...	3076	McDonalds	Field trip - food for stu...	Chief Brodie Preschool Exp	R	-50.80	
2/24/09	GATE Ge...	3077	... Turtle Tours	Field Trip Tamuning 1...	--Split--		-292.50	
2/24/09	GATE Ge...	3078	American Color Photo	Supplies	TRUMAN ELEM PRE-SC...		-56.70	
2/24/09	GATE Ge...	3079	COST U LESS	Snacks and Supplies	TRUMAN ELEM PRE-SC...		-174.52	
2/24/09	GATE Ge...	3080	King Bus Tour	Field Trip	TRUMAN ELEM PRE-SC...		-110.00	
2/24/09	GATE Ge...	3081	Guam Zoological	Field Trip	Machanaonao Pre-School...		-98.00	
2/24/09	GATE Ge...	3082	King Bus Tour	Field Trip	Machanaonao Pre-School...		-133.00	
2/24/09	GATE Ge...	3083	Guam Zoological	Field Trip	OCP Pre-School Exp		-98.00	
2/24/09	GATE Ge...	3084	King Bus Tour	Field Trip	OCP Pre-School Exp		-133.00	
2/24/09	GATE Ge...	3085	ULRICA GILL	Snacks & Supplies	TRUMAN ELEM PRE-SC...		-57.42	
2/24/09	GATE Ge...	3086	K Mart	Snacks & Supplies	Astumbo Pre-School Exp		-135.35	
2/24/09	GATE Ge...	3087	BENSON HARDWARE	HSM 2 Production set ...	SECONDARY EXP:Sets		-88.78	
2/24/09	GATE Ge...	3088	Emmanuel Santos	HSM 2 Production set ...	SECONDARY EXP:Sets	R	-1,090.65	
2/24/09	GATE Ge...	3089	BENSON HARDWARE	HSM 2 Production set ...	SECONDARY EXP:Sets		-86.89	
2/26/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	295.00	
2/26/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	82.00	
2/26/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	498.00	
2/26/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	212.00	
2/26/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	244.00	
2/27/09	GATE Ge...	3090	COM PACIFIC	Computer Supplies	Agana Hghts Preschool		194.00	
2/28/09	GATE Ge...		Stale Dated Checks	Ck# 2214 Dtd. 10/05/06	THEATER INCOME:Stale...	R	48.00	

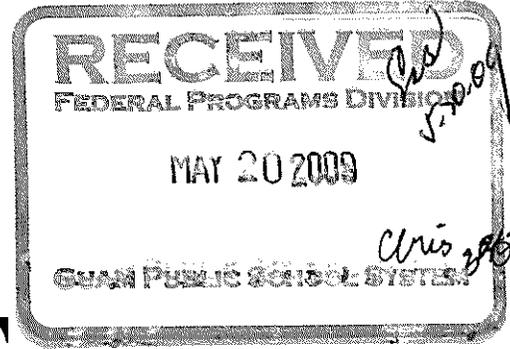
GATEVPA Monthly Trans Report

2/1/09 Through 2/28/09

3/13/09

Page 2

Date	Account	Num	Description	Memo	Category	Clr	Amount
2/28/09	GATE Ge...		Stale Dated Checks	Ck# 2534 Dtd. 10/15/07	THEATER INCOME:Stale...	R	13.30
2/28/09	GATE Ge...		Stale Dated Checks	Ck# 2804 Dtd. 05/13/08	THEATER INCOME:Stale...	R	235.33
TOTAL 2/1/09 - 2/28/09							-1,228.86
BALANCE 2/28/09							11,769.44
TOTAL INFLOWS							9,320.38
TOTAL OUTFLOWS							-10,549.24
NET TOTAL							-1,228.86



GATE PROGRAM

FINANCIAL REPORT

MARCH, 2009

Guam Public School System
GATE VPA Program
School / Division

NON-APPROPRIATED ACTIVITIES FUND

Month of: MARCH, 2009

Name of Activity Or Fund	Balance at Beginning of Month	Receipts / Credits	Disbursements / Debits	Balance At End of Month
GATE VPA	\$11,769.44	\$37,815.05	\$19,458.98	\$30,125.51
Totals	\$11,769.44	\$37,815.05	\$19,458.98	\$30,125.51

Prepared By:

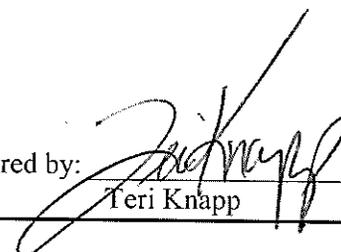

Teri Knapp

Guam Public School System
 Government of Guam
 Post Office Box DE
 Hagatna, Guam 96932

BANK RECONCILIATION
 FOR PERIOD ENDING: MARCH 31, 2009

School / Division: **GATE VPA Program**

General Ledger Beginning Balance: \$11,769.44		Balance Per Bank Statement:	\$34,805.44
Plus Deposits / Credits:	\$37,815.05	Plus Outstanding Deposits:	
Less Total Checks / Debits:	\$19,458.98	Date	Amounts
Bank Debit Entries:			
Date	Amounts	Total O/S Deposits:	
_____	_____	Less Outstanding Checks:	
_____	_____		
Adjustment:		Check Nos.	Amounts
		3115	\$ 209.00
		3118	\$ 37.90
		3125	\$ 99.00
		3129	\$ 369.99
		3130	\$ 1000.00
		3133	\$ 600.00
		3145	\$ 266.59
		3148	\$ 6.59
		3149	\$ 130.00
		3150	\$ 82.00
		3153	\$ 300.00
		3154	\$ 1000.00
		3155	\$ 70.00
		3156	\$ 179.00
		3157	\$ 329.86
Total Debits:			
Bank Credits Entries:			
_____	_____		
_____	_____		
Total Credits		Total O / S Checks:	\$ 4,679.93
Adjusted GL Balance	\$30,125.51	Adjusted Bank Balance	\$30,125.51

Prepared by: 
 Teri Knapp

GATEVPA Monthly Trans Report

3/1/09 Through 3/31/09

5/20/09

Page 1

Date	Account	Num	Description	Memo	Category	Clr	Amount	
			BALANCE 2/28/09					11,769.44
3/3/09	GATE Ge...	3091	COST U LESS	Snacks and Supplies	OCP Pre-School Exp	R	-159.52	
3/3/09	GATE Ge...	3092	BENSON HARDWARE	HSM 2 Production ...	SECONDARY EXP:Sets	R	-467.23	
3/3/09	GATE Ge...	3093	John Siguenza	Chamorro Artifacts ...	Astumbo Pre-School Exp	R	-100.00	
3/3/09	GATE Ge...	3094	NATIONAL OFFICE SU...	Supplies	Astumbo Pre-School Exp	R	-56.76	
3/3/09	GATE Ge...	3095	BENSON HARDWARE	HSM 2 Production ...	SECONDARY EXP:Sets	R	-58.50	
3/4/09	GATE Ge...	3096	... King Bus Tour	Field Trip Expense ...	--Split--	R	-300.00	
3/4/09	GATE Ge...	3097	NATIONAL OFFICE SU...	Supplies	Price Preschool Exp	R	-50.00	
3/4/09	GATE Ge...	3098	K Mart	Supplies	Price Preschool Exp	R	-47.50	
3/4/09	GATE Ge...	3099	VOID CHECK			R	0.00	
3/4/09	GATE Ge...	3100	Vincente Diaz	Chamorro Week Pr...	Astumbo Pre-School Exp	R	-80.00	
3/4/09	GATE Ge...	3101	NATIONAL OFFICE SU...	Supplies	Astumbo Pre-School Exp	R	-114.72	
3/5/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	620.00	
3/5/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	720.00	
3/5/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	1,034.00	
3/5/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	484.00	
3/5/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	140.00	
3/6/09	GATE Ge...	3102	Home Depot	HSM 2 Set Materials	SECONDARY EXP:Sets	R	-204.62	
3/6/09	GATE Ge...	3103	King Bus Tour	Field Trip	Machanaonao Pre-Sch...	R	-160.00	
3/6/09	GATE Ge...	3104	Domino's Pizza	Food for students o...	Machanaonao Pre-Sch...	R	-65.23	
3/6/09	GATE Ge...	3105	COST U LESS	Snacks and Supplies	Tamuning Preschool	R	-223.67	
3/6/09	GATE Ge...	3106	King Bus Tour	Field Trip Expense	OCP Pre-School Exp	R	-40.00	
3/6/09	GATE Ge...	3107	King Bus Tour	Field Trip Expense	OCP Pre-School Exp	R	-160.00	
3/6/09	GATE Ge...	3108	Ray Twenter	HSM 2 Costumes -...	SECONDARY EXP:Co...	R	-1,197.41	
3/10/09	GATE Ge...	3109	JRN Air Conditioning	Air Con Repair in T...	THEATER EXPENSE:...	R	-625.00	
3/11/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	100.00	
3/11/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	421.00	
3/11/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	100.00	
3/11/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	75.00	
3/11/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	306.00	
3/11/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	1,035.00	
3/11/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	356.00	
3/11/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	656.00	
3/11/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	50.00	
3/12/09	GATE Ge...	3110	COST U LESS	Supplies for HSM 2	Technolgy Fund Exp.	R	-229.23	
3/12/09	GATE Ge...	3111	UOG Book Store	Costume - HSM 2	SECONDARY EXP:Co...	R	-22.95	
3/12/09	GATE Ge...	3112	Home Depot	HSM 2 Batteries	SECONDARY EXP:Sets	R	-110.89	
3/12/09	GATE Ge...	3113	3D Rentals	Popcorn Maker Re...	Technolgy Fund Exp.	R	-72.00	
3/12/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	2,400.00	
3/13/09	GATE Ge...	3114	Vanessa Leon Guerrero	Snacks & Supplies	Chief Brodie Preschool...	R	-23.82	
3/13/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	190.00	
3/13/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	300.00	
3/13/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	20.00	
3/13/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	140.00	
3/13/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	634.00	
3/13/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	1,050.00	
3/13/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	10.00	
3/13/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	1,070.00	
3/13/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	2,630.00	
3/13/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	1,560.00	
3/16/09	GATE Ge...	3115	... Guam Zoological	Field Trip Tamunin...	--Split--	R	-209.00	
3/16/09	GATE Ge...	3116	COST U LESS	Snacks & Supplies	Chief Brodie Preschool...	R	-207.81	
3/16/09	GATE Ge...	3117	Computer 2000	Upi GATE Classro...	ACADEMIC EXP	R	-112.00	
3/16/09	GATE Ge...	3118	Marc Laplante	Upi Supplies	ACADEMIC EXP	R	-37.90	
3/16/09	GATE Ge...	3119	... Wendy's	Field Trip Tamunin...	--Split--	R	-90.40	
3/16/09	GATE Ge...	3120	... Turtle Tours	Field Trip Busing fo...	--Split--	R	-320.00	
3/17/09	GATE Ge...	3121	Micro Pac Audio	XXXXXXXXXX Supp...	ACADEMIC EXP	R	-139.00	
3/17/09	GATE Ge...	3122	Catherine Korenko	Concessions - HSM2	Technolgy Fund Exp.	R	-84.82	
3/17/09	GATE Ge...	3123	CREATIVITEES	TShirt Order Deposit	ACADEMIC EXP	R	-1,754.55	
3/17/09	GATE Ge...	3124	Ray Twenter	HSM2 Expenses	SECONDARY EXP:Co...	R	-741.44	
3/18/09	GATE Ge...	3125	NAQT	ACB Questions	ACB EXPENSE	R	-99.00	
3/18/09	GATE Ge...	3126	NATIONAL OFFICE SU...	Supplies	TRUMAN ELEM PRE-...	R	-119.62	

GATEVPA Monthly Trans Report

3/1/09 Through 3/31/09

5/20/09

Page 2

Date	Account	Num	Description	Memo	Category	Clr	Amount	
3/18/09	GATE Ge...	3127	King Bus Tour	Field Trip	Machanaonao Pre-Sch...	R	-320.00	
3/18/09	GATE Ge...	RTDCK ...	Returned Check	Rtd Ck - ???	--Split--	R	-27.00	
3/19/09	GATE Ge...	3129	American Music	Keyboard	ELEM. EXPENSE:Musi...		-369.99	
3/19/09	GATE Ge...	3130	Randall Johnson	Music Ensemble Di...	SECONDARY EXP:PR...		-1,000.00	
3/19/09	GATE Ge...	3131	Donna DeJesus	Music Ensemble - ...	SECONDARY EXP:PR...	R	-780.00	
3/19/09	GATE Ge...	3132	Steven Bednarzyk	Music Ensemble - ...	SECONDARY EXP:PR...	R	-600.00	
3/19/09	GATE Ge...	3133	Doug Chan	Music Ensemble - ...	SECONDARY EXP:PR...		-600.00	
3/19/09	GATE Ge...	3134	Christine Pama	Music Ensemble - ...	SECONDARY EXP:PR...	R	-600.00	
3/19/09	GATE Ge...	3135	Nick Rice	Music Ensemble - ...	SECONDARY EXP:PR...	R	-600.00	
3/19/09	GATE Ge...	3136	Junior Taijeron	Music Ensemble - ...	SECONDARY EXP:PR...	R	-600.00	
3/19/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	352.00	
3/19/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	64.00	
3/19/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	1,581.00	
3/19/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	225.00	
3/19/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	345.00	
3/19/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	300.00	
3/19/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	1,685.00	
3/19/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	480.00	
3/19/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	2,020.00	
3/20/09	GATE Ge...	3128	Payless	Snacks and Supplies	Agana Hghts Preschool	R	-59.99	
3/20/09	GATE Ge...	3137	Richard Rhoden	Music Ensemble - ...	SECONDARY EXP:PR...	R	-600.00	
3/20/09	GATE Ge...	3138	Alex XXXXX	Music Ensemble - ...	SECONDARY EXP:PR...	R	-600.00	
3/20/09	GATE Ge...	3139	NATIONAL OFFICE SU...	Supplies	Price Preschool Exp	R	-261.97	
3/20/09	GATE Ge...	3140	Payless	Snacks	Price Preschool Exp	R	-59.90	
3/20/09	GATE Ge...	3141	Home Depot	HSM 2 Batteries	SECONDARY EXP:Sets	R	-176.32	
3/20/09	GATE Ge...	3142	Techi-con Inc	Sets for HSM2	SECONDARY EXP:Sets	R	-500.00	
3/20/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	158.00	
3/20/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	1,265.00	
3/20/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	1,600.00	
3/20/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	177.00	
3/20/09	GATE Ge...	CRMEM	DEPOSIT		[RECEIPTS]	R	430.00	
3/23/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	7,579.00	
3/23/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	898.05	
3/25/09	GATE Ge...	3143	GTA	Fax line	THEATER EXPENSE:...	R	-121.00	
3/25/09	GATE Ge...	3144	Laura Jiblits	Math Olympiad	MATH OLYMP EXP	R	-36.40	
3/25/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	1,325.00	
3/25/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	983.00	
3/25/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	52.00	
3/25/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	30.00	
3/25/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	165.00	
3/25/09	GATE Ge...	BKCHG	Clarke American Chk Or...	Check Order Charge	THEATER EXPENSE:...	R	-66.00	
3/26/09	GATE Ge...	3145	King Bus Tour	Field Trip - Ordot a...	--Split--		-266.59	
3/26/09	GATE Ge...	3146	MICRONESIA Mall The...	Field Trip Expense	OCP Pre-School Exp	R	-150.50	
3/26/09	GATE Ge...	3147	MICRONESIA Mall The...	Field Trip Expense	Machanaonao Pre-Sch...	R	-150.50	
3/27/09	GATE Ge...	3148	ROSEMARY CLEMENT	Agana Heights sup...	ACADEMIC EXP		-6.59	
3/27/09	GATE Ge...	3149	King Bus Tour	Field Trip Bussing	TRUMAN ELEM PRE-...		-130.00	
3/27/09	GATE Ge...	3150	Underwater World	Field Trip	TRUMAN ELEM PRE-...		-82.00	
3/27/09	GATE Ge...	3151	COST U LESS	Snacks and Supplies	TRUMAN ELEM PRE-...	R	-136.88	
3/29/09	GATE Ge...	3152	FAST COPY FACTORY	Portfolios	Price Preschool Exp	R	-53.90	
3/30/09	GATE Ge...	RTDCK ...	Returned Check	Rtd Ck - Angel Dim...	--Split--	R	-85.00	
3/30/09	GATE Ge...	RTDCK ...	Returned Check	Rtd Ck - Laurence ...	--Split--	R	-55.00	
3/31/09	GATE Ge...	3153	Consaga Visual Arts	Video Taping HSM2	SECONDARY EXP:Scr...		-300.00	
3/31/09	GATE Ge...	3154	Francine Fernandez	Choreography - HS...	SECONDARY EXP:PR...		-1,000.00	
3/31/09	GATE Ge...	3155	Samuel French, Inc.	HSM2 - Balance fo...	SECONDARY EXP:Scr...		-70.00	
3/31/09	GATE Ge...	3156	Marianas Electronics	IPOD - HSM2	SECONDARY EXP:Ad...		-179.00	
3/31/09	GATE Ge...	3157	K-Mart	Snacks and Supplies	Astumbo Pre-School Exp		-329.86	
TOTAL 3/1/09 - 3/31/09								18,356.07
BALANCE 3/31/09								30,125.51
TOTAL INFLOWS								37,815.05
TOTAL OUTFLOWS								-19,458.98

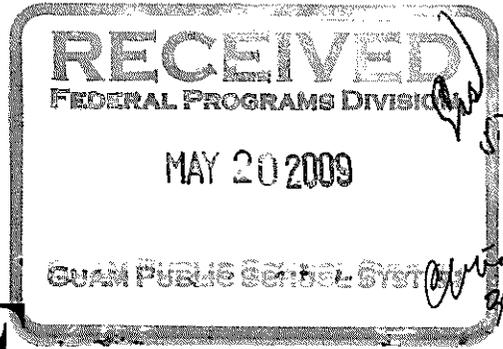
GATEVPA Monthly Trans Report

3/1/09 Through 3/31/09

5/20/09

Page 3

<u>Date</u>	<u>Account</u>	<u>Num</u>	<u>Description</u>	<u>Memo</u>	<u>Category</u>	<u>Clr</u>	<u>Amount</u>
			NET TOTAL				18,356.07



GATE PROGRAM

FINANCIAL REPORT

APRIL, 2009

Guam Public School System
GATE VPA Program
School / Division

NON-APPROPRIATED ACTIVITIES FUND

Month of: APRIL, 2009

Name of Activity Or Fund	Balance at Beginning of Month	Receipts / Credits	Disbursements / Debits	Balance At End of Month
GATE VPA	\$30,125.51	\$8,131.00	\$16,227.58	\$22,028.93
Totals	\$30,125.51	\$8,131.00	\$16,227.58	\$22,028.93

Prepared By:


Teri Knapp

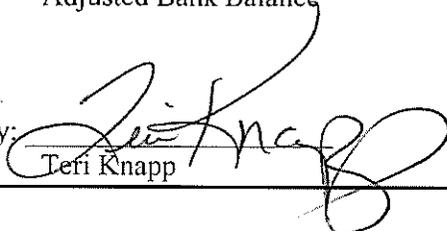
Guam Public School System
 Government of Guam
 Post Office Box DE
 Hagatna, Guam 96932

BANK RECONCILIATION
 FOR PERIOD ENDING: APRIL 30, 2009

School / Division: **GATE VPA Program**

General Ledger Beginning Balance: \$30,125.51	Balance Per Bank Statement:	\$23,425.19
Plus Deposits / Credits: \$ 8,131.00	Plus Outstanding Deposits:	
Less Total Checks / Debits: \$16,226.48	Date	Amounts
Bank Debit Entries:		
Date		Total O/S Deposits:
		Less Outstanding Checks:
Adjustment: <\$ 1.10>	Check Nos.	Amounts
Correction of Amount entered	3155	\$ 70.00
Re: Check #3145	3168	\$ 161.00
Originally entered as \$266.59	3180	\$ 11.91
Correct Amount equals \$267.69	3182	\$ 139.86
	3190	\$ 135.99
	3191	\$ 22.85
	3192	\$ 52.32
	3193	\$ 11.60
	3195	\$ 115.35
	3197	\$ 10.00
	3198	\$ 96.04
	3199	\$ 175.00
	3200	\$ 168.55
	3201	\$ 105.79
	3202	\$ 120.00
Total Debits: <\$ 1.10>		
Bank Credits Entries:		
Total Credits	Total O / S Checks:	\$ 1,396.26
Adjusted GL Balance \$22,028.93	Adjusted Bank Balance	\$22,028.93

Prepared by:


 Teri Knapp

GATEVPA Monthly Trans Report

4/1/09 Through 4/30/09

5/20/09

Page 1

Date	Account	Num	Description	Memo	Category	Clr	Amount
BALANCE 3/31/09							30,124.41
4/1/09	GATE Ge...	3158	Jamaican Grill	Lunch for Black Gr...	THEATER EXPENSE:...	R	-246.95
4/1/09	GATE Ge...	3159	Virgilio Dela Cruz	Supplies	Astumbo Pre-School Exp	R	-250.00
4/1/09	GATE Ge...	3160	King Bus Tours	Field Trip	Astumbo Pre-School Exp	R	-280.00
4/1/09	GATE Ge...	3161	Emmanuel Santos	HSM 2 Production ...	SECONDARY EXP:Sets	R	-220.84
4/2/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	1,005.00
4/2/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	1,414.00
4/2/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	860.00
4/2/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	2,180.00
4/3/09	GATE Ge...	3162	American Color Photo	Supplies	TRUMAN ELEM PRE-...	R	-27.05
4/3/09	GATE Ge...	RTDCK ...	Returned Check	Rtd Ck - Chris Naputi	--Split--	R	-85.00
4/3/09	GATE Ge...	RTDCK ...	Returned Check	Rtd Ck - Arlene Pa...	--Split--	R	-22.00
4/6/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	686.00
4/6/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	825.00
4/6/09	GATE Ge...	3163	Underground Dungeon	Supplies	Tamuning Preschool	R	-38.25
4/6/09	GATE Ge...	3164	Caroline Ferreras	Supplies - HSM2 C...	Technolgy Fund Exp.	R	-60.75
4/6/09	GATE Ge...	3165	Caroline Ferreras	Supplies - HSM2 C...	Technolgy Fund Exp.	R	-27.36
4/13/09	GATE Ge...	3166	... Sun Tour	Field Trip - bus for ...	--Split--	R	-280.00
4/13/09	GATE Ge...	3167	... Jeff's Pirates Cove	Field Trip Price 1 a...	--Split--	R	-191.00
4/13/09	GATE Ge...	3168	... Jungle River Boat Cruise	Field Trip Price 1 a...	--Split--	R	-161.00
4/13/09	GATE Ge...	3169	Payless	Price 2 snacks	Agana Hghts Preschoo...	R	-28.47
4/13/09	GATE Ge...	3170	NATIONAL OFFICE SU...	Supplies	TRUMAN ELEM PRE-...	R	-40.43
4/13/09	GATE Ge...	RTDCK ...	Returned Check	Rtd Ck - Jamie Hu...	--Split--	R	-45.00
4/15/09	GATE Ge...	3172	MTO Maintenance	Theater Cleaning	THEATER EXPENSE:...	R	-280.00
4/15/09	GATE Ge...	3173	K Mart	Supplies for Island ...	MATH OLYMP EXP	R	-239.54
4/15/09	GATE Ge...	3171	COST U LESS	Snacks and Supplies	OCF Pre-School Exp	R	-170.32
4/16/09	GATE Ge...	3174	Diane Thurber	In School Field Trip	Machanaonao Pre-Sch...	R	-100.00
4/17/09	GATE Ge...	3175	NATIONAL OFFICE SU...	JQ San Miguel Cla...	ACADEMIC EXP	R	-67.50
4/17/09	GATE Ge...	3176	Catherine Korenko	Concessions - HSM2	Technolgy Fund Exp.	R	-12.98
4/17/09	GATE Ge...	3177	Ray Twenter	HSM2 Expenses	SECONDARY EXP:Co...	R	-339.50
4/20/09	GATE Ge...	3178	NATIONAL OFFICE SU...	Butcher paper for ...	ACADEMIC EXP	R	-113.40
4/20/09	GATE Ge...	3179	Home Depot	Costume storage c...	SECONDARY EXP:Sets	R	-51.19
4/20/09	GATE Ge...	3180	Blessa Ramos	Snacks and Supplies	Tamuning Preschool	R	-11.91
4/20/09	GATE Ge...	3181	NATIONAL OFFICE SU...	Tamuning 2 Pre-sc...	Chief Brodie Preschool...	R	-34.69
4/21/09	GATE Ge...	3182	K Mart	Snacks and Suppli...	Chief Brodie Preschool...	R	-139.86
4/21/09	GATE Ge...	3183	COST U LESS	Snacks and Suppli...	Chief Brodie Preschool...	R	-93.20
4/21/09	GATE Ge...	3184	ROSEMARY CLEMENT	Agana Heights sup...	ACADEMIC EXP	R	-20.00
4/22/09	GATE Ge...	3185	3-D Rental	GATE Day Rental ...	ACADEMIC EXP	R	-67.50
4/23/09	GATE Ge...	3186	FAST COPY FACTORY	HSM2 Posters and ...	SECONDARY EXP:Ad...	R	-1,506.50
4/23/09	GATE Ge...	3187	NATIONAL OFFICE SU...	Supplies	OCF Pre-School Exp	R	-80.41
4/24/09	GATE Ge...	3188	CREATIVITEES	TShirt Order	ACADEMIC EXP	R	-1,754.55
4/24/09	GATE Ge...	3189	COST U LESS	Supplies for NFL	NFL EXPENSE	R	-31.54
4/27/09	GATE Ge...	3190	COST U LESS	Snacks and Supplies	Astumbo Pre-School Exp	R	-135.99
4/27/09	GATE Ge...	3191	K Mart	Snacks and Supplies	Astumbo Pre-School Exp	R	-22.85
4/27/09	GATE Ge...	3192	ULRICA GILL	Snacks & Supplies	TRUMAN ELEM PRE-...	R	-52.32
4/27/09	GATE Ge...	3193	American Color Photo	Supplies	TRUMAN ELEM PRE-...	R	-11.60
4/27/09	GATE Ge...	3194	Computer 2000	Liguan GATE Clas...	ACADEMIC EXP	R	-94.30
4/28/09	GATE Ge...	3195	Laura Jilibits	Math Olympiad Su...	MATH OLYMP EXP	R	-115.35
4/28/09	GATE Ge...	3196	Jeffrey Sanchez	Purchase of lightin...	SECONDARY EXP:Sets	R	-8,000.00
4/30/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	250.00
4/30/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	75.00
4/30/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	166.00
4/30/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	670.00
4/30/09	GATE Ge...	3197	Catherine Korenko	Reimb - Fire Permi...	ACADEMIC EXP	R	-10.00
4/30/09	GATE Ge...	3199	FAST COPY FACTORY	Portfolios	Price Preschool Exp	R	-175.00
4/30/09	GATE Ge...	3198	Home Depot	GATE Day Supplies	ACADEMIC EXP	R	-96.04
4/30/09	GATE Ge...	3200	K Mart	Snacks and Supplies	Price Preschool Exp	R	-168.55
4/30/09	GATE Ge...	3201	Ben Franklin	Supplies	Price Preschool Exp	R	-105.79
4/30/09	GATE Ge...	3202	FAST COPY FACTORY	Price 2 pre-school ...	Agana Hghts Preschoo...	R	-120.00
TOTAL 4/1/09 - 4/30/09							-8,095.48

GATEVPA Monthly Trans Report
4/1/09 Through 4/30/09

5/20/09

Date	Account	Num	Description	Memo	Category	Clr	Amount
			BALANCE 4/30/09				22,028.93
			TOTAL INFLOWS				8,131.00
			TOTAL OUTFLOWS				-16,226.48
			NET TOTAL				-8,095.48

Joe
8-11-09

GATE PROGRAM

FINANCIAL REPORT

MAY, 2009

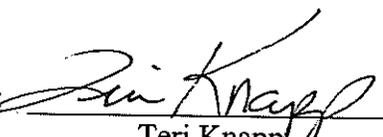
Guam Public School System
GATE VPA Program
School / Division

NON-APPROPRIATED ACTIVITIES FUND

Month of: MAY, 2009

Name of Activity Or Fund	Balance at Beginning of Month	Receipts / Credits	Disbursements / Debits	Balance At End of Month
GATE VPA	\$22,028.93	\$2,609.08	\$14,218.96	\$10,418.97

Totals	\$22,028.93	\$2,609.08	\$14,218.96	\$10,418.97
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Prepared By: 
Teri Knapp

Guam Public School System
 Government of Guam
 Post Office Box DE
 Hagatna, Guam 96932

BANK RECONCILIATION

FOR PERIOD ENDING: MAY 31, 2009

School / Division: **GATE VPA Program**

General Ledger Beginning Balance: \$22,028.93	Balance Per Bank Statement:	\$15,995.69
Plus Deposits / Credits: \$ 2,609.00	Plus Outstanding Deposits:	
Less Total Checks / Debits: \$14,218.96	Date	Amounts

Bank Debit Entries:

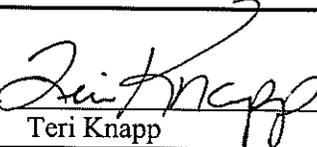
Date	Amounts
_____	_____
_____	_____

Total O/S Deposits:
 Less Outstanding Checks:

Check Nos.	Amounts
3180	\$ 11.91
3229	\$4,190.00
3230	\$ 66.17
3235	\$ 60.00
3236	\$ 30.00
3246	\$ 97.30
3250	\$ 53.58
3252	\$ 97.58
3254	\$ 34.95
3255	\$ 495.48
3258	\$ 40.75
3259	\$ 399.00

Total Debits:
 Bank Credits Entries:

Total Credits	Total O / S Checks:	\$ 5,576.72
Adjusted GL Balance \$10,418.97	Adjusted Bank Balance	\$10,418.97

Prepared by: 
 Teri Knapp

GATE PROGRAM

FINANCIAL REPORT

JUNE, 2009

Department of Education
GATE VPA Program
School / Division

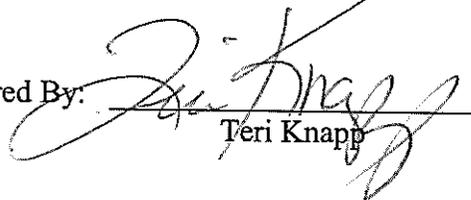
NON-APPROPRIATED ACTIVITIES FUND

Month of: JUNE, 2009

Name of Activity Or Fund	Balance at Beginning of Month	Receipts / Credits	Disbursements / Debits	Balance At End of Month
GATE VPA	\$10,418.97	\$2,475.00	\$1,347.91	\$11,546.06

Totals	\$10,418.97	\$2,475.00	\$1,347.91	\$11,546.06
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Prepared By:



Teri Knapp

Department of Education
Government of Guam
Post Office Box DE
Hagatna, Guam 96932

BANK RECONCILIATION

FOR PERIOD ENDING: JUNE 30, 2009

School / Division: **GATE VPA Program**

General Ledger Beginning Balance:	\$10,418.97	Balance Per Bank Statement:	\$12,046.06
Plus Deposits / Credits:	\$ 2,475.00	Plus Outstanding Deposits:	
Less Total Checks / Debits:	\$ 1,347.91	Date	Amounts
Bank Debit Entries:			
Date	Amounts	Total O/S Deposits:	
_____	_____	Less Outstanding Checks:	
_____	_____	Check Nos.	Amounts
		3265	\$ 500.00

Total Debits:

Bank Credits Entries:

Total Credits

Total O / S Checks: \$ 500.00

Adjusted GL Balance \$11,546.06

Adjusted Bank Balance \$11,546.06

Prepared by: _____

Teri Knapp

GATEVPA Monthly Trans Report

6/1/09 Through 6/30/09

8/19/09

Page 1

Date	Account	Num	Description	Memo	Category	Clr	Amount
BALANCE 5/31/09							10,418.97
6/1/09	GATE Ge...	3260	BENSON HARDWARE	Supplies for theatre	ACADEMIC EXP	R	-26.79
6/1/09	GATE Ge...	3261	VOID CHECK			R	0.00
6/3/09	GATE Ge...	3262	PACIFIC Laundry	Dry cleaning of cost...	SECONDARY EXP:Co...	R	-93.04
6/3/09	GATE Ge...	3263	Therese Volsteadt	Supplies for Wetten...	ACADEMIC EXP	R	-55.89
6/10/09	GATE Ge...	3264	Catherine Korenko	Modem for office	ACADEMIC EXP	R	-75.00
6/10/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	375.00
6/12/09	GATE Ge...	3265	Techi-con Inc	Sets - Jack Dalton	SECONDARY EXP:Sets	R	-500.00
6/15/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	1,350.00
6/20/09	GATE Ge...	3266	BENSON HARDWARE	Cleaning Supplies	THEATER EXPENSE:...	R	-114.14
6/26/09	GATE Ge...	3267	Blessa Ramos	Snacks and Supplies	Tamuning Preschool	R	-52.49
6/26/09	GATE Ge...	3268	Barrett Plumbing	Repair of Toilets	THEATER EXPENSE:...	R	-262.05
6/26/09	GATE Ge...	3269	GTA	Fax Line	THEATER EXPENSE:...	R	-47.62
6/26/09	GATE Ge...	3270	MEGA BYTE	Supplies	Tamuning Preschool	R	-120.89
6/29/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	750.00
TOTAL 6/1/09 - 6/30/09							1,127.09
BALANCE 6/30/09							11,546.06
TOTAL INFLOWS							2,475.00
TOTAL OUTFLOWS							-1,347.91
NET TOTAL							1,127.09

GATE PROGRAM

FINANCIAL REPORT

JULY, 2009

Department of Education
GATE VPA Program
School / Division

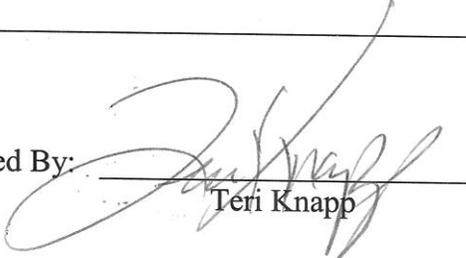
NON-APPROPRIATED ACTIVITIES FUND

Month of: JULY, 2009

Name of Activity Or Fund	Balance at Beginning of Month	Receipts / Credits	Disbursements / Debits	Balance At End of Month
GATE VPA	\$11,546.06	\$ 140.00	\$ 179.63	\$11,506.43

Totals	\$11,546.06	\$ 140.00	\$ 179.63	\$11,506.43
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Prepared By: _____


Teri Knapp

Department of Education
Government of Guam
Post Office Box DE
Hagatna, Guam 96932

BANK RECONCILIATION

FOR PERIOD ENDING: JULY 31, 2009

School / Division: **GATE VPA Program**

General Ledger Beginning Balance:	\$11,546.06	Balance Per Bank Statement:	\$11,686.06
Plus Deposits / Credits:	\$ 140.00	Plus Outstanding Deposits:	
Less Total Checks / Debits:	\$ 179.63	Date	Amounts
Bank Debit Entries:			
Date	Amounts	Total O/S Deposits:	
_____	_____	Less Outstanding Checks:	
_____	_____		
		Check Nos.	Amounts
		3271	\$ 120.00
		3272	\$ 59.63

Total Debits:

Bank Credits Entries:

Total Credits

Total O / S Checks: \$ 179.63

Adjusted GL Balance \$11,506.43

Adjusted Bank Balance \$11,506.43

Prepared by: _____

Teri Knapp

GATEVPA Monthly Trans Report

7/1/09 Through 7/31/09

8/19/09

Page 1

Date	Account	Num	Description	Memo	Category	Clr	Amount
			BALANCE 6/30/09				11,546.06
7/9/09	GATE Ge...	3271	Shutterfly	Supplies	Price Preschool Exp		-120.00
7/29/09	GATE Ge...	3272	BENSON HARDWARE	Supplies for Theatre	THEATER EXPENSE:...		-59.63
7/29/09	GATE Ge...		DEPOSIT		[RECEIPTS]	R	140.00
			TOTAL 7/1/09 - 7/31/09				-39.63
			BALANCE 7/31/09				11,506.43
			TOTAL INFLOWS				140.00
			TOTAL OUTFLOWS				-179.63
			NET TOTAL				-39.63

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9/21/09

**GATE
PROGRAM

FINANCIAL
REPORT

AUGUST, 2009**

Department of Education
GATE VPA Program
School / Division

NON-APPROPRIATED ACTIVITIES FUND

Month of: **August 2009**

Name of Activity Or Fund	Balance at Beginning of Month	Receipts / Credits	Disbursements/ Debits	Balance At End of Month
GATE VPA	\$11,506.43	\$9,876.00	\$6,234.64	\$15,147.79

Totals	\$11,506.43	\$9,876.00	\$6,234.64	\$15,147.79
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Prepared By:



Department of Education
Government of Guam
Post Office Box DE
Hagatna, Guam 96932

BANK RECONCILIATION

FOR PERIOD ENDING:

School / Division: **GATE VPA Program**

General Ledger Beginning Balance:	\$ 11,506.43	Balance Per Bank Statement:	\$15,590.60
Plus Deposits / Credits:	\$ 9,876.00	Plus Outstanding Deposits:	
Less Total Checks / Debits:	\$ 6,234.64	Date	Amounts

Bank Debit Entries:

Date	Amounts
_____	_____
_____	_____

Total O/S Deposits:

Less Outstanding Checks:

Check Nos.	Amounts
3305	\$167.20
3306	\$275.61

Total Debits:

Bank Credits Entries:

_____	_____
_____	_____

Total Credits
\$

Total O / S Checks: \$442.81

Adjusted GL Balance

\$ 15,147.79

Adjusted Bank Balance \$15,147.79

Prepared by


Catherine Korenko

Transaction - Aug 2009

8/1/2009 through 8/31/2009

9/17/2009

Date	Account	Num	Description	Memo	Category	Tag	Clr	Amount
BALANCE 7/31/2009								11,506.43
8/3/2009	GATE General3273		K Mart	Snacks and...Agana Hghts...			R	-199.97
8/6/2009	GATE General3274		BENSON HA...	Supplies for...THEATER E...			R	-67.36
8/10/2009	GATE General3275		School Esse...	Snacks & S...Price Presch...			R	-73.82
8/10/2009	GATE General3276		School Esse...	Snacks & S...Price Presch...			R	-41.93
8/10/2009	GATE General3277		COST U LESS	Snacks and...TRUMAN EL...			R	-255.43
8/10/2009	GATE General3278		M&M Cartridge	Supplies Tamuning Pr...			R	-71.00
8/10/2009	GATE General3279		VOID CHECK				R	0.00
8/12/2009	GATE General3280		Ray Twenter	Balance Du...SECONDAR...			R	-357.25
8/13/2009	GATE General3281		Home Depot	Lighting Su... SECONDAR...			R	-296.10
8/14/2009	GATE General3282		American M...	Keyboard c... ELEM. EXP...			R	-55.99
8/14/2009	GATE General3283		ULRICA GILL	Snacks & S... TRUMAN EL...			R	-41.31
8/18/2009	GATE General3284		COST U LESS	Snacks and...OCP Pre-Sc...			R	-330.58
8/19/2009	GATE General		DEPOSIT	[RECEIPTS]			R	556.00
8/19/2009	GATE General		DEPOSIT	[RECEIPTS]			R	375.00
8/20/2009	GATE General3285		Ross	Supplies Machanaona...			R	-43.93
8/20/2009	GATE General3286		COST U LESS	Snacks and...Machanaona...			R	-452.14
8/20/2009	GATE General3287		COST U LESS	Snacks and...LBJ#1 Exp			R	-421.03
8/20/2009	GATE General3288		NATIONAL ...	Supplies LBJ#1 Exp			R	-60.31
8/20/2009	GATE General3289		COST U LESS	Snacks and...LBJ#2 Exp			R	-315.18
8/20/2009	GATE General3290		Home Depot	Refrigerator LBJ#2 Exp			R	-512.10
8/20/2009	GATE General3291		GTA	Fax line THEATER E...			R	-100.66
8/20/2009	GATE General3292		COST U LESS	Snacks and...Astumbo Pre...			R	-153.86
8/20/2009	GATE General3293		Ray Twenter	Reimburse... SECONDAR...			R	-534.00
8/21/2009	GATE General3294		Sunny Whol...	Supplies LBJ#1 Exp			R	-22.08
8/21/2009	GATE General3295		COST U LESS	Snacks and...Price#2 Pres...			R	-85.90
8/21/2009	GATE General3296		School Esse...	Snacks & S...Price#2 Pres...			R	-82.87
8/21/2009	GATE General3297		Payless	Snacks & S...Price#2 Pres...			R	-16.57
8/21/2009	GATE General3298		Home Depot	Visual Arts ... ELEM. EXP...			R	-162.12
8/21/2009	GATE General3299		NATIONAL ...	Supplies LBJ#2 Exp			R	-33.30
8/24/2009	GATE General		DEPOSIT	[RECEIPTS]			R	2,275.00
8/24/2009	GATE General		DEPOSIT	[RECEIPTS]			R	1,050.00
8/24/2009	GATE General		DEPOSIT	[RECEIPTS]			R	1,125.00
8/24/2009	GATE General		DEPOSIT	[RECEIPTS]			R	525.00
8/24/2009	GATE General		DEPOSIT	[RECEIPTS]			R	1,050.00
8/24/2009	GATE General		DEPOSIT	[RECEIPTS]			R	525.00
8/25/2009	GATE General		DEPOSIT	[RECEIPTS]			R	975.00
8/25/2009	GATE General		DEPOSIT	[RECEIPTS]			R	375.00
8/26/2009	GATE General3300		Rudy Perez	Kids Eye O... THEATER E...			R	-70.00
8/26/2009	GATE General3301		COST U LESS	Snacks and...MU Lujan Pr...			R	-256.85
8/27/2009	GATE General3302		COST U LESS	Printer & S... THEATER E...			R	-229.98
8/27/2009	GATE General3303		NATIONAL ...	Supplies ELEM. EXP...			R	-44.92
8/27/2009	GATE General3304		Sunny Whol...	Supplies THEATER E...			R	-93.30
8/28/2009	GATE General		DEPOSIT	[RECEIPTS]			R	875.00
8/28/2009	GATE General		DEPOSIT	[RECEIPTS]			R	170.00
8/28/2009	GATE General3306		Ray Twenter	Costumes SECONDAR...			R	-275.61
8/28/2009	GATE General3307		TERRI KNAPP	Reimburse... THEATER E...			R	-39.99
8/28/2009	GATE General3305		K Mart	Snacks and...Astumbo Pre...			R	-167.20
8/31/2009	GATE GeneralRTDCK		Returned Ch...	Rtd Ck - --Split--			R	-90.00
8/31/2009	GATE GeneralRTDCK		Returned Ch...	Rtd Ck - --Split--			R	-90.00
8/31/2009	GATE GeneralRTDCK		Returned Ch...	Rtd Ck - --Split--			R	-90.00

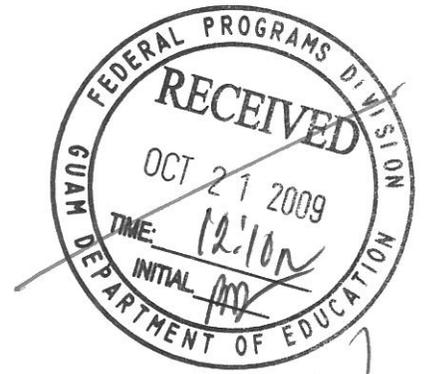
Transaction - Aug 2009

8/1/2009 through 8/31/2009

9/17/2009

Page 2

Date	Account	Num	Description	Memo	Category	Tag	Clr	Amount
8/1/2009 - 8/31/2009								3,641.36
BALANCE 8/31/2009								15,147.79
TOTAL INFLOWS								9,876.00
TOTAL OUTFLOWS								-6,234.64
NET TOTAL								3,641.36



Gas
10.21.09

GATE PROGRAM

FINANCIAL REPORT

SEPTEMBER, 2009

Department of Education
GATE VPA Program
School / Division

NON-APPROPRIATED ACTIVITIES FUND

Month of: **September 2009**

Name of Activity Or Fund	Balance at Beginning of Month	Receipts / Credits	Disbursements/ Debits	Balance At End of Month
GATE VPA	\$15,147.79	\$1,822.00	\$5,052.75	\$11,917.04

Totals	\$15,147.79	\$1,822.00	\$5,052.75	\$11,917.04
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Prepared By: 

Department of Education
 Government of Guam
 Post Office Box DE
 Hagatna, Guam 96932

BANK RECONCILIATION

FOR PERIOD ENDING: SEPT 30, 2009

School / Division: **GATE VPA Program**

General Ledger Beginning Balance: \$15,147.79 Balance Per Bank Statement: \$12,545.28

Plus Deposits / Credits: \$ 1,822.00 Plus Outstanding Deposits:

Less Total Checks / Debits: \$ 5,052.75 Date Amounts

Bank Debit Entries:

Date Amounts

Total O/S Deposits:

Less Outstanding Checks:

Check Nos.	Amounts
3326	\$75.09
3333	\$132.00
3334	\$240.00
3338	\$126.22
3339	\$54.93

Total Debits:

Bank Credits Entries:

Total Credits

Total O / S Checks: \$ 628.24

Adjusted GL Balance

\$ 11,917.04

Adjusted Bank Balance

\$11,917.04

Prepared by:

Catherine Korenko
 Catherine Korenko

Transaction - Sep 2009:3

9/1/2009 through 9/30/2009

10/20/2009

Date	Account	Num	Description	Memo	Category	Tag	Clr	Amount
BALANCE 8/31/2009								15,147.79
9/3/2009	GATE General		DEPOSIT	[RECEIPTS]			R	475.00
9/3/2009	GATE General3308		CREATIVITE...Additional T...ACADEMIC ...				R	-506.25
9/4/2009	GATE General3309		COST U LESSSnacks and...Price Presch...				R	-95.17
9/4/2009	GATE General3310		K Mart Snacks and...Price Presch...				R	-66.12
9/4/2009	GATE General3311		Payless Snacks & S...Price#2 Pres...				R	-49.10
9/4/2009	GATE General3312		Ben Franklin Activity & S... MU Lujan Pr...				R	-82.83
9/11/2009	GATE General3313		MU Lujan G... Activity & S... MU Lujan Pr...				R	-57.93
9/11/2009	GATE General3314		VOID CHECK				R	0.00
9/11/2009	GATE General3315		COST U LESSSnacks and...TRUMAN EL...				R	-213.99
9/11/2009	GATE General3316		ULRICA GILL Reimburse... TRUMAN EL...				R	-40.07
9/11/2009	GATE General3317		National Offl... LBJ T-shirt ...ACADEMIC ...				R	-91.35
9/11/2009	GATE General3318		Computer 20...Laptop Bags ACADEMIC ...				R	-75.00
9/11/2009	GATE General3319		CREATIVITE...Additional T...ACADEMIC ...				R	-506.25
9/16/2009	GATE General		DEPOSIT	[RECEIPTS]			R	1,036.00
9/16/2009	GATE General		DEPOSIT	[RECEIPTS]			R	311.00
9/18/2009	GATE General3323		ROSS Costumes SECONDAR...				R	-136.91
9/18/2009	GATE General3322		NationAL Off...Snacks & S...LBJ#2 Exp				R	-134.65
9/18/2009	GATE General3321		K Mart Snacks and...LBJ#2				R	-48.64
9/18/2009	GATE General3324		ULRICA GILL Reimburse... TRUMAN EL...				R	-44.27
9/18/2009	GATE General3320		American Co...Supplies TRUMAN EL...				R	-60.00
9/25/2009	GATE General3325		COST U LESSSnacks and...OCP Pre-Sc...				R	-212.87
9/25/2009	GATE General3327		COST U LESSSnacks and...Price#2 Pres...				R	-30.14
9/25/2009	GATE General3328		Payless Snacks & S...Price#2 Pres...				R	-47.39
9/25/2009	GATE General3329		COST U LESSSnacks and...Price Presch...				R	-68.58
9/25/2009	GATE General3330		Payless Snacks & S...Price Presch...				R	-69.47
9/25/2009	GATE General3332		VOID CHECK				R	0.00
9/25/2009	GATE General3335		Rustan's Costumes SECONDAR...				R	-1,280.00
9/25/2009	GATE General3331		VOID CHECK				R	0.00
9/25/2009	GATE General3326		Payless Snacks & S...MU Lujan Pr...					-75.09
9/25/2009	GATE General3333		Underwater ... Fieldtrip Astumbo Pre...					-132.00
9/25/2009	GATE General3334		King Bus Tour Field Trip b... Astumbo Pre...					-240.00
9/25/2009	GATE General3336		Standard Off... Supplies Astumbo Pre...				R	-108.28
9/28/2009	GATE General3337		FAST COPY... Copies THEATER E...				R	-399.25
9/28/2009	GATE General3338		Sunny Whol... Supplies THEATER E...					-126.22
9/29/2009	GATE General3339		COST U LESSSupplies THEATER E...					-54.93
9/1/2009 - 9/30/2009								-3,230.75
BALANCE 9/30/2009								11,917.04
TOTAL INFLOWS								1,822.00
TOTAL OUTFLOWS								-5,052.75
NET TOTAL								-3,230.75

FEDERAL PROGRAMS DIVISION



Consolidated Grant Title V- Part A: Innovative Programs Annual Report

III. FINANCIAL EXPENDITURE REPORT

- Projected Carryover by Programs as of October 01, 2009

December 2009

CONSOLIDATED GRANT

Projected Carryover

Summary Financial Report

As of December 03, 2009

CONSOLIDATED GRANT

SUMMARY SHEET

CFDA # S922A08002

		YTD	YTD	Outstanding	Avail. Balance as of	Projected Expen.	Available
		Allotment	Expenditures	Encumbrances	12/03/09 Financial	to reflect	Balance
		As of 10/01/09			w/Adjustments	the \$8 million C.O.	
22.08.12.00.XX.0111.82XX	REGULAR SALARIES	\$ 3,719,142.35	\$ 987,034.10	\$ -	\$ 2,732,108.25	\$ 1,782,224.14	\$ (0.00)
22.08.12.00.XX.0112.82XX	OVERTIME	\$ 10,000.00	\$ -	\$ -	\$ 10,000.00	\$ -	\$ -
22.08.12.00.XX.0113.82XX	SUBSTITUE SALARIES	\$ 270,239.56	\$ 332,297.33	\$ -	\$ (62,057.77)	\$ 682,459.21	\$ -
22.08.12.00.XX.0114.82XX	PARTIME EMPLOYEES	\$ 515,338.19	\$ 209,793.02	\$ -	\$ 305,545.17	\$ 673,412.46	\$ -
22.08.12.00.XX.0121.82XX	BENEFITS	\$ 1,380,767.75	\$ 422,928.12	\$ -	\$ 957,839.63	\$ 856,532.39	\$ (0.00)
22.08.12.00.XX.0125.82XX	MILITARY BENEFITS	\$ 2,697.72	\$ 31.71	\$ -	\$ 2,666.01	\$ -	\$ 0.00
22.08.12.00.XX.0220.82XX	TRAVEL	\$ 23,559.24	\$ 1,026.25	\$ 6,532.99	\$ 16,000.00	\$ 22,658.16	\$ -
22.08.12.00.XX.0221.82XX	OFF-ISLAND TRAVEL	\$ 519,275.01	\$ -	\$ -	\$ 519,275.01	\$ 108,170.02	\$ -
22.08.12.00.XX.0230.82XX	CONTRACTUAL	\$ 2,901,661.74	\$ 210,883.87	\$ 1,853,647.50	\$ 837,130.37	\$ 2,225,360.47	\$ (0.00)
22.08.12.00.XX.0240.82XX	SUPPLIES	\$ 1,357,524.99	\$ 38,646.43	\$ 172,771.41	\$ 1,146,107.15	\$ 1,206,893.93	\$ 0.00
22.08.12.00.XX.0250.82XX	EQUIPMENT	\$ 1,434,832.93	\$ 83,663.46	\$ 207,301.41	\$ 1,143,868.06	\$ 311,510.88	\$ (0.00)
22.08.12.00.XX.0290.82XX	MISC	\$ 321,300.00	\$ -	\$ -	\$ 321,300.00	\$ 323,689.53	\$ -
22.08.12.00.XX.0450.82XX	CAPITAL	\$ 129,761.28	\$ -	\$ -	\$ 129,761.28	\$ 90,000.00	\$ -
22.08.12.00.XX.0710.82XX	INDIRECT COST	\$ 309,402.08	\$ -	\$ -	\$ 309,402.08	\$ 86,034.05	\$ (0.00)
		\$ 12,895,502.84	\$ 2,286,304.29	\$ 2,240,253.31	\$ 8,368,945.24	\$ 8,368,945.24	\$ (0.00)

DIRECT INSTRUCTION PROGRAM

	YTD	Adjustments	Avail. Balance as of	YTD	Outstanding	Projected Expen.	Available
	Allotment	Current Avail (-)	12/03/09 Financial	Expenditures	Encumbrances	to reflect	Balance
	As of 10/01/09	Projected Expen.	w/Adjustments			the \$8 million C.O.	
22.08.12.36.XX.0111.8202	REGULAR SALARIES	\$ 1,741,249.59	\$ 1,261,609.17	\$ 479,640.42	\$ 173,975.62	\$ 305,664.80	\$ (0.00)
22.08.12.00.XX.0112.8222	OVERTIME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.36.XX.0113.8202	SUBSTITUE SALARIES	\$ 144,373.50	\$ (369,418.50)	\$ 513,792.00	\$ 178,947.00	\$ 334,845.00	\$ -
22.08.12.36.XX.0114.8202	PARTIME EMPLOYEES	\$ 60,958.71	\$ (134,972.78)	\$ 195,931.49	\$ 69,845.88	\$ 126,085.61	\$ -
22.08.12.36.XX.0121.8202	BENEFITS	\$ 485,112.11	\$ 165,600.51	\$ 319,511.60	\$ 114,322.07	\$ 205,189.53	\$ -
22.08.12.00.XX.0125.8202	MILITARY BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0220.8202	TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0221.8202	OFF-ISLAND TRAVEL	\$ 199,412.66	\$ 184,412.66	\$ 15,000.00	\$ -	\$ 15,000.00	\$ -
22.08.12.00.XX.0230.8202	CONTRACTUAL	\$ 690,074.33	\$ 1,130.71	\$ 688,943.62	\$ 12,044.58	\$ 676,899.04	\$ -
22.08.12.00.XX.0240.8202	SUPPLIES	\$ 778,881.97	\$ 212,591.43	\$ 566,290.54	\$ 18,876.23	\$ 8,058.71	\$ 539,355.60
22.08.12.00.XX.0250.8202	EQUIPMENT	\$ 803,510.13	\$ 778,180.36	\$ 25,329.77	\$ 4,496.58	\$ 20,833.19	\$ (0.00)
22.08.12.00.XX.0290.8202	MISC	\$ 223,750.00	\$ 64,750.00	\$ 159,000.00	\$ -	\$ 159,000.00	\$ -
22.08.12.00.XX.0450.8202	CAPITAL	\$ 31,000.00	\$ 31,000.00	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8202	INDIRECT COST	\$ 139,632.23	\$ 118,091.49	\$ 21,540.74	\$ -	\$ 21,540.74	\$ -
		\$ 5,297,955.23	\$ 2,312,975.05	\$ 2,984,980.18	\$ 572,507.96	\$ 705,790.94	\$ 1,706,681.28
							\$ (0.00)

CONSOLIDATED GRANT

Projected Carryover

Summary Financial Report

As of December 03, 2009

ALTERNATIVE SCHOOL PROGRAM

		YTD Allotment As of 10/01/09	Adjustments Current Avail (-) Projected Expen.	Avail. Balance as of 12/03/09 Financial w/Adjustments	YTD Expenditures	Outstanding Encumbrances	Projected Expen. to reflect the \$8 million C.O.	Available Balance
22.08.12.47.XX.0111.8203	REGULAR SALARIES	\$ 87,768.91	\$ (137,170.08)	\$ 224,938.99	\$ 80,787.85	\$ -	\$ 144,151.14	\$ -
22.08.12.00.XX.0112.8203	OVERTIME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0113.8203	SUBSTITUE SALARIES	\$ 1,459.76	\$ (6,661.44)	\$ 8,121.20	\$ 2,940.08	\$ -	\$ 5,181.12	\$ -
22.08.12.47.XX.0114.8203	PARTIME EMPLOYEES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0121.8203	BENEFITS	\$ 20,225.40	\$ (51,666.30)	\$ 71,891.70	\$ 25,763.34	\$ -	\$ 46,128.36	\$ 0.00
22.08.12.47.XX.0125.8203	MILITARY BENEFITS	\$ 396.16	\$ 396.16	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0220.8203	TRAVEL	\$ 52.35	\$ (840.00)	\$ 892.35	\$ -	\$ 52.35	\$ 840.00	\$ -
22.08.12.47.XX.0221.8203	OFF-ISLAND TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0230.8203	CONTRACTUAL	\$ 1,320.00	\$ (1,000.00)	\$ 2,320.00	\$ 660.00	\$ 660.00	\$ 1,000.00	\$ -
22.08.12.47.XX.0240.8203	SUPPLIES	\$ 6,813.20	\$ (6,106.86)	\$ 12,920.06	\$ 4,510.10	\$ 2,303.10	\$ 6,106.86	\$ (0.00)
22.08.12.47.XX.0250.8203	EQUIPMENT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0290.8203	MISC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0450.8203	CAPITAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8203	INDIRECT COST	\$ 16,157.50	\$ 12,106.85	\$ 4,050.65	\$ -	\$ -	\$ 4,050.65	\$ -
		\$ 134,193.28	\$ (190,941.67)	\$ 325,134.95	\$ 114,661.37	\$ 3,015.45	\$ 207,458.13	\$ 0.00

STATE ADMINISTRATION

		YTD Allotment As of 10/01/09	Adjustments Current Avail (-) Projected Expen.	Avail. Balance as of 12/03/09 Financial w/Adjustments	YTD Expenditures	Outstanding Encumbrances	Projected Expen. to reflect the \$8 million C.O.	Available Balance
22.08.12.00.XX.0111.8204	REGULAR SALARIES	\$ 118,901.19	\$ 72,916.12	\$ 45,985.07	\$ 16,721.85	\$ -	\$ 29,263.22	\$ 0.00
22.08.12.00.XX.0112.8204	OVERTIME	\$ 5,000.00	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0113.8204	SUBSTITUE SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0114.8204	PARTIME EMPLOYEES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0121.8204	BENEFITS	\$ 40,452.41	\$ 27,825.81	\$ 12,626.60	\$ 4,613.84	\$ -	\$ 8,012.76	\$ (0.00)
22.08.12.00.XX.0125.8204	MILITARY BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0220.8204	TRAVEL	\$ 12,000.00	\$ 12,000.00	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0221.8204	OFF-ISLAND TRAVEL	\$ 50,699.85	\$ 37,699.85	\$ 13,000.00	\$ -	\$ -	\$ 13,000.00	\$ -
22.08.12.00.XX.0230.8204	CONTRACTUAL	\$ 181,830.18	\$ 110,316.64	\$ 71,513.54	\$ 175.00	\$ 613.00	\$ 70,725.54	\$ -
22.08.12.00.XX.0240.8204	SUPPLIES	\$ 16,293.00	\$ 4,108.19	\$ 12,184.81	\$ -	\$ 3,982.50	\$ 8,202.31	\$ -
22.08.12.00.XX.0250.8204	EQUIPMENT	\$ 1,648.72	\$ 1,648.72	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0290.8204	MISC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0450.8204	CAPITAL	\$ 8,761.28	\$ 8,761.28	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8204	INDIRECT COST	\$ 4,758.61	\$ 3,936.31	\$ 822.30	\$ -	\$ -	\$ 822.30	\$ (0.00)
		\$ 440,345.24	\$ 284,212.92	\$ 156,132.32	\$ 21,510.69	\$ 4,595.50	\$ 130,026.13	\$ 0.00

CONSOLIDATED GRANT
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GCC Coop-Education

		YTD Allotment As of 10/01/09	Adjustments Current Avail (-) Projected Expen.	Avail. Balance as of 12/03/09 Financial w/Adjustments	YTD Expenditures	Outstanding Encumbrances	Projected Expen. to reflect the \$8 million C.O.	Available Balance
22.08.12.00.XX.0111.8205	REGULAR SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0112.8205	OVERTIME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0113.8205	SUBSTITUE SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0114.8205	PARTIME EMPLOYEES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0121.8205	BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0125.8205	MILITARY BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0220.8205	TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0221.8205	OFF-ISLAND TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0230.8205	CONTRACTUAL	\$ 32,520.00	\$ -	\$ 32,520.00	\$ 25,006.82	\$ 7,513.18	\$ -	\$ -
22.08.12.00.XX.0240.8205	SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0250.8205	EQUIPMENT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0290.8205	MISC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0450.8205	CAPITAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8205	INDIRECT COST	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	NO ADJUSTMENTS	\$ 32,520.00	\$ -	\$ 32,520.00	\$ 25,006.82	\$ 7,513.18	\$ -	\$ -

STANDARDS AND ASSESSMENTS PROGRAM

		YTD Allotment As of 10/01/09	Adjustments Current Avail (-) Projected Expen.	Avail. Balance as of 12/03/09 Financial w/Adjustments	YTD Expenditures	Outstanding Encumbrances	Projected Expen. to reflect the \$8 million C.O.	Available Balance
22.08.12.46.XX.0111.8206	REGULAR SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0112.8206	OVERTIME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.30.XX.0113.8206	SUBSTITUE SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.36.XX.0114.8206	PARTIME EMPLOYEES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.46.XX.0121.8206	BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.34.XX.0125.8206	MILITARY BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0220.8206	TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0221.8206	OFF-ISLAND TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0230.8206	CONTRACTUAL	\$ 301,255.46	\$ 61,700.46	\$ 239,555.00	\$ -	\$ 239,555.00	\$ -	\$ -
22.08.12.00.XX.0240.8206	SUPPLIES	\$ 11,440.31	\$ 9,440.31	\$ 2,000.00	\$ -	\$ -	\$ 2,000.00	\$ -
22.08.12.00.XX.0250.8206	EQUIPMENT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0290.8206	MISC	\$ 40,000.00	\$ 7,835.47	\$ 32,164.53	\$ -	\$ -	\$ 32,164.53	\$ -
22.08.12.00.XX.0450.8206	CAPITAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8206	INDIRECT COST	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ 352,695.77	\$ 78,976.24	\$ 273,719.53	\$ -	\$ 239,555.00	\$ 34,164.53	\$ -

CONSOLIDATED GRANT
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GATE PROGRAM

		YTD Allotment As of 10/01/09	Adjustments Current Avail (-) Projected Expen.	Avail. Balance as of 12/03/09 Financial w/Adjustments	YTD Expenditures	Outstanding Encumbrances	Projected Expen. to reflect the \$8 million C.O.	Available Balance
22.08.12.00.XX.0111.8207	REGULAR SALARIES	\$ 101,322.75	\$ (106,699.23)	\$ 208,021.98	\$ 53,703.77	\$ -	\$ 154,318.21	\$ -
22.08.12.00.XX.0112.8207	OVERTIME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0113.8207	SUBSTITUE SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0114.8207	PARTIME EMPLOYEES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0121.8207	BENEFITS	\$ 61,977.09	\$ 15,048.61	\$ 46,928.48	\$ 14,021.06	\$ -	\$ 32,907.42	\$ -
22.08.12.00.XX.0125.8207	MILITARY BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0220.8207	TRAVEL	\$ 2,672.43	\$ -	\$ 2,672.43	\$ 250.52	\$ 2,421.91	\$ -	\$ -
22.08.12.00.XX.0221.8207	OFF-ISLAND TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0230.8207	CONTRACTUAL	\$ 74,264.60	\$ 1,684.80	\$ 72,579.80	\$ -	\$ 895.00	\$ 71,684.80	\$ -
22.08.12.00.XX.0240.8207	SUPPLIES	\$ 1,302.61	\$ 102.34	\$ 1,200.27	\$ -	\$ 1,200.27	\$ -	\$ -
22.08.12.00.XX.0250.8207	EQUIPMENT	\$ 16,086.60	\$ 4,951.60	\$ 11,135.00	\$ 8,150.00	\$ 2,985.00	\$ -	\$ -
22.08.12.00.XX.0290.8207	MISC	\$ 35,050.00	\$ 17,525.00	\$ 17,525.00	\$ -	\$ -	\$ 17,525.00	\$ -
22.08.12.00.XX.0450.8207	CAPITAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8207	INDIRECT COST	\$ 8,036.60	\$ 4,836.75	\$ 3,199.85	\$ -	\$ -	\$ 3,199.85	\$ -
		\$ 300,712.68	\$ (62,550.13)	\$ 363,262.81	\$ 76,125.35	\$ 7,502.18	\$ 279,635.28	\$ -

TEACHER RECRUITMENT

		YTD Allotment As of 10/01/09	Adjustments Current Avail (-) Projected Expen.	Avail. Balance as of 12/03/09 Financial w/Adjustments	YTD Expenditures	Outstanding Encumbrances	Projected Expen. to reflect the \$8 million C.O.	Available Balance
22.08.12.47.XX.0111.8209	REGULAR SALARIES	\$ 96,916.02	\$ 89,813.82	\$ 7,102.20	\$ 7,102.20	\$ -	\$ -	\$ (0.00)
22.08.12.47.XX.0112.8209	OVERTIME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0113.8209	SUBSTITUE SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0114.8209	PARTIME EMPLOYEES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0121.8209	BENEFITS	\$ 32,083.40	\$ 29,813.88	\$ 2,269.52	\$ 2,269.52	\$ -	\$ -	\$ 0.00
22.08.12.47.XX.0125.8209	MILITARY BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0220.8209	TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0221.8209	OFF-ISLAND TRAVEL	\$ 219,000.00	\$ 219,000.00	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0230.8209	CONTRACTUAL	\$ 3,750.00	\$ 3,750.00	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0240.8209	SUPPLIES	\$ 4,522.00	\$ 3,511.82	\$ 1,010.18	\$ 1,010.18	\$ -	\$ -	\$ (0.00)
22.08.12.47.XX.0250.8209	EQUIPMENT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0290.8209	MISC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0450.8209	CAPITAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8209	INDIRECT COST	\$ 3,113.17	\$ 3,113.17	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ 359,384.59	\$ 349,002.69	\$ 10,381.90	\$ 10,381.90	\$ -	\$ -	\$ (0.00)

CONSOLIDATED GRANT
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ESKUELAN PUENGI

		YTD Allotment As of 10/01/09	Adjustments Current Avail (-) Projected Expen.	Avail. Balance as of 12/03/09 Financial w/Adjustments	YTD Expenditures	Outstanding Encumbrances	Projected Expen. to reflect the \$8 million C.O.	Available Balance
22.08.12.47.XX.0111.8210	REGULAR SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0112.8210	OVERTIME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0113.8210	SUBSTITUE SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0114.8210	PARTIME EMPLOYEES	\$ 74.25	\$ (122,923.87)	\$ 122,998.12	\$ -	\$ -	\$ 122,998.12	\$ -
22.08.12.47.XX.0121.8210	BENEFITS	\$ -	\$ (39,359.40)	\$ 39,359.40	\$ -	\$ -	\$ 39,359.40	\$ -
22.08.12.47.XX.0125.8210	MILITARY BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0220.8210	TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0221.8210	OFF-ISLAND TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0230.8210	CONTRACTUAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0240.8210	SUPPLIES	\$ 757.85	\$ (37,050.00)	\$ 37,807.85	\$ 500.05	\$ 257.80	\$ 37,050.00	\$ (0.00)
22.08.12.47.XX.0250.8210	EQUIPMENT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0290.8210	MISC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0450.8210	CAPITAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8210	INDIRECT COST	\$ -	\$ (2,592.48)	\$ 2,592.48	\$ -	\$ -	\$ 2,592.48	\$ -
		\$ 832.10	\$ (201,925.75)	\$ 202,757.85	\$ 500.05	\$ 257.80	\$ 202,000.00	\$ (0.00)

LEA TECHNICAL ASSISTANCE

		YTD Allotment As of 10/01/09	Adjustments Current Avail (-) Projected Expen.	Avail. Balance as of 12/03/09 Financial w/Adjustments	YTD Expenditures	Outstanding Encumbrances	Projected Expen. to reflect the \$8 million C.O.	Available Balance
22.08.12.00.XX.0111.8211	REGULAR SALARIES	\$ 370,922.22	\$ 234,926.80	\$ 135,995.42	\$ 49,133.54	\$ -	\$ 86,861.88	\$ (0.00)
22.08.12.00.XX.0112.8211	OVERTIME	\$ 5,000.00	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0113.8211	SUBSTITUE SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0114.8211	PARTIME EMPLOYEES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0121.8211	BENEFITS	\$ 44,500.35	\$ 229.40	\$ 44,270.95	\$ 16,086.36	\$ -	\$ 28,184.59	\$ -
22.08.12.00.XX.0125.8211	MILITARY BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0220.8211	TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0221.8211	OFF-ISLAND TRAVEL	\$ 4,788.60	\$ (3,211.40)	\$ 8,000.00	\$ -	\$ -	\$ 8,000.00	\$ -
22.08.12.00.XX.0230.8211	CONTRACTUAL	\$ 37,219.79	\$ 6,961.03	\$ 30,258.76	\$ 698.80	\$ 559.96	\$ 29,000.00	\$ 0.00
22.08.12.00.XX.0240.8211	SUPPLIES	\$ 6,781.28	\$ (301,619.47)	\$ 308,400.75	\$ 246.00	\$ 154.75	\$ 308,000.00	\$ -
22.08.12.00.XX.0250.8211	EQUIPMENT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0290.8211	MISC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0450.8211	CAPITAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8211	INDIRECT COST	\$ 12,645.00	\$ 10,204.18	\$ 2,440.82	\$ -	\$ -	\$ 2,440.82	\$ (0.00)
		\$ 481,857.24	\$ (47,509.46)	\$ 529,366.70	\$ 66,164.70	\$ 714.71	\$ 462,487.29	\$ (0.00)

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GCC PROGRAM (8212) TECHNOLOGY EDUCATION		YTD	Adjustments	Avail. Balance as of	YTD	Outstanding	Projected Expen.	Available
		Allotment	Current Avail (-)	12/03/09 Financial	Expenditures	Encumbrances	to reflect	Balance
		As of 10/01/09	Projected Expen.	w/Adjustments			the \$8 million C.O.	
22.08.12.00.XX.0111.8212	REGULAR SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0112.8212	OVERTIME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0113.8212	SUBSTITUE SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0114.8212	PARTIME EMPLOYEES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0121.8212	BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0125.8212	MILITARY BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0220.8212	TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0221.8212	OFF-ISLAND TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0230.8212	CONTRACTUAL	\$ 221,062.00	\$ -	\$ 221,062.00	\$ 67,562.83	\$ 153,499.17	\$ -	\$ (0.00)
22.08.12.00.XX.0240.8212	SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0250.8212	EQUIPMENT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0290.8212	MISC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0450.8212	CAPITAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8212	INDIRECT COST	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	NO ADJUSTMENTS	\$ 221,062.00	\$ -	\$ 221,062.00	\$ 67,562.83	\$ 153,499.17	\$ -	\$ (0.00)

GCC PROGRAM (8213) ISAAH		YTD	Adjustments	Avail. Balance as of	YTD	Outstanding	Projected Expen.	Available
		Allotment	Current Avail (-)	12/03/09 Financial	Expenditures	Encumbrances	to reflect	Balance
		As of 10/01/09	Projected Expen.	w/Adjustments			the \$8 million C.O.	
22.08.12.00.XX.0111.8213	REGULAR SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0112.8213	OVERTIME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0113.8213	SUBSTITUE SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0114.8213	PARTIME EMPLOYEES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0121.8213	BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0125.8213	MILITARY BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0220.8213	TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0221.8213	OFF-ISLAND TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0230.8213	CONTRACTUAL	\$ 90,945.00	\$ -	\$ 90,945.00	\$ 30,225.22	\$ 60,719.78	\$ -	\$ -
22.08.12.00.XX.0240.8213	SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0250.8213	EQUIPMENT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0290.8213	MISC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0450.8213	CAPITAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8213	INDIRECT COST	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	NO ADJUSTMENTS	\$ 90,945.00	\$ -	\$ 90,945.00	\$ 30,225.22	\$ 60,719.78	\$ -	\$ -

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PRIVATE NON-PROFIT PROGRAM		YTD Allotment As of 10/01/09	Adjustments Current Avail (-) Projected Expen.	Avail. Balance as of 12/03/09 Financial w/Adjustments	YTD Expenditures	Outstanding Encumbrances	Projected Expen. to reflect the \$8 million C.O.	Available Balance
22.08.12.00.XX.0111.8214	REGULAR SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0112.8214	OVERTIME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0113.8214	SUBSTITUE SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0114.8214	PARTIME EMPLOYEES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0121.8214	BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0125.8214	MILITARY BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0220.8214	TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0221.8214	OFF-ISLAND TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0230.8214	CONTRACTUAL	\$ 151,313.60	\$ -	\$ 151,313.60	\$ 1,650.00	\$ 29,779.08	\$ 119,884.52	\$ -
22.08.12.00.XX.0240.8214	SUPPLIES	\$ 371,891.32	\$ -	\$ 371,891.32	\$ 4,869.11	\$ 109,088.94	\$ 257,933.27	\$ 0.00
22.08.12.00.XX.0250.8214	EQUIPMENT	\$ 521,149.44	\$ -	\$ 521,149.44	\$ 50,243.88	\$ 183,365.22	\$ 287,540.34	\$ -
22.08.12.00.XX.0290.8214	MISC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0450.8214	CAPITAL	\$ 90,000.00	\$ -	\$ 90,000.00	\$ -	\$ -	\$ 90,000.00	\$ -
22.08.12.00.XX.0710.8214	INDIRECT COST	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	NO ADJUSTMENTS	\$ 1,134,354.36	\$ -	\$ 1,134,354.36	\$ 56,762.99	\$ 322,233.24	\$ 755,358.13	\$ 0.00

JOHNS HOPKINS TALENT DEVELOPMENT PROGRAM		YTD Allotment As of 10/01/09	Adjustments Current Avail (-) Projected Expen.	Avail. Balance as of 12/03/09 Financial w/Adjustments	YTD Expenditures	Outstanding Encumbrances	Projected Expen. to reflect the \$8 million C.O.	Available Balance
22.08.12.00.XX.0111.8216	REGULAR SALARIES	\$ 38,950.00	\$ 38,950.00	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0112.8216	OVERTIME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.36.XX.0113.8216	SUBSTITUE SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.36.XX.0114.8216	PARTIME EMPLOYEES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0121.8216	BENEFITS	\$ 12,053.60	\$ 12,053.60	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0125.8216	MILITARY BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0220.8216	TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0221.8216	OFF-ISLAND TRAVEL	\$ 18,000.00	\$ 18,000.00	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0230.8216	CONTRACTUAL	\$ 100,000.00	\$ (100,488.75)	\$ 200,488.75	\$ 488.75	\$ -	\$ 200,000.00	\$ -
22.08.12.00.XX.0240.8216	SUPPLIES	\$ 23,901.90	\$ 23,901.90	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0250.8216	EQUIPMENT	\$ 33,500.00	\$ 33,500.00	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0290.8216	MISC	\$ 22,500.00	\$ 22,500.00	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0450.8216	CAPITAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8216	INDIRECT COST	\$ 1,094.50	\$ 1,094.50	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ 250,000.00	\$ 49,511.25	\$ 200,488.75	\$ 488.75	\$ -	\$ 200,000.00	\$ -

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EDUCATION TECHNOLOGY (SMS)		YTD	Adjustments	Avail. Balance as of			Projected Expen.	Available
		Allotment	Current Avail (-)	12/03/09 Financial	YTD	Outstanding	to reflect	Balance
		As of 10/01/09	Projected Expen.	w/Adjustments	Expenditures	Encumbrances	the \$8 million C.O.	
22.08.12.00.XX.0111.8219	REGULAR SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0112.8219	OVERTIME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0113.8219	SUBSTITUE SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0114.8219	PARTIME EMPLOYEES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0121.8219	BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0125.8219	MILITARY BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0220.8219	TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0221.8219	OFF-ISLAND TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0230.8219	CONTRACTUAL	\$ 338,082.04	\$ -	\$ 338,082.04	\$ 71,389.86	\$ 266,692.18	\$ -	\$ -
22.08.12.00.XX.0240.8219	SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0250.8219	EQUIPMENT	\$ 39,243.54	\$ -	\$ 39,243.54	\$ 20,773.00	\$ -	\$ 18,470.54	\$ -
22.08.12.00.XX.0290.8219	MISC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0450.8219	CAPITAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8219	INDIRECT COST	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	NO ADJUSTMENTS	\$ 377,325.58	\$ -	\$ 377,325.58	\$ 92,162.86	\$ 266,692.18	\$ 18,470.54	\$ -

TEACHER RETENTION		YTD	Adjustments	Avail. Balance as of			Projected Expen.	Available
		Allotment	Current Avail (-)	12/03/09 Financial	YTD	Outstanding	to reflect	Balance
		As of 10/01/09	Projected Expen.	w/Adjustments	Expenditures	Encumbrances	the \$8 million C.O.	
22.08.12.47.XX.0111.8220	REGULAR SALARIES	\$ 35,336.60	\$ (92,221.28)	\$ 127,557.88	\$ 46,838.01	\$ -	\$ 80,719.87	\$ -
22.08.12.47.XX.0112.8220	OVERTIME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0113.8220	SUBSTITUE SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0114.8220	PARTIME EMPLOYEES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0121.8220	BENEFITS	\$ 9,786.08	\$ (27,888.24)	\$ 37,674.32	\$ 13,756.44	\$ -	\$ 23,917.88	\$ (0.00)
22.08.12.47.XX.0125.8220	MILITARY BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0220.8220	TRAVEL	\$ 4,000.00	\$ 181.84	\$ 3,818.16	\$ -	\$ -	\$ 3,818.16	\$ -
22.08.12.47.XX.0221.8220	OFF-ISLAND TRAVEL	\$ -	\$ (5,500.00)	\$ 5,500.00	\$ -	\$ -	\$ 5,500.00	\$ -
22.08.12.47.XX.0230.8220	CONTRACTUAL	\$ 2,966.68	\$ (2,085.26)	\$ 5,051.94	\$ 982.01	\$ 1,524.49	\$ 2,545.44	\$ -
22.08.12.47.XX.0240.8220	SUPPLIES	\$ 1,614.04	\$ 1,551.24	\$ 62.80	\$ 62.80	\$ -	\$ -	\$ (0.00)
22.08.12.47.XX.0250.8220	EQUIPMENT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0290.8220	MISC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0450.8220	CAPITAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8220	INDIRECT COST	\$ 7,980.40	\$ 5,712.17	\$ 2,268.23	\$ -	\$ -	\$ 2,268.23	\$ -
		\$ 61,683.80	\$ (120,249.53)	\$ 181,933.33	\$ 61,639.26	\$ 1,524.49	\$ 118,769.58	\$ (0.00)

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PFC OUTREACH PROGRAM

		YTD Allotment As of 10/01/09	Adjustments Current Avail (-) Projected Expen.	Avail. Balance as of 12/03/09 Financial w/Adjustments	YTD Expenditures	Outstanding Encumbrances	Projected Expen. to reflect the \$8 million C.O.	Available Balance
22.08.12.00.XX.0111.8221	REGULAR SALARIES	\$ 63,266.30	\$ (174,946.55)	\$ 238,212.85	\$ 86,053.29	\$ -	\$ 152,159.56	\$ -
22.08.12.00.XX.0112.8221	OVERTIME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0113.8221	SUBSTITUE SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0114.8221	PARTIME EMPLOYEES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0121.8221	BENEFITS	\$ 20,341.82	\$ (59,122.75)	\$ 79,464.57	\$ 28,861.50	\$ -	\$ 50,603.07	\$ -
22.08.12.00.XX.0125.8221	MILITARY BENEFITS	\$ 731.79	\$ 700.08	\$ 31.71	\$ 31.71	\$ -	\$ -	\$ 0.00
22.08.12.00.XX.0220.8221	TRAVEL	\$ 4,834.46	\$ (18,000.00)	\$ 22,834.46	\$ 775.73	\$ 4,058.73	\$ 18,000.00	\$ -
22.08.12.00.XX.0221.8221	OFF-ISLAND TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0230.8221	CONTRACTUAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0240.8221	SUPPLIES	\$ 11,827.96	\$ 9,827.96	\$ 2,000.00	\$ -	\$ -	\$ 2,000.00	\$ -
22.08.12.00.XX.0250.8221	EQUIPMENT	\$ -	\$ (3,000.00)	\$ 3,000.00	\$ -	\$ -	\$ 3,000.00	\$ -
22.08.12.00.XX.0290.8221	MISC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0450.8221	CAPITAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8221	INDIRECT COST	\$ 11,809.09	\$ 7,533.41	\$ 4,275.68	\$ -	\$ -	\$ 4,275.68	\$ -
		\$ 112,811.42	\$ (237,007.85)	\$ 349,819.27	\$ 115,722.23	\$ 4,058.73	\$ 230,038.31	\$ 0.00

SCHOOL RESOURCE OFFICER (SRO) PROGRAM

		YTD Allotment As of 10/01/09	Adjustments Current Avail (-) Projected Expen.	Avail. Balance as of 12/03/09 Financial w/Adjustments	YTD Expenditures	Outstanding Encumbrances	Projected Expen. to reflect the \$8 million C.O.	Available Balance
22.08.12.00.XX.0111.8222	REGULAR SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0112.8222	OVERTIME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0113.8222	SUBSTITUE SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0114.8222	PARTIME EMPLOYEES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0121.8222	BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0125.8222	MILITARY BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0220.8222	TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0221.8222	OFF-ISLAND TRAVEL	\$ 14,170.02	\$ -	\$ 14,170.02	\$ -	\$ -	\$ 14,170.02	\$ -
22.08.12.00.XX.0230.8222	CONTRACTUAL	\$ 61,044.71	\$ -	\$ 61,044.71	\$ -	\$ 15,000.00	\$ 46,044.71	\$ -
22.08.12.00.XX.0240.8222	SUPPLIES	\$ 2,063.00	\$ -	\$ 2,063.00	\$ -	\$ -	\$ 2,063.00	\$ -
22.08.12.00.XX.0250.8222	EQUIPMENT	\$ 2,500.00	\$ -	\$ 2,500.00	\$ -	\$ -	\$ 2,500.00	\$ -
22.08.12.00.XX.0290.8222	MISC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0450.8222	CAPITAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8222	INDIRECT COST	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	NO ADJUSTMENTS	\$ 79,777.73	\$ -	\$ 79,777.73	\$ -	\$ 15,000.00	\$ 64,777.73	\$ -

CONSOLIDATED GRANT
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DEPARTMENT OF EDUCATION EXTENDED DAY (DEED) PROGRAM		YTD Allotment As of 10/01/09	Adjustments Current Avail (-) Projected Expen.	Avail. Balance as of 12/03/09 Financial w/Adjustments	YTD Expenditures	Outstanding Encumbrances	Projected Expen. to reflect the \$8 million C.O.	Available Balance
22.08.12.47.XX.0111.8224	REGULAR SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0112.8224	OVERTIME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0113.8224	SUBSTITUE SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0114.8224	PARTIME EMPLOYEES	\$ 454,106.29	\$ (109,970.64)	\$ 564,076.93	\$ 139,748.20	\$ -	\$ 424,328.73	\$ -
22.08.12.47.XX.0121.8224	BENEFITS	\$ 167,620.89	\$ 103,592.39	\$ 64,028.50	\$ 10,350.92	\$ -	\$ 53,677.58	\$ 0.00
22.08.12.47.XX.0125.8224	MILITARY BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0220.8224	TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0221.8224	OFF-ISLAND TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0230.8224	CONTRACTUAL	\$ 7,607.40	\$ 4,082.40	\$ 3,525.00	\$ -	\$ -	\$ 3,525.00	\$ -
22.08.12.47.XX.0240.8224	SUPPLIES	\$ 11,231.11	\$ (11,516.51)	\$ 22,747.62	\$ 1,195.48	\$ 1,369.25	\$ 20,182.89	\$ -
22.08.12.47.XX.0250.8224	EQUIPMENT	\$ 10,000.00	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0290.8224	MISC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0450.8224	CAPITAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8224	INDIRECT COST	\$ 15,736.00	\$ 3,812.36	\$ 11,923.64	\$ -	\$ -	\$ 11,923.64	\$ -
	NO ADJUSTMENTS	\$ 666,301.69	\$ (0.00)	\$ 666,301.69	\$ 151,294.60	\$ 1,369.25	\$ 513,637.84	\$ 0.00

SUCCESS FOR ALL PROGRAM		YTD Allotment As of 10/01/09	Adjustments Current Avail (-) Projected Expen.	Avail. Balance as of 12/03/09 Financial w/Adjustments	YTD Expenditures	Outstanding Encumbrances	Projected Expen. to reflect the \$8 million C.O.	Available Balance
22.08.12.36.XX.0111.8225	REGULAR SALARIES	\$ 73,531.32	\$ (196,083.54)	\$ 269,614.86	\$ 98,041.78	\$ -	\$ 171,573.08	\$ -
22.08.12.00.XX.0112.8225	OVERTIME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.36.XX.0113.8225	SUBSTITUE SALARIES	\$ 124,406.30	\$ (303,637.04)	\$ 428,043.34	\$ 150,410.25	\$ -	\$ 277,633.09	\$ -
22.08.12.36.XX.0114.8225	PARTIME EMPLOYEES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.36.XX.0121.8225	BENEFITS	\$ 57,979.86	\$ (156,146.21)	\$ 214,126.07	\$ 76,714.25	\$ -	\$ 137,411.82	\$ (0.00)
22.08.12.00.XX.0125.8225	MILITARY BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0220.8225	TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0221.8225	OFF-ISLAND TRAVEL	\$ -	\$ (30,000.00)	\$ 30,000.00	\$ -	\$ -	\$ 30,000.00	\$ -
22.08.12.00.XX.0230.8225	CONTRACTUAL	\$ 416,175.51	\$ (1,622,512.57)	\$ 2,038,688.08	\$ -	\$ 399,737.62	\$ 1,638,950.46	\$ -
22.08.12.00.XX.0240.8225	SUPPLIES	\$ 43,723.42	\$ -	\$ 43,723.42	\$ -	\$ 43,723.42	\$ -	\$ -
22.08.12.00.XX.0250.8225	EQUIPMENT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0290.8225	MISC	\$ -	\$ (97,000.00)	\$ 97,000.00	\$ -	\$ -	\$ 97,000.00	\$ -
22.08.12.00.XX.0450.8225	CAPITAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8225	INDIRECT COST	\$ 4,279.48	\$ (8,343.21)	\$ 12,622.69	\$ -	\$ -	\$ 12,622.69	\$ -
		\$ 720,095.89	\$ (2,413,722.57)	\$ 3,133,818.46	\$ 325,166.28	\$ 443,461.04	\$ 2,365,191.14	\$ (0.00)

CONSOLIDATED GRANT

Projected Carryover

Summary Financial Report

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ENGLISH AS A SECOND LANGUAGE PROGRAM

		YTD Allotment As of 10/01/09	Adjustments Current Avail (-) Projected Expen.	Avail. Balance as of 12/03/09 Financial w/Adjustments	YTD Expenditures	Outstanding Encumbrances	Projected Expen. to reflect the \$8 million C.O.	Available Balance
22.08.12.46.XX.0111.8226	REGULAR SALARIES	\$ 990,977.45	\$ (41,211.12)	\$ 1,032,188.57	\$ 374,676.19	\$ -	\$ 657,512.38	\$ -
22.08.12.00.XX.0112.8226	OVERTIME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.30.XX.0113.8226	SUBSTITUE SALARIES	\$ -	\$ (64,800.00)	\$ 64,800.00	\$ -	\$ -	\$ 64,800.00	\$ -
22.08.12.36.XX.0114.8226	PARTIME EMPLOYEES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.46.XX.0121.8226	BENEFITS	\$ 428,634.74	\$ 81,325.95	\$ 347,308.79	\$ 116,168.82	\$ -	\$ 231,139.97	\$ -
22.08.12.34.XX.0125.8226	MILITARY BENEFITS	\$ 1,569.77	\$ 1,569.77	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0220.8226	TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0221.8226	OFF-ISLAND TRAVEL	\$ 13,203.88	\$ (9,296.12)	\$ 22,500.00	\$ -	\$ -	\$ 22,500.00	\$ -
22.08.12.00.XX.0230.8226	CONTRACTUAL	\$ 190,230.44	\$ 148,230.44	\$ 42,000.00	\$ -	\$ -	\$ 42,000.00	\$ -
22.08.12.00.XX.0240.8226	SUPPLIES	\$ 62,563.58	\$ 30,470.87	\$ 32,092.71	\$ 6,255.40	\$ 1,837.31	\$ 24,000.00	\$ (0.00)
22.08.12.00.XX.0250.8226	EQUIPMENT	\$ 7,194.50	\$ 7,076.50	\$ 118.00	\$ -	\$ 118.00	\$ -	\$ -
22.08.12.00.XX.0290.8216	MISC	\$ -	\$ (18,000.00)	\$ 18,000.00	\$ -	\$ -	\$ 18,000.00	\$ -
22.08.12.00.XX.0450.8226	CAPITAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8226	INDIRECT COST	\$ 84,159.50	\$ 63,862.52	\$ 20,296.98	\$ -	\$ -	\$ 20,296.98	\$ -
		\$ 1,778,533.86	\$ 199,228.81	\$ 1,579,305.05	\$ 497,100.41	\$ 1,955.31	\$ 1,080,249.33	\$ (0.00)

SUMMER SCHOOL

		YTD Allotment As of 10/01/09	Adjustments Current Avail (-) Projected Expen.	Avail. Balance as of 12/03/09 Financial w/Adjustments	YTD Expenditures	Outstanding Encumbrances	Projected Expen. to reflect the \$8 million C.O.	Available Balance
22.08.12.47.XX.0111.8227	REGULAR SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0112.8227	OVERTIME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0113.8227	SUBSTITUE SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0114.8227	PARTIME EMPLOYEES	\$ 198.94	\$ -	\$ 198.94	\$ 198.94	\$ -	\$ -	\$ -
22.08.12.47.XX.0121.8227	BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0125.8227	MILITARY BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0220.8227	TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0221.8227	OFF-ISLAND TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0230.8227	CONTRACTUAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0240.8227	SUPPLIES	\$ 1,916.44	\$ -	\$ 1,916.44	\$ 1,121.08	\$ 795.36	\$ -	\$ 0.00
22.08.12.47.XX.0250.8227	EQUIPMENT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0290.8227	MISC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.47.XX.0450.8227	CAPITAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22.08.12.00.XX.0710.8227	INDIRECT COST	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	NO ADJUSTMENTS	\$ 2,115.38	\$ -	\$ 2,115.38	\$ 1,320.02	\$ 795.36	\$ -	\$ 0.00
	TOTALS:	\$ 12,895,502.84	\$ 0.00	\$ 12,895,502.84	\$ 2,286,304.29	\$ 2,240,253.31	\$ 8,368,945.24	\$ (0.00)