

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
2nd Quarterly Reports

April 30, 2024

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 1

Life Readiness (LR)

Quarterly Report Documents:

- 1) Finalized Quarterly Report with Federal Program Division (FPD) Validation
- 2) Original Submitted Quarterly Report
 - a. Correspondences between FPD and Project Lead
- 3) Quarterly Personnel Certification
- 4) Fiscal Monitoring Documents:
 - a. 10%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification (refer to #3)
 - Labor Cost
 - Attendance Log
 - Other Supporting Documents (i.e. Timesheets)
 - b. 100%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification
 - Labor Cost
 - Other Supporting Documents (i.e. Timesheets)
- 5) Fixed Asset Certification

April 30, 2024

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Finalized Quarterly Report with
Federal Programs Division Review**

April 30, 2024

**FFY 2022 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A230002**

Grant Name: Consolidated Grant FFY 2023 **Grant#:** S403A230002

What quarter is this report filed? Mark an "X"

PROJECT TITLE: Life Readiness
PROJECT COORDINATOR: David C. Camacho
PROJECT MANAGER: Joseph L.M. Sanchez
STATE PROGRAM OFFICER: Shandice Calano

10/01/23- 12/31/23	01/01/24- 03/31/24	04/01/24- 06/30/24	07/01/24- 09/30/24
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
	X		
REPORT DUE: 01/10/24	REPORT DUE: 04/10/24	REPORT DUE: 07/10/24	REPORT DUE: 10/10/24
ANNUAL REPORT DUE: 11/20/2024			

AMOUNT BUDGETED (FFY 2023): <u>\$5,079,337.31</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) <u>\$59,092.28</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>1%</u>
AMOUNT BUDGETED (FFY 2022): <u>\$6,157,364.06</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) <u>\$909,432.14</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>14.8%</u>

GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
Pre-K – 5					11,464 + 1,059 12,523		795+51 846	
6 – 8					5,455 + 670 6,125		486+35 521	98+9 107
9 - 12					8,729 + 303 9,032		539+23 562	

LIST THE PROJECT GOALS: During the 3-year cycle, the main goal of Project Life Readiness is to better prepare all learners to be successful in higher education or a career by providing them high quality, engaging instruction, additional academic & non-academic learning experiences & opportunities, and rigorous, meaningful and relevant curriculum through professional development and curriculum development opportunities for teachers and college and career readiness activities and supports for students. The goal gives students the chance to explore, identify, and build their competencies for a successful transition to college or the workplace.

LIST THE PROJECT OBJECTIVES: 1: Teachers, who participate in the professional development, will accrue the knowledge and skills to implement high-quality, relevant CTE, AP, and STEAM curricula to meet the needs of all Guam students.

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	<ul style="list-style-type: none"> YEAR 1: 85% of those who completed the self-reflection survey will report being more knowledgeable and increased use of the teaching strategies as a result of the CTE, AP and STEAM professional development training. <p>2: Students, who are exposed to the modified teaching and curricula, will demonstrate increased academic achievement in the form of improved course grades, AP test scores, WorkKeys Assessments scores, and NCRC certification.</p> <ul style="list-style-type: none"> YEAR 1: 62% of students will earn a “C” or better in the CTE and AP/Honors taken; and AP test takers scoring a 3 or higher will increase by 2% from baseline data. YEAR 1: 85% of test takers pass the WorkKeys Assessment with a bronze score or higher and achieve a NCRC certificate. <p>3: Students, who are exposed to Opportunities and Experiences in academic, visual performing arts, and sports events, will demonstrate increased academic confidence, engagement and achievement in the form of improved course grades and increased interest in pursuing a college or career path after high school.</p> <ul style="list-style-type: none"> YEAR 1: 60% of students who participate in Academic Special Events, Visual Performing Arts (art, music, dance, theater programs), and STEAM opportunities will demonstrate increased engagement, confidence, as well as knowledge of and interest in related careers as evidenced by self-reflection surveys. <p>4: Opportunities and Experiences in College/Career Readiness events to help guide their decision about the path they want to pursue after high school.</p> <ul style="list-style-type: none"> YEAR 1: 30% of participating students will be more knowledgeable about college and career options and indicate an interest in pursuing a college or career pathway, as evidenced by self-reflection surveys.
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PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
	<p>For this Goal/Component, provide a listing of specific activities implemented in <u>bullet form</u>. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p>	<ul style="list-style-type: none"> ➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc. ➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log,</i>

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<p>1.1 Rigorous Academic and High-Quality Instruction</p>	<p>1.1.1. National Career Academies Training (75%): <i>Ongoing</i></p>	<p><i>budget mod, or personnel log of changes/updates)</i></p> <p>1.1.1. Project Personnel continue working with high school principals to get input on training needs and initiate the procurement. PO20233024 was issued to the University of Guam-GLE, to provide professional services to Tiyan High School for the preparation and guidance of career academies. Completion of training anticipated to be in April with report from UOG. [Attachment 1.1.1A PO20233024]</p>
	<p>1.1.2. Projects Based Learning (PBL) – Planning (5%): <i>Ongoing</i></p>	<p>1.1.2. Requisition# 24000106 for PBL Training service is with the Procurement division as of 03/05/24 for processing.</p>
	<p>1.1.3. Visual Communication/Video Production & Broadcasting Program with Media Camera Equipment (Visual and Video Production/Broadcasting): (1%) <i>Ongoing</i></p>	<p>1.1.3. The Visual Communication/Video Production & Broadcasting Program contract is in the Internal Review process and with procurement as of 03/25/24. [Attachment 1.1.3A Email coms and Internal Contract Docs]</p>
	<p>1.1.4. Computer Science/ Information Technology Program: <i>Ongoing</i></p> <ul style="list-style-type: none"> • Requisition# 24000110, RFP 008-2020 	<p>1.1.4. Contract for Computer Science/Information Technology Program is in Internal Review as of 03/26/24. [Attachment 1.1.4A RFP008-2024 Pre Publication Documents]</p>
	<p>1.1.5. STEAM Robotics PD – Planning (10%): <i>Ongoing</i></p> <ul style="list-style-type: none"> • REQ 24000107: Texas Computer Education Association (TCEA) 	<p>1.1.5. Project staff plan to conduct STEAM Robotics PDs during Summer 2024. All GDOE PD days have been utilized and it has been determined by the Project that it would be best to have PDs resume during the Summer. Additionally, requisition (24000107) process is still on-going to obtain a purchase order for contractual services.</p>
	<p>1.1.6. STEAM – Planning (15%): <i>Ongoing</i></p> <ul style="list-style-type: none"> • RFP 008-2021; PO20232905; Global GreenSTEM 	<p>1.1.6. Virtual sessions were conducted from March 11-14, 2024. 10 teachers from the district participated in</p>

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<p>1.2 College, Career Oriented and Technical Programs and Assessments</p>	<p>1.1.7. Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP) Summer Institute (APSI): <i>Ongoing</i></p> <p>1.1.8. Career and Technical Education (CTE) Workshop – Career Exploration (50%): <i>Ongoing</i></p> <p>1.1.9. TRAINING VENUE</p> <p>1.2.5. Career, Technical Education (CTE) Academies: <i>Ongoing</i></p> <ul style="list-style-type: none"> Guam Community College (GCC) Continuing Education & Workforce Development (CEWD) Personnel work with public and PNP schools to establish accounts to access Choices 360 and WorkKeys Curriculum & Assessment and provide technical support to facilitate the implementation at the schools. GCC also offers CTE courses, supported by the Project, in the public high schools <p>1.2.6. Skilled Labor and Trades Academy: <i>Ongoing</i></p>	<p>the follow up sessions that were conducted outside the “regular” work day. [Attachment 1.1.6 Global GreenSTEM Report]</p> <p>1.1.7. Contract is currently in the Internal Review Process and with our Procurement Office for processing as of 02/23/24. [Attachment 1.1.7A Internal Review Documents for AP PD Contract]</p> <p>1.1.8. Purchase Order# 20240201 was issued to the University of Guam for professional development services on February 13, 2024. Project personnel in collaboration with the vendor are planning to initiate courses in April 2024. [Attachment 1.1.8A Purchase Order# 20240201]</p> <p>1.1.9. No requisitions entered for this activity for this reporting period</p> <p>1.2.5. Services continue for CTE programs at the 6 public high schools for the SY 23-24. Grades for the first semester of the academic year were not available for this reporting period. A total of 2642 High School students were enrolled in the various CTE courses. See Table 2.</p> <p>Monthly meetings with service provider continues.</p> <p>All public high schools have started on the WorkKeys curriculum to prepare for the administration of the WorkKeys Assessment. District Wide Assessment window begins in April. Schools will schedule the assessment as students become eligible.</p> <p>1.2.6. <u>1st Qtr:</u> 58 students registered for CORE Curriculum and 8 Completed, 9 registered for Construction Craft Laborer Level 1 and 9</p>

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	<p>1.2.8. Career Interest Inventory Management & Assessment System (50%): <i>Ongoing</i></p> <ul style="list-style-type: none"> • Requisition# 24000115 <p>1.2.11. Pre-Advanced Placement; Advanced Placement: <i>Ongoing</i></p> <ul style="list-style-type: none"> • Procure professional services, equipment and supplies, materials and resources (10%) • PO#20240189 <p>1.2.12. College Fair (100%): <i>Completed</i></p> <p>1.2.14. Science, Technology, Engineering Arts and Math (STEAM) Mentoring (5%): <i>Ongoing</i></p> <ul style="list-style-type: none"> • PO20232943 <p>1.2.15. College Readiness Programs: <i>Ongoing</i></p> <p>a. National Technical Honor Society (50%)</p> <p>b. National Career Academy Coalition (25%)</p>	<p>completed, and 5 registered for Construction Craft Laborer 3. No new data provided for this reporting period.</p> <p>1.2.8. Purchase order number 20240189 was issued to XAP Corporation on 2/2/24 for the Paws in Jobland program for Career Oriented Assessments. The new license and access was provided to 28 elementary schools. [Attachment 1.2.8A PO#20240189]</p> <p>1.2.11. Contract is currently in the Internal Review Process and with our Procurement Office for processing as of 02/23/24. [Attachment 1.1.7A Internal Review Documents for AP PD Contract]</p> <p>1.2.12. Project personnel in collaboration with the awarded vendor, University of Guam, hosted the Island Wide College Fair on March 20-March 21, 2024. There were 2 day sessions and 1 evening session where representatives for Colleges and Universities presented to the participating high school students. Topics covered were Financial Aid, Scholarships, Campus Life, Areas of Study to include Health and Science. [Attachment 1.2.12 College Fair Post Survey]</p> <p>1.2.14. Project staff met with UOG 4H Program Leader to discuss execution of the contract. 2 sessions will be conducted in May for Southern High School and JFK High School students. [Attachment 1.2.14 4H Tentative Outreach]</p> <p>1.2.15. College Readiness Programs</p> <p>a. Project personnel issued notice of PO to all respective High Schools to avail of Student Memberships within the NTHS.</p> <p>b. Tiyah High School Career Academies have</p>
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	<p>c. Skills USA</p> <p>d. ACTE Memberships (100%)</p> <p>e. Health Certificates (75%)</p> <p>f. Health First Aid Certification</p> <p>g. Driver’s License Education (10%)</p>	<p>been preparing to schedule a program review in May 2024. Project personnel has entered requisition 24000741 on March 15, 2024, for professional services to prepare the school for the NCAC review and certification. Contract currently in pre-publication review with the Legal division. [Attachment 1.2.15b Requisition# 2400471]</p> <p>c. Skills USA</p> <p>d. ACTE Memberships (100%) ACTE Memberships for GDOE administrative and faculty personnel have been established. Members are now being provided opportunities for enrichment through email notifications and invitations. [Attachment 1.2.15d PO20232717 and emails]</p> <p>e. Project Personnel continuing to work with vendor and high schools to obtain health certificate workshops and certificates. Vicente Benavente Middle School, JFKHS and Southern High School all showed interest in availing of the health certificate workshop. 12 students from Vicente Benavente Middle School participated and passed the Health Certificate Workshop on March 7, 2024. Project personnel is continuing to work with schools and DHPSS to schedule workshops. [Attachment 1.2.15e DPHSS Invoice; PO# 20232627 and student listing]</p> <p>f. Health First Aid Certification</p> <p>g. Project personnel entered requisition# 24000429 for driver’s license classes, road hours and exams. Currently with procurement for solicitation. [Attachment 1.2.15g Requisition#24000429]</p>
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<p>1.3 Specialized Events, Skills Training and Opportunities</p>	<p>1.3.1. STEAM Enrichment – Planning (5%): <i>Ongoing</i></p> <p style="margin-left: 20px;">a. STEAM Mentoring (Summer Req#23000549/PO#20232941</p> <p style="margin-left: 20px;">b. YearLong Req#23000562/PO#20232943)</p> <p style="margin-left: 20px;">c. College Readiness Math and English Camp Req#23000507/PO#20232587</p> <p style="margin-left: 20px;">d. Career Exploration</p> <p style="margin-left: 20px;">e. Dual Enrollment Req#2300394/ PO#20232587</p> <p>1.3.4. E-sports – Planning (15%): <i>Ongoing</i></p> <ul style="list-style-type: none"> • PO20240384 <p>1.3.5. Academic Special Events (ASE) (95%): <i>Ongoing</i></p> <ul style="list-style-type: none"> • National Forensic League • Academic Challenge Bowl • Math Counts • Math Olympiad 	<p>1.3.1. Project staff met with teachers regarding a possible Robotics competition. Texas Computer Education Association competition sets will be utilized and the competition is tentatively set for April 2024.</p> <p style="margin-left: 20px;">a. PO Modification was initiated for PO20232941 3/22 to correct an incorrect vendor name.</p> <p style="margin-left: 20px;">b. Project staff continues planning with UOG 4H Program Leader for 2024 Summer activities.</p> <p style="margin-left: 20px;">c. Project personnel is coordinating with vendor, University of Guam to recruit for the College Readiness Math and English Camp. [Attachment 1.3.1c Purchase Order, NTP]</p> <p style="margin-left: 20px;">d. Project personnel is coordinating the training dates with the vendor, University of Guam to recruit and enroll GDOE Educators. [Attachment 1.3.1d Purchase order and Orientation for Career Exploration]</p> <p style="margin-left: 20px;">e. Project personnel working with Procurement to update the PO# 20232587 to extend expiration to allow servicing of students in Dual Enrollment Program by UOG until September 30, 2024. [Attachment 1.3.1e Purchase Order 20232587 Change Order].</p> <p>1.3.4. Project staff met with UOG GLE and UOG E-Sports coordinator 3/2024. GLE will initiate the procurement of gaming laptops. Project staff will identify prospective coaches. Training will be conducted SY24-25.</p> <p>1.3.5. All ASE events were executed and completed. A total of 40 Standard Service Agreements were processed, identifying those as ASE coaches. Project staff continues to review and process coach deliverables to complete the payment process.</p>
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1.3.6. Visual Performing Arts (VPA): *Ongoing*

- Music teacher started preparations for guitar ensemble classes that will be offered after school during this reporting period.
- Art: Art Teachers provided services to 3 elementary schools and integrated fine arts into the standard classroom setting.
- Music Band teacher re-established THS band, OHS band, provided services with beginning band, lunch band, and after school band.
- Dance Teacher has ongoing activities teaching different dance styles and techniques with both elem, middle, and

1.3.6. Teachers provided services to the following schools, worked with teachers in integrated classroom settings, produced art shows, trained students in journalism/AV production, and had live performances in music, dance, and theatre. All VPA teachers are ongoing for art shows and live/and pre-recorded performances for the rest of the year.

Music (David Flores) – Approximately 450 students were provided services.
 [Attachment 1.3.6.A]

Art (Adelle Dimalanta) – Guahan Academy Charter School 16 students + 120 students in their homeroom classes + approximately 800 students and 100 Parents visited the ART Show.
 TOTAL – Approximately 936 Students, 100 Parents
 [Attachment 1.3.6.B]

Art (Gisela Guile) CLTaitano Elem. 480, Talofoto Elementary 247
 TOTAL - 727
 [Attachment 1.3.6.C1]
 [Attachment 1.3.6.C2]
 [Attachment 1.3.6.C3]
 [Attachment 1.3.6.C4]
 [Attachment 1.3.6.C5]
 [Attachment 1.3.6.C6]

Music Band (Maximo Ronquillo) Tiyan HS 19, Okkodo HS 61,
 TOTAL - 80
 [Attachment 1.3.6.D]

Dance (Cesar Medina) CL Taitano Elem 29, Inarajan Elem 16, Inarajan Middle 8, Oceanview

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	<p>high schools.</p> <ul style="list-style-type: none"> Theatre Teachers worked with elementary, middle, and high schools and taught vocal training, choreography, sight reading/singing, performance etiquette, and team building. 	<p>Middle 12 and Simon Sanchez HS 32 TOTAL - 97 [Attachment 1.3.6.E]</p> <p>Services were provided to Merizo Elem. 101, Ordot Chalan Pago Elem. 73 and Wettengel Elem. 21 TOTAL - 95 [Attachment 1.3.6.F]</p> <p>AV Broadcast Simon Sanchez HS 3, Okkodo HS 1, Tiyan HS 20, George Washington 8, John F Kennedy HS 2 TOTAL - 34 Students, 7 teachers [Attachment 1.3.6.G]</p>
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> <i>IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a 'count') FOR USE IN CALCULATING A PERFORMANCE MEASURE. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH.</i> <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE SECONDARY DATA (e.g. a 'percentage') ON THE PROJECT'S PERFORMANCE MEASURES. IF DATA IS NOT AVAILABLE, SPECIFY WHY AND INDICATE WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p><i>Insert Primary Data Here:</i></p> <p>Table 1</p>	<p>BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i> <p>Table 1 shows breakdown of high school students enrolled with the CTE programs at the 6 schools.</p>

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CTE Quarterly Report: 2nd Quarter
Reporting Period: January 1- March 31, 2024

I. Enrollment

CTE ENROLLMENT by Program & School							
Year 2023-2024 (Semester 2)	GWHS	JFKS	OHS	SHS	SSHS	THS	Total
Allied Health	72	44		64	89	59	328
Automotive Services Technology	58	61	50	38	45	51	303
Automotive Collision Repair	59			46			105
Construction Trades AutoCAD	22					3	25
Construction Trades Carpentry	44	54	41		32	29	200
Construction Trades HVAC				0			0
Early Childhood Education	60						60
Electronics Technology	62		66	53	83		244
Marketing	53	74	82	48	87	57	401
Tourism LMP/HTMP	52	77	77	39	56	63	364
Tourism ProStart	59	71	75	47	87	62	401
Telecommunications		58				39	97
Visual Communications	57					57	114
SPRING 2024 (Report as of 2/05/24)	508	439	391	335	450	420	2642

Table 2

II. TABLE B - WORKKEYS CURRICULUM Status		
GDOE Schools	Total GDOE Students Enrolled*	Active Accounts
George Washington HS	1369	558
J.P. Torres Success Academy	123	72
John F. Kennedy HS	1688	582
Okkodo HS	1466	77
Simon Sanchez HS	1548	409
Southern HS	1244	276
Tiyan HS	972	352
Total	8410	2326

Table 2 shows the Active Curriculum WorkKeys Accounts at the 7 Public High Schools and Charter School.

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Guahan Academy Charter School	40	40
Guam Adventist Academy	0	0
Guam Home School Association	0	0
Total	40	40

Table 3

SY23-24 Trades Academy						
Start: October 2023			End: December 2023			
HIGH SCHOOLS	Number of Students					
	CORE		CCL1		CCL2	
	Registered	Completed	Registered	Completed	Registered	Completed
George Washington	12					
John F. Kennedy	2					
Okkodo	4				1	1
Simon Sanchez	5		1	1		
Southern	6	1	1	1	1	
Tiyan	13	2	3	3	3	2
JP Torres Success Academy	3		1	1		
Home School	2					
FD	1	1				
GACS	9	3	2	2		
Norte Dame High School	1	1	1	1		
TOTALS:	58	8	9	9	5	3

Table 4

	2nd Qtr (Jan-Mar 2024)	
	# Participants	Schools
Music (Choir/Guitar)	Approx. 450	
Art	1910 Students 100 Teachers	ELEM: GACS/Talofofu
Music (Band)	80	OHS, THS
Dance	97	CLTES, IES, IMS, OMS

Table 3 shows the enrollment numbers by Programs offered at the GCA Trades Academy. Participation numbers indicate there is a good interest in Construction Trades from high school students. Students are allowed to continue with the program courses until completed so number of students completing the course will rise.

Table 4 Visual Performing Arts (VPA) Program continues to provide opportunities for students to experience the various art disciplines and hone their skills in these areas. Through their participation, students are engaged in learning, they develop motor and social skills and other ways to express and communicate their experiences.

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Theatre	95 Students	MES, OCPES, WES
AV Broadcast	34 Students 7 Teachers 1 Counselor	SSHS, OHS, THS, GWHS, JFKHS
TOTAL # PARTICIPANTS & SCHOOLS	2775	15

Table 5

**POST EVENT SURVEY SUMMARY:
GDOE Island-Wide College Fair SY23-24
(March 20-21, 2024)**

*Number of responses from high school students: 232
Number of responses from homeschooled students via SSHS: 2
Total Responses: 234*

High School Breakdown

GDOE High Schools (GWHS, JFK, OHS, JPTSA, SHS, THS): 6
Charter School (GAA, GACs): 2
Office of Catholic Education High Schools (AOLG, NDHS): 2
Total High Schools: 10

Grade level breakdown:

Sophomore: 21
Junior: 110
Senior: 103
Total: 234

PARTICIPANT FEEDBACK

	Highly Satisfied	Satisfied	Neutral	Not Satisfied	Very Dissatisfied
Overall College Fair	103	100	26	3	2
Registration	92	107	31	3	1
Variety of topics	103	78	47	5	1

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The amount of information presented at the College Fair was adequate for my needs.	98	112	23		1
My participation in the College Fair helped me to be more knowledgeable about college and career options.	98	101	33	1	1
The College Fair workshops provide information on options to pursue Career & Technical Education (CTE) careers.	85	116	30	2	1
The College Fair workshops provided information on options to pursue Science, Technology, Engineering, Arts or Math (STEAM) careers.	76	104	49	3	2
My participation in the College Fair has increased my interest in pursuing College after graduation.	105	92	33		4

Table 5 Project successfully completed its Island-Wide College Fair on March 20-March 21, 2024. There were a total of 234 high school students that participated (2 from home school); total of 10 schools in attendance.

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Academic Special Events Student Survey

Table 6 (Student Engagement)

I feel more engaged in my classes since joining an Academic Special Event
 105 responses

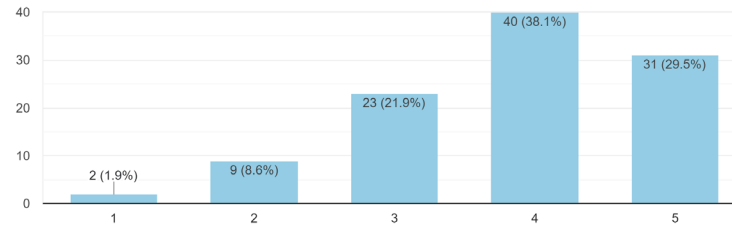


Table 7 (Student Confidence)

Has Academic Special Events helped you become more confident in your classes and extra curricular activities?
 105 responses

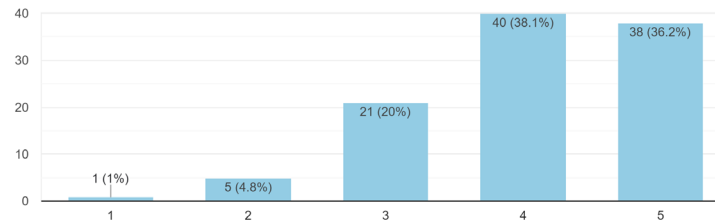


Table 6 & Table 7

68% of the 105 respondents felt more engaged in classes since joining ASE activities and 74% felt more confident in their classes and extra-curricular activities. These suggests an overall positive impact based on self-reported data.

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Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2022	Performance Target End of March 2023	Performance Target End of June 2023	Performance Target End of September 2023
1. Rigorous Academic and Technical Courses with High Quality Instruction Professional Development Training	A. By the end of SY23-24, 85% of teacher participants in PD activities will indicate they are more knowledgeable, well prepared or more than well prepared to teach high-quality, rigorous curriculum in (a) CTE (b) AP/Honors, (c) STEAM	Web-based survey from post PD on change in teaching practices	Percentage of teachers who self-report as feeling “more knowledgeable”, “well prepared” or “more than well prepared” to teach the content	Yes	<u>FY '22 APR:</u> 45% indicated ‘always’ and ‘frequent’ classroom application	<u>Target:</u> Planning Phase for the training <u>Actual:</u> Survey to be administered in the 3 rd quarter.	<u>Target:</u> Conduct of training <u>Actual:</u> Survey to be administered in the 3 rd quarter.		
	CTE Academies, AP/Honors, STEAM	B. By the end of SY23-24 62% of CTE, AP/Honors, students will earn a “C” or better	District data on CTE and AP student grades	Percentage of students with “C” Grades or better reported in PowerSchool	Yes	<u>FY '22 APR:</u> 84%	<u>Target:</u> 60% <u>Actual:</u> Grades to be given out in the 3 rd quarter.	<u>Target:</u> Academic semester ongoing <u>Actual:</u> Grades to be given	

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<p>AP Testing</p>	<p>C. By the end of SY23-24 there will be a 2% increase of AP test takers who score a 3 or better from baseline of SY21-22 AP Test Results</p>	<p>AP Test Results</p>	<p>Percentage of AP test takers who score a 3 or better</p>	<p>Yes</p>	<p><u>FY '22</u> <u>APR:</u> 29%</p>	<p><u>Target:</u> Curriculum ongoing</p> <p><u>Actual:</u> AP testing to occur in the 3rd quarter.</p>	<p><u>Target:</u> Curriculum ongoing</p> <p><u>Actual:</u> AP testing to occur in the 3rd quarter.</p>		
<p>2. Career-oriented Programs and Assessments</p>									
<p>WorkKeys Assessment</p>	<p>A. By the end of SY23-24, 85% of WorkKeys testers will score a Bronze or higher and achieve an NCRC certificate.</p>	<p>District data on WorkKeys assessment results</p>	<p>Percentage of test takers who score “Bronze” or Higher</p>	<p>Yes</p>	<p><u>FY '22</u> <u>APR:</u> 60% overall</p>	<p><u>Target:</u> Curriculum ongoing</p> <p><u>Actual:</u> Assessment to take place in the 3rd quarter.</p>	<p><u>Target:</u> Curriculum ongoing</p> <p><u>Actual:</u> Assessment to take place in the 3rd quarter.</p>		
<p>3. Specialized Events and Opportunities</p>									
<p>Academic Special Events, Visual Performing Arts,</p>	<p>A. By the end of SY23-24, 60% of students who</p>	<p>Web-based survey on post ASE, VPA,</p>	<p>Percentage of student participants</p>	<p>Yes</p>	<p><u>FY '22</u> <u>APR:</u></p>	<p><u>Target:</u> Planning & conduct of</p>	<p><u>Target:</u> Conduct of events</p>		

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Sports	participate in ASE, VPA, STEAM programs will indicate being more engaged in learning and confident in their academic work.	STEAM events and sports opportunities	who indicate being “more engaged” and “confident” in their work		68% more engaged 75% more confident	events Actual: Survey to be conducted in the 3 rd quarter.	Actual: 68% of ASE participants surveyed indicated being more engaged in learning 74% of ASE participants indicated greater confidence in handling academic work		
4. Academic & Career Planning									
College Fair, Career Fair	By the end of SY23-24, 30% of participating students will indicate an “increased interest” or “strong interest” in pursuing a college pathway after graduation	Web-based survey on post ASE, VPA and STEAM events	Percentage of participating students indicating an “increased interest” or “strong interest” in pursuing STEAM path in college	Yes	FY '22 APR: 42%	Target: Survey not administered at this time. Actual: Survey to be conducted in the 3 rd quarter.	Target: Survey not administered at this time. Actual: 84% indicated greater interest in pursuing College after graduation		

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PART II:	
LIST TRAVEL ACTIVITIES COMPLETED.	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 RD COUNT</p> <p>American Choral Directors Association February 27 - March 2, 2024, Denver, Colorado: (2) Teachers attended and are preparing to share their knowledge in upcoming summer training.</p>
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p>Joy Ada – George Washington High School Choir & Band Teacher Rhojine Javinal – Aguada Johnson Middle School Choir Teacher Both travelers cleared with Business Office and provided travel reports. Presentations are tentatively scheduled for Summer 2024.</p>
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	<p>(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT</p> <p>Project personnel:</p> <ul style="list-style-type: none"> • Coordinated with trainers to conduct professional development in STEM Engineering with teachers. • Entered requisitions for project activities. • Continued meetings with service providers to address concerns or to move forward with activities. • Attended trainings offered by the Project or other GDOE divisions.
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>STEM Robotics, Academics, VPA are on-going and expected to be held in the second semester and summer months of the academic school year. Other activities such as Advanced Placement Summer Institute, Audio Visual Broadcasting Training, Career Academies Training, and STEM Mentoring, Dual Enrollment and English & Math camps and E-sports Training are still in the procurement process. As such, Project data is unavailable as of this reporting period.</p> <p>Schools continue to administer <i>Choices 360</i> and <i>WorkKeys</i> Curriculum. Dates to administer the Assessment are being scheduled during the District-wide Assessment window slated for April 2024.</p>

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<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>Funds from LR Project support activities that provide students with opportunities to explore and gain knowledge and skills that will help them make more informed decisions about what they want to pursue after graduation. The online curriculum and assessment tools help to measure the foundational skills required to be successful in a career. Technology equipment help make information & resources more accessible to students and enables them to become confident in their ability to use information to make decisions and solve problems. In addition, the professional development for teachers help build their content knowledge in Career & Technical Education (CTE), Science, Technology, Engineering, Art and Math (STEAM) so that lessons are relevant and meaningful and can help build student competencies necessary for the college or career.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <p>Challenges with processing procurement items in a timely manner continue as the Department manages Consolidated Grant activities in addition to the Education Stabilization Fund (ESF) I and ESF II and American Recovery Plan grant activities. These challenges are compounded by the limitations on holding professional development training due to the lack of coverage for teachers. Project personnel continue to work with the vendors to modify the mode of delivery to accommodate the teachers’ schedules. Project personnel also work with its State Program Officer and the Procurement Office to ensure that all requisitions are addressed and move smoothly through the workflow approval process. The Local MUNIS was unavailable to enter and release requisitions until early January 2024. In addition, accounts for CG23 were not established.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT</p> <p>The Project Staff will continue to collaborate with GCC for WorkKeys and Choices 360 program implementation strategies to increase the number of proctors trained and provide additional technical assistance. Project staff will continue to meet with vendors, teachers and counselors to coordinate professional development activities and secure needed supplies and materials. Project staff will continue to work closely with its State Program Officer and the Procurement Office to facilitate the workflow approval process for professional development activities, purchasing of necessary equipment for training, purchasing of supplies for classroom instruction.</p>

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EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.

100 WORD COUNT

Project staff use email correspondences and online surveys with CTE, STEAM and VPA teachers to disseminate information, get updates on implementation of activities in their classrooms, collect data and get feedback about the usefulness and effectiveness of the programs to help plan for upcoming events.

Monthly meetings with CTE vendors are held to get progress updates on the implementation of activities. Information will be used to help improve implementation practices.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #1 Life Readiness

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named project. It is understood that any willful misrepresentation or fraud is subject to applicable penalties, as it relates to federal funds.

THIS REPORT WAS REVIEWED AND VALIDATED BY:

David C. Camacho
PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

DATE

Joseph L.M. Sanchez
PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGNATURE)

DATE

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 2

Curriculum Instruction Assessments (CIA)

Quarterly Report Documents:

- 1) Finalized Quarterly Report with Federal Program Division (FPD) Validation
- 2) Original Submitted Quarterly Report
 - a. Correspondences between FPD and Project Lead
- 3) Quarterly Personnel Certification
- 4) Fiscal Monitoring Documents:
 - a. 10%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification (refer to #3)
 - Labor Cost
 - Attendance Log
 - Other Supporting Documents (i.e. Timesheets)
 - b. 100%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification
 - Labor Cost
 - Other Supporting Documents (i.e. Timesheets)
- 5) Fixed Asset Certification

April 30, 2024

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Finalized Quarterly Report with
Federal Programs Division Review**

April 30, 2024

**FFY 2023 CONSOLIDATED GRANT
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Grant Name: Consolidated Grant FFY 2023 **Grant#:** S403A230002

What quarter is this report filed? Mark an "X"

PROJECT TITLE: Project #2: CURRICULUM-INSTRUCTION-ASSESSMENTS (CIA)

PROJECT COORDINATOR: Frank Leon Guerrero

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Sean Rupley

10/01/23- 12/31/23	01/01/24- 03/31/24	04/01/24- 06/30/24	07/01/24- 09/30/24
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
	X		
REPORT DUE: 01/10/24	REPORT DUE: 04/10/24	REPORT DUE: 07/10/24	REPORT DUE: 10/10/24
ANNUAL REPORT DUE: 11/20/2024			

AMOUNT BUDGETED (FFY 2023): \$ <u>5,097,307.05</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>1,818,470.39</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>35.68</u> %
AMOUNT BUDGETED (FFY 2022): \$ <u>6,538,067.29</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>3,245,760.04</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>49.64</u> %

GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 5	7,366					12,619			
6 - 8	438		99	66		6,466		600	100
9 - 12	11					9,201			

LIST THE PROJECT GOALS: By providing supplemental supports, professional services, and materials, the Curriculum – Instruction – Assessment (CIA) Project endeavors to 1) increase teacher recruitment, induction, and retention; 2) improve the effectiveness of teaching practices; and 3) increase monitoring of student achievement.

LIST THE PROJECT OBJECTIVES: **Annual Objective 1: The CIA project will increase teacher recruitment, induction, and retention rates with services that support the teacher certification process, mentor new teachers, and coach seasoned teachers.**

- Year 1: The CIA project will increase the number of Highly Qualified Teachers [in the classroom] by 20 teachers from the previous school year as shown by the number of teachers who complete the Initial Teacher Certification Assistance Program.

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- Year 2: The CIA project will increase the number of Highly Qualified Teachers [in the classroom] by 24 teachers from the previous school year as shown by the number of teachers who complete the Initial Teacher Certification Assistance Program.
- Year 3: The CIA project will increase the number of Highly Qualified Teachers [in the classroom] by 26 teachers from the previous school year as shown by the number of teachers who complete the Initial Teacher Certification Assistance Program.

- Year 1: The CIA project will increase the teacher retention rate by 5% from previous baseline of 1,958.
- Year 2: The CIA project will increase the teacher retention rate by 5% from the previous school year.
- Year 3: The CIA project will increase the teacher retention rate by 5% from the previous school year.

- Year 1: Through web-based surveys and classroom observations, 70% of mentored or coached teachers will report or show improved instructional practices as a result of supports provided.
- Year 2: Through web-based surveys and classroom observations, 75% of mentored or coached teachers will report or show improved instructional practices as a result of supports provided.
- Year 3: Through web-based surveys and classroom observations, 80% of mentored or coached teachers will report or show improved instructional practices as a result of supports provided.

Annual Objective 2: The CIA project will increase teacher effectiveness by providing professional development opportunities, instructional supports, resources and materials, and technology tools.

- Year 1: Through web-based surveys and classroom observations, 80% of teachers who participate in professional development opportunities will report or show increased use of research-proven instructional strategies used in the classroom.
- Year 2: Through web-based surveys and classroom observations, 83% of teachers who participate in professional development opportunities will report or show increased use of research-proven instructional strategies used in the classroom.
- Year 3: Through web-based surveys and classroom observations, 86% of teachers who participate in professional development opportunities will report or show increased use of research-proven instructional strategies used in the classroom.

- Year 1: 80% of teachers who participate in professional development opportunities will report increased student engagement through web-based surveys.
- Year 2: 83% of teachers who participate in professional development opportunities will report increased student engagement through web-based surveys.
- Year 3: 86% of teachers who participate in professional development opportunities will report increased student engagement through web-based surveys.

- Year 1: Teachers will demonstrate increased capacity to use the interim and formative assessment tool to monitor an increased student caseload of 3% of Tier 3 students in Reading and Math.
- Year 2: Teachers will demonstrate increased capacity to use the interim and formative assessment tool to monitor an increased student caseload of 5% of Tier 3 students in Reading and Math.
- Year 3: Teachers will demonstrate increased capacity to use the interim and formative assessment tool to monitor an increased student caseload of 7% of Tier 3 students in Reading and Math.

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Annual Objective 3. The CIA project will increase the monitoring of student achievement by using student interim and summative assessments.

- Year 1: Students performing at Tier 1 and Tier 2 levels in Reading will increase to 64% as a result of the interventions they received as measured by the interim assessment system.
- Year 2: Students performing at Tier 1 and Tier 2 levels in reading will increase to 66% as a result of the interventions they received as measured by the interim assessment system.
- Year 3: Students performing at Tier 1 and Tier 2 levels will in reading increase to 68% as a result of the interventions they received as measured by the interim assessment system.

- Year 1: Students performing at Tier 1 and Tier 2 levels in Math will increase to 48% as a result of the interventions they received as measured by the interim assessment system.
- Year 2: Students performing at Tier 1 and Tier 2 levels in Math will increase to 50% as a result of the interventions they received as measured by the interim assessment system.
- Year 3: Students performing at Tier 1 and Tier 2 levels in Math will increase to 52% as a result of the interventions they received as measured by the interim assessment system.

- Year 1: Students performing at Level 3 and Level 4 in Reading will increase to 16% as a result of the interventions they received as measured by the summative assessment system.
- Year 2: Students performing at Level 3 and Level 4 in Reading will increase to 18% as a result of the interventions they received as measured by the summative assessment system.
- Year 3: Students performing at Level 3 and Level 4 in Reading will increase to 20% as a result of the interventions they received as measured by the summative assessment system.

- Year 1: Students performing at Level 3 and Level 4 in Math will increase to 9% as result of the interventions they received as measured by the summative assessment system.
- Year 2: Students performing at Level 3 and Level 4 in Math will increase to 11% as result of the interventions they received as measured by the summative assessment system.
- Year 3: Students performing at Level 3 and Level 4 in Math will increase to 13% as result of the interventions they received as measured by the summative assessment system.

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	<ul style="list-style-type: none"> • Online interim assessment • Online summative assessments • Longitudinal Assessment Database • Digital online curriculum and assessment (SIFA) 	<p>assessments starting in April 1, 2024. Practice test trails were conducted in April GDOE went live with the District Wide Assessment (DWA): Smarter Balanced</p>
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS</p>
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED <p>2.1. Teacher Recruitment, Induction, and Retention</p> <p>2.2. Effective Teaching Practices</p> <p>2.3. Specialized School Supports</p> <p>2.4. Interim and Summative Assessments</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a 'count') FOR USE IN CALCULATING A PERFORMANCE MEASURE. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE SECONDARY DATA (e.g. a 'percentage') ON THE PROJECT'S PERFORMANCE MEASURES. IF DATA IS NOT AVAILABLE, SPECIFY WHY AND INDICATE WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p>2.1. Teacher Recruitment, Induction, and Retention</p> <p>2.2. Effective Teaching Practices</p> <p>2.3. Specialized School Supports</p> <p>2.4. Interim and Summative Assessments</p> <p>* Data for the above not available until the 3rd or 4th quarters.</p>	<p>BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i> <p>2.1. Teacher Recruitment, Induction, and Retention</p> <p>2.2. Effective Teaching Practices</p> <p>2.3. Specialized School Supports</p> <p>2.4. Interim and Summative Assessments</p> <p>Data for the above not available until the 3rd or 4th quarters.</p>

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Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
2.1. Teacher Recruitment, Induction, and Retention <ul style="list-style-type: none"> • Online teacher observation tool • Initial Teacher Certification Assistance program • Teacher mentoring • Teacher Coaching • Coaching and Mentoring Professional Development 	The CIA project will increase the number of Highly Qualified Teachers [in the classroom] by 20 teachers from the previous school year as shown by the number of teachers who complete the Initial Teacher Certification Assistance program. The CIA project will increase the teacher retention rate by 5% from the previous baseline of 1,958.	Annual reporting of teachers who complete the Initial Teacher Certification Assistance Program. Data from Human Resources to show teacher retention	# of teachers who complete the Initial Teacher Certification Assistance Program # of certified, or Highly Qualified Teachers who remain actively employed at the GDOE	Yes Yes	15 teachers 1,958 teachers	Target: Not reported until 4 th quarter Actual: Initial Teacher Certification Assistance program ongoing	Target: Not reported until 4 th quarter Actual: Not reported until 4 th quarter		
						Target: Not reported until 4 th quarter Actual: Not reported until 4 th quarter	Target: Not reported until 4 th quarter Actual: Not reported until 4 th quarter		

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	Through web-based surveys and classroom observations, 70% of mentored or coached teachers will report or show improved instructional practices as a result of support provided.	Web-based surveys and classroom observations	% of coached or mentored teachers who report or show improved instructional practices	Yes	No baseline data – will be provided in SY2023-2024	<u>Target:</u> 55% <u>Actual:</u> No survey administered. Survey will be done in 2 nd quarter.	<u>Target:</u> 60% <u>Actual:</u> Survey administered this quarter; results to be reported in 3 rd quarter.		
2.2. Effective Teaching Practices	Through web-based and classroom observations, 80% of teachers who participate in professional development opportunities will report or show increased use of research-provide instructional strategies used in the classroom.	Web-based surveys and classroom observations	% of teachers observed or self-reported to increase use of research-proven instructional strategies used in the classroom.	Yes	No baseline data	<u>Target:</u> 65% <u>Actual:</u> No survey administered. Survey will be done in 3 rd Quarter	<u>Target:</u> 70% <u>Actual:</u> No survey administered. Survey will be done in 3 rd Quarter		
2.3. Specialized School Supports	80% of teachers who participate in professional development	Web-based surveys	% of teachers observed or self-	Yes	No baseline data – will be	<u>Target:</u> 65% <u>Actual:</u>	<u>Target:</u> 70% <u>Actual:</u>		
<ul style="list-style-type: none"> Professional Development Teacher and Math Science Kits Travel to Professional Conference Equipment to enhance classroom instruction 									
<ul style="list-style-type: none"> Library Improvement 									

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<ul style="list-style-type: none"> • PreK Academics • Gifted and Talented Education • Travel to Professional Conference • Student Planners • Bandwidth and Internet access Expansion 	<p>opportunities will report increased student engagement through web-based surveys.</p>		<p>reported to increase student engagement</p>		<p>provided in SY2023-2024</p>	<p>No survey administered. Survey will be done in 3rd Quarter</p>	<p>No survey administered. Survey will be done in 3rd Quarter</p>		
<p>2.4. Interim and Summative Assessments</p> <ul style="list-style-type: none"> • Universal PreK and Kindergarten Screener Kits • Online Interim Assessments • Assessment kits • Universal Screeners • Online interim assessment 	<p>Teachers will demonstrate increased capacity to use the interim and formative assessment tools to monitor an increased student caseload of 3% of Tier 3 students in Reading and Math.</p>	<p>Progress Monitoring data</p>	<p>% of increased caseload of Tier 3 students in K-8 being actively monitored in Reading and Math</p>	<p>Yes</p>	<p>No baseline data – will be provided in SY2023-2024</p>	<p><u>Target:</u> 1% <u>Actual:</u> AimsWeb Interim Assessments ongoing. (New) Smarter Balanced</p>	<p><u>Target:</u> 1% <u>Actual:</u> Not reported until 3rd quarter Smarter Balanced Interim Assessment to be conducted in Fall 2024</p>		
	<p>Students performing at Tier 1 and Tier 2 levels in Reading will increase to 64% as a result of the</p>	<p>Assessment data</p>	<p>% of students in Tier 1 and Tier 2 in Reading</p>	<p>Yes</p>	<p>59%</p>	<p><u>Target:</u> Not reported until 3rd quarter</p>	<p><u>Target:</u> Not reported until 3rd quarter</p>		

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<ul style="list-style-type: none"> • Online summative assessments • Longitudinal Assessment Database • Digital online curriculum and assessment (SIFA) 	<p>interventions they received as measured by the interim assessment system.</p> <p>Students performing at Tier 1 and Tier 2 levels in Math will increase to 48% as a result of the interventions they received as measured by the interim assessment system</p>	Assessment data	% of students in Tier 1 and Tier 2 in Math.	Yes	46%	<p><u>Actual:</u> Not reported until 3rd quarter</p> <p><u>Target:</u> Not reported until 3rd quarter</p> <p><u>Actual:</u> Not reported until 3rd quarter</p>	<p><u>Actual:</u> Not reported until 3rd quarter</p> <p><u>Target:</u> Not reported until 3rd quarter</p> <p><u>Actual:</u> Not reported until 3rd quarter</p>		
	<p>Students performing at Level 3 and Level 4 in Reading will increase to 16% as a result of the interventions they received as measured by the summative assessment system.</p>	Assessment Data	% of students scoring in the Level 3 or 4 performance levels on the summative assessment in Reading.	Yes	14%	<p><u>Target:</u> Not reported until 4th quarter</p> <p><u>Actual:</u> Not reported until 4th quarter</p>	<p><u>Target:</u> Not reported until 4th quarter</p> <p><u>Actual:</u> Not reported until 4th quarter</p>		
	<p>Students performing at Level 3 and Level 4 in Math will increase to 9% as result of the interventions they received as</p>	Assessment Data	% of students scoring in the Level 3 or 4 performance levels on the summative assessment in Math	Yes	7%	<p><u>Target:</u> Not reported until 4th quarter</p> <p><u>Actual:</u> Not reported until 4th quarter</p>	<p><u>Target:</u> Not reported until 4th quarter</p> <p><u>Actual:</u> Not reported until 4th quarter</p>		

**FFY 2023 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A230002**

measured by the summative assessment system.					quarter	reported until 4 th quarter		
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PART II:

<p>LIST TRAVEL ACTIVITIES COMPLETED.</p>	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT</p> <p>(1) Guam DOE Teacher, (1) Guam DOE District Mentor, and (1) iLearn Academy Charter School Teacher went to the 2024 National Council of Teachers of Mathematics (NCTM) Regional Conference from February 7-9, 2024.</p> <p>This conference was hosted by the NCTM professional membership organization and was designed for educators at all levels. Participants came together to enhance their professional skills, knowledge, and careers and to learn best teaching practices to build a strong foundation of deep mathematical understanding and further their mathematics instruction for each and every student. The focus on mathematics teaching, learning, and all aspects of mathematics education through targeted sessions by national leaders and master teachers, and collaborations, innovations, and collective work with colleagues make the NCTM Regional Conference & Exposition the premier event for educators.</p>
<p>FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p>	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent’s Office?) 100 WORD COUNT</p> <p>Training was conducted at each teacher’s school site and will also be provided during GDOE Summer Teacher Academy. GDOE front-loaded all district Professional Development days to the beginning of SY 2023-2024 due to Typhoon Mawar in May 2023, so no other district PD days were available this school year. The typhoon caused catastrophic damage to the island and delayed school opening. Moving all the district PD days to the beginning of the year allowed the delayed start of the school year and allow for completion of school repairs. The Summer Teacher Academy will allow teachers to participate in training and earn graduate credit through standard service agreements.</p>

PART III:

<p>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.</p>	<p>(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT</p> <p>Project personnel carried out duties and responsibilities necessary to implementation and monitoring of the project activities including data collection, procurement processes, coordination of events, meeting with teacher groups, participating in community outreach activities, coordinating activities of Instructional Coaches and District Mentors, distribution of equipment, and other tasks related to implementation of the project activities to attain the project goals and objectives.</p>
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**FFY 2023 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A230002**

USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>More time has been spent on developing more meaningful perception survey instruments. More time should be focused on evaluating the feedback and making the necessary changes to the evaluation and practices for greater effectiveness. The project is currently piloting a new Smarter Balanced Assessment System and will use this data as a baseline for future assessments for the district. It is aligned to the Common Core State Standards for ELA and Math and the Next Generation Science Standards. This will be a new measure to determine whether or not intended learning outcomes that faculty have set are being achieved. The information can then be used to determine how our programs can be improved.</p>
EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>Program funds were used to</p> <ol style="list-style-type: none"> 1) encourage the increase the induction, recruitment, and retention of fully-certified classroom teachers; 2) Provide supports to teachers via Mentors and Instructional Coaches; 3) Provide research-based professional development opportunities to identified teachers; and 4) Provide increased equipment and connectivity to teachers and students. <p>Providing these supports will help increase the overall effectiveness of teachers, subsequently, improving the academic achievement of students.</p>
EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <p>Challenges include a shift in and lack of project personnel. Project 2 has 1 PCIII vacancy, 1 PCIV vacancy, and 1 Instructional Coach Vacancy that still has not been filled.</p> <p>Additional challenges encountered during this period were due to the additional duties assigned to project personnel to manage the implementation of the Educational Stabilization Funds under the CARES Act and the emergency funds provided through the American Rescue Plan.</p> <p>The implementation of a new district-wide assessment system, Pearson Smarter Balanced Assessment, took several months to set up and train the district on its use and implementation of the spring summative assessments. We will be doing further setting up of the</p>

**FFY 2023 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A230002**

	<p>system during the summer with vendor Pearson to prepare for the district interim assessments.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT</p> <ul style="list-style-type: none"> • Ongoing support for new district-wide summative and interim assessments • Ongoing support for new district-wide Science (NGSS) assessments • Ongoing support for new high school ACCUPLACER college readiness assessment system • Travel for (2) teachers to <i>Get Your Teach On</i> conference. • Travel for (5) teachers, (1) principal, (1) project lead, (1) instructional coach to the <i>Innovative Strategies</i> conference in Nashville, TN. • Travel for (2) Charter school teachers to the <i>Innovative Strategies</i> conference in Nashville, TN. • Travel for (1) teacher and (1) instructional coach to the <i>ISTELive 24</i> Conference in Denver, CO • Travel for (1) teacher and (1) librarian to participate in the 2024 American Library Association Conference in San Diego, CA • Several requisition for contracts for Professional Development are awaiting contracts for implementation during Summer Teacher Academies and fall district professional development days.

**FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A230002**

EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.

100 WORD COUNT

Teacher observations have been ongoing throughout the reporting period. Perception surveys are also used to gauge teacher and administrator satisfaction and implementation of strategies.

QUARTERLY REPORT CERTIFICATION

**FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A230002**

PROJECT TITLE: Project #2: CURRICULUM-INSTRUCTION-ASSESSMENTS (CIA)

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named project. It is understood that any willful misrepresentation or fraud is subject to applicable penalties, as it relates to federal funds.

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Frank Leon Guerrero
PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

4/24/24
DATE

Joseph L.M. Sanchez
PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGNATURE)

DATE

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Quarterly Personnel Certification

April 30, 2024

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: **84.403A Consolidated Grant to the Outlying Areas**
 Project Title: **82810 CURRICULUM AND INSTRUCTIONAL QUALITY DEVELOPMENT**

Fiscal Year 2023-2024

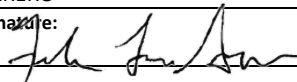
Reporting Period: 2nd Quarter (January - March 31, 2024)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13837	ANA MARIA T. O AGUON	PROG COORD IV	812	Cost shared
8643	ANDREW G.A. GUERRERO	TEACHER V	820	
6817	ANNIE S.A. AREVALO	TEACHER V	320	
9394	ARVI M BACANI	TEACHER III	435	
13240	ASHLEE R CABREZA	TEACHER IV	433	
13985	AUBREY M SANTOS	COMP TECH II	816	
10313	BELLA MARIE SANTOS-CRUZ	TEACHER V	820	
9163	BENJAMIN J SANTIAGO	TEACHER VI	430	
14679	BILLI-JO M GUZMAN	ADMIN ASST	820	Administrative Aide
8735	CARMEL I AGUON	TEACHER V	312	
9234	CHARLOTTE MARIE T ESTEBAN	TEACHER IV	475	
9437	CHRISTOPHER R LEON GUERRERO	TEACHER V	820	
8910	CLARICE L MESA	TEACHER IV	434	
7822	CONNIE P MALLADA	TEACHER III	474	
7661	DEBRA S SHIMIZU	TEACHER V	820	

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

Immediate Supervisor's Name: FRANK L. LEON GUERRERO	
Immediate Supervisor's Signature: 	Date: 4/25/24

Project Coordinator Name: FRANK L. LEON GUERRERO	
Project Coordinator Signature: 	Date: 4/25/24

Federal Programs Compliance Administrator Name: SYLVIA T. CALVO, GRANT DIRECTOR	
Federal Programs Compliance Administrator Signature:	Date:

Project Manager Name: JOSEPH L.M. SANCHEZ, DS C&II	
Project Manager Signature:	Date:

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: **84.403A Consolidated Grant to the Outlying Areas**
 Project Title: **82810 CURRICULUM AND INSTRUCTIONAL QUALITY DEVELOPMENT**

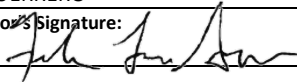
Fiscal Year 2023-2024

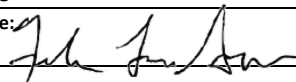
Reporting Period: 2nd Quarter (January - March 31, 2024)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
59	ELIZABETH HAMILTON	TEACHER V	471	
6858	EMMANUEL A BALMEO	TEACHER V	431	
13472	FRANCES CAMILLE J CRUZ	TEACHER IV	437	
8347	FRANCESMARIE P BALAJADIA	TEACHER V	820	
12437	FRANK L LEON GUERRERO	PROG COORD IV	820	
1559	FRANKY J INDALECIO	TEACHER V	820	
6881	GEMMA A DE GUZMAN	TEACHER V	471	
10067	GERALDINE D QUICHOCHO	TEACHER IV	820	
12381	GLORIA P OBIAS	TEACHER IV	430	
7676	GRACE D DIEGO	TEACHER V	820	
8250	JAMIE LYNN K FEGURGUR	TEACHER II	323	
10556	JASON Q ACFALLE	TEACHER II	474	
1933	JEAN M AGUON	TEACHER V	319	
7855	JENNIFER J MALINAO	TEACHER IV	306	
4329	JENNY R MALUWELMENG	TEACHER IV	820	

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Immediate Supervisor's Name: FRANK L. LEON GUERRERO	
Immediate Supervisor's Signature: 	Date: 4/25/24

Project Coordinator Name: FRANK L. LEON GUERRERO	
Project Coordinator Signature: 	Date: 4/25/24

Federal Programs Compliance Administrator Name: SYLVIA T. CALVO, GRANT DIRECTOR	
Federal Programs Compliance Administrator Signature:	Date:

Project Manager Name: JOSEPH L.M. SANCHEZ, DS C&II	
Project Manager Signature:	Date:

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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Fiscal Year 2023-2024

Reporting Period: 2nd Quarter (January 1 - March 31, 2024)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
6173	JIM S REYES	TEACHER V	820	
8679	JOANN M SUSUICO	TEACHER V	436	
8359	JOANN P CHARGUALAF	TEACHER IV	820	
9634	JOHN G SAN NICOLAS	TEACHER III	438	
6169	JOSEPH R FERNANDEZ	TEACHER IV	820	
9947	JOYCELYN V QUINTANILLA	TEACHER III	475	
6911	JUDITH Q ROBERTO	TEACHER V	472	
14543	KATHLEEN JOYCE R LAMORENA	ADMIN ASST	820	
7999	KATHY S CANDASO	TEACHER VI	309	
9243	KRISTINA L CADE	TEACHER II	820	
11698	LIAHLANNI N CRUZ	TEACHER IV	303	
6883	LIZA MARIE Q CASTRO	TEACHER IV	433	
7965	MADRID C BORJA	TEACHER IV	435	
10099	MARIA HAYETTE A ALVAREZ	TEACHER IV	820	
2015	MARIE N GREEN	TEACHER III	322	

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Immediate Supervisor's Name:
FRANK L. LEON GUERRERO
 Immediate Supervisor's Signature: *[Signature]* Date: **4/25/24**

Project Coordinator Name:
FRANK L. LEON GUERRERO
 Project Coordinator Signature: *[Signature]* Date: **4/25/24**

Federal Programs Compliance Administrator Name:
SYLVIA T. CALVO, GRANT DIRECTOR
 Federal Programs Compliance Administrator Signature: _____ Date: _____

Project Manager Name:
JOSEPH L.M. SANCHEZ, DS C&II
 Project Manager Signature: _____ Date: _____

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: **84.403A Consolidated Grant to the Outlying Areas**
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Fiscal Year 2023-2024

Reporting Period: **2nd Quarter (January 1 - March 31, 2024)**

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
3011	MARITES A CANARE	TEACHER V	306	
8880	MELISSA L DUENAS	TEACHER III	820	
9617	MELYNDA S SAN LUIS	TEACHER IV	327	
11082	MICHELLE A DE GUZMAN	TEACHER IV	820	
10697	MICHELLE A FRANQUEZ	TEACHER II	820	
9080	MONICA GUEVARA CEPEDA	TEACHER IV	316	
11909	NATASHA P CRUZ	TEACHER V	313	
13594	NICOLE A NADAL	TEACHER IV	436	
9692	NICOLE L PEREZ	TEACHER IV	318	
12333	ORLANDO O CRUZ	TEACHER IV	820	
7235	PAUL J CRUZ	TEACHER IV	820	
8141	PAULA A.S. DUENAS	TEACHER IV	432	
15583	ROE-ANN JEAN M CRUZ	PROG COORD III	820	
5714	RONALD A CANOS	TEACHER VI	473	

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Immediate Supervisor's Name: FRANK L. LEON GUERRERO	
Immediate Supervisor's Signature: <i>Frank L. Leon Guerrero</i>	Date: 4/25/24

Project Coordinator Name: FRANK L. LEON GUERRERO	
Project Coordinator Signature: <i>Frank L. Leon Guerrero</i>	Date: 4/25/24

Federal Programs Compliance Administrator Name: SYLVIA, T. CALVO, GRANT DIRECTOR	
Federal Programs Compliance Administrator Signature:	Date:

Project Manager Name: JOSEPH L.M. SANCHEZ, DS C&II	
Project Manager Signature:	Date:

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: 84.403A Consolidated Grant to the Outlying Areas
 Project Title: 82810 CURRICULUM AND INSTRUCTIONAL QUALITY DEVELOPMENT

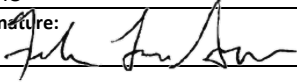
Fiscal Year 2023-2024

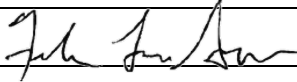
Reporting Period: 2nd Quarter (January 1 - March 31, 2024)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
9919	ROSE D HERRERA	TEACHER V	436	
9992	ROWENA R RAFAN	TEACHER IV	432	
678	RYAN D SHIPMAN	TEACHER IV	820	
5902	SHIRLEY B BALMEO	TEACHER V	431	
6154	SONIA A RESPICIO	TEACHER III	322	
9934	STELLA MARIE M TAITAGUE	TEACHER IV	329	
9781	STEPHANIE C GARRIDO	PROG COORD II	820	
13733	TANIYA S ANDERSON	TEACHER IV	430	
11668	TARA J. B CRUZ	TEACHER IV	820	
7335	TARA M LEON GUERRERO	TEACHER IV	476	
5189	TARSILA T MUTH	TEACHER IV	306	
7282	TERESA R TAITAGUE	TEACHER IV	314	
9725	TRICIA MARIE L CRUZ	TEACHER V	820	
5518	URSULA D UMADHAY	TEACHER V	314	
9909	VALERIEANN T MENDIOLA	TEACHER III	323	

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Immediate Supervisor's Name: FRANK L. LEON GUERRERO	
Immediate Supervisor's Signature: 	Date: 4/25/24

Project Coordinator Name: FRANK L. LEON GUERRERO	
Project Coordinator Signature: 	Date: 4/25/24

Federal Programs Compliance Administrator Name: SYLVIA T. CALVO, GRANT DIRECTOR	
Federal Programs Compliance Administrator Signature:	Date:

Project Manager Name: JOSEPH L.M. SANCHEZ, DS C&II	
Project Manager Signature:	Date:

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Fiscal Year 2023-2024

Reporting Period: **2nd Quarter (January 1 - March 31, 2024)**

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
11405	VAUGHN B BAISA	TEACHER III	327	
10530	VINCENT L.G. BUKIKOSA	TEACHER IV	820	
2374	WENDIE K.S. FLORES	TEACHER IV	473	
12211	HAANI LYNN M QUINATA	TEACHER III	820	
12289	PATRICK I BORJA	TEACHER III	820	
123	PEARL HAMADA	TEACHER III	820	
17176	KATRINA R CAMACHO	COMP TECH II	816	

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Immediate Supervisor's Name:
 FRANK L. LEON GUERRERO
 Immediate Supervisor's Signature: *[Signature]* Date: **4/25/24**

Project Coordinator Name:
 FRANK L. LEON GUERRERO
 Project Coordinator Signature: *[Signature]* Date: **4/25/24**

Federal Programs Compliance Administrator Name:
 SYLVIA T. CALVO, GRANT DIRECTOR
 Federal Programs Compliance Administrator Signature: _____ Date: _____

Project Manager Name:
 JOSEPH L.M. SANCHEZ, DS C&II
 Project Manager Signature: _____ Date: _____

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Program Budget Staffing

April 30, 2024

PROJECT NAME

REGULAR SALARIES				FY '22 Carryover			FY '23			PROGRAM TOTAL		
PPE	No. of Positions Title V-B funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Total
PPE: 01/13/24		\$ 97,102.31	100%				\$ 97,102.31	\$ 38,840.92	\$ 135,943.23	\$ 97,102.31	\$ 38,840.92	\$ 135,943.23
PPE: 01/27/24		\$ 97,326.56	100%				\$ 97,326.56	\$ 38,930.62	\$ 136,257.18	\$ 97,326.56	\$ 38,930.62	\$ 136,257.18
PPE: 02/09/24		\$ 97,528.39	100%				\$ 97,528.39	\$ 39,011.36	\$ 136,539.75	\$ 97,528.39	\$ 39,011.36	\$ 136,539.75
PPE: 03/01/24		\$ 97,870.33	100%				\$ 97,870.33	\$ 39,148.13	\$ 137,018.46	\$ 97,870.33	\$ 39,148.13	\$ 137,018.46
PPE: 03/14/24		\$ 94,230.86	100%				\$ 94,230.86	\$ 37,692.34	\$ 131,923.20	\$ 94,230.86	\$ 37,692.34	\$ 131,923.20
PPE: 03/23/24		\$ 94,570.78	100%				\$ 94,570.78	\$ 37,828.31	\$ 132,399.09	\$ 94,570.78	\$ 37,828.31	\$ 132,399.09
Sub Totals	-	578,629		-	-	-	578,629	231,452	810,081	578,629	231,452	810,081
Indirect Cost (9.96%)		54,970										\$ 54,970
Total 2nd Qtr	-	\$ 633,599.01		\$ -	\$ -	\$ -	\$ 578,629.23	\$ 231,451.69	\$ 810,080.92	\$ 578,629.23	\$ 231,451.69	\$ 810,080.92
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.96%)		-										\$ -
Total 2nd Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 2nd Qtr	-	\$ 633,599.01	\$ -	\$ -	\$ -	\$ -	\$ 578,629.23	\$ 231,451.69	\$ 810,080.92	\$ 578,629.23	\$ 231,451.69	\$ 810,080.92

PART-TIME SALARIES				FY '22 Carryover			FY '23			PROGRAM TOTAL		
PPE	No. of Positions Title V-B funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Totals
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.96%)		-										\$ -
Total 2nd Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.96%)		-										\$ -
Total 2nd Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 2nd Qtr	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Certification: By signing this report, I certify to the best of my knowledge that the Fixed Asset Inventory Report is true, complete, and accurate and in accordance with rules and regulations governing the program or project. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

Type or Print Name and Title of Program Manager Joseph L.M. Sanchez Deputy Superintendent, Curriculum & Instructional Improvement	Telephone: (area code, number, and extension)
	671-300-2251
Signature of Authorized Certifying Official:	Email address:
	jsanchez@gdoe.net
Type or Print Name and Title of Project Coordinator: Frank Leon Guerrero Program Coordinator IV (Project Lead)	Date Report Submitted: (Month, Day, Year)
	4/25/2024
Signature of Project Coordinator:	Telephone: (area code, number, and extension)
	671-300-1564
Signature of Project Coordinator:	Email address:
	fileonguerrero@gdoe.net
Signature of Project Coordinator:	Date Report Submitted: (Month, Day, Year)
	4/25/2024

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Fixed Assets

April 30, 2024

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 3

Classroom Supports & Interventions (CSI)

Quarterly Report Documents:

- 1) Finalized Quarterly Report with Federal Program Division (FPD) Validation
- 2) Original Submitted Quarterly Report
 - a. Correspondences between FPD and Project Lead
- 3) Quarterly Personnel Certification
- 4) Fiscal Monitoring Documents:
 - a. 10%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification (refer to #3)
 - Labor Cost
 - Attendance Log
 - Other Supporting Documents (i.e. Timesheets)
 - b. 100%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification
 - Labor Cost
 - Other Supporting Documents (i.e. Timesheets)
- 5) Fixed Asset Certification

April 30, 2024

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Finalized Quarterly Report with
Federal Programs Division Review**

April 30, 2024

**FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A230002**

Grant Name: Consolidated Grant FFY 2023 **Grant#:** S403A230002

What quarter is this report filed? Mark an "X"

PROJECT TITLE: Project #3: CLASSROOM SUPPORTS & INTERVENTIONS (CSI)

PROJECT COORDINATOR: Jesse Pendon

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Christopher Surla

10/01/23-12/31/24	01/01/23-03/31/24	04/01/23-06/30/24	07/01/23-09/30/24
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
	X		
REPORT DUE: 01/10/24	REPORT DUE: 04/10/24	REPORT DUE: 07/10/24	REPORT DUE: 10/10/24
ANNUAL REPORT DUE: 11/15/2024			

AMOUNT BUDGETED (FFY 2023): \$12,588,280.27	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$2,593,701.86	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 20%
AMOUNT BUDGETED (FFY 2022): \$12,082,869.80	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$5,455,083.17	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 45%

GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
Pre-K - 5	ESL		ESL		SSIP	0	SSIP	SSIP
	6		1		0		164	8
	Summer School				ESL		71	
	33				1125		100	
					Classroom Support		ASPIRE	
				3,000		100		
				ASPIRE		Summer School		
				1,400		45		
				Summer School				
				1,000				

**FFY 2023 CONSOLIDATED GRANT
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<p align="center">6 - 8</p>	<p align="center">ESL 2 Summer School 33</p>				<p align="center">ESL 245</p> <p align="center">Classroom Support 1,500</p> <p align="center">Summer School 450</p>	<p align="center">0</p>	<p align="center">ESL 8</p> <p align="center">Classroom Support 1,003</p> <p align="center">ASPIRE 35</p> <p align="center">Summer School 45</p>	
<p align="center">9 - 12</p>	<p align="center">ESL 8</p> <p align="center">Eskuelan Puengi 100</p> <p align="center">Summer School 50</p>				<p align="center">ESL 399</p> <p align="center">Classroom Support 3,000</p> <p align="center">SAM 100</p> <p align="center">Eskuelan Puengi 2,000</p> <p align="center">Second Chance 170</p> <p align="center">Alternative Pathways 100</p>	<p align="center">0</p>	<p align="center">ESL 6</p> <p align="center">Eskuelan Puengi 85</p> <p align="center">Summer School 75</p> <p align="center">Second Chance 6</p>	<p align="center">SAM 35</p> <p align="center">Second Chance 1</p>
<p>LIST THE PROJECT GOALS:</p>	<p>During the three-year grant cycle, the project’s main goal is to provide professional development opportunities for teachers to support at-risk, underrepresented, and special populations; provide tutoring and interventions in core subject areas; and apply credit recovery models of learning that will lead to improved teaching and increased student learning and achievement. The goal will meet the project need through improved teacher efficacy and student growth that will lead to student achievement.</p> <p>The Classroom Supports and Interventions project will implement 4 components to address these needs: 1. Professional Development, 2. Classroom Instructional Supports, 3. Interventions, 4. Credit Recovery.</p>							

**FFY 2023 CONSOLIDATED GRANT
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Professional development opportunities will allow teachers to build teacher capacity to better support at-risk, underrepresented, and special population students. Providing teachers with instructional resources will aid in enhancing teaching and learning. Training will focus on Plan, Do, Study, Act (PDSA) and the continuous improvement of best practices.

Remediation and credit recovery will provide opportunities for students to recover learning loss to get students to the next grade level or be on track to graduate. Instruction will focus on student needs based on formative assessments and/or graduation status to close learning gaps.

LIST THE PROJECT OBJECTIVES:

- Providing Professional Development to teachers will support the goal in increasing teacher capacity and competency in meeting the needs of students in special populations.**
- 3.1 Professional Development (State Systemic Improvement Plan (SSIP)/ English as a Second Language (ESL):**
- 23-24: 65% of teachers attending training will self-report level of feeling well-prepared implementing strategies learned in the classroom.
- Providing after school activities support the goal in giving students opportunities for remediation to close deficiency gaps.**
- 3.2.1 After School Program for Instructional Remediation and Enrichment (ASPIRE)**
- 23-24: 50% of those in ASPIRE/Summer School K-8 will increase formative assessment scores by 10 points in reading and 30% of participants will increase formative assessments by 10 points in math.
- Student Advocate & Mentors support the project goal by providing opportunities for students to understand graduation requirements and interventions afforded to them.**
- 3.2.2 Student Advocate & Mentor (SAM):**
- 23-24: 50% of 9th and 10th grade students mentored will be on grade level.
- Second Chance supports the project goal by providing credit credit recovery opportunities to students in alternative settings.**
- 3.2.3 Second Chance:**
- 23-24: 40% of Seniors enrolled will graduate; 40% of Freshmen, Sophomore, and Juniors will progress to the next grade level; and 30% of incarcerated students in Youth Shelter will advance by 1 grade level.
- Credit recovery supports the goals of the project by giving students opportunity to earn credit towards graduation.**
- 3.3.1 Credit Recovery (EP/ Summer):**
- 23-24: 75% (EP) & 75% (Summer) of participating high school students will earn credits towards graduation with a passing rate of 70% or higher.
- Alternative Pathways supports the project goal by providing credit recovery opportunities to students in alternative settings, outside the traditional classroom environment.**
- 3.3.2 Alternative Pathways:**
- 23-24: 60% of high school students ages 17-21 who are behind in credit to graduate will increase by 1 grade level.

FFY 2023 CONSOLIDATED GRANT
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PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>Component 1. Professional Development</p>	<ul style="list-style-type: none"> • For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why. • If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”. <p><i>Provide bullet form listing below:</i></p> <p>Component 1. Professional Development</p> <p>3.1 State Systemic Improvement Program (SSIP): <i>Ongoing</i></p> <ul style="list-style-type: none"> • Conduct Core Team meeting • Conduct Professional Development for SY 23-24 • Activity is <i>70% Complete</i> <p>3.1 English as a Second Language (ESL): <i>Ongoing</i></p> <ul style="list-style-type: none"> • Activity at 75% complete • ESL kits to be ordered 	<ul style="list-style-type: none"> • <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc. • List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <p>Component 1. Professional Development</p> <p>3.1 State Systemic Improvement Program (SSIP)</p> <ul style="list-style-type: none"> • PD January ,2024, Explicit Instruction • PD February 19, 2024. Paired Reading • PD February 22, 2024, Data Analysis • PD March 13, 2024. Focusing on the explicit instruction elements of monitoring, feedback, and brisk pace • PD March 21,2024, Explicit Instruction <p>3.1 English as a Second Language (ESL)</p> <ul style="list-style-type: none"> • Professional Development Conducted April 4, 2024 from 8:30am-12:00pm at the Guam Community College Multipurpose Auditorium Hall. • ESL Guidebook revision at 100% complete, review from stakeholders to be conducted • TESOL travel conducted travelers were Program Manager, Instructional Coach, and ESL teacher.

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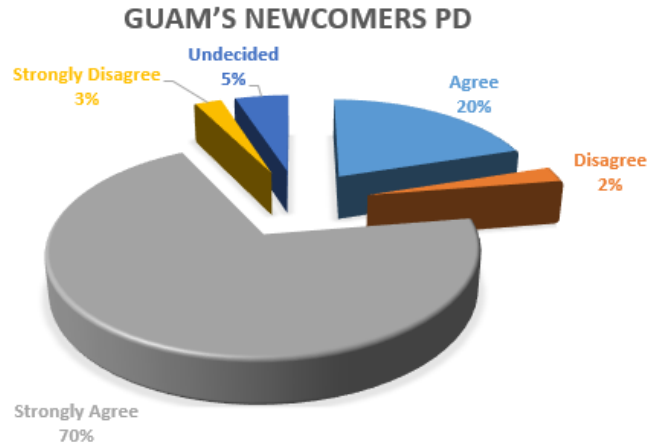
<p>Component 2. Interventions</p>	<p>Component 2. Interventions</p> <p>3.2.1 ASPIRE: <i>Ongoing</i></p> <ul style="list-style-type: none"> • Monitoring of ASPIRE Program being conducted • ASPIRE Supplies ordered • ACTIVITY is at 80% Complete <p>3.2.2 Summer School: <i>Ongoing</i></p> <ul style="list-style-type: none"> • Summer School Planning initiated • Activity is 25% complete 	<p>Component 2. Interventions</p> <p>3.2.1 ASPIRE:</p> <ul style="list-style-type: none"> • AIMSweb testing completed and analysis of results as compared to ASPIRE students conducted. • Monitor and complete Standard Service Agreement payment processing <p>3.2.2 Summer School:</p> <ul style="list-style-type: none"> • Summer School for elementary and middle school planned (June 10, 2024 to July 12, 2024)
<p>Component 3. Interventions</p>	<p>Component 3. Interventions</p> <p>3.2.2 Student Advocate & Mentor: <i>Ongoing</i></p> <ul style="list-style-type: none"> • Monitor SAM activity at School Sites • Project personnel conducted follow up visits to High Schools as needed to establish the activity • Activity is <i>80% Complete</i> <p>3.2.3 Second Chance: <i>Ongoing</i></p> <ul style="list-style-type: none"> • Provide opportunities for students to graduate i.e. EP, BOOST • Activity is <i>80% Complete</i> 	<p>Component 3. Interventions</p> <p>3.2.2 Student Advocate & Mentor:</p> <ul style="list-style-type: none"> • Monitor and complete Standard Service Agreement payment processing <p>3.2.3 Second Chance:</p> <ul style="list-style-type: none"> • Continue to provide services to students • Order Instructional supplies for Second Chance students
<p>Component 4. Credit Recovery</p>	<p>Component 4. Credit Recovery</p> <p>3.3.1 <i>Eskuelan Puengi: Completed</i></p> <ul style="list-style-type: none"> • Activity is 100% complete <p>3.3.1 Summer School: <i>Ongoing</i></p> <ul style="list-style-type: none"> • Initial Planning Meeting conducted • Activity is <i>25% Complete</i> <p>3.3.2 Alternative Pathways: <i>Ongoing</i></p>	<p>Component 4. Credit Recovery</p> <p>3.3.1 <i>Eskuelan Puengi:</i></p> <ul style="list-style-type: none"> • Completed this Activity and processed all Standard Service Agreement payments <p>3.3.1 Summer School:</p> <ul style="list-style-type: none"> • Processing Standard Service Agreements • Processing Summer School dates <p>3.3.2 Alternative Pathways:</p>

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	<ul style="list-style-type: none"> • Contract is now with legal team • Activity is <i>1% Complete</i> 	<ul style="list-style-type: none"> • None to report 								
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS</p>								
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input checked="" type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED <p>Component 1. Professional Development</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a 'count') FOR USE IN CALCULATING A PERFORMANCE MEASURE. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE SECONDARY DATA (e.g. a 'percentage') ON THE PROJECT'S PERFORMANCE MEASURES. IF DATA IS NOT AVAILABLE, SPECIFY WHY AND INDICATE WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p>Insert Primary Data Here:</p> <p>Component 1. Professional Development</p> <p>3.1 State Systemic Improvement Program (SSIP):</p> <div data-bbox="548 1089 1184 1438" data-label="Figure"> <table border="1"> <caption>SSIP TEACHERS</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Blue</td> <td>58%</td> </tr> <tr> <td>Orange</td> <td>33%</td> </tr> <tr> <td>Grey</td> <td>9%</td> </tr> </tbody> </table> </div>	Category	Percentage	Blue	58%	Orange	33%	Grey	9%	<p>BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i> <p>Component 1. Professional Development</p> <p>3.1 State Systemic Improvement Program (SSIP): ON TARGET</p> <ul style="list-style-type: none"> • 58% of the teachers who received training are reporting that they feel comfortable implementing the strategies provided • 33% if the teachers who are undecided were new or inexperience teachers who need more time for practice.
Category	Percentage									
Blue	58%									
Orange	33%									
Grey	9%									

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3.1 English as a Second Language (ESL):



3.1 English as a Second Language (ESL): ON TARGET

- Teacher attended the Guam's Newcomers: Uplifting Voices & Empowering Educators to Strengthen Education Equity Professional Development.
- A large portion (90%) of the ESL teachers who attended reported that they either 'agree' or 'strongly agree' that the training was beneficial to their work.

**STATUS FOR COMPONENT:
PLEASE CHECK ONE: ✓**

- NOT STARTED
- LESS THAN 50% COMPLETED
- COMPLETED 50% OR MORE
- FULLY COMPLETED

Component 2. Interventions

Component 2. Interventions

Benchmark Tier Details

	Tier 1	Tier 2	Tier 3
Math	163-304	152-162	0-151
Reading	347-660	328-346	0-327

TOTAL ELM	Tier 1	Tier 2	Tier 3
Total Elementary Reading Fall Testing	265 26.8%	164 16.6%	560 56.6%
Total Elementary Reading Winter Testing	315 31.9%	137 13.9%	536 54.3%
Number of students who increase 10 points	154	91	357

3.2.1 ASPIRE: ON TARGET

- Overall in the district there was an increase in the number of ASPIRE students in Elementary school obtaining Tier 1 (Reading) from 26.8% to 31.9% and Tier 1 (Math) from 23.2% to 28.5%.
- While there was a drop in the Tier 1 students in Middle School, this was due to the small population and the Tier 1 student leaving ASPIRE for the rest of the school year
- Middle School Tier 1 (Math) increase from 18.4% to 24.2%.
- The overall increase by 10 points in AIMSweb for Elementary Reading 61% is while Math is 40%
- The overall increase by 10 points in AIMSweb for Middle School Reading 24% is while Math is 24%

3.2.2 Summer School:

- No data available at this time, Activity is not applicable in this quarter.

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TOTAL MIDDLE	Tier 1	Tier 2	Tier 3
Total Middle School Reading Fall Testing	58 49.6%	25 21.4%	34 29.1%
Total Middle School Reading Winter Testing	54 44.6%	25 20.7%	42 34.7%
Number of students who increase 10 points	8	10	12

TOTAL ELM	Tier 1	Tier 2	Tier 3
Total Elementary Math Fall Testing	229 23.2%	209 21.2%	550 55.7%
Total Elementary Math Winter Testing	285 28.5%	179 17.9%	536 53.6%
Number of students who increase 10 points	98	132	215

TOTAL MIDDLE	Tier 1	Tier 2	Tier 3
Total Middle School Math Fall Testing	21 18.4%	22 19.3%	71 62.3%
Total Middle School Math Winter Testing	29 24.2%	22 18.3%	69 57.5%
Number of students who increase 10 points	9	8	12

Component 3. Interventions

3.2.2 Student Advocate & Mentor

	SAM			
	1st QTR	2nd QTR	3rd QTR	4th QTR
Total Number of Teachers	16	16		
Total Number of Students	164	164		

3.2.2 Student Advocate & Mentor: ON TARGET

- Currently 48% of the SAM students have recovered enough credits to maintain their grade level or increase one grade level.

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Number of Students at grade level	11	79		
% of student at grade level	7%	48%		

3.2.3 Second Chance

Second Chance Seniors

	1st QTR	2nd QTR	3rd QTR	4th QTR
Total Number of Seniors	40	61		
Total Number Progressing	22	39		
% of seniors on track to graduate	55%	64%		

Second Chance 11,10 & 9th

	1st QTR	2nd QTR	3rd QTR	4th QTR
Total Number of students	80	118		
Total Number Progressing	48	39		
% of students on track to next grade level	60%	33%		

Youth Shelters

	1st QTR	2nd QTR	3rd QTR	4th QTR
Total Number of students	15	7		
Total Number Progressing	15	7		
% of students on track to next grade level	100%	100%		

3.2.3 Second Chance (seniors): ON TARGET

- 64% of the seniors enrolled are on track to graduate.
- Currently 23 seniors have completed their graduation requirements.

3.2.3 Second Chance (9,10,11th): ON TARGET

- 33% of the 11, 10 and 9th grade students enrolled are on track to the next grade level.

3.2.3 Second Chance (Youth Shelters): ON TARGET

- 100% of the students at the Youth Shelters are on track to the next grade level

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	<p align="center">BOOST</p> <table border="1"> <thead> <tr> <th></th> <th>1st QTR</th> <th>2nd QTR</th> <th>3rd QTR</th> <th>4th QTR</th> </tr> </thead> <tbody> <tr> <td>Total Number of students</td> <td>100</td> <td>110</td> <td></td> <td></td> </tr> <tr> <td>Total Number Progressing</td> <td>73</td> <td>81</td> <td></td> <td></td> </tr> <tr> <td>% of students on track to next grade level</td> <td>73%</td> <td>74%</td> <td></td> <td></td> </tr> </tbody> </table>		1st QTR	2nd QTR	3rd QTR	4th QTR	Total Number of students	100	110			Total Number Progressing	73	81			% of students on track to next grade level	73%	74%			<p>3.2.3 Bridging Outlying Opportunities for Students (BOOST): ON TARGET</p> <ul style="list-style-type: none"> 74% of the BOOST Students have earned credits towards graduation.
	1st QTR	2nd QTR	3rd QTR	4th QTR																		
Total Number of students	100	110																				
Total Number Progressing	73	81																				
% of students on track to next grade level	73%	74%																				
<p>Component 4. Credit Recovery</p>	<p>Component 4. Credit Recovery</p> <p align="center">Eskuelan Puengi</p> <table border="1"> <thead> <tr> <th></th> <th>Session A</th> <th>Session B</th> <th>Session C</th> <th>Session D</th> </tr> </thead> <tbody> <tr> <td>Total Number of students</td> <td>1176</td> <td>1005</td> <td>1076</td> <td>961</td> </tr> <tr> <td>Passing Rate</td> <td>79.3%</td> <td>77.5%</td> <td>76.5%</td> <td>77.9%</td> </tr> </tbody> </table>		Session A	Session B	Session C	Session D	Total Number of students	1176	1005	1076	961	Passing Rate	79.3%	77.5%	76.5%	77.9%	<p>Component 4. Credit Recovery</p> <p>3.3.1 Eskuelan Puengi: ON TARGET</p> <ul style="list-style-type: none"> Eskuelan Puengi 76.5% and 77.9% of the student earned a credit in Session C and Session D respectively <p>3.3.2 Alternative Pathways:</p> <ul style="list-style-type: none"> Activity cannot be conducted Purchase Order/contract has not been completed. In the workflow process it is currently with the legal team for review of the contract. 					
	Session A	Session B	Session C	Session D																		
Total Number of students	1176	1005	1076	961																		
Passing Rate	79.3%	77.5%	76.5%	77.9%																		

**FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT**

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Project Activity <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement (i.e. metric) <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Baseline Data <i>(Current school year or most recent)</i> <small>If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2022 - 2023).</small>	Quarterly Performance Targets <i>Please focus on outcomes rather than outputs.</i> (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2023 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
Component 1. <i>Professional Development</i> 3.1 State Systemic Improvement Program (SSIP)/ESL	By the end of SY23-24: 65% of teachers attending training will self-report level of feeling well prepared implementing strategies learned in the classroom.	Surveys from post professional development on types of strategies implemented in the classroom.	% of teachers who self-report as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.	Yes	77% (SSIP), 58% (ESL) of teachers self-reported as feeling” well prepared” implementing strategies trained in the classroom to improve instruction.	Target: 45% Actual: No data available at this time. Survey to be administered in the 2nd quarter.	Target: 55% Actual: SSIP 58% of teachers self-report level of feeling well prepared implementing strategies learned in the classroom. Actual: ESL 90% of teacher participants report feeling well prepared implementing strategies in the classroom		
Component 2.	By end of SY23-	AIMSweb	% of students	Yes	<u>Elementary</u>	Target:	Target:		

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<p><i>Interventions</i> 3.2.1 ASPIRE</p> <p>3.2.2 Summer School</p>	<p>24: 50% of those in ASPIRE/ Summer School K-8 will increase AIMSweb benchmark scores by 10 points in Reading</p>	<p>Scores for Oral Reading Fluency</p>	<p>that increase AIMSweb scores in ORF by 10 points.</p>		<p><u>10< - 508</u> <u>(63%) 4thQTR</u></p> <p><u>Middle</u> <u>10< - 1 (1%)</u> <u>4thQtr</u></p>	<p>30% of students will increase by 10 points in Reading</p> <p>Actual: No data available at this time.</p> <p>Actual: No data Summer School to be done 3rd quarter.</p>	<p>40% of students increase by 10 points in Reading</p> <p>Actual: Elem: 61% Mid: 24%</p> <p>Actual: No data Summer School to be done 3rd quarter.</p>		
<p>Component 2. <i>Interventions</i> 3.2.1 ASPIRE</p> <p>3.2.2 Summer School</p>	<p>30% of those in ASPIRE/ Summer School K-8 will increase AIMSweb benchmark scores by 10 points in Math</p>	<p>AIMSweb Scores for Number Sense Fluency</p>	<p>% of students that increase AIMSweb scores in NSF by 10 points.</p>	<p>Yes</p>	<p><u>Elementary</u> <u>10< - 302</u> <u>(37%) 4thQtr</u></p> <p><u>Middle</u> <u>10< - 14 (11%)</u> <u>4thQtr</u></p>	<p>Target: 15% of students increase score by 10 points in Math</p> <p>Actual: No data available at this time.</p> <p>Target: 15% of students increase score by 10 points in Math</p> <p>Actual: No data Summer School to be</p>	<p>Target: 20% of students increase score by 10 points in Math</p> <p>Actual: Elem: 40% Mid: 24%</p> <p>Target: 20% of students increase score by 10 points in Math</p> <p>Actual: No data Summer School to be</p>		

**FFY 2023 CONSOLIDATED GRANT
 QUARTERLY REPORT
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						done 3rd quarter.	done 3rd quarter.		
Component 3. <i>Interventions</i> 3.2.2 Student Advocate & Mentor	By end of SY-23-24: 50% of 9 th & 10 th grade students mentored will be on grade level	List of students mentored graduation status report	% of mentored students who are on track with grade level	Yes	No baseline data. Baseline data will be available on SY2022-2023 for Fall Semester	Target: 30% Actual: 15%	Target: 40% Actual: 48%		
Component 3. <i>Interventions</i> 3.2.3 Second Chance	By end of SY23-24: 40% of Seniors enrolled will graduate, 40% of Freshmen, Sophomores, and Juniors will progress to the next grade level	Graduation status report for enrolled students	% of students who graduate and/or on track to graduate	Yes	Actual 38% of Seniors enrolled will graduate, 40% of Freshmen, Sophomores, and Juniors will progress to the next grade level	Target: 20% of Seniors enrolled will graduate, 20% of Freshmen, Sophomores, and Juniors will progress to the next grade level Actual: 55% of Seniors enrolled will graduate, 60% of Freshmen, Sophomores, and Juniors will progress to the next grade level	Target: 30% of Seniors enrolled will graduate, 30% of Freshmen, Sophomores, and Juniors will progress to the next grade level Actual: 64% of Seniors enrolled will graduate, 33% of Freshmen, Sophomores, and Juniors will progress to the next grade level		

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<p>Component 3. <i>Interventions</i></p> <p>3.2.3 Second Chance</p>	<p>By end of SY23-24: at least 30% of incarcerated students housed in Youth Shelters will advance by 1 grade level</p>	<p>Student status report for students housed in Youth Shelters.</p>	<p>% of students that increased by 1 grade level</p>	<p>Yes</p>	<p><u>Actual</u> 100% of incarcerated students housed in Youth Shelters will advance by 1 grade level</p>	<p><u>Target:</u> 20% of incarcerated students housed in Youth Shelters will advance by 1 grade level</p> <p><u>Actual:</u> 100%</p>	<p><u>Target:</u> 25% of incarcerated students housed in Youth Shelters will advance by 1 grade level</p> <p><u>Actual:</u> 100%</p>		
<p>Component 4. Credit Recovery</p> <p>3.3.1 <i>Eskuelan Puengi</i></p>	<p>By end of SY 23-24: 75% of participating high school students will earn credits towards graduation with a passing rate of 70% or higher.</p>	<p>Teacher Gradebooks that will include grades and credits earned for each EP course</p>	<p>% of students that receive a passing grade of 70% or higher to earn credit</p>	<p>Yes</p>	<p>Session A - 78% passing rate Session B - 73% passing rate Session C - 74% passing rate Session D - 76% passing rate</p>	<p><u>Target:</u> 70% (EP)</p> <p><u>Actual:</u> Session A – 79.3% passing rate Session B – 77.5% passing rate</p>	<p><u>Target:</u> 75% (EP)</p> <p><u>Actual:</u> Session C – 76.5% passing rate Session D – 77.9% passing rate</p>		
<p>Component 4. Credit Recovery</p> <p>3.3.1 Summer School</p>	<p>By end of SY 23-24: 75% of participating high school students will earn credits towards graduation with a passing rate of 70% or higher.</p>	<p>Teacher Gradebooks that will include grades and credits earned for each Summer School course</p>	<p>% of students that receive a passing grade of 70% or higher to earn credit</p>	<p>Yes</p>	<p>Session A - 78% passing rate Session B - 79% passing rate Session C - 75% passing rate Session D - 75% passing rate</p>	<p><u>Target:</u> N/A</p> <p><u>Actual:</u> Not applicable this quarter</p>	<p><u>Target:</u> N/A</p> <p><u>Actual:</u> Not applicable this quarter</p>		

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Component 4. Credit Recovery 3.3.2 Alternative Pathways	By the end of SY23-24: 60% of high school students ages 17-21 who are behind in credit to graduate will increase by 1 grade level	Graduation status report for enrolled students	% of students that graduate and/ or on track to graduate.	Yes	54% of high school students ages 17-21 who are behind in credit to graduate will increase by 1 grade level	Target: 40% of high school students ages 17-21 who are behind in credit to graduate will increase by 1 grade level Actual: Not applicable this quarter. No contract.	Target: 50% of high school students ages 17-21 who are behind in credit to graduate will increase by 1 grade level Actual: Not applicable this quarter. No contract.		
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PART II:

LIST TRAVEL ACTIVITIES COMPLETED.	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT</p> <p>Two classroom teachers were sent to LitCon the National K-8 Literacy and Reading Recovery Conference. Held in Columbus, Ohio from January 27-30 2024. The Reading Recovery Council of North America (RICAN) sponsors LitCon, the largest K-8 literacy conference. The teachers attended sessions and workshops covering Classroom Literacy, Children’s Literature, and Reading Recovery, largely focusing on Reading Recovery</p> <p>The program manager, an instructional coach, and a classroom teacher were sent to TESOL 24 International Convention and Expo held in Tampa, Florida from March 21-23 2024. The group focused on the current research and standards of multilingual English language teaching (ELT) at all levels.</p>
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<p>FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p>	<p>(Was training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p>LITCON/TESOL: All travelers cleared their travel documents within the 10 day period; a Travel report was submitted to the project as well as the Superintendent's Office. All travelers are expected to present / conduct training at the district's Teacher Summer Academy in July 2024. TESOL travelers Calvo and Baza will be presenting on April 24, 2024 at the ESL monthly coordinator's meeting. LITCON traveler Camacho and Flores have shared their experience at their school site during their respective PLCs.</p>
<p>PART III:</p>	
<p>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.</p>	<p>(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT</p> <p>Currently there are only two active CSI PCs working on all grant activities, the Program Coordinator III actively administers and monitors the ASPIRE, EP, and Summer School activities while the Program Coordinator IV monitors the overall Project and well as the remaining activities. Coordinating the ordering of instructional materials and supplies is shared. Program Coordinator III has the primary responsibility to coordinate all travel activities.</p>
<p>USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</p>	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>With the exception of 3.3.2 Alternative Pathways, all components are on track with meeting their goals, Alternative Pathways is dependent of the issuance of a purchase order and it is currently at our legal office. Using AIMSweb as a standard measurement has been a success, we are able to specifically track ASPIRE students with a standardize assessment throughout the district and use the data to compare the different strategies used at our participating schools.</p>
<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>Resourcing the intervention activities such as ASPIRE with 35 Coordinators and 128 teachers along with instructional supplies had an impact on our student's achievement; Using the AIMSweb benchmark scores we could see that there a good percentage of our students are increasing their scores by 10 points. While the majority of these scores are within their tiers, there is significant impact as student within the Tier 1 category increase as much as 5%.</p>

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<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <p>The hiring of Teacher Assistant has been an ongoing concern with the project, with the delays in the processing of personnel for a variety of reasons. In conjunction with the Federal Programs office we have been able to validate positions and submit the necessary documents to begin the interviews of Teacher Assistants.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT</p> <p>Summer School for Elementary, Middle, and High School will be conducted; Travel to International Society for Technology Education (2 teachers) and Innovative Teaching Strategies Conference Travel (2 teachers) will be processed, interview and selection of new Teacher Assistance will be conducted. Second Chance activities will be closed out by end of July 2024. SAM and BOOST activity will be closed out for this year.</p>
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>100 WORD COUNT</p> <p>Each of the project activities has a goal to achieve and it is stated in our Quarterly Performance Targets. The project’s monitoring plan for each activity consists of collecting data and analyzing the factors such as budget, workforce, time, and expectations. Once all the information is collected, it is analyzed and shared with each of our team members. We then check for compliance, communication gaps, reinforce standards and we expect to maintain and share them with all stakeholders.</p>

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #3: CLASSROOM SUPPORTS & INTERVENTIONS (CSI)

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named project. It is understood that any willful misrepresentation or fraud is subject to applicable penalties, as it relates to federal funds.

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Jesse Pendon
PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

4.18.24
DATE

Joseph L.M. Sanchez
PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGNATURE)

4.18.24
DATE

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Quarterly Personnel Certification

April 30, 2024

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: 82820 CLASSROOM SUPPORTS INTERVENTIONS

Fiscal Year 2023-2024
 Reporting Period: 2nd Quarter January - Febuary 2024)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
14182	NAUDIA A HOCOG	TEACHER ASST (T1-OCS)	301 AHES	

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

Immediate Supervisor's Name:	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JESSE PENDON	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
Federal Programs Compliance Administrator Signature:	Date:

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

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: 82820 CLASSROOM SUPPORTS INTERVENTIONS

Fiscal Year 2023-2024

Reporting Period: 2nd Quarter January - February 2024)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
7814	CATHY ROSE C TOPASNA	SCH AIDE III	438 JPTSA	
8105	SONIA MARIE S FONSECA	CLERK III	438 JPTSA	
10134	ELISA D.C. ORTIZ	SCH AIDE III	438 JPTSA	
11257	MELISSA K.P. TAITANO	SCH AIDE I	438 JPTSA	
15775	BRITANY-CHAUNTEL S SALAS	TEACHER ASST (T1-OCS)	438 JPTSA	
17010	CHANEL L NAUTA	TEACHER ASST (T1-OCS)	438 JPTSA	
1681	JOSE L CEPEDA III	TEACHER III	438 JPTSA	
8533	ROSEMARIE J MUNOZ	TEACHER IV	438 JPTSA	LTML
9634	JOHN G SAN NICOLAS	TEACHER III	438 JPTSA	
10462	ROSEMARIE S.N. CRUZ	TEACHER IV	438 JPTSA	
11178	GEMMA VI F REOGANIS	TEACHER II	438 JPTSA	

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Immediate Supervisor's Name:	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JESSE PENDON	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
Federal Programs Compliance Administrator Signature:	Date:

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

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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Fiscal Year 2023-2024

Reporting Period: 2nd Quarter January - February 2024)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
8290	SHIRLEY ANN S CRUZ	TEACHER ASST (T1-OCS)	476 THS	
10553	RICHARD K BOSSY	TEACHER ASST (T1-OCS)	476 THS	

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Project Coordinator Name: JESSE PENDON	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
Federal Programs Compliance Administrator Signature:	Date:

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

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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Fiscal Year 2023-2024

Reporting Period: 2nd Quarter January - February 2024

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
7243	ANTOINETTE J.R. ARRIOLA	TEACHER ASST (T1-OCS)	473 SSHS	
13441	BINASTO SIMINA	TEACHER ASST (T1-OCS)	473 SSHS	
14851	KIEFER M WOLFORD	TEACHER ASST (T1-OCS)	473 SSHS	
15841	KINAJUAN B ARRIOLA	TEACHER ASST (T1-OCS)	473 SSHS	

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Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
Federal Programs Compliance Administrator Signature:	Date:

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

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Fiscal Year 2023-2024

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
4430	EMMALYN A BORBON	TEACHER ASST (T1-OCS)	475 OHS	
14644	DEANNA L WEGER	TEACHER ASST (T1-OCS)	475 OHS	
15323	BEATRICE ANN B ROSARIO	TEACHER ASST (T1-OCS)	475 OHS	
16839	JESSIE MARTIN	TEACHER ASST (T1-OCS)	475 OHS	
17226	MEYNARD G AQUINO	TEACHER ASST (T1-OCS)	475 OHS	

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Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JESSE PENDON	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
Federal Programs Compliance Administrator Signature:	Date:

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

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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Fiscal Year 2023-2024

Reporting Period: 2nd Quarter January - February 2024)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
15573	JD C KIM	TEACHER ASST (T1-OCS)	435 LPUMS	
15688	JERAR S UMIPIG	TEACHER ASST (T1-OCS)	435 LPUMS	
16022	ADRIAN A ADA	TEACHER ASST (T1-OCS)	435 LPUMS	
16133	JERICA CHRISTINE M TAITINGFONG	TEACHER ASST (T1-OCS)	435 LPUMS	
16241	VINCENT P LEON GUERRERO	TEACHER ASST (T1-OCS)	435 LPUMS	
16318	BARBARA QUICHOCHO	TEACHER ASST (T1-OCS)	435 LPUMS	

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Project Coordinator Signature:	Date:

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Federal Programs Compliance Administrator Signature:	Date:

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

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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Fiscal Year 2023-2024

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
9439	JONATHAN M NAPUTI	TEACHER ASST (T1-OCS)	433 IMS	
14347	JODY K.T. LIZAMA	TEACHER ASST (T1-OCS)	433 IMS	
14983	TAMMY J PAULINO	TEACHER ASST (T1-OCS)	433 IMS	
16360	KAELA M AGUON	TEACHER ASST (T1-OCS)	433 IMS	
15160	CHRISTOPHER J QUICHOCHO	TEACHER ASST (T1-OCS)	433 IMS	
16356	CISCO J CONCEPCION	TEACHER ASST (T1-OCS)	433 IMS	

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Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JESSE PENDON	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
Federal Programs Compliance Administrator Signature:	Date:

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

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Fiscal Year 2023-2024

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
5879	GERALDINE FEJERAN	TEACHER ASST (T1-OCS)	432 FBLGMS	
5986	MICHELLE D SALAS	TEACHER ASST (T1-OCS)	432 FBLGMS	
14957	SHAWNAE R NAPLES	TEACHER ASST (T1-OCS)	432 FBLGMS	
15768	JULIUS A TALAVERA	TEACHER ASST (T1-OCS)	432 FBLGMS	**
16453	JOSHUA J ACOSTA	TEACHER ASST (T1-OCS)	432 FBLGMS	
16592	SHIRLEY M LUGUE	TEACHER ASST (T1-OCS)	432 FBLGMS	

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Immediate Supervisor's Signature:	Date:

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Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
Federal Programs Compliance Administrator Signature:	Date:

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

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Fiscal Year 2023-2024

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
4457	RIZALINA S OSERA	TEACHER ASST (T1-OCS)	437 ASTMS	
12143	FRANCINE M CRUZ	TEACHER ASST (T1-OCS)	437 ASTMS	
16624	MICHEL M SAPLAN	TEACHER ASST (T1-OCS)	437 ASTMS	
17033	DARIENE A SALAS	TEACHER ASST (T1-OCS)	437 ASTMS	
17246	EDRIENE ANTONIA S SUPERALES	TEACHER ASST (T1-OCS)	437 ASTMS	
16624	MICHEL M SAPLAN	ASPIRE: Overtime	437 ASTMS	
14258	LILIBETH G VERANGO	ASPIRE: Overtime	437 ASTMS	
6095	CORRINE M BLAS	ASPIRE: Overtime	437 ASTMS	

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Immediate Supervisor's Name:	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JESSE PENDON	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
Federal Programs Compliance Administrator Signature:	Date:

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

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: 82820 CLASSROOM SUPPORTS INTERVENTIONS

Fiscal Year 2023-2024

Reporting Period: 2nd Quarter January - February 2024)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
4334	ELISA D CORDERO	TEACHER ASST (T1-OCS)	322 WES	
5149	JANET R.A. MCDERMOTT	TEACHER ASST (T1-OCS)	322 WES	
10967	TELIANN ROSE S SANTOS	TEACHER ASST (T1-OCS)	322 WES	
13470	DARNELLE-RENEE B BENAVENTE	TEACHER ASST (T1-OCS)	322 WES	
13743	TINA MARIE R BAZA	TEACHER ASST (T1-OCS)	322 WES	
14996	JESSICA T EDELO	TEACHER ASST (T1-OCS)	322 WES	
15141	ANDREW J BABAUTA	TEACHER ASST (T1-OCS)	322 WES	
16510	KESLEEN NIPOCH	TEACHER ASST (T1-OCS)	322 WES	
16525	JAYLEEN D CHOUN	ASPIRE: Overtime	322 WES	

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Immediate Supervisor's Name:	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JESSE PENDON	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
Federal Programs Compliance Administrator Signature:	Date:

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

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13051	ROSALIE N GARCIA	TEACHER ASST (T1-OCS)	320 TAMES	
15006	ELIZABETH N ALEXANDER	TEACHER ASST (T1-OCS)	320 TAMES	
16106	JASMIN L SAMBRANO	TEACHER ASST (T1-OCS)	320 TAMES	
17234	KERIDA M YOSHIDA	TEACHER ASST (T1-OCS)	320 TAMES	
17242	MONIQUE M ALCONABA	TEACHER ASST (T1-OCS)	320 TAMES	
16838	JAY K MARTIN	TEACHER I-C (OCS)	320 TAMES	

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Immediate Supervisor's Name:	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JESSE PENDON	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
Federal Programs Compliance Administrator Signature:	Date:

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

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
7386	JANICE J IGLESIAS	TEACHER ASST (T1-OCS)	319 TALES	
8146	CHARLENE Q CRISOSTOMO	TEACHER ASST (T1-OCS)	319 TALES	
15011	KALANI M NAPUTI	TEACHER ASST (T1-OCS)	319 TALES	
16649	BUEREKAN B MAYSHO	TEACHER ASST (T1-OCS)	319 TALES	
16317	PATRICK JOEKIN Q TAIJERON	TEACHER ASST (T1-OCS)	319 TALES	
9481	WELLA R COMODA	TEACHER ASST (T1-OCS)	319 TALES	
14738	YVETTE V BUTAUD	TEACHER ASST (T1-OCS)	319 TALES	
16231	JESSELYN A AGUON	TEACHER ASST (T1-OCS)	319 TALES	
15011	KALANI M NAPUTI	ASPIRE: Overtime	319 TALES	
16649	BUEREKAN B MAYSHO	ASPIRE: Overtime	319 TALES	
8146	CHARLENE Q CRISOSTOMO	ASPIRE: Overtime	319 TALES	
9481	WELLA R COMODA	ASPIRE: Overtime	319 TALES	
14738	YVETTE V BUTAUD	ASPIRE: Overtime	319 TALES	
16231	JESSELYN A AGUON	ASPIRE: Overtime	319 TALES	

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Immediate Supervisor's Name:	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JESSE PENDON	
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
2296	JOVANI M FEJERAN-ACFALLE	TEACHER ASST (T1-OCS)	317 PCLES	
6515	ROSEMARIE P LAVA	TEACHER ASST (T1-OCS)	317 PCLES	
11311	JERICO S LIMTIACO	TEACHER ASST (T1-OCS)	317 PCLES	
14183	TANYA NICOLE Y DUENAS	TEACHER ASST (T1-OCS)	317 PCLES	
16497	KELSEY D NGIRAILILD	TEACHER ASST (T1-OCS)	317 PCLES	
8392	RITA ANA B RECHEUNGEL	TEACHER ASST (T1-OCS)	317 PCLES	
15685	ARNOLD V FAISAO	ASPIRE: Overtime	317 PCLES	

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Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JESSE PENDON	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
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Project Manager Signature:	Date:

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
5406	ARLENE M SAN NICOLAS	TEACHER ASST (T1-OCS)	316 OCPES	
6111	RHONDA M MANTANONA	TEACHER ASST (T1-OCS)	316 OCPES	
9753	STEPHANIE R SANTIAGO	TEACHER ASST (T1-OCS)	316 OCPES	
12083	KRYSTAL-RAE B JESUS	TEACHER ASST (T1-OCS)	316 OCPES	
15784	ALEXIS M TAITANO	TEACHER ASST (T1-OCS)	316 OCPES	
16613	XAVIER-JESUS M CHARGUALAF	TEACHER ASST (T1-OCS)	316 OCPES	
16621	JADA D SAN NICOLAS	TEACHER ASST (T1-OCS)	316 OCPES	
16876	JUANALYN MARTINEZ	TEACHER ASST (T1-OCS)	316 OCPES	

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Immediate Supervisor's Name:	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JESSE PENDON	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
Federal Programs Compliance Administrator Signature:	Date:

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

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
8311	EILEEN E LEON GUERRERO	TEACHER ASST (T1-OCS)	302 MASES	
11737	COLEEN R AGUSTIN	TEACHER ASST (T1-OCS)	302 MASES	
12600	MARY L DELA PAZ	TEACHER ASST (T1-OCS)	302 MASES	
13684	RONA C BORJA	TEACHER ASST (T1-OCS)	302 MASES	
14387	VICTORIA B REYES	TEACHER ASST (T1-OCS)	302 MASES	
14980	ALANA A SAN NICOLAS	TEACHER ASST (T1-OCS)	302 MASES	
15317	JESSIRAE JANELL S NAUTA	TEACHER ASST (T1-OCS)	302 MASES	
16017	ANGELA S SMITH	TEACHER ASST (T1-OCS)	302 MASES	**
17233	JONAH C REYES	TEACHER ASST (T1-OCS)	302 MASES	

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Project Coordinator Name: JESSE PENDON	
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
5698	BERNADETTE B FEJERAN	TEACHER ASST (T1-OCS)	314 MULES	
8007	THERESA P BERNARDO	TEACHER ASST (T1-OCS)	314 MULES	
13173	ANDREA L QUICHOCHO	TEACHER ASST (T1-OCS)	314 MULES	
14342	JARED F LUJAN	TEACHER ASST (T1-OCS)	314 MULES	
14410	CRISTIANN JUANITA A MENO	TEACHER ASST (T1-OCS)	314 MULES	
16149	DEREK A CABRERA	TEACHER ASST (T1-OCS)	314 MULES	
16513	CHEYANNE R AGUERO	TEACHER ASST (T1-OCS)	314 MULES	

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Project Coordinator Name: JESSE PENDON	
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Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
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Project Manager Name: JOSEPH L.M. SANCHEZ	
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
3525	ROSALIE S ROQUE	TEACHER ASST (T1-OCS)	313 MAUES	
4484	EVANGELINE Q LOSING	TEACHER ASST (T1-OCS)	313 MAUES	
11897	TAMMY M LUJAN	TEACHER ASST (T1-OCS)	313 MAUES	
16125	DARIUS J NAUTA	TEACHER ASST (T1-OCS)	313 MAUES	
7150	YVONNE M DUENAS	ASPIRE: Overtime	313 MAUES	

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Immediate Supervisor's Name:	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JESSE PENDON	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
Federal Programs Compliance Administrator Signature:	Date:

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

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Fiscal Year 2023-2024

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
5351	BARBARA JEAN SANTOS-BLAS	TEACHER ASST (T1-OCS)	328 LES	
7262	DIONE E CRUZ	TEACHER ASST (T1-OCS)	328 LES	
7599	DOROTHY A MANSAPIT	TEACHER ASST (T1-OCS)	328 LES	
13285	JONALYN M NAUTA	TEACHER ASST (T1-OCS)	328 LES	
15778	T'ANNA-RAY ABCDE C DELA CRUZ	TEACHER ASST (T1-OCS)	328 LES	
16504	ISABELLA N BLAS	TEACHER ASST (T1-OCS)	328 LES	

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Immediate Supervisor's Name:	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JESSE PENDON	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
Federal Programs Compliance Administrator Signature:	Date:

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

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
4538	ISABEL L LEYSA	TEACHER ASST (T1-OCS)	312 LBJES	
13731	CARMEN S CABOT	TEACHER ASST (T1-OCS)	312 LBJES	
15675	VANESSA S BURKHART	TEACHER ASST (T1-OCS)	312 LBJES	
16386	LAUREN E LEON GUERRERO	TEACHER ASST (T1-OCS)	312 LBJES	

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Immediate Supervisor's Name:	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JESSE PENDON	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
Federal Programs Compliance Administrator Signature:	Date:

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

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
4725	ROSE M FRANCISCO	TEACHER ASST (T1-OCS)	311 JQSMES	
7165	ARLENE F DIONES	TEACHER ASST (T1-OCS)	311 JQSMES	
14648	ELYSSA Q SANTOS	TEACHER ASST (T1-OCS)	311 JQSMES	
14856	BEATRICE G CRUZ	TEACHER ASST (T1-OCS)	311 JQSMES	
15839	DORA ANN C AGUERO	TEACHER ASST (T1-OCS)	311 JQSMES	

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Immediate Supervisor's Name:	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name:	JESSE PENDON
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name:	Sylvia T. Calvo, Grants Director
Federal Programs Compliance Administrator Signature:	Date:

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

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
8180	MARIA Q HEFLIN	TEACHER ASST (T1-OCS)	308 JMGES	
11676	KINEISHA-LYNN D ROSARIO	TEACHER ASST (T1-OCS)	308 JMGES	
12439	THOMAS JOSEPH H CRUZ	TEACHER ASST (T1-OCS)	308 JMGES	
14110	HOPE BRIANNE R MORALES	TEACHER ASST (T1-OCS)	308 JMGES	
15296	CHRISTIANNA-FAYE MENDIOLA	TEACHER ASST (T1-OCS)	308 JMGES	**
15445	ANNAYAH MARIE G SAN NICOLAS	TEACHER ASST (T1-OCS)	308 JMGES	
15930	JOELYN GINMARIE L MENDIOLA	TEACHER ASST (T1-OCS)	308 JMGES	
16434	KAYLA MONIQUE V DUENAS	TEACHER ASST (T1-OCS)	308 JMGES	

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Immediate Supervisor's Name:	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JESSE PENDON	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
Federal Programs Compliance Administrator Signature:	Date:

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

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
7667	BERNICE M DIEGO	TEACHER ASST (T1-OCS)	309 IES	
12468	JADINE C DUENAS	TEACHER ASST (T1-OCS)	309 IES	
11770	RANA LYNN N AGUSTIN	TEACHER ASST (T1-OCS)	309 IES	
14139	JOHNALYN M SANTOS	TEACHER ASST (T1-OCS)	309 IES	

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Project Coordinator Name: JESSE PENDON	
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Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
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Project Manager Name: JOSEPH L.M. SANCHEZ	
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
12446	RIKISHA R CARBULLIDO	TEACHER ASST (T1-OCS)	307 HSTES	**
15731	REYLENA JEAN B AGUERO	TEACHER ASST (T1-OCS)	307 HSTES	
15928	RYAN S GUMATAOTAO	TEACHER ASST (T1-OCS)	307 HSTES	
16956	ROBBY J GUZMAN	TEACHER ASST (T1-OCS)		

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Immediate Supervisor's Name:	
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Project Coordinator Name: JESSE PENDON	
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
4310	LEVI JUN B SUMBO	TEACHER ASST (T1-OCS)	318 HBPEs	
13488	ALEXIS-NICOLE M AROMIN	TEACHER ASST (T1-OCS)	318 HBPEs	
13686	SALINA S TOPASNA	TEACHER ASST (T1-OCS)	318 HBPEs	
13709	LEI N ICHIOS	TEACHER ASST (T1-OCS)	318 HBPEs	
15431	VANESSA A CAMACHO	TEACHER ASST (T1-OCS)	318 HBPEs	
15872	MISHAY RAELENE F BORJA	TEACHER ASST (T1-OCS)	318 HBPEs	
16212	PATRICK N SUZUKI	TEACHER ASST (T1-OCS)	318 HBPEs	**
16588	AURA GABRIELLE C GUMBA	TEACHER ASST (T1-OCS)	318 HBPEs	
16840	ANTHONY ROBERT M GOGUE	TEACHER ASST (T1-OCS)	318 HBPEs	**

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Project Coordinator Name: JESSE PENDON	
Project Coordinator Signature:	Date:

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Federal Programs Compliance Administrator Signature:	Date:

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

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: 82820 CLASSROOM SUPPORTS INTERVENTIONS

Fiscal Year 2023-2024

Reporting Period: 2nd Quarter January - February 2024

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
6722	RENEE LYNN S QUINTANILLA	TEACHER ASST (T1-OCS)	306 FES	
12143	FRANCINE M CRUZ	TEACHER ASST (T1-OCS)	306 FES	
14613	JENIEVA GRACE S CRUZ	TEACHER ASST (T1-OCS)	306 FES	
14948	ANALOU N NORTE	TEACHER ASST (T1-OCS)	306 FES	
15325	JUNE N BUNAG	TEACHER ASST (T1-OCS)	306 FES	
15359	ELSIELINA CAMILLE D MALATE	TEACHER ASST (T1-OCS)	306 FES	
16124	VERNIE-LYNN A CASTRO	TEACHER ASST (T1-OCS)	306 FES	
17230	MEGAN N MABEL	TEACHER ASST (T1-OCS)	306 FES	
16052	REJIE C ANTONIO	TEACHER ASST (T1-OCS)	306 FES	

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

Immediate Supervisor's Name:	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JESSE PENDON	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
Federal Programs Compliance Administrator Signature:	Date:

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

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
5829	LEA M SARDON	TEACHER ASST (T1-OCS)	323 DLPES	
16421	MICHAEL Z PANGANIBAN	TEACHER ASST (T1-OCS)	323 DLPES	
3841	CARMENSITA L PENARANDA	TEACHER ASST (T1-OCS)	323 DLPES	
7035	DOMINICA RIVARD	TEACHER ASST (T1-OCS)	323 DLPES	
8765	TAMAR M.D. QUINTANILLA	TEACHER ASST (T1-OCS)	323 DLPES	
10982	CHRISTINE C CRUZ	TEACHER ASST (T1-OCS)	323 DLPES	

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Immediate Supervisor's Name:	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JESSE PENDON	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
Federal Programs Compliance Administrator Signature:	Date:

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

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
16586	CHENNARISA SAMURAI	TEACHER ASST (T1-OCS)	324 CBMES	

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Immediate Supervisor's Name:	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JESSE PENDON	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
Federal Programs Compliance Administrator Signature:	Date:

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

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
3633	JOSEPH A TAITANO	TEACHER ASST (T1-OCS)	304 CLTES	
4434	OLIVIA C DIZON	TEACHER ASST (T1-OCS)	304 CLTES	
14404	CHRISTINA ANN C QUIDACHAY	TEACHER ASST (T1-OCS)	304 CLTES	
14949	JORDAN S PEREDO	TEACHER ASST (T1-OCS)	304 CLTES	
16837	JUDE MICHAEL P ANGOCO	TEACHER ASST (T1-OCS)	304 CLTES	
6661	ANNIE C MANIBUSAN	TEACHER ASST (T1-OCS)	304 CLTES	
6991	THERESE B MESA	TEACHER ASST (T1-OCS)	304 CLTES	

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Immediate Supervisor's Name:	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JESSE PENDON	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
Federal Programs Compliance Administrator Signature:	Date:

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

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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Fiscal Year 2023-2024

Reporting Period: 2nd Quarter January - February 2024

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
16211	SHAIANNE L MARTINEZ	TEACHER ASST (T1-OCS)	808 C&I	
		TEACHER ASST (T1-OCS)	808 C&I	
		TEACHER ASST (T1-OCS)	808 C&I	
		TEACHER ASST (T1-OCS)	808 C&I	
		TEACHER ASST (T1-OCS)	808 C&I	
		TEACHER ASST (T1-OCS)	808 C&I	
		TEACHER ASST (T1-OCS)	808 C&I	

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Immediate Supervisor's Name:	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JESSE PENDON	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
Federal Programs Compliance Administrator Signature:	Date:

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

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
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Fiscal Year 2023-2024

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13772	MARTY L BOONE	TEACHER ASST (T1-OCS)	303 BPCES	
14104	CHRISTINE F QUICHOCHO	TEACHER ASST (T1-OCS)	303 BPCES	
16619	LORNE JOSEPH S PALOMO	TEACHER ASST (T1-OCS)	303 BPCES	
17231	CHRISTIANA NICOLE A LUBASAN	TEACHER ASST (T1-OCS)	303 BPCES	
17245	SERENITY SHAYE P SIGUENZA	TEACHER ASST (T1-OCS)	303 BPCES	
8698	JOLEEN T CRUZ	TEACHER ASST (T1-OCS)	303 BPCES	
10894	JENNIFER B QUENGA	TEACHER ASST (T1-OCS)	303 BPCES	

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Immediate Supervisor's Name:	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JESSE PENDON	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
Federal Programs Compliance Administrator Signature:	Date:

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

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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Fiscal Year 2023-2024

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
15110	ALYSSA MARIE S CAMACHO	TEACHER ASST (T1-OCS)	329 AES	
15779	LORI J ARRIOLA	TEACHER ASST (T1-OCS)	329 AES	
13749	ROSA M YOSHIDA	TEACHER ASST (T1-OCS)	329 AES	
15474	JANALYNN M PEREIRA	TEACHER ASST (T1-OCS)	329 AES	

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Immediate Supervisor's Name:	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JESSE PENDON	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grants Director	
Federal Programs Compliance Administrator Signature:	Date:

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

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Program Budget Staffing

April 30, 2024

PROJECT NAME Project #3 Classroom Support and Interventions

REGULAR SALARIES				FY '22 Carryover			FY '23			PROGRAM TOTAL		
PPE	No. of Positions Title V-B funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Total
PPE01 10.07.23	217	\$ 471,277.98	100%	\$ 471,277.98	\$ 188,511.19	\$ 659,789.17	\$ 471,277.98	\$ 188,511.19	\$ 659,789.17	\$ 942,555.96	\$ 377,022.38	\$ 1,319,578.34
PPE02 10.21.23	224	\$ 346,195.00	100%	\$ 346,195.00	\$ 138,478.00	\$ 484,673.00	\$ 346,195.00	\$ 138,478.00	\$ 484,673.00	\$ 692,390.00	\$ 276,956.00	\$ 969,346.00
PPE03 11.04.23	220	\$ 333,020.16	100%	\$ 333,020.16	\$ 133,208.06	\$ 466,228.22	\$ 333,020.16	\$ 133,208.06	\$ 466,228.22	\$ 666,040.32	\$ 266,416.13	\$ 932,456.45
PPE04 11.18.23	217	\$ 335,073.00	100%	\$ 335,073.00	\$ 134,029.20	\$ 469,102.20	\$ 335,073.00	\$ 134,029.20	\$ 469,102.20	\$ 670,146.00	\$ 268,058.40	\$ 938,204.40
PPE05 12.02.23	221	\$ 331,509.72	100%	\$ 331,509.72	\$ 132,603.89	\$ 464,113.61	\$ 331,509.72	\$ 132,603.89	\$ 464,113.61	\$ 663,019.44	\$ 265,207.78	\$ 928,227.22
PPE06 12.16.23	221	\$ 332,750.71	100%	\$ 332,750.71	\$ 133,100.28	\$ 465,850.99	\$ 332,750.71	\$ 133,100.28	\$ 465,850.99	\$ 665,501.42	\$ 266,200.57	\$ 931,701.99
PPE07 12.30.23	203	\$ 321,102.47	100%	\$ 321,102.47	\$ 128,440.99	\$ 449,543.46	\$ 321,102.47	\$ 128,440.99	\$ 449,543.46	\$ 642,204.94	\$ 256,881.98	\$ 899,086.92
Sub Totals	1,523	2,470,929		2,470,929	988,372	3,459,301	2,470,929	988,372	3,459,301	4,941,858	1,976,743	6,918,601
Indirect Cost (9.96%)		234,738										234,738
Total 1st Qtr	1,523	\$ 2,705,667.30		\$ 2,470,929.04	\$ 988,371.62	\$ 3,459,300.66	\$ 2,470,929.04	\$ 988,371.62	\$ 3,459,300.66	\$ 4,941,858.08	\$ 1,976,743.23	\$ 6,918,601.31
PPE08 1.13.24	215	\$ 319,615.57	100%	\$ 319,615.57	\$ 127,846.23	\$ 447,461.80	\$ 319,615.57	\$ 127,846.23	\$ 447,461.80	\$ 639,231.14	\$ 255,692.46	\$ 894,923.60
PPE09 1.27.24	217	\$ 320,782.02	100%	\$ 320,782.02	\$ 128,312.81	\$ 449,094.83	\$ 320,782.02	\$ 128,312.81	\$ 449,094.83	\$ 641,564.04	\$ 256,625.62	\$ 898,189.66
PPE10 2.9.24	217	\$ 320,782.02	100%	\$ 320,782.02	\$ 128,312.81	\$ 449,094.83	\$ 320,782.02	\$ 128,312.81	\$ 449,094.83	\$ 641,564.04	\$ 256,625.62	\$ 898,189.66
PPE11 2.24.24	215	\$ 322,242.64	100%	\$ 322,242.64	\$ 128,897.06	\$ 451,139.70	\$ 322,242.64	\$ 128,897.06	\$ 451,139.70	\$ 644,485.28	\$ 257,794.11	\$ 902,279.39
PPE12 3.09.24	212	\$ 315,111.84	100%	\$ 315,111.84	\$ 126,044.74	\$ 441,156.58	\$ 315,111.84	\$ 126,044.74	\$ 441,156.58	\$ 630,223.68	\$ 252,089.47	\$ 882,313.15
PPE13 3.23.24	217	\$ 312,471.11	100%	\$ 312,471.11	\$ 124,988.44	\$ 437,459.55	\$ 312,471.11	\$ 124,988.44	\$ 437,459.55	\$ 624,942.22	\$ 249,976.89	\$ 874,919.11
Sub Totals	1,293	1,911,005		1,911,005.20	764,402	2,675,407	1,911,005	764,402	2,675,407	3,822,010	1,528,804	5,350,815
Indirect Cost (9.96%)		181,545										181,545
Total 2nd Qtr	1,293	\$ 2,092,550.69		\$ 1,911,005.20	\$ 764,402.08	\$ 2,675,407.28	\$ 1,911,005.20	\$ 764,402.08	\$ 2,675,407.28	\$ 3,822,010.40	\$ 1,528,804.16	\$ 5,350,814.56
Grand Total 1st-2nd Qtr	2,816	\$ 4,616,672.50	\$ -	\$ 4,381,934.24	\$ 1,752,773.70	\$ 6,134,707.94	\$ 4,381,934.24	\$ 1,752,773.70	\$ 6,134,707.94	\$ 8,763,868.48	\$ 3,505,547.39	\$ 12,269,415.87

PART-TIME SALARIES				FY '22 Carryover			FY '23			PROGRAM TOTAL		
PPE	No. of Positions Title V-B funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Totals
PPE03 11.04.23 ASPIRE OT	15	\$ 3,964.18	100%	\$ 3,964.18	\$ 1,585.67	\$ 5,549.85	\$ 3,964.18	\$ 1,585.67	\$ 5,549.85	\$ 7,928.36	\$ 3,171.34	\$ 11,099.70
PPE04 11.18.23 ASPIRE OT	10	\$ 1,194.52	100%	\$ 1,194.52	\$ 477.81	\$ 1,672.33	\$ 1,194.52	\$ 477.81	\$ 1,672.33	\$ 2,389.04	\$ 955.62	\$ 3,344.66
PPE05 12.02.23 ASPIRE OT	10	\$ 1,201.91	100%	\$ 1,201.91	\$ 480.76	\$ 1,682.67	\$ 1,201.91	\$ 480.76	\$ 1,682.67	\$ 2,403.82	\$ 961.53	\$ 3,365.35
PPE06 12.16.23 ASPIRE OT	13	\$ 2,241.14	100%	\$ 2,241.14	\$ 896.46	\$ 3,137.60	\$ 2,241.14	\$ 896.46	\$ 3,137.60	\$ 4,482.28	\$ 1,792.91	\$ 6,275.19
Sub Totals	48	8,602		8,602	3,441	12,042	8,602	3,441	12,042	17,204	6,881	24,085
Indirect Cost (9.96%)		817										817
Total 1st Qtr	48	\$ 9,418.92		\$ 8,601.75	\$ 3,440.70	\$ 12,042.45	\$ 8,601.75	\$ 3,440.70	\$ 12,042.45	\$ 17,203.50	\$ 6,881.40	\$ 24,084.90
PPE008 1.13.24 ASPIRE OT	11	\$ 1,800.03	100%	\$ 1,800.03	\$ 720.01	\$ 2,520.04	\$ 1,800.03	\$ 720.01	\$ 2,520.04	\$ 3,600.06	\$ 1,440.02	\$ 5,040.08
PPE009 2.9.24 ASPIRE OT	12	\$ 2,018.41	100%	\$ 2,018.41	\$ 807.36	\$ 2,825.77	\$ 2,018.41	\$ 807.36	\$ 2,825.77	\$ 4,036.82	\$ 1,614.73	\$ 5,651.55
PPE010 2.15.24 ASPIRE OT	17	\$ 2,626.86	100%	\$ 2,626.86	\$ 1,050.74	\$ 3,677.60	\$ 2,626.86	\$ 1,050.74	\$ 3,677.60	\$ 5,253.72	\$ 2,101.49	\$ 7,355.21
PPE011 2.24.24 ASPIRE OT	18	\$ 2,894.01	100%	\$ 2,894.01	\$ 1,157.60	\$ 4,051.61	\$ 2,894.01	\$ 1,157.60	\$ 4,051.61	\$ 5,788.02	\$ 2,315.21	\$ 8,103.23
PPE012 3.09.24 ASPIRE OT	12	\$ 1,475.76	100%	\$ 1,475.76	\$ 590.30	\$ 2,066.06	\$ 1,475.76	\$ 590.30	\$ 2,066.06	\$ 2,951.52	\$ 1,180.61	\$ 4,132.13
PPE013 3.28.24 ASPIRE OT	18	\$ 3,301.88	100%	\$ 3,301.88	\$ 1,320.75	\$ 4,622.63	\$ 3,301.88	\$ 1,320.75	\$ 4,622.63	\$ 6,603.76	\$ 2,641.50	\$ 9,245.26
Sub Totals	88	14,117		14,117	5,647	19,764	14,117	5,647	19,764	28,234	11,294	39,527
Indirect Cost (9.96%)		1,341										1,341
Total 2nd Qtr	88	\$ 15,458.06		\$ 14,116.95	\$ 5,646.78	\$ 19,763.73	\$ 14,116.95	\$ 5,646.78	\$ 19,763.73	\$ 28,233.90	\$ 11,293.56	\$ 39,527.46
Grand Total 1st - 2nd Qtr	136	\$ 23,535.87	\$ -	\$ 22,718.70	\$ 9,087.48	\$ 31,806.18	\$ 22,718.70	\$ 9,087.48	\$ 31,806.18	\$ 45,437.40	\$ 18,174.96	\$ 63,612.36

Certification: By signing this report, I certify to the best of my knowledge that the Fixed Asset Inventory Report is true, complete, and accurate and in accordance with rules and regulations governing the program or project. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

Type or Print Name and Title of Program Manager Joseph L.M. Sanchez Deputy Superintendent of Curriculum & Instruction	Telephone: (area code, number, and extension)
	(671) 300 2251
Signature of Authorized Certifying Official:	Email address:
	jsanchez@gdoe.net
	Date Report Submitted: (Month, Day, Year)
	4.19.24
Type or Print Name and Title of Project Coordinator:	Telephone: (area code, number, and extension)
	(671) 300-1634
Signature of Project Coordinator:	Email address:
	jesse.pendon@gdoe.net
	Date Report Submitted: (Month, Day, Year)
	4.19.24

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Fixed Assets

April 30, 2024

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 4

School Climate Culture and Engagement (SCCE)

Quarterly Report Documents:

- 1) Finalized Quarterly Report with Federal Program Division (FPD) Validation
- 2) Original Submitted Quarterly Report
 - a. Correspondences between FPD and Project Lead
- 3) Quarterly Personnel Certification
- 4) Fiscal Monitoring Documents:
 - a. 10%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification (refer to #3)
 - Labor Cost
 - Attendance Log
 - Other Supporting Documents (i.e. Timesheets)
 - b. 100%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification
 - Labor Cost
 - Other Supporting Documents (i.e. Timesheets)
- 5) Fixed Asset Certification

April 30, 2024

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Finalized Quarterly Report with
Federal Programs Division Review**

April 30, 2024

**FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A230002**

Grant Name: Consolidated Grant FFY 2023 Grant#: S403A230002

What quarter is this report filed? Mark an "X"

**PROJECT TITLE: Project #4: SCHOOL CLIMATE CULTURE & ENGAGEMENT
(SCCE)**

PROJECT COORDINATOR: Steven Pangelinan

PROJECT MANAGER: Dr. Barbara Adamos, Acting DS ESCL

STATE PROGRAM OFFICER: Stephanie Chargualaf

10/01/23- 12/31/24	01/01/23- 03/31/24	04/01/23- 06/30/24	07/01/23- 09/30/24
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
	X		
REPORT DUE: 01/10/24	REPORT DUE: 04/10/24	REPORT DUE: 07/10/24	REPORT DUE: 10/10/24
ANNUAL REPORT DUE: 11/15/2024			

AMOUNT BUDGETED (FFY 2023): <u>\$5,852,239.49</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) <u>\$1,925.00</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>1%</u>
AMOUNT BUDGETED (FFY 2022): <u>\$ 4,446,985.14</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) <u>\$1,398,050.61</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>31%</u>

GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 5						495	38	237	186
6 - 8						348	12	172	151
9 - 12						202	4	138	16

LIST THE PROJECT GOALS:

Overall GOAL: By the end of the three years, there will be a decline dropout rates, discipline and suspension rates for at risk students.
Overall GOAL: By the end of the three years, there will be an improvement to students' physical fitness and social and emotional health.

Through services provided in all 4 Project Components (4.1 Social Supports & Outreach Teams, 4.2 PBIS Implementation, 4.3 Promoting Positive Behaviors and 4.4. Safe and Healthy Schools) the challenges of at-risk students will be addressed and students will remain in school and focus on learning.

**FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A230002**

**LIST THE PROJECT
OBJECTIVES:**

4.1 Social Services & Outreach Teams: Addressing student/family challenges through a referral system will help remove barriers and allow students to come to school and focus on learning.

1. By the end of Year 3, SSOT will maintain or exceed the current successful completion rate of 96%.
 - Year 1: $\geq 96\%$ maintain or exceed successful completion (issue(s) addressed and resolved)
2. By the end of Year 3, SSOT will maintain or reduce the current pending cases rate of 8%.
 - Year 1: $\leq 4\%$ maintain or reduce pending cases rate

4.2 Positive Behavior Intervention & Support Framework: Successful and consistent implementation of the PBIS Framework creates a safe nurturing environment that is conducive to learning.

1. By the end of Year 3, of all who completed the Tiered Fidelity Inventory, there will be a 10% overall increase in school site TFI results
 - Year 1: 2% increase in school site TFI rate

4.3 Promoting Positive Behavior and Safe School Environment: Providing social & emotional supports through appropriate intervention & supports help Tier II and Tier III students address their specific issues.

1. By the end of Year 3, the District-wide will be maintained or reduced at the current rate of 30%.
 - Year 1: Maintain or reduce the $\leq 30\%$ discipline rate
2. By the end of Year 3, the District-wide suspension rate will be maintained or reduced at the current rate of 15%.
 - Year 1: Maintain or reduce $\leq 15\%$ suspension rate

4.4 Health & Safety: Interventions to promote healthier lifestyles and safer schools

1. Increase the number of students participating in health education activities by 10% annually
 - Year 1: Increase the number of student participants in health education activities by 10% from 204 for SY2021-22 from previous year
2. By the end of Year 3, 5% overall increase in the School Safety Perception Survey rate of 80%.
 - Year 1: Maintain School Safety Perception Survey rate of 80%

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PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>4.1 Social Support & Outreach Teams (SSOT):</p>	<ul style="list-style-type: none"> • For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why. • If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”. <p><i>Provide bullet form listing below:</i></p> <p>4.1 Social Support & Outreach Teams (SSOT): Ongoing</p> <ul style="list-style-type: none"> • SSOT closed 1,499 referrals with 76 pending for this reporting period, conducting 1,110 home visits. <p>The following were conducted during this reporting period:</p> <ul style="list-style-type: none"> • Three (3) Student Engagement (SE) activities; • Two (2) Parent Engagement (PE) activities; • Two (2) Staff Development (SD) activities • Nine (9) Professional Development (PD) Trainings 	<ul style="list-style-type: none"> ➤ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc. ➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <p>4.1 Social Support & Outreach Teams (SSOT):</p> <p>(3) SE Activities</p> <ul style="list-style-type: none"> • 01/10/24 – 03/06/24: Vicente Benavente MS “STARS Club” Meetings (57) participants • 02/23/24: M.U. Lujan ES Community Health and Wellness Fair (372) participants • 02/24/24: Jose Rios MS Community Awareness & Resources for Educational Success (CARES) (41) participants <p>(2) PE Activities</p> <ul style="list-style-type: none"> • 01/13/24: Todu Guam Foundation Community Outreach (14) participants • 02/24/24: Jose Rios MS CARES Outreach (28) participants <p>(2) SD Activities</p> <ul style="list-style-type: none"> • 11/20/24-11/21/24: Tiyan HS Youth Mental Health First Aid (YMHFA) Training (3 presenters/25 participants) • 12/21/23: SCCE Monthly meeting, on Payroll

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<p>4.2 Positive Behavior Intervention and Support Framework</p>	<p>4.2 Positive Behavior Intervention and Support Framework: Ongoing</p> <p>The following were conducted during this reporting period:</p> <ul style="list-style-type: none"> • Three (3) Student Engagement (SE) activities; • Two (2) Parent Engagement (PE) activities; • Thirty (30) Staff Development (SD) activities • Ten (10) Professional Development (PD) Trainings 	<p>(1 presenter/32 participants)</p> <p>(9) PD Activities</p> <ul style="list-style-type: none"> • 12/21/23, 01/25/24 & 02/15/24: (3 Trainings) Project Monthly Meetings, <i>Payroll, SOP 1200-028</i> (32 participants) • 02/06/24-02/08/24: Westin Resort, Guam, <i>Guam Coalition Against Sexual Assault and Family Violence (GCASAFV) Conference</i> (11 participants) • 02/07/24: GDOE Building B, <i>American Heart Association First Aid, CPR & AED</i> (3 participants) • 03/01/24: Webinar, <i>GCASAFV- Dating Violence, Technology and Strategic Safety Planning</i> (2 participants) • 03/03/24-03/06/24: Hyatt Regency, Savannah, GA, <i>2024 National Youth Advocacy & Resilience Conference</i> (4 participants) • 03/06/24-03/09/24: Hyatt Regency, Chicago, IL, <i>21st International Conference on Positive Behavior Support</i> (4 participants) • 03/13/24-03/14/24: Westin Resort, Guam, <i>National Association of Social Workers Guam Chapter Annual Conference</i> (7 participants) <p>4.2 Positive Behavior Intervention and Support Framework</p> <p>(3) SE Activities</p> <ul style="list-style-type: none"> • 01/05/24 & 01/11/24: As Tumbo ES PBIS Presentation (74) participants • 01/22/24 & 01/26/24: Agueda I. Johnston MS “AHOY” student assembly (209) participants • 02/23/24: M.U. Lujan ES Community Health and Wellness Fair (372) participants <p>(2) PE Activities</p>
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		<ul style="list-style-type: none"> • 01/20/24: Agueda I. Johnston Parent Night (7) participants • 02/21/24: Wettengel ES Parent Teacher Organization Meeting (27) participants <p>(30) SD Activities</p> <ul style="list-style-type: none"> • 12/19/23: Harry S. Truman ES Office Discipline Referral Training (1 presenter/13 participants) • 12/19, 12/20, 12/22, 12/26 & 12/27/23: (13 Trainings) Adacao ES, Captain H.B. Price ES, Liguana ES, Maria Ulloa ES, VSA Benavente MS, Tamuning ES, MU Lujan ES, Talofoto ES, Upi ES, Inarajan MS, Building Rapport & Active Supervision (3 presenters/153 participants) • 11/20/24-11/21/24: Tiyan HS Youth Mental Health First Aid (YMHFA) Training (3 presenters/25 participants) • 12/20, 12/26, 12/27, 12/28/23 & 01/31/24: (5 Trainings) Finegayan ES, Talofoto ES, LP Untalan MS, Simon Sanchez HS, Working with Tough Kids Training (2 presenters/139 participants) • 12/22, 12/28/23 & 02/28/24: (5 Trainings) BP Carbullido ES, Finegayan ES staff, Talofoto ES, Simon Sanchez HS and Finegayan ES faculty, Phases of De-Escalation (3 presenters/93participants) • 01/5/23 & 02/1/24: (2 Trainings) Marcial A. Sablan ES, Notre Dame HS, PBIS Overview (3 presenters/45 participants) • 01/09/24: Captain H.B. Price ES, School Climate Survey Results Presentation (1 presenter/19 participants) • 01/10/24: Finegayan ES, Functional Behavior Assessment Training (2 presenters/48 participants) • 01/25/24 & 02/15/24: SCCE Monthly meeting, on Payroll, SOP 1200-028 (4 presenters/32
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<p>4.3 Promoting Positive Behavior and Safe School Environment</p>	<p>4.3 Promoting Positive Behavior and Safe School Environment: <i>Ongoing</i></p> <ol style="list-style-type: none"> 1. Reduce discipline rate to 30% 2. Reduce the suspension rate to 15% 	<p>participants)</p> <p>(10) PD Activities</p> <ul style="list-style-type: none"> • 12/21/23, 01/25/24 & 02/15/24: (3 Trainings) Project Monthly Meetings, <i>Payroll, SOP 1200-028</i> (32 participants) • 02/06/24-02/08/24: Westin Resort, Guam, <i>Guam Coalition Against Sexual Assault and Family Violence (GCASAFV) Conference</i> (11 participants) • 02/07/24: GDOE Building B, <i>American Heart Association First Aid, CPR & AED</i> (2 participants) • 03/01/24: Webinar, <i>GCASAFV- Dating Violence, Technology and Strategic Safety Planning</i> (2 participants) • 03/03/24-03/06/24: Hyatt Regency, Savannah, GA, <i>2024 National Youth Advocacy & Resilience Conference</i> (4 participants) • 03/05/24: Upi ES, <i>Child Study Team Training</i> (1 participant) • 03/06/24-03/09/24: Hyatt Regency, Chicago, IL, <i>21st International Conference on Positive Behavior Support</i> (4 participants) • 03/13/24-03/14/24: Westin Resort, Guam, <i>National Association of Social Workers Guam Chapter Annual Conference</i> (7 participants) <p>4.3 Promoting Positive Behavior and Safe School Environment</p> <ul style="list-style-type: none"> • 2,171 Discipline Infractions for the 2nd quarter. • 873 Suspensions during the 2nd quarter.
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<p>4.4 Health & Safety</p>	<p>4.4 Health & Safety</p> <p>1. Increase the number of students participating in health education activities by 10% annually</p> <p>2. Maintain School Safety Perception Survey rate of 80%</p>	<p>4.4 Health & Safety</p> <p>Training</p> <ul style="list-style-type: none"> • Heartsaver First Aid: (30 participants) <ul style="list-style-type: none"> • 02/07/24 – (13 participants) • 03/12/24 – (17 participants) • Basic Life Saver: (20 participants) <ul style="list-style-type: none"> • 12/05/23 – 01/05/24: <i>First Aid & CPR Student Certification</i> (20 participants) 											
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS</p>											
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p> <p>4.1 Social Support & Outreach Teams (SSOT)</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a 'count') FOR USE IN CALCULATING A PERFORMANCE MEASURE. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE SECONDARY DATA (e.g. a 'percentage') ON THE PROJECT'S PERFORMANCE MEASURES. IF DATA IS NOT AVAILABLE, SPECIFY WHY AND INDICATE WHEN DATA WILL BE AVAILABLE.</i></p> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p><i>Insert Primary Data Here:</i></p> <p>4.1 Social Support & Outreach Teams (SSOT)</p> <p>1. Table of Student Referrals</p> <table border="1" data-bbox="583 1369 1220 1495"> <thead> <tr> <th rowspan="2">Type of Referral</th> <th colspan="2">1st Quarter</th> </tr> <tr> <th>Closed</th> <th>Open</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td align="center">304</td> <td align="center">21</td> </tr> <tr> <td>Behavior</td> <td align="center">73</td> <td align="center">3</td> </tr> </tbody> </table>	Type of Referral	1 st Quarter		Closed	Open	Attendance	304	21	Behavior	73	3	<p>BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <p>➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p> <p>4.1 Social Support & Outreach Teams (SSOT)</p> <p>Completion Rate:</p> <p>The SCCE Project SSOT Services achieved an actual referral completion rate of 95% for this reporting period,</p>
Type of Referral	1 st Quarter												
	Closed	Open											
Attendance	304	21											
Behavior	73	3											

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Interpreter/Translator	5	0
Medical	211	5
Registration	113	11
School Parent Conference	131	4
Support Services	662	32
TOTALS	1499	76
Home visits	1,575	

2. Parent/Student Surveys

		16 Parents Responses (Yes) (No)		0 Student Responses
Familiar with Project		16	0	
Was provided assistance		Yes		
Requesting more info		Yes		
Would like to more info		Yes		
Rating	Excellent	Not asked this quarter		
	Satisfactory	Not asked this quarter		
	Unsatisfactory	Not asked this quarter		

4.2 Positive Behavior Intervention and Support Framework

4.2 Positive Behavior Intervention and Support Framework
Table below identifies the number of participants in the Positive Learning Center Classrooms in SY23-24:

School	1 st QTR	2 nd QTR	3 rd QTR	4 th QTR
VSABMS	4	6		
OMS	0	1		
JRMS	2	3		
LPUMS	5	1		

LEGEND:

Vicente S.A. Benavente Middle School (VSABMS)
Oceanview Middle School (OMS)
Jose Rios Middle School (JRMS)
Luis P. Untalan Middle School (LPUMS)

working towards the annual goal of 96%.

Pending Rate:

The SCCE Project SSOT Services achieved an actual pending referral rate of 5% for this reporting period, working towards the annual goal of 4%.

At-risk students receiving SSOT services and support are more likely to be successful in school, once the barrier or challenge has been addressed.

Evaluation Survey Results:

0% - “Satisfactory or better” rating of services provided (Not asked this quarter).

4.2 Positive Behavior Intervention and Support Framework

TFI Results

- Results will be reported in the 3rd Quarter

SSP Results

- Results will be reported in the 3rd Quarter

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4.3 Promoting Positive Behavior and Safe School Environment

Tiered Fidelity Inventory (TFI) (Implementation Assessment) – Tiers I, II and III

1. Annual Tiered Fidelity Inventory (TFI) Implementation Assessment – conducted in the 3rd Quarter

2. Maintain School Safety Perception Survey Rate of 85% - Assessment conducted in 3rd Quarter.

4.3 Promoting Positive Behavior and Safe School Environment

1. Maintain or reduce the ≤30% discipline rate
2. Maintain or reduce ≤15% suspension rate

Table below identifies the number of participants in the Positive Learning Center Classrooms in SY23-24:

School	1 st QTR	2 nd QTR	3 rd QTR	4 th QTR
VSABMS	4	6		
OMS	0	1		
JRMS	2	3		
LPUMS	5	1		

LEGEND:

- Vicente S.A. Benavente Middle School (VSABMS)
- Oceanview Middle School (OMS)
- Jose Rios Middle School (JRMS)
- Luis P. Untalan Middle School (LPUMS)

4.4 Health & Safety

4.4 Health & Safety

Interventions to promote healthier lifestyles and safer schools

1. Increase the number of students participating in health education activities by 10% annually

4.3 Promoting Positive Behavior and Safe School Environment

Discipline Data: Discipline Infractions for the 2nd quarter

- 2,171 infractions/23,432 = 9%

Discipline Data: Suspension Data for the 2nd quarter

- 873 Suspensions/23,432 = 4%

4.4 Health & Safety

Training

- Heartsaver First Aid: (30 Participants)
- Basic Life Saver: (20 Participants)
- 50 Participants, working towards target of 224 or more.

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<table border="1"> <tr> <td>Training Type</td> <td>Dec 2023</td> <td>Jan 2024</td> <td>Feb 2024</td> <td>Mar 2024</td> </tr> <tr> <td>Heartsaver First Aid</td> <td></td> <td></td> <td>13</td> <td>17</td> </tr> <tr> <td>Basic Life Saver (BLS)</td> <td></td> <td>20</td> <td></td> <td></td> </tr> </table>	Training Type	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Heartsaver First Aid			13	17	Basic Life Saver (BLS)		20			<p>1. By the end of Year 3, 5% overall increase in the School Safety Perception Survey rate of 80%</p> <p>School Climate Survey is conducted in the 3rd Quarter of the SY.</p>	<p>Results will be reported during 3rd Quarter of SY23-24.</p>
	Training Type	Dec 2023	Jan 2024	Feb 2024	Mar 2024												
	Heartsaver First Aid			13	17												
Basic Life Saver (BLS)		20															

Project Activity <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>(i.e. metric) Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	<p align="center">By end of SY 2023-2024). baseline data will become available (e.g. available. Please also indicate when baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2023-2024).</p>	Quarterly Performance Targets			
						<p align="center">Please focus on outcomes rather than outputs. (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2023 versus 40% of teachers will participate in professional development.)</p>			
						December 2023	End of March 2024	End of June 2024	September 2024
4.1 Social Support & Outreach Teams (SSOT)	By the end of SY23-24, ≥96% successful completion of referrals (issue(s) addressed and resolved)	Programmatic Data:	Percentage of student referrals which were serviced completely by the Project Number of pending referrals/Total # Referrals received	Yes	<p>FY '22 APR: 95% completion rate 5% pending rate</p>	<p>Target: ≥96% completion rate</p> <p>Actual: 94% (1,892 out of 2,003)</p>	<p>Target: ≥96% completion rate</p> <p>Actual: 95% (1,499 out of 1,575)</p>		

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	By the end of SY23-24, ≤4% pending cases rate	Programmatic Data:	Percentage of student referrals which remained pending	Yes		Target: ≤4% pending cases rate	Target: ≤4% pending cases rate		
						Actual: 6%	Actual: 5% (76 out of 1,575)		
4.2 Positive Behavior Intervention and Support Framework	By the end of Year 1: 2% increase in school site implementation of the PBIS Framework from SY2022-2023	Annual Assessment Result	Tiered Fidelity Inventory (TFI) Rates	Yes	FY '22 APR: No. of Schools Overall where Target was met: Tier I: 9 schools Tier II: 5 schools Tier III: 5 Schools	Target: 2% increase at each school site (TFI of ≥87%) Actual: Tier I: 20 (out of 41 total) schools Tier II: 10 (out of 41 total) schools Tier III: 10 (out of 41 total) Schools	Target: 2% increase from SY22-23 TFI rate (TFI of ≥87%) Actual: Assessment conducted in 3 rd Quarter		
4.3 Promoting Positive Behavior and Safe School Environment	By the end of Year 1, the District-wide discipline rate will be maintained or reduced at the current rate of 30%	District Discipline Data	Number of Discipline Infractions/by the total number of students enrolled	Yes	FY '22 APR: Discipline Rate: 25%	Target: ≤30% discipline rate Actual: 7% discipline rate	Target: ≤30% discipline rate Actual: 9% discipline rate		
	By the end of Year 1, maintain or decrease the suspension rate to 15%	District Discipline Data	Percentage decrease in suspension rate	Yes	FY '22 APR: Suspension Rate: 11%	Target: ≤15% suspension rate	Target: ≤15% suspension rate		

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4.4 Health & Safety	Increase the number of student participants by 10% from previous year	Program Data	Percentage increase in number of participants	Yes	204 student participants	<p>Actual: 3% suspension rate</p> <p>Target: 10% increase from SY22-23 total number =224</p> <p>Actual: 137 participants</p>	<p>Actual: 4% suspension rate</p> <p>Target: 10% increase from SY22-23 total number =224</p> <p>Actual: Data not collected this quarter.</p>
	By the end of Year 1: Maintain School Safety Perception Survey rate of 80%	Program Data	Percentage of respondents with positive ratings in safety perception survey	Yes	<p>FY '22 APR: 22 out of 41 total GDOE schools had at least 85% of their students with positive ratings in safety perception survey</p>	<p>Target: 80% response rate on School Safety Perception Survey</p> <p>Actual: No survey at this time. Survey to be administered in the 3rd Quarter of SY 23-24.</p>	<p>Target: 80% response rate on School Safety Perception Survey</p> <p>Actual: No survey at this time. Survey to be administered in the 3rd Quarter of SY 23-24.</p>

PART II:

LIST TRAVEL ACTIVITIES COMPLETED.

**(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.)
100 WORD COUNT**

- 03/03/24-03/06/24 – 4 travelers attended the 2024 National Youth Advocacy & Resilience Conference in Savannah, Georgia, to learn practical, real-world strategies for reaching students with a variety of emotional and behavioral challenges.
- 03/06/24-03/09/24 – 4 travelers attended the 21st International Conference on Positive Behavior Support in Chicago, Illinois, for the purpose of enhancing skills and knowledge on current trends and best practices of PBIS.

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<p>FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p>	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent’s Office?) 100 WORD COUNT</p> <ul style="list-style-type: none"> • All travelers cleared within ten (10) days • All travelers submitted a Travel Report to the Project Lead, Federal Programs, and Superintendent’s Office. • Juan Martin & Colleen San Agustin – On 03/21/24 conducted training for SCCE personnel during the monthly project meeting, the training focused on the National Youth Advocacy and Resilience Conference that they attended in Savannah, GA. • Kassidee Cruz, Norma Quitugua & Rosa Mafnas – On 04/18/24 conducted training for SCCE personnel during the monthly project meeting on the International Conference on Positive Behavior Support in Chicago, IL. • Francisco Limtiaco & Connie Santiago – PBIS coaches will share the latest research, trends and best practices as it relates to implementing the PBIS framework with educators while providing coaching supports for PBIS. • Steven Pangelinan – Presented at the May project monthly meeting the different ways that can improve how the outreach side of SCCE can align their work to the PBIS framework.
<p>PART III:</p>	
<p>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.</p>	<p>(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT</p> <p>4.1 Social Support & Outreach Teams (SSOT) responded to referrals and conducted home visits to facilitate communication between schools and families, and facilitated interaction between families and community resources. 4.2 & 4.3 PBIS Team provided training and support to school site personnel in response to challenges experienced. 4.4 Collaborated with school health counselors supporting training to various schools.</p>
<p>USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</p>	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>Successes</p> <ul style="list-style-type: none"> • Referral types and number will assist teams and project on determining the areas of needs for our students and families. • Project personnel will continue the use of parent surveys to determine effectiveness of project services. • Exit surveys are used to identify areas of weakness in training and how to create better or more effective training sessions

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<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <ul style="list-style-type: none"> • SSOT – after responding and addressing challenges indicated in referrals, students can safely return to school and focus on learning. • PBIS – collaborated with School Based Behavioral Health (SBBH) personnel to conduct training that address mental and behavioral health concerns, easing anxiety in students, parents and employees. • Collaboration with School Health Counselor – supporting physical health of students in to ensure daily attendance of students.
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <ul style="list-style-type: none"> • Continued project personnel vacancies - pursue requests and processing of requests to hire current vacant positions. • Delays in accessing CG23 accounts – follow up and procure the much-needed supplies and equipment. • Exit of Project Lead – complete transition of current Project Lead.
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT</p> <ul style="list-style-type: none"> • Continue procuring in “bulk” to avoid overloading financial system and overtaxing procurement team. • Promote SSOT Team and PBIS Coaching Team collaboration to ensure consistent access to supports and services. • Support and encourage collaboration within GDOE Divisions to ensure smooth processing of various requests.
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>100 WORD COUNT</p> <ul style="list-style-type: none"> • Number of successfully completed referral • Exit Survey Results • Project Evaluations • Phone Calls/Emails/Zoom Meetings • Monthly Project Meetings • Site Visits

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Quarterly Personnel Certification

April 30, 2024

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 86005 SCHOOL CLIMATE CULTURE AND ENGAGEMENT

Fiscal Year 2023-2024

Reporting Period: 2nd Quarter (January - March 2024)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
6022	DORIS D BUKIKOSA	PROG COORD IV	840 ESCL	
13837	ANA MARIA T.O. AGUON	PROG COORD IV	812 FP	
8812	STEVEN V PANGELINAN	SOC SRVC SPVR I	840 ESCL	
13283	DIANA HIYASHI	PROG COORD III	840 ESCL	EFF: 02/02/24
5545	NORMA J QUITUGUA	SOCIAL WKR III	840 ESCL	
9907	DEVINA D GARRIDO	SOCIAL WKR III	840 ESCL	
0-0000	VACANT	SOCIAL WKR III	840 ESCL	VICE: Erlinda Toves
12281	JUAN K. MARTIN	SOCIAL WKR III	840 ESCL	
4505	MARICOR M AMANDE	SOCIAL WKR III	840 ESCL	
7593	ROSA G MAFNAS	SOCIAL WKR III	840 ESCL	
0-0000	VACANT	SOCIAL WKR III	840 ESCL	VICE: Simeon Perez
12241	MARY CHRISTINA V ZABALA-DULLA	SOCIAL WKR III	840 ESCL	
15705	VANESSA L NAGAL	SOCIAL WKR III	840 ESCL	
16292	GRACE G IWASHITA	SOCIAL WKR III	840 ESCL	
2040	WARREN B LAMPA	SOCIAL WKR III	840 ESCL	

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

Immediate Supervisor's Name: STEVEN V. PANGELINAN, SSS	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: STEVEN V. PANGELINAN, SSS	
Project Coordinator Signature:	Date: 04/19/24

Federal Programs Compliance Administrator Name: SYLVIA CALVO, Grant Director	
Federal Programs Compliance Administrator Signature:	Date:

Project Manager Name: DR. BARBARA ADAMOS, DS ESCL	
Project Manager Signature:	Date:

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: 86005 SCHOOL CLIMATE CULTURE AND ENGAGEMENT


Fiscal Year **2023-2024**
 Reporting Period: 2nd Quarter (January - March 2024)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
10706	ALLAN P JASMIN	COMM PROG AIDE II	840 ESCL	
4034	DORES Z CENTENO	COMM PROG AIDE II	840 ESCL	
5858	ELIZIA D CRUZ	COMM PROG AIDE II	840 ESCL	
16498	DAVID Q QUIDACHAY	COMM PROG AIDE II	840 ESCL	
5975	MARCIA C DIEGO	COMM PROG AIDE II	840 ESCL	
5913	MARGARET R MANALISAY	COMM PROG AIDE II	840 ESCL	
15514	AUSTIN CASTRO	COMM PROG AIDE II	840 ESCL	
15350	BENITO REYES JR.	COMM PROG AIDE II	840 ESCL	
16662	DIANNE M QUINATA	COMM PROG AIDE II	840 ESCL	
14161	ELENA M VILLAGOMEZ	COMM PROG AIDE II	840 ESCL	
0-0000	VACANT	COMM PROG AIDE II	840 ESCL	Vice: Tina Leon Guerrero
12500	CONNIE Q SANTIAGO	PROG COORD III	840 ESCL	
13397	FRANCISCO G LIMITIACO	PROG COORD III	840 ESCL	
16808	KASSIDEE CRUZ	PROG COORD III	840 ESCL	EFF: 01/29/244
17277	THEON FLORES	PROG COORD III	840 ESCL	EFF: 02/02/24

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

Immediate Supervisor's Name: STEVEN V. PANGELINAN, SSS	
Immediate Supervisor's Signature: _____	Date: _____

Project Coordinator Name: STEVEN V. PANGELINAN, SSS	
Project Coordinator Signature: _____ 	Date: 04/19/24

Federal Programs Compliance Administrator Name: SYLVIA CALVO, Grant Director	
Federal Programs Compliance Administrator Signature: _____	Date: _____

Project Manager Name: DR. BARBARA ADAMOS, DS ESCL	
Project Manager Signature: _____	Date: _____

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: 86005 SCHOOL CLIMATE CULTURE AND ENGAGEMENT


Fiscal Year **2023-2024**
 Reporting Period: 2nd Quarter (January - March 2024)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
11448	CATHERINE M ERNE	TEACHER III	431 VSABMS	
7657	PETER J TOVES	TEACHER III	434 JLGRMS	
0=0000	VACANT	TEACHER IV	436 OMS	VICE: Rosalin Meeks
6928	JANA SALAS	TEACHER IV	435 LPUMS	
00-0000	VACANT	TEACHER IV	437 ASTMS	Vice: Velma Cruz
0-0000	VACANT	TEACHER IV		NEW FTE
0-0000	VACANT	TEACHER IV		NEW FTE
0-0001	VACANT	TEACHER IV		NEW FTE
0-0002	VACANT	TEACHER IV		NEW FTE
00-0000	VACANT	COMP TECH I	816 FSAIS	Vice: Katrina Camacho
00-0000	VACANT	COMP TECH I	816 FSAIS	Vice: Nathan Ignacior
10142	BENJAMIN MORALES	COMP TECH II	816 FSAIS	
13985	AUBREY SANTOS	COMP TECH II	816 FSAIS	
	JULIAN COLLINS REYES	COMP TECH I	816 FSAIS	

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

Immediate Supervisor's Name: STEVEN V. PANGELINAN, SSS	Date:
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: STEVEN V. PANGELINAN, SSS	Date:
Project Coordinator Signature: 	Date: 04/19/24

Federal Programs Compliance Administrator Name: SYLVIA CALVO, Grant Director	Date:
Federal Programs Compliance Administrator Signature:	Date:

Project Manager Name: DR. BARBARA ADAMOS, DS ESCL	Date:
Project Manager Signature:	Date:

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report


Program Budget Staffing

April 30, 2024

REGULAR SALARIES				FY '22 Carryover			FY '23			PROGRAM TOTAL		
PPE	No. of Positions Title V-B funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Total
01/13/24	33	\$ 139,448.24	100%	\$ -	\$ -	\$ -	\$ 101,592.88	\$ 37,855.36	\$ 139,448.24	\$ 101,592.88	\$ 37,855.36	\$ 139,448.24
01/27/24	33	\$ 98,808.28	100%	\$ -	\$ -	\$ -	\$ 69,776.10	\$ 29,032.18	\$ 98,808.28	\$ 69,776.10	\$ 29,032.18	\$ 98,808.28
02/10/24	33	\$ 99,218.96	100%	\$ -	\$ -	\$ -	\$ 70,052.92	\$ 29,166.04	\$ 99,218.96	\$ 70,052.92	\$ 29,166.04	\$ 99,218.96
02/24/24	33	\$ 98,670.77	100%	\$ -	\$ -	\$ -	\$ 69,592.90	\$ 29,077.87	\$ 98,670.77	\$ 69,592.90	\$ 29,077.87	\$ 98,670.77
03/09/24	33	\$ 98,670.77	100%	\$ -	\$ -	\$ -	\$ 69,592.90	\$ 29,077.87	\$ 98,670.77	\$ 69,592.90	\$ 29,077.87	\$ 98,670.77
03/23/24	32	\$ 98,670.77	100%	\$ -	\$ -	\$ -	\$ 69,592.90	\$ 29,077.87	\$ 98,670.77	\$ 69,592.90	\$ 29,077.87	\$ 98,670.77
Sub Totals	33	633,488		-	-	-	450,201	183,287	633,488	450,201	183,287	633,488
Indirect Cost (9.96%)		60,181										\$ 60,181
Total 2nd Qtr	33	\$ 693,669.13		\$ -	\$ -	\$ -	\$ 450,200.60	\$ 183,287.19	\$ 633,487.79	\$ 450,200.60	\$ 183,287.19	\$ 633,487.79
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.96%)		-										\$ -
Total 2nd Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 2nd Qtr	33	\$ 693,669.13	\$ -	\$ -	\$ -	\$ -	\$ 450,200.60	\$ 183,287.19	\$ 633,487.79	\$ 450,200.60	\$ 183,287.19	\$ 633,487.79

PART-TIME SALARIES				FY '22 Carryover			FY '23			PROGRAM TOTAL		
PPE	No. of Positions Title V-B funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Totals
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.96%)		-										\$ -
Total 2nd Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.96%)		-										\$ -
Total 2nd Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 1st Qtr	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Certification: By signing this report, I certify to the best of my knowledge that the Fixed Asset Inventory Report is true, complete, and accurate and in accordance with rules and regulations governing the program or project. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

Type or Print Name and Title of Program Manager		Telephone: (area code, number, and extension)
DR. BARBARA ADAMOS, DSECL		671 300-1631
Signature of Authorized Certifying Official:		Email address:
		bradamos@gdoe.net
		Date Report Submitted: (Month, Day, Year)
Type or Print Name and Title of Project Coordinator:		Telephone: (area code, number, and extension)
STEVEN PANGELINAN, SSS 		671 300-1383
Signature of Project Coordinator:		Email address:
		svpangelinan@gdoe.net
		Date Report Submitted: (Month, Day, Year)

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Fixed Assets

April 30, 2024

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 5

Prugrãman Tiningo'

Quarterly Report Documents:

- 1) Finalized Quarterly Report with Federal Program Division (FPD) Validation
- 2) Original Submitted Quarterly Report
 - a. Correspondences between FPD and Project Lead
- 3) Quarterly Personnel Certification
- 4) Fiscal Monitoring Documents:
 - a. 10%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification (refer to #3)
 - Labor Cost
 - Attendance Log
 - Other Supporting Documents (i.e. Timesheets)
 - b. 100%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification
 - Labor Cost
 - Other Supporting Documents (i.e. Timesheets)
- 5) Fixed Asset Certification

April 30, 2024

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Finalized Quarterly Report with
Federal Programs Division Review**

April 30, 2024

**FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A230002**

Grant Name: Consolidated Grant FFY 2023 **Grant#:** S403A230002

What quarter is this report filed? Mark an "X"

PROJECT TITLE: Project #5: PRUGRĀMAN TININGO'

PROJECT COORDINATOR: Jimmy Teria

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Christopher Surla

10/01/23-12/31/24	01/01/23-03/31/24	04/01/23-06/30/24	07/01/23-09/30/24
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
	X		
REPORT DUE: 01/10/24	REPORT DUE: 04/10/24	REPORT DUE: 07/10/24	REPORT DUE: 10/10/24
ANNUAL REPORT DUE: 11/15/2024			

AMOUNT BUDGETED (FFY 2023): \$ 1,151,662.24	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$61,514.13	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 18.72%
AMOUNT BUDGETED (FFY 2022): \$ 0.00	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ 0.00	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 0%

GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 5						13,934	40	93	27
6 - 8						2,364		23	8
9 - 12						2,998		16	7

LIST THE PROJECT GOALS:

Overall GOAL: By the end of the three years, there will be a decline dropout rates, discipline and suspension rates for at risk students. By providing supplemental supports to CHamoru classroom teachers, the *Prugrāman Tiningo'* strives to:

- 1) increase the retention rate of highly qualified CHamoru language teachers;
- 2) increase the effectiveness of CHamoru teachers;
- 3) increase the proficiency level of CHamoru speakers in the district; and
- 4) increase the number of engaged parents in the CHamoru language program.

**FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A230002**

LIST THE PROJECT OBJECTIVES:

Annual Objective 1: The *Prugrâman Tiningo*' project will increase the retention rate of highly qualified CHamoru teachers.

- YEAR 1: 40% of all CHamoru language teachers will obtain a certificate in CHamoru pedagogy by the end of SY2023-2024.
- YEAR 1: The number of highly qualified CHamoru language teachers who remain employed with the GDOE will increase by 3% teachers.

Annual Objective 2: The *Prugrâman Tiningo*' project will provide professional development training to participating CHamoru language teachers, promote the application of evidence-based instructional strategies, and develop appropriate curriculum to increase language acquisition skills of students.

- YEAR 1: Through web-based surveys and classroom observations, 40% of participating teachers will indicate an increase in the utilization of evidence-based instructional strategies (learned from professional development opportunities or curricular resources in their classrooms).

Annual Objective 3: The *Prugrâman Tiningo*' project will provide, CHamoru Language teachers, tools that measure and monitor the proficiency level of CHamoru speakers in the district and encourage the use of formative and summative assessment data to assess students' CHamoru language proficiency.

- YEAR 1: 5% of students who participate in CHamoru language classes will perform at the Limited CHamoru Speaker Level (Level 3) by the end of SY2023-2024 as shown in proficiency assessments.
- YEAR 1: 15% of students who participate in *Faneyâkan Sinipok* (CHamoru Immersion program) will perform at the Near Fluent in CHamoru Speaker Level (Level 4) by the end of SY2023-2024 as shown in proficiency assessments.

Annual Objective 4: The *Prugrâman Tiningo*' project will provide supports to increase parent engagement in the CHamoru language program.

- YEAR 1: By providing supports to parents, the number of parents who attend weekly parent night CHamoru classes and forums will total to 30 at the end of every quarter in SY2023-2024.
- YEAR 1: Through web-based surveys, 30% of parents who attend weekly parent night CHamoru classes and forums at least 3 times/month, will report an increase in the use of the CHamoru language at home with their students.

**FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A230002**

PART I:		
GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>GOAL: By the end of the three years, there will be a decline in dropout rates, discipline and suspension rates for at risk students.</p> <p>Provision of supplemental supports to CHamoru language teachers</p>	<ul style="list-style-type: none"> • For this Goal/Component, provide a listing of specific activities implemented in <u>bullet form</u>. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why. • If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”. <p><i>Provide bullet form listing below:</i></p> <p>5.1. Improving CHamoru Teacher Retention & Effectiveness</p> <p>5.1.1 CHamoru Teacher Coaching: On-Going 5.1.2 Professional development opportunities: On-going 5.1.3 Equipment to enhance classroom instruction: On-going</p> <ul style="list-style-type: none"> • Travel PD Opportunities P-25 System for Immersion Educational System Hilo, Hawaii Site and Professional Development Visit Hilo, Hawaii November 13-17, 2023 (Completed, pending district professional development) • National Association of Bilingual Education (NABE) – February 2024, (Location: New Orleans, LA): 	<ul style="list-style-type: none"> ➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants, etc.</i> ➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <p>5.1. Improving CHamoru Teacher Retention & Effectiveness</p> <ul style="list-style-type: none"> ➤ 5.1.1 For this quarter no employment applications to fill the CHamoru Instructional Coach were received, affecting the Instructional Coaching services. We are in discussion about the possibility of modifying the position to a CHamoru Language and Culture Specialist (CLCS). The CLCS seems to be more in line with what the program is seeking. More information and updates will be provided in the 3rd Quarter. ➤ 5.1.2 For this quarter we have not provided an on-island PD for our CHamoru Teachers, however, we sent two CHamoru Educators to the 2024 NABE Conference, which is reported below. ➤ 5.1.3 Specifications for the equipment for instructional enhancement have been obtained by the Locally-Funded Staff. The equipment have been entered and is currently in the procurement workflow. A budget modification had been submitted to cover the shortages based on price quotations obtained. More information and updates will be provided in the 3rd Quarter. ➤ 5.1.4 (Ongoing) 10% Estimate of Professional Development encumbered (Immersion Site Visit – Hilo, Hawaii) The individuals who completed this travel will present at a future Professional Development to enhance and share with the CHamoru Language Educators what was learned at the Immersion Site Visit.

**FFY 2023 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A230002**

<p>Provision of tools to measure and assess CHamoru language proficiency of students</p>	<p>5.2. Curriculum Development 5.2.1 Revision of CHamoru Content Standards & Performance Indicators: On-going 5.2.2 Revision of the CHamoru Content Standards & Performance Indicators: On-Going 5.2.3 Development of Standards-Based Assessment: On-Going</p> <p>5.3. Faneyåkan Sinipok (CHamoru Immersion Program) Supports 5.3.1 Teacher Assistants: On-Going 5.3.2 <i>Eskuelan Tiempon Somnak</i> (Summer School): On-going 5.3.3 <i>Prugråman Despues di Eskuela</i> (After School Program): On-Going 5.3.4 Professional Development Opportunities: On-Going 5.3.5 Travel PD Opportunities: On-Going</p>	<p>5.2. Curriculum Development</p> <ul style="list-style-type: none"> ➤ 5.2.1 DELAYED: Procurement for this activity is ongoing and is in the Munis workflow. This is a contractual item. More information and updates will be provided in the 3rd Quarter Report. ➤ 5.2.2 DELAYED: Procurement for this activity is ongoing and is in the Munis workflow. This is a contractual item. More information and updates will be provided in the 3rd Quarter Report. ➤ 5.2.3 DELAYED: Procurement for this activity is ongoing and is in the Munis workflow. This is a contractual item. More information and updates will be provided in the 3rd Quarter Report. <p>Data for the above activities will be provided at the pertinent reporting quarter. Please note the above activities are contractual items that will provide professional services.</p> <p>Component 5.3. Faneyåkan Sinipok (CHamoru Immersion Program) Supports</p> <ul style="list-style-type: none"> ➤ 5.3.1 Activity, the project has identified five (5) School Aide I's (Teacher Assistants) for the <i>Faneyåkan Sinipok</i> program at PC-Lujan Elementary. The TAs are in the process of being on-boarded. Anticipated date of hiring is April 8, 2024. More information will be provided in the 3rd Quarter Report. ➤ 5.3.2 Ongoing, this activity is ongoing. The Staff were able to formulate the Scope of Work as well as Standard Service Agreements with the CHamoru Teachers to successfully complete this activity. More information and updates will be provided in the 3rd Quarter Report. ➤ 5.3.3 Ongoing, this activity is ongoing. The Standard Service Agreements have been created and pre-approved. The document is currently being routed for signatures. More information and updates will be provided in the 3rd Quarter Report. ➤ 5.3.4 Ongoing, The Standard Service Agreement (SSA) has been sent out to targeted teachers in the GDOE High Schools. More information and updates will be provided in the 3rd Quarter Report. ➤ 5.3.5 Ongoing: All scope of services have been completed for this contractual procurement. This contractual activity is in
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**FFY 2023 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A230002**

<p>Provision of supplemental supports to increase parent engagement in the CHamoru language program.</p>	<p>5.4. Parent Engagement & Language Revitalization 5.4.1 <i>Eskuelan Manaina</i> (Parent Classes): On-Going 5.4.2 <i>Komferensian Manaina</i> (Parent Conference): On-going</p>	<p>the Munis workflow. More information and updates will be provided in the 3rd Quarter Report.</p> <p>5.4. Parent Engagement & Language Revitalization</p> <ul style="list-style-type: none"> ➤ 5.4.1 Ongoing activity, The Standard Service Agreements have been created and pre-approved. The document is currently being routed for signatures. More information and updates will be provided in the 3rd Quarter Report. ➤ 5.4.2 Ongoing Activity. The specifications for the venue have been obtained. Staff are in the process of obtaining price quotations. More information and updates will be provided in the 3rd Quarter Report.
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT’S EFFECTIVENESS</p>
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a ‘count’) FOR USE IN CALCULATING A PERFORMANCE MEASURE. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE SECONDARY DATA (e.g. a ‘percentage’) ON THE PROJECT’S PERFORMANCE MEASURES. IF DATA IS NOT AVAILABLE, SPECIFY WHY AND INDICATE WHEN DATA WILL BE AVAILABLE.</i> <p>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a ‘count’. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</p> <p>Insert Primary Data Here: At the time of the Report, data is not available. The Project continues to experience challenges stemming from system access, hiring staff, procurement delays/challenges and some other minor issues. The Project will be able to provide a more detailed report as majority of our activities are slated to start in the 3rd & 4th Quarter.</p>	<p>BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE PROJECT’S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i> <p>“REPORTING ON PROGRESS FOR THIS COMPONENT IS NOT APPLICABLE THIS QUARTER SINCE DATA ON THE PERFORMANCE MEASURE(S) IS/ARE NOT YET AVAILABLE.” ANTICIPATED DATA IS EXPECTED TO BE COLLECTED IN THE 3RD & 4TH QUARTER.</p>

**FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A230002**

Project Activity <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement (i.e. metric) <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	<i>If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2023-2024).</i>	Quarterly Performance Targets <u>Please focus on outcomes rather than outputs.</u> (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2023 versus 40% of teachers will participate in professional development.)			
Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024						
5.1. Improving CHamoru Teacher Retention & Effectiveness 5.1.1 CHamoru Teacher Coaching 5.1.2 Professional development opportunities 5.1.3 Equipment to enhance classroom instruction 5.1.4 Travel PD Opportunities	a) 40% of all CHamoru language teachers will obtain a certificate in CHamoru pedagogy by the end of SY2023-2024. b) The number of highly qualified CHamoru language teachers who	CHamoru class roster Personnel records on the number of highly qualified CHamoru teachers who continue to remain employed	% of teachers who complete a Certificate in CHamoru pedagogy % of highly qualified CHamoru teachers who continue to the next year	Yes Yes	No baseline data – will be available at the end of SY2023-2024. 132 teachers	Target: Reported at the end of SY23-24. Actual: CHamoru pedagogy training for CHamoru Language Teachers not yet started due to the delay in hiring Project Staff. More information will be reported in the 2 nd Qtr.	Target: Reported at the end of SY23-24 Actual: CHamoru pedagogy training for CHamoru language teachers not yet started due to the delay in hiring Project Staff. More information will be reported in the 3 rd Qtr.		

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	remain employed with the GDOE will increase by 3%.	with the GDOE.				instruction being conducted by 114 CHamoru language teachers.	instruction being conducted by 114 CHamoru language teachers.		
5.2. Curriculum Development 5.2.1 Revision of CHamoru Content Standards & Performance Indicators 5.2.2 Revision of the CHamoru Content Standards & Performance Indicators Component 5.3. Faneyåkan Sinipok (CHamoru Immersion Program) Supports 5.3.1 Teacher Assistants 5.3.2 Eskuelan Tiempon Somnak (Summer School) 5.3.3 Prugråman Despues di Eskuela (After School Program) 5.3.4 Professional Development Opportunities 5.3.5 Travel PD Opportunities	Through web-based surveys and classroom observations, 40% of participating teachers will show an increase in the utilization of evidence-based instructional strategies (learned from professional development opportunities or curricular resources in their classroom).	Web-based surveys and classroom observations to determine increase in utilization of strategies learned from PD opportunities.	% of teachers who report, or are observed to, have an increase in the utilization of research-proven instructional strategies.	Yes	No baseline data - will be available at the end of SY2023-2024.	Target: 10% Actual: No survey was conducted this quarter. Two individuals participated in an Immersion Site visit in Hilo, Hawaii. Survey on classroom application of things learned from this trip will be conducted in the 3 rd quarter.	Target: 10% Actual: No survey was conducted this quarter. Two individuals participated in the 2024 NABE Conference. Survey on classroom application of things learned from this trip will be conducted in the 3 rd quarter.		
5.2.3 Development of Standards-Based Assessment	a) 5% of students who participate in CHamoru language	Student Performance on the Proficiency Assessments	% of students who perform at the Limited CHamoru Speaker Level	Yes	No baseline data – will be available in SY2023-2024.	Target: Reported at the end of SY23-24. Actual:	Target: Reported at the end of SY23-24. Actual:		

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	<p>classes will perform at the Limited CHamoru Speaker Level (Level 3) by the end of SY2023-2024 as shown in proficiency assessments.</p>		(Level 3).			<p>Ongoing instruction of students in Chamoru language classes. There are approximately 50 students that are being tested, more information will be available 2nd quarter.</p>	<p>Ongoing instruction of students in Chamoru language classes. There are approximately 50 students that were tested. Project Staff are in the process of compiling the results. More information will be provided in the 3rd Quarter.</p>		
	<p>b) 15% of students who participate in the <i>Faneyåkan Sinipok</i> program will perform at the Near Fluent in CHamoru Speaker Level (Level 4) by the end of SY2023-2024 as shown in proficiency assessments.</p>	<p>Student performance on the Proficiency Assessment</p>	<p>% of students who participate in the <i>Faneyåkan Sinipok</i> program who perform at the Near Fluent in CHamoru Speaker Level (Level 4).</p>	<p>Yes</p>	<p>11%</p>	<p>Target: Reported at the end of SY23-24.</p> <p>Actual: Ongoing implementation of the <i>Fåneyakan Sinipok</i> Program.</p>	<p>Target: Reported at the end of SY23-24.</p> <p>Actual: Implementation of the <i>Faneyåkan Sinipok</i> program had begun March 5, 2024, unfortunately, no data has been collected as of this reporting period. Updates will be provided in the 3rd Qtr.</p>		
<p>5.4. Parent Engagement & Language Revitalization 5.4.1 Eskuelan</p>	<p>a) By providing supports to parents, the number of</p>	<p>Parent participation surveys, parent sign-in sheets</p>	<p># of parents who attend and engage in weekly parent night CHamoru classes</p>	<p>Yes</p>	<p>No baseline data – will be available in SY2023-2024</p>	<p>Target: 30 parents attending weekly parent night sessions.</p>	<p>Target: 30 parents attending weekly parent night sessions.</p>		

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<p><i>Manaina</i> (Parent Classes) 5.4.2 Komferensian <i>Manaina</i> (Parent Conference)</p>	<p>parents who attend weekly parent night CHamoru classes and forums will total 30 at the end of every quarter in SY2023-2024.</p> <p>b) Through web-based surveys, 30% of parents who attend weekly CHamoru classes and forums at least 3 time/month, will report an increase in the use of the CHamoru language at home with their student(s).</p>	<p>Web-based surveys</p>	<p>and forums</p> <p>% of parents reporting increased use of the CHamoru Language at home with students.</p>	<p>Yes</p>	<p>No baseline data – will be available in SY2023-2024</p>	<p>Actual: No data this quarter as the SSAs are still being created. More information will be provided in the 2nd Qtr.</p> <p>Target: 20% of parents reporting increased use of CHamoru language at home with their student(s).</p> <p>Actual: Specifications are currently being obtained. More information will be provided in the 2nd Qtr.</p>	<p>Actual: SSAs were created and are still in the process of being approved. More information will be provided in the 3rd Qtr.</p> <p>Target: 20% of parents reporting increased use of CHamoru language at home with their student(s).</p> <p>Actual: Specifications for the event have been created. We are awaiting vendor responses. More information will be provided in 3rd Qtr.</p>		
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PART II:	
LIST TRAVEL ACTIVITIES COMPLETED.	<ol style="list-style-type: none"> 1. 2024 National Association for Bilingual Education Annual Conference <ul style="list-style-type: none"> ▪ Location: New Orleans, Louisiana ▪ Dates: March 25- April 1, 2024 ▪ Number of Travelers: 2
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	<ol style="list-style-type: none"> 1. This professional development/ training was facilitated and hosted by our Language Immersion experts from the University of Hilo. The visit included a highlighted representation of a well-established Language Immersion School site named the <i>Ka Haka 'Ula O Ke'elikōlani</i> College of Hawaiian Language where students are trained in Hawaiian Language Immersion Instruction and Education. We also had an opportunity to visit one of the long established Charter Schools named, <i>'Aha Pinana Leo, Ke Kula 'O Nawahiokalani'ōpu'u</i> and the <i>Imiloa</i> Center where we witnessed and were astonished to see full indigenous language immersion in action. The main purpose was to gain a deeper understanding of language immersion education and glimpse into the future of the manner language immersion would be in our system. 2. This Professional Development provided crucial professional development toward our Indigenous Language Revitalization goals in relation to Consolidated Grants goals and objectives, which directly support our CHamoru Language Immersion Program. In addition, our CHamoru Language Educators experienced language teaching strategies in a bilingual and bicultural setting. Teachers are expected to fulfill the Professional Development Requirements during the Summer 2024 as that is when the Summer Teacher Academy and the Mababan Eskuela District Professional Developments are scheduled.
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	<p>(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT</p> <p>During the 1st and 2nd Quarter of the Project, the Project has been unable to fill the following vacancies (Program Coordinator III x1 School Aide I (Teacher Assistants) x5 Teacher V/Instructional Coach x1. The locally-funded staff in the CHamoru Studies & Special Projects Division have all pitched in to create the Scopes of Work, Obtain the Specifications for all items and carried out all program tasks. The Program Coordinator III and the Teacher Assistants have all been interviewed, however, we are awaiting the action of the Human Resources Office to begin routing the selectees to fill these vital positions. More information and updates will be provided in the 3rd Quarter Report.</p> <p>The Program is also in the plan of discussing options to possibly change out the Teacher V/Instructional Coach to a CHamoru Language & Culture Specialist (CLCS). The CLCS Position is a 12-month employee and based</p>

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	<p>on feedback from our CHamoru Language Educators, this position seems to be more in line with what the program is seeking. More information will be provided in the 3rd Quarter Report.</p>
<p>USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</p>	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>For the 2nd Quarter, the project will not be able to provide data as we are awaiting our requisitions to be approved so that the program can get the contractor in place and move the activities forward.</p>
<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>Funds budgeted for this project directly benefit students with teacher support as well. This project focuses on Indigenous and Language Immersion Education, as well as the CHamoru Language & Culture Program. Academic achievement is inherently embedded into each student directed activity.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <p>The most profound issue is in the procurement process for all project services. A corrective action plan will need to occur at a higher level as those issues are out of the purview of project personnel who are not in a Deputy or Administrator capacity.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT</p> <p>One improvement is we have interviewed and selected a Program Coordinator III who has experience managing Federal funding and will be implementing new processes to be more efficient. Additionally, our Strategic Planning Management System is also helping our division to manage this project. Implementation Goals for next quarter:</p> <p>Secure contracts for the following activities: 5.2.1 Development of Faneyåkan Sinipok (CHamoru Immersion Program) Curricula, Modules, and Support</p>

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	<p>services 5.2.2 Revision of CHamoru Content Standards & Performance Indicators 5.2.3 Standards-Based Assessments Development</p> <p>Requisitions have been entered and in the Munis workflow. Additionally, this project will get a standard service agreement approved for Eskuelan Tiempon Somnak (Summer School) for our CHamoru Immersion program.</p>
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EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.	<p>100 WORD COUNT</p> <p>In conjunction with Federal Programs this project will be monitoring activities via classroom observations, professional developments and other such evaluations used to see the activities in action. Furthermore, we will use our SPM system to track all activities. The Strategic Planning Management system is essentially an activity monitoring and accountability application that organizes all division activities, which enables personnel responsibilities for daily operations and major division initiatives. This allows our division administrator to monitor and track all work in an efficient manner.</p>
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QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #5: PRUGRĀMAN TININGO'

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named project. It is understood that any willful misrepresentation or fraud is subject to applicable penalties, as it relates to federal funds.

THIS REPORT WAS REVIEWED AND VALIDATED BY:

PROJECT COORDINATOR NAME (PRINT)	PROJECT COORDINATOR NAME (SIGNATURE)	DATE
PROJECT MANAGER NAME (PRINT)	PROJECT MANAGER (SIGNATURE)	DATE

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Quarterly Personnel Certification

April 30, 2024

Guam Department of Education (GDOE) Quarterly Personnel Certification Form

CFDA Title: 84.403A Consolidated Grant to the Outlying Areas
 Project Title: PROJECT TITLE Programan Tinlngo'

Fiscal Year 2023-2024

Reporting Period: **2nd Quarter (January 1 - March 31, 2024)**

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
	No data for this reporting period	PROG COORD III		All personnel have been onboarded after the reporting period. This includes one (1) Program Cordinator III and five (5) Teacher Assistants
	No data for this reporting period	SCH AIDE I		All personnel have been onboarded after the reporting period. This includes one (1) Program Cordinator III and five (5) Teacher Assistants
	No data for this reporting period	SCH AIDE I		All personnel have been onboarded after the reporting period. This includes one (1) Program Cordinator III and five (5) Teacher Assistants
	No data for this reporting period	SCH AIDE I		All personnel have been onboarded after the reporting period. This includes one (1) Program Cordinator III and five (5) Teacher Assistants
	No data for this reporting period	SCH AIDE I		All personnel have been onboarded after the reporting period. This includes one (1) Program Cordinator III and five (5) Teacher Assistants
	No data for this reporting period	SCH AIDE I		All personnel have been onboarded after the reporting period. This includes one (1) Program Cordinator III and five (5) Teacher Assistants

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

Immediate Supervisor's Name:
 Immediate Supervisor's Signature: _____ Date: _____

Project Coordinator Name: Jimmy S. Teria
 Project Coordinator Signature:  Date: 04-19-2024

Federal Programs Compliance Administrator Name: Sylvia T. Calvo, Grant Director
 Federal Programs Compliance Administrator Signature: _____ Date: _____

Project Manager Name: Joseph L.M. Sanchez
 Project Manager Signature: _____ Date: _____

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Program Budget Staffing


April 30, 2024

Programan Tingo'

REGULAR SALARIES				FY '22 Carryover			FY '23			PROGRAM TOTAL		
PPE	No. of	Total Salary	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Total
No data for this reporting period				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
No data for this reporting period				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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No data for this reporting period				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
No data for this reporting period				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect Cost (9.96%)												\$ -
Total 2nd Qtr		\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
No data for this reporting period				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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No data for this reporting period				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect Cost (9.96%)												\$ -
Total 2nd Qtr		\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 2nd Qtr		\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

PART-TIME SALARIES				FY '22 Carryover			FY '23			PROGRAM TOTAL		
PPE	No. of	Total Salary	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Totals
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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Sub Totals				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect Cost (9.96%)												\$ -
Total 2nd Qtr		\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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Sub Totals				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect Cost (9.96%)												\$ -
Total 2nd Qtr		\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 2nd Qtr		\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Certification: By signing this report, I certify to the best of my knowledge that the Fixed Asset Inventory Report is true, complete, and accurate and in accordance with rules and regulations governing the program or project. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

Type or Print Name and Title of Program Manager: Signature of Authorized Certifying Official: _____	Telephone: (area code, number, and extension)
	Email address:
Type or Print Name and Title of Project Coordinator: Jimmy S. Terta Signature of Project Coordinator: 	Date Report Submitted: (Month, Day, Year)
	Telephone: (area code, number, and extension) 671-300-1367
	Email address: jsterta@gdoe.net
	Date Report Submitted: April 19, 2024

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 6

Office of Catholic Education (OCE)

Quarterly Report Documents:

- 1) Finalized Quarterly Report with Federal Program Division (FPD) Validation
- 2) Original Submitted Quarterly Report
 - a. Correspondences between FPD and Project Lead
- 3) Quarterly Personnel Certification
- 4) Fiscal Monitoring Documents:
 - a. 10%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification (refer to #3)
 - Labor Cost
 - Attendance Log
 - Other Supporting Documents (i.e. Timesheets)
 - b. 100%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification
 - Labor Cost
 - Other Supporting Documents (i.e. Timesheets)
- 5) Fixed Asset Certification

April 30, 2024

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Finalized Quarterly Report with
Federal Programs Division Review**

April 30, 2024

**FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A230002**

Grant Name: Consolidated Grant FFY 2023 **Grant#:** S403A230002

What quarter is this report filed? Mark an "X"

PROJECT TITLE: Project #6: Private, Non-Public School – OFFICE OF CATHOLIC EDUCATION (OCE)

PROJECT COORDINATOR: Fr. Jeff San Nicolas

PROJECT MANAGER: Sylvia T. Calvo, Grant Director

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana

10/01/23-12/31/23	01/01/24-03/31/24	04/01/24-06/30/24	07/01/24-09/30/24
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
	X		
REPORT DUE: 01/10/24	REPORT DUE: 04/10/24	REPORT DUE: 07/10/24	REPORT DUE: 10/10/24
ANNUAL REPORT DUE: 11/20/2024			

AMOUNT BUDGETED (FFY 2023): \$ <u>3,130,194.35</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>0.00</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>0.00</u> %
AMOUNT BUDGETED (FFY 2022): \$ <u>3,105,295.02</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>11,294.52</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>0.36</u> %

GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
Pre-K - 5	BBMCS 257 DCS 91 SACS 209 SBCS 210 SFCS 87 DCDC 82 IOPCNK MHCNK 163 TOTAL 1,099		BBMCS 20 DCS 9 SACS 18 SBCS 18 SFCS 7 DCDC 6 IOPCNK MHCNK 9 TOTAL 87	BBMCS 2 DCS 1 SACS 2 SBCS 3 SFCS 2 DCDC 1 IOPCNK MHCNK 1 TOTAL 12				
6 - 8	BBMCS 209 DCS 40 SACS 168		BBMCS 18 DCS 5 SACS 17					

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	SBCS 132 SFCs 61 TOTAL 610		SBCS 12 SFCs 8 TOTAL 60					
9 - 12	AOLG 285 FDMS 404 NDHS 323 TOTAL 1,012		AOLG 48 FDMS 27 NDHS 24 TOTAL 99	AOLG 4 FDMS 3 NDHS 3 TOTAL 10				
TOTAL	2,721		246	22				

LIST THE PROJECT GOALS:

By the end of the three-year grant program, the Office of Catholic Education (OCE) will have achieved the following overall goal:

- a) Expand student-learning experiences to improve student performance in math and reading and enhance their college and career readiness; and
- b) Provide professional development and technology support for teachers to hone their knowledge and skills in technology integration and disciplinary specific pedagogies.

LIST THE PROJECT OBJECTIVES:

A. Expand student access to experiences to improve performance in math and reading and enhance their college and career readiness:

Component 1. Academic Performance

- YEAR 1: Improve academic performance in math and reading by at least 2% from baseline on the summative assessment used by the Private, Nonpublic (PNP) school.
- YEAR 1: The percent of AP students scoring 3 or above will increase by at least 2% for those PNPs offering Advanced Placement (AP).

Component 2. Specialized Events & Opportunities

- YEAR 1: There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.

Component 3. Academic & Career Planning

- YEAR 1: At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 20% of these students will indicate an interest in pursuing a STEAM college path/CTE path.

B. Provide professional development and other supports for teachers to hone their knowledge and skills in technology integration and disciplinary specific pedagogies:

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Component 4. Professional Development

- YEAR 1: At least 60% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).

Component 5. Technology Support & Technology Integration

- YEAR 1: At least 98% of teachers in participating schools will report improved access to technology and online resources and increased integration of technology in the classroom.
- YEAR 1: At least 94% of students in participating schools will report improved access to technology and online resources and increased integration of technology in the classroom.

PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>Goal A, Component 1: Academic Performance</p>	<p>Goal A, Component 1: Academic Performance</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Reporting on this goal/component not applicable for this Quarter <p>Advanced Placement (AP): Ongoing</p> <p>Pre-Advanced Placement (Pre-AP): Ongoing</p>	<p>Goal A, Component 1: Academic Performance</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● No Summative Assessment issued. Waiting for GDOE who is working with the vendor and schools to set up the new Summative Assessment to be used, Smarter Balanced. ● For the 2nd Quarter, the OCE continued conducting regular classes for all grade levels K-12th. Summative assessments are not administered until April or May. <p>Advanced Placement (AP):</p> <ul style="list-style-type: none"> ● For the 2nd Quarter, the OCE continued conducting regular AP classes for all relevant grade levels. The AP tests are not administered until May 2024. <p>Pre-Advanced Placement (Pre-AP):</p> <ul style="list-style-type: none"> ● Pre-AP classes in math continue to be offered to 8th graders. ● Robotics Classes meet daily per block period from Grades 5th through 8th.

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<p>Goal A, Component 2: Specialized Events & Opportunities</p>	<p>Goal A, Component 2: Specialized Events & Opportunities</p> <p>Academic Challenge Bowl</p> <ul style="list-style-type: none"> Local competitions completed. Champions preparing for national competition. <p>Math Olympiad: <i>Completed</i></p> <p>Math Counts: <i>Completed</i></p> <p>National Forensic League: <i>Ongoing</i></p> <p>Mock Trial: <i>Completed</i></p> <ul style="list-style-type: none"> Champions preparing for national competition. <p>Goal A, Component 3: Academic & Career Planning</p> <p>College Readiness and Career Exploration Health Certification</p> <p>College Exploration and Readiness Opportunities College Fair</p>	<p>Goal A, Component 2: Specialized Events & Opportunities</p> <p>Academic Challenge Bowl:</p> <ul style="list-style-type: none"> Competition dates June 1-2, 2024 Washington DC. Finalizing travel packet. Pending itinerary from LR project. <p>Math Olympiad:</p> <ul style="list-style-type: none"> Four students were chosen to participate in the Chapter Competition held last Mar. 15 at GDOE. One student placed 3rd in the Target Round and the team placed 4th. <p>Math Counts:</p> <ul style="list-style-type: none"> Several students qualified for the State Competition held on March 23, 2024. One student to represent Guam in national competition in DC. <p>National Forensic League</p> <ul style="list-style-type: none"> Weekly practice with students. <p>Mock Trail</p> <ul style="list-style-type: none"> School preparing for national competition <p>Goal A, Component 3: Academic & Career Planning</p> <p>College Readiness and Career Exploration Health Certification</p> <ul style="list-style-type: none"> UOG College Fair on March 21, 2024. Senior Seminar <p>College Exploration and Readiness Opportunities College Fair</p> <ul style="list-style-type: none"> College counselor provided list of college visits and # of students who participated.
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<p>Goal A, Component 3: Academic & Career Planning</p>	<p>Career Technical Education</p> <p>Goal B, Component 4: Professional Development (PD)</p> <p>Cooperative Learning</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter <p>Higher Order Thinking Skills</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter <p>Next General Science Standards</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter <p>Technology Integration</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter <p>Instruction for High Ability Students</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter <p>Using Assessment Data for Planning and Intervention</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter 	<ul style="list-style-type: none"> College visits are on-going throughout the school year, data will be provided once available. Career Day Google Form scheduling of student sessions College Advising Sign in form College visit sign in sheet <p>Career Technical Education:</p> <ul style="list-style-type: none"> STEAM Robotics: 514 students enrolled in Art are engaging in building of operating robots. <p>Goal B, Component 4: Professional Development (PD)</p> <p>Cooperative Learning</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter <p>Higher Order Thinking Skills</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter <p>Next General Science Standards</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter <p>Technology Integration</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter <p>Instruction for High Ability Students</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter <p>Using Assessment Data for Planning and Intervention</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter
	<p>Goal B, Component 4: Professional Development (PD)</p>	

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<p>Goal B, Component 5: Technology & Technology Integration</p>	<p>Math Strategies</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter <p>Literacy Strategies</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter <p>Conscious Discipline Training</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter <p>Early Childhood Education</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter <p>AP Summer Institute: <i>Ongoing</i></p> <p>Teacher and Administrator Induction, Recruitment: <i>Ongoing</i></p> <p>Chamorro Language Standards: <i>Completed</i></p> <p>[<i>Note:</i> Except for <i>Chamorro Language Standards</i>, the only other federally-funded PD attended by the OCE teachers within the 1st and 2nd quarters was the Smarter Balanced training via Zoom offered through CIQD. Twenty-two (22) OCE teachers attend the Smarter Balanced training.]</p> <p>Goal B, Component 5: Technology & Technology Integration</p> <p>Continuing use of CG-acquired technology: <i>Ongoing</i></p> <p>Requisition and procurement of additional technology: <i>Delayed</i></p>	<p>Math Strategies</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter <p>Literacy Strategies</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter <p>Conscious Discipline Training</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter <p>Early Childhood Education</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter <p>AP Summer Institute</p> <ul style="list-style-type: none"> Submitted request to participate. <p>Teacher and Administrator Induction, Recruitment</p> <ul style="list-style-type: none"> Submitted request to participate. <p>Chamorro Language Standards 1 Teacher Attended.</p> <p>Goal B, Component 5: Technology & Technology Integration</p> <p>Continuing use of CG-acquired technology:</p> <ul style="list-style-type: none"> There are no updates on any technology requisitions for CG22 and CG23 funding. <p>Requisition and procurement of additional technology:</p> <ul style="list-style-type: none"> No new IFB for technology equipment is available at the DOE Office of Supply Management website

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Project Activity <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement (i.e. metric) <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Baseline Data <i>(Current school year or most recent) If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2023-2024).</i>	Quarterly Performance Targets <u>Please focus on outcomes rather than outputs.</u> (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2023 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
Component 1. Academic Performance 1. Summative Assessment	a) At least 2% increase in students grades 3-10 scoring at the “Proficient”/ “Ready” and “Advanced/ Exceeding” level in Math from baseline.	Smarter Balanced	Percentage of students in grades 3- 10 scoring in the “Ready” & “Exceeding” levels in Math/ Reading from baseline	Yes	New Baseline data to be collected in May 2024	Target: Summative testing is not done at this time.	Target: Summative testing is not done at this time.		
	b) At least 2% increase in students grades 3-10 scoring at the “Proficient”/ “Ready” and “Advanced/ Exceeding” level in Reading from baseline			Yes		Actual: Ongoing Math instruction. Summative testing to be conducted in the 3rd quarter.	Actual: Ongoing Math instruction. Summative testing to be conducted in the 3rd quarter.		
						Target: Summative testing is not done at this time.	Target: Summative testing is not done at this time.		
						Actual: Ongoing Reading instruction. Summative testing to be conducted in the 3rd quarter.	Actual: Ongoing Reading instruction. Summative testing to be conducted in the 3rd quarter.		

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<p>2. Advanced Placement (AP)</p>	<p>At least 2% increase in the percentage of AP test results scoring 3 or better.</p>	<p>AP Test Results</p>	<p>Percentage of AP test takers who score a 3 or better</p>	<p>Yes</p>	<p>FY '22 AP Test Results: % of AP tests with a score of 3 or better = 103/213 = 48%</p>	<p>Target: AP Testing not administered at this time. Actual: Ongoing AP instruction. AP testing to be conducted in the 3rd quarter.</p>	<p>Target: AP Testing not administered at this time. Actual: Ongoing AP instruction. AP testing to be conducted in the 3rd quarter</p>		
<p>Component 2. Specialized Events & Opportunities STEAM activities, Academic Special Events (ASE), Visual Performing Arts (VPA), and Music activities</p>	<p>a) At least 5% increase in student participation in STEAM activities, ASE, VPA, and Music. b) At least 70% of students who participate in STEAM activities, ASE, VPA, and Music activities will indicate being engaged in learning and confident in their academic work (as applicable to each PNP school)</p>	<p>Events Roster Web-based survey on STEAM events, ASE, VPA, and Music activities</p>	<p>Percentage of students participating in specialized events and opportunities Percentage of students participating in specialized events and opportunities</p>	<p>Yes Yes</p>	<p>From FY '22 APR: 453 students participated in special events and opportunities. From FY '22 APR: 76% expressed greater engagement and 71% indicated greater confidence in handling academic work.</p>	<p>Target: Conduct and documentation of specialized events and opportunities. Actual: School awaiting invite from the LR project for students to participate in a specialized event and/or STEAM activity. Target: Survey not administered at this time Actual: School awaiting invite from the LR project for students to participate in a specialized event and/or STEAM activity. Survey to be done in the 3rd quarter.</p>	<p>Target: Conduct and documentation of specialized events and opportunities Actual: Participants: ACB: 80 NFL: 48 MockT: 17 MathCnt: 54 MathOly: 12 <i>Total: 211</i> Target: Survey not administered at this time Actual: Total STEAM participants: 514</p>		

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<p>Component 3. Academic & Career Planning</p> <p>College & Career Fairs</p>	<p>a) At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path</p> <p>b) At least 20% of participating students will indicate an interest in pursuing a STEAM college path or a CTE path</p>	<p>Student Survey</p> <p>Student Survey</p>	<p>Percentage of students indicating College/Career Fair relevant and helpful</p> <p>Percentage of students indicating an interest in pursuing a STEAM path in college or a CTE path</p>	<p>Yes</p> <p>Yes</p>	<p>From FY '22 APR: 82% indicated information at College Fair was relevant and helpful.</p> <p>From FY '22 APR: No data as this question was inadvertently missed in the survey.</p>	<p>Target: At least 70% (if Fair is held at this time)</p> <p>Actual: Fair was not held at this time. No survey administered, so no data collected.</p> <p>LR sponsored College Fair will be held in the 2nd quarter and to be participated in by OCE students.</p> <p>Target: At least 20% (if survey is administered at this time)</p> <p>Actual: Fair was not held at this time. No survey administered, so no data collected.</p> <p>Survey will be conducted during the College Fair.</p>	<p>Target: At least 70% (if Fair is held at this time)</p> <p>Actual: Survey conducted. Data to be reported in the 3rd quarter.</p> <p>Target: At least 20% (if survey is administered at this time)</p> <p>Actual: Survey conducted. Data to be reported in the 3rd quarter.</p>		
<p>Component 4. Professional Development</p> <p>PD Trainings</p>	<p>At least 60% of teachers participating in PD will report or are observed implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness</p>	<p>Web-based survey</p>	<p>Percentage of teachers who report, or are observed, to have a change in classroom instructional practices</p>	<p>Yes</p>	<p>From FY '22 APR: Eighty-seven percent (87%) of teacher participants to PD training indicated varying levels in classroom application of teaching strategies learned: 24% - 'Always' (in</p>	<p>Target: Survey not administered at this time.</p> <p>Actual: School awaiting invite from the CG projects for selected teachers to participate in a professional development training. Teacher participant</p>	<p>Target: Survey not administered at this time.</p> <p>Actual: School awaiting invite from the CG projects for selected teachers to participate in a professional development training. Teacher participant</p>		

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					every lesson) 37% - 'Frequently' (at least once a week) 8% - 'Infrequently' (at least once a month) 18% - 'Rarely' (at least once a quarter) 13% - 'Not at all' (not yet started)	survey to be administered in the 3 rd quarter to allow time for application of learned teaching strategies in the classroom.	survey to be administered in the 3 rd quarter to allow time for application of learned teaching strategies in the classroom.		
Component 5. Technology & Technology Integration (Teacher)	At least 98% of teachers will report improved access to technology and online resources, and more technology integration in the classroom	Web-based Survey	Percentage of teachers reporting improved access to technology and online resources, and more technology integration in the classroom	Yes	From FY '22 APR: 85% - indicated greater access to technology and online resources 83% - reported more effort to incorporate technology in lessons	Target: Survey not administered at this time Actual: Survey to be administered in the 3 rd quarter. Ongoing usage of past CG-acquired technology.	Target: Survey not administered at this time Actual: Survey to be administered in the 3 rd quarter. Ongoing usage of past CG-acquired technology.		
Technology & Technology Integration (Student)	At least 94% of students will report improved access to technology and online resources, and more technology integration in the classroom	Web-based Survey	Percentage of students reporting improved access to technology and online resources, and more technology integration in the classroom	Yes	From FY '22 APR: 89% - indicated greater access to technology and online resources 91% - reported more effort among teachers to incorporate technology	Target: Survey not administered at this time Actual: Survey to be administered in the 3 rd quarter. Ongoing usage of past CG-acquired technology	Target: Survey not administered at this time Actual: Survey to be administered in the 3 rd quarter. Ongoing usage of past CG-acquired technology		

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PART II:	
LIST TRAVEL ACTIVITIES COMPLETED.	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.)100 WORD COUNT</p> <p>No travel activity this reporting period.</p>
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent’s Office?) 100 WORD COUNT</p> <p>No travel activity this reporting period.</p>
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	<p>(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT</p> <p>OCE does not have project personnel. Our CG grant application includes approved funds for a grant coordinator to assist with OCE’s 11 schools’ various projects.</p>
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>Goal A.1:</p> <ul style="list-style-type: none"> • Testing Materials & Online Assessments (On-Going)-During Smarter-Balanced Infrastructure Trial, one school had internet issues. Requesting for SIM cards as a backup to use during “Live” Smarter-Balanced Assessment. • It is challenging for schools ending classes in early May to conduct testing. Schools may have to go straight to the actual assessment, rather than the practice live sessions. Schedule is to tight, not practical. <p>Goal A.2:</p> <ul style="list-style-type: none"> • Students were able to participate in ACB, NFL, Math Olympiad, MATHCOUNTS, and Mock Trial competitions. As of March 31, no instructions have been given for the submission of deliverables to ASE or when stipends will be released. Waiting of survey results. <p>Goal A.3:</p> <ul style="list-style-type: none"> • 2 schools indicate a need to increase participation in STEAM contest and college fairs. <p>Goal A.4:</p> <ul style="list-style-type: none"> • No faculty and staff have attended many federally funded PD training for the 2nd Quarter. Request the dates for AP Summer Institute and agenda (content areas) to allow for planning. • Many of the PD activities are either Cost-Shared with other projects; therefore, until we get further information such as training

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	<p>dates, no data or information to be provided for reports. Improve collaboration with FPD and each Project Coordinator and request for any PD updates.</p> <p>Goal B.5:</p> <ul style="list-style-type: none"> • Survey data has not been provided. It is recommended that data be aggregated by schools and shared so each school will know their particular results and address any issues that arise. • Replacement laptops are requested. No new equipment or technology has been received. Since liaisons no longer have Munis access, we cannot check if requisitions have been converted to POs or if the POs have been received by the approved vendors.
<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>Student participation in Academic Special Events increases student motivation and engagement leading to improved academic performance. Attendance in PD training proves teachers with additional knowledge and skills they can use in the classroom to also improve student academic performance.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <p>Supply and equipment received on a timely basis to accommodate classroom lessons plans for the year. This is an ongoing concern for OCE.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT</p> <ul style="list-style-type: none"> • Commencement Exercises • Advanced Placement Exams • Special Event Competitions • Smarter Balance Assessments
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<ul style="list-style-type: none"> • Review of students’ progress with a midterm progress report as well as quarterly report provided. • Regular classroom observation. • Sign in sheets for training and professional development. • Signed issuance sheets of technology equipment released to students and/or teachers for use. • Surveys

QUARTERLY REPORT CERTIFICATION

**FFY 2023 CONSOLIDATED GRANT
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PROJECT TITLE: Project #6: OFFICE OF CATHOLIC EDUCATION (OCE)

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named project. It is understood that any willful misrepresentation or fraud is subject to applicable penalties, as it relates to federal funds.

THIS REPORT WAS REVIEWED AND VALIDATED BY:

AUTHORIZED SCHOOL REPRESENTATIVE (PRINT)

AUTHORIZED SCHOOL REPRESENTATIVE (SIGN)

DATE

PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGN)

DATE

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 7

St. Paul's Christian School (SPCS)

Quarterly Report Documents:

- 1) Finalized Quarterly Report with Federal Program Division (FPD) Validation
- 2) Original Submitted Quarterly Report
 - a. Correspondences between FPD and Project Lead
- 3) Quarterly Personnel Certification
- 4) Fiscal Monitoring Documents:
 - a. 10%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification (refer to #3)
 - Labor Cost
 - Attendance Log
 - Other Supporting Documents (i.e. Timesheets)
 - b. 100%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification
 - Labor Cost
 - Other Supporting Documents (i.e. Timesheets)
- 5) Fixed Asset Certification

April 30, 2024

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Finalized Quarterly Report with
Federal Programs Division Review**

April 30, 2024

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Grant Name: Consolidated Grant FFY 2023 Grant#: S403A230002

What quarter is this report filed? Mark an "X"

PROJECT TITLE: Project #5: Private, Non-Public School – ST. PAUL CHRISTIAN SCHOOL (SPCS)

10/01/23-12/31/23	01/01/24-03/31/24	04/01/24-06/30/24	07/01/24-09/30/24
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
	X		
REPORT DUE: 01/10/24	REPORT DUE: 04/10/24	REPORT DUE: 07/10/24	REPORT DUE: 10/10/24
ANNUAL REPORT DUE: 11/20/2024			

PROJECT COORDINATOR: Deborah Pineda

PROJECT MANAGER: Sylvia T. Calvo, Grant Director

STATE PROGRAM OFFICER: Christopher Surla

AMOUNT BUDGETED (FFY 2022): \$277,558.76	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$35,375.63	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 7.8%
AMOUNT BUDGETED (FFY 2021): \$ _____	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ _____	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) _____ %

GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
Pre-K - 5	144		9	3 Total				
6 - 8	91		18 Total Secondary	3 Total				
9 - 12	142		18 Total Secondary	3 Total				

LIST THE PROJECT GOALS:

By the end of the three-year grant program, the St. Paul Christian School (SPCS) will have achieved the following overall goal: a) improve teaching effectiveness and skill in technology integration through professional development and technology support; and b) enhance student learning engagement and increase student performance in math and reading through expanded access to other academic and non-academic learning opportunities and building of the teaching cadre.

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<p>LIST THE PROJECT OBJECTIVES:</p>	<p>Expand student access to experiences to enhance student learning engagement and improve performance in math and reading.</p> <ul style="list-style-type: none"> a. 7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction <ul style="list-style-type: none"> i. Year 1: There will be at least a 2% increase in student participation in STEAM activities and other academic and non-academic special events; and at least 70% will report they are more engaged in learning and confident in handling academic work. b. 7.1.2: Formative and Summative Assessments <ul style="list-style-type: none"> i. Year 1: Improve academic performance in math and reading by at least 2% from baseline on the summative assessment used. c. 7.1.3: Supplemental Resources and Equipment Supports <ul style="list-style-type: none"> i. Year 1: At least 91% of teachers will report an increase of technology integration in the classroom strengthening students’ academic performance. i. Year 1: At least 60% of students will indicate an improvement in technological literacy and ability to access online resources. <p>Provide professional development and other supports for teachers to hone their knowledge and skills in technology integration and enhance classroom instruction.</p> <ul style="list-style-type: none"> d. 7.2: Curriculum Instruction & Assessment <ul style="list-style-type: none"> i. Year 1: At least 60% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy), and indicate an improvement in the problem solving and higher order thinking skills of students.

PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>Expand student access to experiences to enhance student learning engagement and improve performance in math and reading.</p>	<ul style="list-style-type: none"> ➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why. ➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”. <p><i>Provide bullet form listing below:</i></p>	<ul style="list-style-type: none"> ➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc. ➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)

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<p>7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction</p> <p>7.1.2: Summative Assessment</p> <p>7.1.3: Supplemental Resources and Equipment</p> <p>7.2.1: Professional Development</p>	<p>7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction</p> <p>Engineering/Robotics: <i>Ongoing</i></p> <p>7.1.2: Summative Assessment: <i>Ongoing</i></p> <p>7.1.3: Supplemental Resources and Equipment</p> <p>Continuing use of CG-acquired technology: <i>Ongoing</i></p> <p>Requisition and procurement of additional resources: <i>Ongoing</i></p> <p>7.2.1: Professional Development:</p> <ul style="list-style-type: none"> National Council of Teachers: <i>Completed</i> 	<p>7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction</p> <p>Engineering/Robotics</p> <ul style="list-style-type: none"> For the 2nd quarter, 8th grade Robotics students completed various activities and projects. All materials were purchased by the school or donated by parents. Robotics kits requested from the CG are still pending. <p>7.1.2: Summative Assessment:</p> <ul style="list-style-type: none"> For the 2nd quarter, SPCS continued conducting regular classes for all grade levels K-12th. Summative assessments will be administered May 2024. <p>7.1.3: Supplemental Resources and Equipment</p> <p>Continuing use of CG-acquired technology</p> <ul style="list-style-type: none"> Students and teachers continue to use the technology equipment acquired by the school through the Consolidated Grant in past grant cycles. <p>Requisition and procurement of additional resources:</p> <ul style="list-style-type: none"> No new equipment/technology has been received. Price quotes and requisitions are pending. Awaiting quotes from vendors and will work with our Federal Programs representative to ensure documents are submitted for requisition entry. <p>7.2.1: Professional Development</p> <p>National Council of Teachers:</p> <ul style="list-style-type: none"> National Council of Teachers of Mathematics, Seattle WA from February 7-9, 2024.
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	<ul style="list-style-type: none"> International Society for Technology in Education: <i>Completed</i> <i>Get Your Teach On!: Ongoing</i> 	<p>International Society for Technology in Education:</p> <ul style="list-style-type: none"> Innovative Teaching Strategies, New York NY from February 28-March 2, 2024. <p>Get Your Teach On!:</p> <ul style="list-style-type: none"> Get Your Teach On! Orlando FL from July 21-24, 2024 Invitation received, teachers selected, obtaining quotes and completing paperwork for submission. Invitation received, teachers selected, obtaining quotes and completing paperwork for submission.
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED <p>7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a 'count') FOR USE IN CALCULATING A PERFORMANCE MEASURE UNDER THIS COMPONENT. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE SECONDARY DATA (e.g. a 'percentage') ON THE PROJECT'S PERFORMANCE MEASURES. IF DATA IS NOT AVAILABLE, SPECIFY WHY AND INDICATE WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p><i>Insert Primary Data Here:</i></p> <p>7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction</p> <ul style="list-style-type: none"> There are thirteen (13) total 8th grade participants in Robotics. Updates will be included in the next reporting cycle. Robotics 	<p>BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA PRESENTED IN THE PERFORMANCE MEASURES TABLE INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i> <p>7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction</p> <ul style="list-style-type: none"> Instruction and activities still ongoing. New Robotics kits are pending. Survey on student engagement to be

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Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures <i>(Target vs. Actual)</i>			
						Performance Target End of December 2022	Performance Target End of March 2023	Performance Target End of June 2023	Performance Target End of September 2023
7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction	a) By the end of SY 23-24, there will be at least a 2% increase in student participation in STEAM activities and other academic and non-academic special events	List of Student Participants	% of students participating in STEAM activities and other academic and non-academic special events	Yes	From FY '22 APR: There were thirteen (13) students who enrolled in Robotics.	Target: Planning & Conduct of Activities	Actual: Planning, instruction, and in-class activities ongoing 13 Participants	Target: Planning & Conduct of Activities	
	Other academic and non-academic special events	b) By the end of SY 23-24, at least 70% of participating students will indicate they are more engaged in learning and confident in handling academic work	Student Survey	% of participating students who will indicate they are more engaged in learning and confident in handling academic work		Yes	From FY '22 APR: <i>92% - helps my mind to be stimulated and more receptive to academic</i>	Target: Survey not administered	Actual: Survey not administered at this time. It will be conducted in the 3 rd quarter.

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7.1.2: Summative Assessment	a) By the end of SY 23-24, there will be at least a 2% increase from baseline in math in the summative assessment (grades 3-10)	Spring Summative Results	% of students with a 2% increase from baseline in math (grades 3-10)	Yes	<i>learning</i> <i>83% - helps me to feel more confident to handle academic work</i> <u>FY '20 ACT Aspire for Math:</u> Grade 3: 73% Grade 4: 6% Grade 5: 0% Grade 6: 20% Grade 7: 13% Grade 8: 26% Grade 9: 20% Grade 10: 25%	(May 2024). <u>Target:</u> Ongoing instruction <u>Actual:</u> Ongoing instruction Summative assessment to take place in the 3 rd quarter.	<u>Target:</u> Ongoing instruction <u>Actual:</u> Ongoing instruction Summative assessment to take place May 2024.		
	b) By the end of SY 23-24, there will be at least a 2% increase from baseline in reading in the	Spring Summative Results	% of students with a 2% increase from baseline in reading (grades 3-10)	Yes	<u>FY '20 ACT Aspire for Reading:</u>	<u>Target:</u> Ongoing instruction <u>Actual:</u> Ongoing instruction	<u>Target:</u> Ongoing instruction <u>Actual:</u> Ongoing instruction		

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<p>7.1.3: Supplemental Resources and Equipment</p>	<p>summative assessment (grades 3-10)</p> <p>a) At least 91% of teachers will report greater technology integration in the classroom</p>	<p>Web-based survey</p>	<p>Percentage of teachers who report greater technology integration in the classroom</p>	<p>Yes</p>	<p>Grade 3: 45% Grade 4: 19% Grade 5: 0% Grade 6: 13% Grade 7: 28% Grade 8: 32% Grade 9: 35% Grade 10: 17%</p> <p><u>From FY '22 APR:</u></p> <p><i>97% of teachers indicated greater access to technology, online resources and more technology integration</i></p>	<p>Summative assessment to take place in the 3rd quarter.</p> <p><u>Target:</u> Survey not administered at this time</p> <p><u>Actual:</u> Survey to be administered in the 3rd quarter.</p>	<p>Summative assessment to take place May 2024.</p> <p><u>Target:</u> Survey not administered at this time</p> <p><u>Actual:</u> Survey to be administered in the 3rd quarter.</p>		
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<p>Technology Services & Technology Integration</p>	<p>b) At least 60% of students will report an improvement in technological literacy and ability to access online resources</p>	<p>Web-based survey</p>	<p>Percentage of students indicating improvement in technological literacy and skill in accessing online resources</p>	<p>Yes</p>	<p>No baseline data</p>	<p>Target: Survey not administered at this time</p> <p>Actual: Survey not administered at this time.</p>	<p>Target: Survey not administered at this time</p> <p>Actual: Survey to be administered in the 3rd quarter.</p>		
<p>7.2.1: Professional Development PD Training</p>	<p>At least 60% of teachers participating in PD will report or are observed implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness</p>	<p>Web-based survey</p>	<p>Percentage of participating teachers who will report implementing strategies learned and feeling more confident in their teaching effectiveness</p>	<p>Yes</p>	<p>100% of teacher participants to PD conference reported applying things learned ‘frequently’ in teaching <i>(At least once a week, I did incorporate in my lessons the things I learned from the training I attended.)</i></p>	<p>Target: Planning and conduct of PD</p> <p>Actual: Ongoing – 2024 NCTM Conference February 7-9 in Seattle (2 of our teachers will be participating)</p> <p>Survey not yet administered to allow for time to apply strategies learned.</p>	<p>Target: Planning and conduct of PD</p> <p>Actual: Completed:</p> <ul style="list-style-type: none"> NCTM Seattl, WA Feb. 7-9 2024 ITS New York NY Feb. 28-Mar. 2, 2024. <p>Ongoing:</p> <ul style="list-style-type: none"> ISTE Denver, CO June 22-26, 2024 		

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							<ul style="list-style-type: none"> GYTO Orlando FL July 21-24, 2024 <p>Survey not yet administered to allow for time to apply strategies learned. To be done in the 3rd quarter.</p>		
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PART II:

<p>LIST TRAVEL ACTIVITIES COMPLETED.</p>	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.)</p> <p>The following off-island conferences were completed:</p> <ul style="list-style-type: none"> National Council of Teachers of Mathematics, Seattle WA February 7-9, 2024 Glenda Samala and Jasmine Hutchinson participated in this conference. Innovative Teaching Strategies, New York NY February 28-March 2, 2024 Genalin Joy Arellano and Jon Vincent Pineda participated in this conference.
<p>FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p>	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?)</p> <p>The following off-island conferences were completed:</p> <ul style="list-style-type: none"> National Council of Teachers of Mathematics, Seattle WA

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	<p>February 7-9, 2024 Glenda Samala Jasmine Hutchinson participated in this conference.</p> <ul style="list-style-type: none"> Innovative Teaching Strategies, New York NY <p>February 28-March 2, 2024 Genalin Joy Arellano and Jon Vincent Pineda participated in this conference.</p> <p>All participants submitted their travel reports and receipts. Glenda completed her PD presentation in March 2024 while the remaining PD presentations by Jasmine, Genalin, and Jon will be held on April 26, 2024.</p>
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PART III:

DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	<p>(The description needs to align with project components and activities outlined in the approved project application.)</p> <p>The process of obtaining quotes is ongoing. Once received, all documentation will be submitted for requisition entry.</p>
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USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	<p>(What strategies are working, not working?)</p> <p>Data from the last grant cycle (CG 2022) shows that majority of teachers and students are satisfied with the availability of technology and the implementation/incorporation of technology via iPads, laptops, online platforms, and ebooks. No new technology was acquired in this reporting period.</p>
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EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>We are still awaiting majority of services, programs, training, products, etc. Progress continues to be made in the classroom with technology received from grant funding from over five years ago. As of this quarter, we have yet to receive any materials or resources via CG2021 or CG2022 funding. More will be updated in the next report. With access to laptops and ipads in core classes, all the platforms we have in place with ebooks and online resources have greatly helped students to access materials and be engaged in their classes.</p>
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EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.	(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT A major challenge has been awaiting quotes to move forward with requisitions. Progress continues to be made and more than ever, the federal programs team has been touching base via phone calls, emails, Zoom meetings, and in-person meetings to assist. This has been a tremendous blessing!
WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) By next quarter, the project will hope to have documents submitted so requisitions can be entered, and materials/resources made available for the 2024-2025 school year.
EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.	Resources used for project monitoring include data collection, surveys, attendance, and/or sign-in sheets.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #5: ST. PAUL CHRISTIAN SCHOOL

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named project. It is understood that any willful misrepresentation or fraud is subject to applicable penalties, as it relates to federal funds.

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Deborah Pineda
AUTHORIZED SCHOOL REPRESENTATIVE (PRINT)

Deborah Pineda
AUTHORIZED SCHOOL REPRESENTATIVE (SIGN)

April 19, 2024
DATE

PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGN)

DATE

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Fixed Assets

April 30, 2024

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 8

St. John's School (SJS)

Quarterly Report Documents:

- 1) Finalized Quarterly Report with Federal Program Division (FPD) Validation
- 2) Original Submitted Quarterly Report
 - a. Correspondences between FPD and Project Lead
- 3) Quarterly Personnel Certification
- 4) Fiscal Monitoring Documents:
 - a. 10%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification (refer to #3)
 - Labor Cost
 - Attendance Log
 - Other Supporting Documents (i.e. Timesheets)
 - b. 100%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification
 - Labor Cost
 - Other Supporting Documents (i.e. Timesheets)
- 5) Fixed Asset Certification

April 30, 2024

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Originally Submitted Quarterly
Report**

April 30, 2024

**FFY 2023 CONSOLIDATED GRANT
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Grant Award #: S403A230002**

Grant Name: Consolidated Grant FFY 2023 Grant#: S403A230002

What quarter is this report filed? Mark an "X"

**PROJECT TITLE: Project #8: Private, Non-Public School – ST. JOHN’S SCHOOL
(SJS)**

PROJECT COORDINATOR: Robert Kelley

PROJECT MANAGER: Sylvia T. Calvo, Grant Director

STATE PROGRAM OFFICER: Sean Rupley

10/01/23- 12/31/23	01/01/24- 03/31/24	04/01/24- 06/30/24	07/01/24- 09/30/24
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
	X		
REPORT DUE: 01/10/24	REPORT DUE: 04/10/24	REPORT DUE: 07/10/24	REPORT DUE: 10/10/24
ANNUAL REPORT DUE: 11/20/2024			

**AMOUNT BUDGETED
(FFY 2023):**

\$ _____

AMOUNT EXPENDED:
(Include all expenditures/payouts to date)

\$ _____

PERCENTAGE OF EXPENDITURE:
(Overall Expenditure divided by Amount Budgeted)

_____ %

**AMOUNT BUDGETED
(FFY 2022):**

\$ _____

AMOUNT EXPENDED:
(Include all expenditures/payouts to date)

\$ _____

PERCENTAGE OF EXPENDITURE:
(Overall Expenditure divided by Amount Budgeted)

_____ %

GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 5	208		27	1					
6 - 8	127		14	1					
9 - 12	181		24						

LIST THE PROJECT GOALS:

By the end of the three-year grant program, SJS will have achieved the following overall goal: to better equip all learners to be successful in the pursuit of higher education through expanded student access to college readiness supports and academic special events to increase student learning engagement as well as provision of professional development and technology supports for teachers to implement effective classroom instruction to improve students’ academic performance in various content areas.

LIST THE PROJECT

● **Expand student access to college readiness supports and academic special events:**

OBJECTIVES:

COMPONENT 1: College Readiness & Specialized Events

- **YEAR 1:** The percent of Advanced Placement test results with a score of 3 or higher will increased by at least 2% from the Year 1 baseline.
 - **YEAR 1:** At least 80% of students who participate in Academic Special Events activities will indicate being more engaged in learning and confident in their academic work.
 - **YEAR 1:** At least 60% of senior students will report increased awareness and confidence in applying to post secondary education
- **Provide professional development and technology supports for teachers to implement effective classroom instruction to improve student’s academic performance in various content areas**

COMPONENT 2: Increasing Academic Performance

- **YEAR 1:** At least 2% increase in students scoring at the “*Proficient/Ready*” and “*Advanced/Exceeding*” levels in Math and ELA from baseline

COMPONENT 3: Improving Teacher Effectiveness

- **YEAR 1:** At least 70% of teachers participating in Professional Development will report implementing what they learned in the classroom and feeling more confident in their teacher effectiveness.

COMPONENT 4: Technology Supports and Integration

- **YEAR 1:** At least 80% of participating teachers will report improved access and integration of technology supports in the classroom.

PART I:

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>Component 1: College Readiness & Specialized Events</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <ul style="list-style-type: none"> ● — Advanced Placement (AP) ● — Academic Special Events (ASE) <p>MATHCOUNTS MATH OLYMPIAD ACB (middle school) ACB (high school) Debate</p> <ul style="list-style-type: none"> ● — College Fair <p>The College Fair took place during the week of March 21, our students took part in the evening visits by college representatives.</p>	<p>➤ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <ul style="list-style-type: none"> ● For the 1st Quarter, the SJS continued conducting regular AP classes for all relevant grade levels. The AP tests are not administered until the <u>3rd</u> quarter. <p>The academic special events have been finishing up for the last FY, and teams have been meeting to discuss goals for the next year. They are planning for practice times and team selection procedures.</p> <p><u>The College Fair took place in the week of March 21st. St. John’s students took part in the college visits that were held at the University of Guam.</u></p> <ul style="list-style-type: none"> ● — ● — ● — ● —

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● **IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a 'count') FOR USE IN CALCULATING A PERFORMANCE MEASURE UNDER THIS COMPONENT. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH.**

● **USING THE TABLE ON THE NEXT PAGE, PROVIDE SECONDARY DATA (e.g. a 'percentage') ON THE PROJECT'S PERFORMANCE MEASURES. IF DATA IS NOT AVAILABLE, SPECIFY WHY AND INDICATE WHEN DATA WILL BE AVAILABLE.**

¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'.

²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.

Insert Primary Data Here:

Advanced Placement (AP)

- As the AP test taking does not occur until the 3rd quarter, there is no data to report at this time.

Academic Special Events (ASE)

- Math Counts: 8 students on the final team, but 15 started the process.
- ACB: 21 students, but more are interested.
- Music: 3 students participated in Christmas Caroling.

College Fair

- No data for this reporting period.

Summative Assessment

- No data for this reporting period. Summative assessments will take place (3rd), and results will be available 3rd

Professional Development Training

➤ **EXPLAIN WHAT THE DATA PRESENTED IN THE PERFORMANCE MEASURES TABLE INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.**

“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.

“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.

“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.

“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.

Component 1: College Readiness & Specialized Events

Component 2: Increasing Academic Performance

Component 3: Improving Teacher Effectiveness

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<p>Component 4: Technology Supports and Integration</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>● No data for this reporting period.</p> <p>Continuing use of CG-acquired technology</p> <p>● No data for this reporting period.</p> <p>Requisition and procurement of additional technology resources</p> <p>● No data for this reporting period.</p>	<p>“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p>“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p>“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p>
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Project Activity <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement (i.e. metric) <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Baseline Data (Current school year or most recent) <i>If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available.</i>	Quarterly Performance Targets <u>Please focus on outcomes rather than outputs.</u> (e.g., 40% of teachers will self-report as feeling “well prepared to use new tools and resources in the classroom to improve instruction by December 2023 versus 40% of teachers will participate in professional development.)

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<i>the project narrative.)</i>					Please also indicate when baseline data will become available (e.g. By end of SY 2023-2024).	Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
8.1: College Readiness & Specialized Events	At least 60% of senior students will report increased awareness and confidence in applying to post-secondary education	Web-based Student survey for 12 th grade students	Percentage of students reporting increased awareness and confidence.	Yes	No baseline data. SJS to provide baseline data upon availability after college readiness activities.	Target: College Fair not conducted at this time Actual: Survey to be conducted in the 3rd quarter.			
Advanced Placement	a) The percent of Advanced Placement test results scoring 3 or higher will increase by at least 2% from the Year 1 baseline.	Results of Advanced Placement test for participating students	Percentage of Advanced Placement test results with a score of 3 or higher	Yes	From FY '21 APR: 63% of AP tests got a score of 3 or above	Target: Advanced Placement test results not available at this time Actual: AP testing to be conducted in the 3rd quarter, and results reported in the 4th quarter.			
Academic Special Events	b) At least 80% of students who participate in Academic Special Events activities will indicate being more engaged in learning	Web-based survey for students participating in Academic Special Events	Percentage of students that indicate being more engaged in learning and confident in academic work	Yes	From FY '22 APR: 93% expressed greater engagement and 87% indicated	Target: Planning and conduct of academic special events Actual: Survey to be			

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	and confident in their academic work.				greater confidence in handling academic work.	conducted during the 3 rd quarter.			
Component 2: Increasing Academic Performance Professional-Development	a) At least 2% increase in students scoring at the “ <i>Proficient/Ready</i> ” and “ <i>Advanced/Exceeding</i> ” levels in Math from baseline	Math Summative Test Results	% of students scoring at the “ <i>Proficient/Ready</i> ” and “ <i>Advanced/Exceeding</i> ” levels in Math from baseline	Yes	SY 22-23 MAP: Math Results 2 nd : 91% 3 rd : 91% 4 th : 67% 5 th : 91% 6 th : Did not finish due to typhoon 7 th : Did not finish due to typhoon PSAT Math Results 8 th :91% 9 th :88% 10 th :83%	Target: Summative testing not conducted at this time Actual: Summative testing to take place during the 3 rd quarter.			
	b) At least 2% increase in students scoring at the “ <i>Proficient/Ready</i> ” and “ <i>Advanced/Exceeding</i> ” levels in ELA from baseline	ELA Summative Test Results	% of students scoring at the “ <i>Proficient/Ready</i> ” and “ <i>Advanced/Exceeding</i> ” levels in ELA from baseline	Yes	SY 22-23 MAP: ELA Results 2 nd : 97% 3 rd : 83% 4 th : 87% 5 th : 84% 6 th : 91% 7 th : 87% PSAT ELA Results 8 th :83% 9 th :83% 10 th :87%	Target: Summative testing not conducted at this time Actual: Summative testing to take place during the 3 rd quarter.			

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<p>Component 3: Improving Teacher Effectiveness Professional Development</p>	<p>At least 70% of teachers participating in Professional Development will report implementing what was learned in the classroom and feeling more confident in their teacher effectiveness.</p>	<p>Web-based survey for teachers participating in professional development activities</p>	<p>Percentage of teachers participating in professional development that report implementing and feeling confident in learned concepts.</p>	<p>Yes</p>	<p>From FY '22 APR: 33.3% - 'always' (in every lesson) 33.3% - 'frequently' (at least once a week) 33.3% - 'infrequently' (at least once a month) SJS to provide baseline data upon availability after Professional Development is conducted</p>	<p>Target: Conduct of PD Actual: Still awaiting invite from the CG projects on requested PDs in SJS' approved application for FY '23.</p>			
<p>Component 4: Technology Supports and Integration Supplemental Technology Supplies and Equipment</p>	<p>At least 80% of participating teachers will report improved access and integration of technology supports in the classroom.</p>	<p>Web-based survey for teachers that participate in project activity</p>	<p>Percentage of teachers reporting improved access and integration of technology supports</p>	<p>Yes</p>	<p>From FY '22 APR: 44% - indicated greater access to technology and online resources 70% - reported more effort to incorporate technology in lessons</p>	<p>Target: Survey not administered at this time Actual: Survey to be conducted during the 3rd quarter.</p>			

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PART II:	
LIST TRAVEL ACTIVITIES COMPLETED.	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT</p> <p>6 Teachers were sent to a conference in Bilingual Education in New Orleans, TESOL in Tampa, FL, and the Science teachers conference in Denver.</p>
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p>Travelers met with the project manager on March 4 to discuss expectations and requirements of off-island travel. All travelers cleared within the required 10 days, travel reports were submitted on time, and the subsequent training to our faculty is schedule for next week.</p> <p>Bilingual Education: Elmer Alves, Karen Alvia TESOL: Josephine Cruz, Collette San Nicolas Science: Arlene Chua, Paris Marler</p>
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	<p>(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT</p> <p>Teachers are working on classroom instruction in an effort to increase academic performance (component 1). Mathcounts and ACB teams are forming and practicing (Component 2)</p>
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>Teachers have looked at data from past standardized tests, at all levels, to determine areas of focus for this year. In addition, teachers and coaches evaluate the data available to them to improve the student experiences in the classroom and in the special events.</p>

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<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>The funds allow teachers access to more technology and more training, which helps to find ways to motivate all students. Whether through new techniques in the classroom or new opportunities outside.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <p>The main challenge was the over extension of personnel at school. The process of spending funds takes staff away from their regular daily assignments, The Federal Programs office has helped by providing more staff to assist in this process.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT</p> <p>Off-island travel to more conferences, summative testing, delivery of technology procured by the grant</p>

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EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.

100 WORD COUNT

Activities are monitored by the school administration. Through observations, reports, surveys, and conversations the administration ensures that the program is on-track.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #8: ST. JOHN'S SCHOOL (SJS)

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named project. It is understood that any willful misrepresentation or fraud is subject to applicable penalties, as it relates to federal funds.

THIS REPORT WAS REVIEWED AND VALIDATED BY:

AUTHORIZED SCHOOL REPRESENTATIVE (PRINT)

AUTHORIZED SCHOOL REPRESENTATIVE (SIGN)

DATE

**FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT**

Grant Award #: S403A230002

PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGN)

DATE

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 9

Harvest Christian Academy (HCA)

Quarterly Report Documents:

- 1) Finalized Quarterly Report with Federal Program Division (FPD) Validation
- 2) Original Submitted Quarterly Report
 - a. Correspondences between FPD and Project Lead
- 3) Quarterly Personnel Certification
- 4) Fiscal Monitoring Documents:
 - a. 10%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification (refer to #3)
 - Labor Cost
 - Attendance Log
 - Other Supporting Documents (i.e. Timesheets)
 - b. 100%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification
 - Labor Cost
 - Other Supporting Documents (i.e. Timesheets)
- 5) Fixed Asset Certification

April 30, 2024

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Finalized Quarterly Report with
Federal Programs Division Review**

April 30, 2024

**FFY 2023 CONSOLIDATED GRANT
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Grant Award #: S403A230002**

Grant Name: Consolidated Grant FFY 2023 **Grant#:** S403A230002

What quarter is this report filed? Mark an " X "

PROJECT TITLE: Project #9: Private, Non-Public School – HARVEST CHRISTIAN ACADEMY (HCA)

PROJECT COORDINATOR: Ben Olson

PROJECT MANAGER: Sylvia T. Calvo, Grant Director

STATE PROGRAM OFFICER: Shandice Calano

10/01/23- 12/31/23	01/01/24- 03/31/24	04/01/24- 06/30/24	07/01/24- 09/30/24
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
	X		
REPORT DUE: 01/10/24	REPORT DUE: 04/10/24	REPORT DUE: 07/10/24	REPORT DUE: 10/10/24
ANNUAL REPORT DUE: 11/20/2024			

AMOUNT BUDGETED (FFY 2023): <u>\$391,877.74</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) <u>\$11,236.84</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>3%</u>
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AMOUNT BUDGETED (FFY 2022): <u>\$ _____</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) <u>\$ _____</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>_____ %</u>
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GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 5	443	NA	21	1					
6 - 8	217	NA	16	1					
9 - 12	280	NA	28	1					

LIST THE PROJECT GOALS:

By the end of the three-year grant program, Harvest Christian Academy will have achieved the following overall goal a) Increase student academic engagement through provision of extended opportunities for students to challenge themselves academically—as well as enhanced and expanded learning experience in the classroom and beyond, and b) Enhance instructional delivery in the classroom through provision of professional development opportunities to teachers.

**FFY 2023 CONSOLIDATED GRANT
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LIST THE PROJECT OBJECTIVES:

Provide Enhanced Learning Experiences and Opportunities to Improve Student Academic Engagement

9.1. Academic Special Events: Extended opportunities for students to challenge themselves academically and excel academically, emotionally, and socially

- YEAR 1 (Oct. 2023 – Sept. 2024):
 - a) At least 66% of students competing in the Academic Special Events (ASE) who indicate more engagement in learning and greater confidence in handling academic work.
 - b) Baseline rate of student involvement and effort to join the ASE competitions will be established.

9.2. STEAM (Science, Technology, Engineering, Arts, and Mathematics) Support: Enhanced and expanded learning in the classroom and beyond

- YEAR 1 (Oct. 2023 – Sept. 2024):
 - a) At least 50% of participating students will indicate greater learning engagement and confidence in handling academic work.
 - b) At least 10% of participating students will indicate an interest in pursuing a STEAM related college degree.

9.3. Sports and Athletics: Enhanced and expanded learning outside the classroom

- YEAR 1 (Oct. 2023 – Sept. 2024):
 - a) At least 50% of participating students will indicate greater learning engagement and confidence in handling academic work.

PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>Provision of Extended Learning Opportunities (Academic and Non-Academic) to Enhance Student Engagement</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <p>9.1 Academic Special Events</p> <ul style="list-style-type: none"> • <i>National Forensics League (NFL)</i> • <i>Math Counts</i> • <i>Math Olympiad</i> 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>9.1 Academic Special Events - Ongoing</p> <ul style="list-style-type: none"> • Weekly practices were conducted for NFL, Math Counts, and Math Olympiad. • Final competitions for NFL, Math Counts, and Math Olympiad took place over this quarter.

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		<ul style="list-style-type: none"> ○ NFL: Four of our students qualified for the national competition in Iowa. ○ Math Counts: Participated in the chapter and state rounds. Our team finished second in the state round. Individually, our students finished first and fourth. These two finalists will be travelling to the national competition stateside. ○ Math Olympiad: Six students competed in the finals. Our team finished in second place on island. Individuals finished in first, second, and third in the various individual categories. <ul style="list-style-type: none"> • Teachers have confirmed attendance of students participating in these ASE practices.
	<p>9.2. STEAM</p>	<p>9.2. STEAM - Ongoing</p> <ul style="list-style-type: none"> • Initial documents are being gathered to begin requisition of items to be used in STEAM.
	<p>9.3. Sports and Athletics</p>	<p>9.3. Sports and Athletics - Ongoing</p> <ul style="list-style-type: none"> • Initial documents are being gathered to begin requisition of items to be used for sports and athletics.
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS</p>
	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> • <i>IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a 'count') FOR USE IN CALCULATING A PERFORMANCE MEASURE UNDER THIS COMPONENT. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH.</i> • <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE SECONDARY DATA (e.g. a 'percentage') ON THE PROJECT'S PERFORMANCE MEASURES. IF DATA IS NOT AVAILABLE, SPECIFY WHY AND INDICATE WHEN DATA WILL BE AVAILABLE.</i> 	<p>BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA PRESENTED IN THE PERFORMANCE MEASURES TABLE INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i>

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<p>9.1. Academic Special Events</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input checked="" type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'.</p> <p>²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</p> <p>Insert Primary Data Here:</p> <p>9.1 Academic Special Events</p> <ul style="list-style-type: none"> • <i>NFL</i>: 25 students participated in at least 1 practice • <i>Math Counts</i>: 19 students showed interest through attending practice/preparations • <i>Math Olympiad</i>: 12 students showed interest through attending practice/preparations. 6 of these 12 qualified for the final competition. • <i>Total ASE student participation count</i>: 56 	<p>9.1 Academic Special Event</p> <p>The baseline data for ASE student participation has been established. This count of our students showing interest in the ASE will help measure increase/decrease in student interest and engagement in the ASE.</p>
<p>9.2. STEAM</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>9.2. STEAM</p> <ul style="list-style-type: none"> • Seeking initial quotes to begin requisitions. • Survey to be administered in the CG 3rd quarter. • Estimated 280 students participating in STEAM courses/activities, grades 9 through 12. 	<p>9.2. STEAM</p> <ul style="list-style-type: none"> • No survey was administered at this time.
<p>9.3. Sports and Athletics</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>9.3. Sports and Athletics</p> <ul style="list-style-type: none"> • Seeking initial quotes to begin requisitions. • Survey to be administered in the CG 3rd quarter. • Estimated 899 students participating in sports and athletics courses/activities, grades K5 through 12. 	<p>9.3. Sports and Athletics</p> <ul style="list-style-type: none"> • No survey administered at this time.

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Project Activity <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement (i.e. metric) <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	<i>(i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2023-2024).</i>	Quarterly Performance Targets <i>Please focus on outcomes rather than outputs.</i> <i>(e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2023 versus 40% of teachers will participate in professional development.)</i>			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
9.1: Academic Special Events									
Math Counts, Math Olympiad, Academic Challenge Bowl, and National Forensic League	<p>a) By the end of the SY 23-24, at least 66% of students participating in the ASE will indicate more engagement in learning and greater confidence in handling academic work</p> <p>b) Baseline data will be established indicating the number of students who showed initial interest in the Academic Special Events through pre-elimination efforts to join the competitions</p>	<p>Student survey</p> <p>Listing of students showing initial interest in joining one or more ASE</p>	<p>Percentage of ASE student competitors who indicate more engagement in learning and greater confidence in handling academic work as a result of competing in the Academic Special Events.</p> <p>Total combined count of all students making an effort to join one or more ASE competition.</p>	<p>Yes</p> <p>Yes</p>	<p>From FY '22 APR: % of students reporting they are more engaged in learning and that they had a positive experience = 67%</p> <p>Baseline data to be established this YEAR 1.</p>	<p>Target: Survey not administered at this time</p> <p>Actual: School awaiting invite from the LR project for students to participate in an ASE.</p> <p>Survey to be administered in the 3rd quarter.</p> <p>Target: Counts to be taken this quarter.</p> <p>Actual: 56 students</p>	<p>Target: Survey preparation</p> <p>Actual: Students competed in the ASE final competitions.</p> <p>Survey to be administered in the 3rd quarter.</p> <p>Target: No data taken this quarter; counts were already taken the previous quarter.</p> <p>Actual: 56 students</p>		

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	(effort shown through activity such as taking an entrance exam, regardless of performance on the exam or actual admittance to the competition rounds).								
9.2: STEAM	a) At least 50% of participating students will indicate greater learning engagement and confidence in handling academic work	Student survey	% of participating students who indicate greater learning engagement and confidence in handling academic work	Yes	No baseline data	Target: Survey not administered at this time Actual: Ongoing STEAM instruction Survey to be administered in the 3 rd quarter.	Target: Survey preparation Actual: Ongoing STEAM instruction Survey to be administered in the 3 rd quarter.		
	b) At least 10% of participating students will indicate an interest in pursuing a STEAM related college degree	Student survey	% of participating students who indicate an interest in pursuing a STEAM related college degree	Yes	No baseline data	Target: Survey not administered at this time. Actual: Ongoing STEAM instruction. Survey to be administered in the 3 rd quarter.	Target: Survey preparation Actual: Ongoing STEAM instruction. Survey to be administered in the 3 rd quarter.		
9.3: Sports & Athletics	At least 50% of participating students will indicate greater learning engagement and confidence in	Student survey	% of participating students will indicate greater learning engagement and confidence in	Yes	No baseline data	Target: Survey not administered at this time	Target: Survey preparation Actual:		

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handling academic work		handling academic work			Actual: Ongoing sports and athletics. Survey to be administered in the 3 rd quarter.	Ongoing sports and athletics. Survey to be administered in the 3 rd quarter.		
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PART II:

<p>LIST TRAVEL ACTIVITIES COMPLETED.</p>	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT</p> <p>No travel events occurred during this 2nd quarter reporting period, Jan. 1 through March 31, 2024. However, during this quarter Harvest has been preparing the paperwork for eight (8) travelers to attend the FACTS Elevate conference to take place in the 3rd quarter, July 8 – 11, 2024.</p>
<p>FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p>	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent’s Office?) 100 WORD COUNT</p> <p>These questions are not applicable to this 2nd quarter reporting period since there was no travel this quarter. The new techniques and practices learned from the volleyball clinic are being implemented in our Junior High Boys’ Volleyball and Senior High Boys’ Volleyball season.</p>

PART III:

<p>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.</p>	<p>(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT</p> <p>Harvest school personnel are actively seeking quotes for items indicated in the budget narrative and plan to have all quotes and other necessary paperwork submitted to our State Program Officer in the 3rd quarter (4/1/24 – 6/30/24) for items indicated in the YEAR 1 budget narrative. Submission of these documents will allow GDOE Procurement to begin requisition of these items.</p> <p>Furthermore, our ASE coaches have completed final on-island competitions and are helping students that qualified for the national competitions prepare for those events (Math Counts: 2 students, and NFL: 4 students).</p>
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<p>USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</p>	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>Counts were collected on students showing interest in the ASE, such as thorough weekly practices. The students performed well in the weekly practices and the seasonal competitions. No additional data has been collected, yet, but a highlight of this first quarter was learning how to participate in and conduct travel events, as the travel to the volleyball clinic (see above sections on travel). This will set the stage for other travel events anticipated under this grant funding.</p>
<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>A key focus this quarter was internal preparation to seek quotes for physical items to be used in the classrooms. Items to be acquired will be used for student courses in physics, chemistry, and math as well as visual and performing arts.</p> <p>Some of the key outcomes we anticipate through requisition of key items are as follows: enhanced AP science courses with precision scales, more effective learning of math skills within math and science classes through new graphing calculators, increased availability of other quality science equipment to expand student science classes, expanded opportunities for pottery, painting, and drawing through pottery wheels, a kiln, and lighting tables, improved learning of digital arts – photography and video production – through the addition of a computer, drone, and DSLR cameras, improved drama performances with an improved microphone system that has robust receivers, and additional musical instruments and supplies to expand opportunities for our students to participate in music programs.</p> <p>Additionally, preparations were made for staff travelers to the FACTS Elevate conference, and we anticipate this professional development will lead to more effective use of the FACTS software system that is used to deliver course content to students and vital communications to students and parents regarding their coursework.</p> <p>We anticipate the overall outcome of these improvements to student courses will result in increased student engagement and confidence in learning.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <p>We have not observed any programmatic or fiscal challenges this quarter.</p>

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WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT</p> <p>We are hoping to see progress with the requisition of requested items the third quarter of this financial year and are hopeful that many of the requested items may be received over the third and fourth quarters.</p>
EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.	<p>100 WORD COUNT</p> <p>Documentation on the FACTS Elevate travel event is being collected and retained while preparations for this travel are made. As a school, we are retaining documentation on the financials and the procedures for paperwork to make these travel events happen. We anticipate that this will help us as a school to prepare well for remaining travel events under this funding source.</p> <p>Additionally, we continue tracking the number of students participating in preparations for ASE competitions.</p> <p>Finally, we continue to work with the GDOE office on the drafting of the surveys to be administered in the third quarter.</p>

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #9: HARVEST CHRISTIAN ACADEMY (HCA)

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named project. It is understood that any willful misrepresentation or fraud is subject to applicable penalties, as it relates to federal funds.

THIS REPORT WAS REVIEWED AND VALIDATED BY:

<u>Ben Olson</u> AUTHORIZED SCHOOL REPRESENTATIVE (PRINT)	 AUTHORIZED SCHOOL REPRESENTATIVE (SIGN)	<u>April 18, 2024</u> DATE
<u>Josh Taylor</u> PROJECT MANAGER NAME (PRINT)	 PROJECT MANAGER (SIGN)	<u>April 18, 2024</u> DATE

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Fixed Assets

April 30, 2024

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 10

Guam Adventist Academy (GAA)

Quarterly Report Documents:

- 1) Finalized Quarterly Report with Federal Program Division (FPD) Validation
- 2) Original Submitted Quarterly Report
 - a. Correspondences between FPD and Project Lead
- 3) Quarterly Personnel Certification
- 4) Fiscal Monitoring Documents:
 - a. 10%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification (refer to #3)
 - Labor Cost
 - Attendance Log
 - Other Supporting Documents (i.e. Timesheets)
 - b. 100%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification
 - Labor Cost
 - Other Supporting Documents (i.e. Timesheets)
- 5) Fixed Asset Certification

April 30, 2024

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Finalized Quarterly Report with
Federal Programs Division Review**

April 30, 2024

**FFY 2023 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A230002**

Grant Name: Consolidated Grant FFY 2023 **Grant#:** S403A230002

What quarter is this report filed? Mark an " X "

PROJECT TITLE: Project #10: Private, Non-Public School – GUAM ADVENTIST ACADEMY (GAA)

PROJECT COORDINATOR: Joaquina Vega

PROJECT MANAGER: Sylvia T. Calvo, Grant Director

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana

10/ 01/23- 12/31/23	01/01/24- 03/31/24	04/01/24- 06/30/24	07/01/24- 09/30/24
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
	X		
REPORT DUE: 01/10/24	REPORT DUE: 04/10/24	REPORT DUE: 07/10/24	REPORT DUE: 10/10/24
ANNUAL REPORT DUE: 11/20/2024			

AMOUNT BUDGETED (FFY 2023): <p align="center"><u>\$116,680.34</u></p>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) <p align="center"><u>\$ 0.00</u></p>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <p align="center"><u>0</u> %</p>
AMOUNT BUDGETED (FFY 2022): <p align="center"><u>\$3,105,295.00</u></p>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) <p align="center"><u>\$166,337.96</u></p>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <p align="center"><u>18%</u></p>

GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 5	51	56	4						
6 - 8	28	33	10						
9 - 12	35	32	Same teachers 7-8	2 Pre-K-12					

LIST THE PROJECT GOALS:

At the end of the three-year project, GAA will have achieved the following overall goal: improve instructional delivery in the classroom, increase student achievement in math, reading, and science as well as strengthen college and career readiness by:

- a) providing teachers with professional development training and supplemental resources supporting high-quality instruction.
- b) providing opportunities for students to participate in academic and non-academic supplemental activities enhancing student learning engagement and safety.

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Grant Award #: S403A230002**

LIST THE PROJECT OBJECTIVES:	<p>10.1. Professional Development & Academic Performance:</p> <ul style="list-style-type: none"> • Year 1: There will be at least 51% of participating teachers who implement a best practice technique learned from the training, as evidenced by teacher surveys. • Year 1: Improved academic performance in math, reading, and science by at least 2% from baseline on the MAP assessment. <p>10.2 Special Events & Opportunities:</p> <ul style="list-style-type: none"> • Year 1: There will be at least 2% increase in student participation in STEAM activities, and other academic and non-academic special events. At least 57% of participating students will report they are more engaged in learning and confident in handling academic work. <p>10.3 Career Oriented Programs and Assessment:</p> <ul style="list-style-type: none"> • Year 1: There will be at least 20% of students who indicate interest in pursuing a STEAM related college degree or a CTE pathway; and at least 78% of students will indicate that College or Career Fair is relevant and helpful. <p>10.4 School Climate, Culture and Engagement:</p> <ul style="list-style-type: none"> • Year 1: At least 50% of students will be participating in health and safety activities and reporting greater engagement in learning and confidence in handling academic work.
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PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
10.1. Professional Development (PD) & Academic Performance	<p>10.1. Professional Development (PD) & Academic Performance</p> <p>PD Training: <i>Ongoing</i></p> <ul style="list-style-type: none"> • GAA requested training for FY '23 on the following: <ul style="list-style-type: none"> ○ Active Panel 9 End-User Training ○ Classroom Instruction That Works (CITW) ○ Cooperative Learning and Student Engagement Strategies ○ Sheltered Instruction Observation Protocol (SIOP) ○ Higher Order Thinking Skills ○ STEAM Science Training ○ Next Generation Science Standards ○ Technology Integration ○ High-quality Instruction for High-ability Students ○ Using Assessment Data for Educational Planning and Interventions ○ Math Instructional Strategies ○ Literacy Training – Training on effective literacy strategies ○ Conscious Discipline 	<p>10.1. Professional Development (PD) & Academic Performance</p> <p>PD Training</p> <ul style="list-style-type: none"> • No training occurred this quarter. We will attend any training that is available to us during the 3rd Quarter.

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<p>10.4 School Climate, Culture and Engagement</p>	<p>10.4 School Climate, Culture and Engagement</p> <p>Health & Physical Fitness: <i>Ongoing</i></p> <p>First Aid & CPR Training and Certification: <i>Ongoing</i></p>	<p>10.4 School Climate, Culture and Engagement</p> <p>Health & Physical Fitness:</p> <ul style="list-style-type: none"> No activity took place during the 2nd Quarter; however, plans are ongoing for the Health & Physical Fitness and the First Aid & CPR Training and Certification which will be held later this school year.
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS</p>
<p>10.1. Professional Development & Academic Performance</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED <p>10.2 Special Events & Opportunities</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input checked="" type="checkbox"/> FULLY COMPLETED 	<p>10.1. Professional Development & Academic Performance</p> <p>PD Training</p> <ul style="list-style-type: none"> Four (4) GAA teachers received training on how to use the new Promethean board effectively in the 1st quarter. These teacher participants will be surveyed in the 3rd quarter, to find out if they were able to apply what they learned from the training, and if the training was effective in helping to improve their use of the Promethean board. Two GAA teachers will be attending the International Society for Technology in Education (ISTE) PD training in June 2024. <p>Summative Assessment</p> <ul style="list-style-type: none"> There are 120 students currently enrolled in K – 12th grades for FY '23. Of these, there are 99 students projected to be taking the <i>MAP</i> summative assessment tool that will take place in the 3rd quarter. <p>10.2 Special Events & Opportunities</p> <p>Academic Special Events</p> <ul style="list-style-type: none"> <i>Middle School Academic Challenge Bowl (ACB):</i> Six middle school students participated in the ACB, and they won 1 game out of 5 games. 	<p>10.1. Professional Development & Academic Performance</p> <p>PD Training</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter, as the survey on classroom application of things learned in the training is yet to be conducted in the 3rd quarter. <p>Summative Assessment</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter. No testing was conducted this quarter. Summative testing usually takes place in the 3rd quarter. <p>10.2 Special Events & Opportunities</p> <p>Academic Special Events</p> <ul style="list-style-type: none"> Reporting on this goal/component not applicable for this Quarter, as the survey on student engagement will be administered in the 3rd quarter.

**FFY 2023 CONSOLIDATED GRANT
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<p>10.3 Career Oriented Programs and Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input checked="" type="checkbox"/> FULLY COMPLETED <p>10.4 School Climate, Culture and Engagement</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>Visual Performing Arts (VPA)</p> <ul style="list-style-type: none"> • There is a total of 88 students who are projected to participate in the VPA activities such as spring concert. These are students in the grade levels K-6th. Also, the middle and high school students who are in music class. <p>10.3 Career Oriented Programs and Assessment</p> <p>College Fair, Career Fair</p> <ul style="list-style-type: none"> • Thirteen (13) 10th and eight (8) 11th graders participated in the FY '23 College Fair that was held at the University of Guam on March 21, 2024. <p>Career, Technical Education (CTE)</p> <p>10.4 School Climate, Culture and Engagement</p> <p>Health & Physical Fitness</p> <ul style="list-style-type: none"> • No data for this period. Requisition for the new security equipment that GAA has requested has yet to be done. The school must submit “quotes” to the Federal Programs Division for this to be underway. We will be requesting quotes during the 3rd Quarter. <p>First Aid & CPR Training and Certification</p> <ul style="list-style-type: none"> • No data for this period. As in the 1st quarter, requisition for the <i>First Aid</i> and <i>CPR Training</i> that GAA have requested has yet to be done as the school must submit “quotes” to the Federal Programs Division for this to be underway. 	<p>Visual Performing Arts (VPA)</p> <ul style="list-style-type: none"> • Reporting on this goal/component not applicable for this Quarter, as the survey on student engagement will be administered in the 3rd quarter <p>10.3 Career Oriented Programs and Assessment</p> <p>College Fair, Career Fair</p> <ul style="list-style-type: none"> • Reporting on this goal/component not applicable for this Quarter, as the survey on student engagement will be administered in the 3rd quarter. <p>Career, Technical Education (CTE)</p> <ul style="list-style-type: none"> • Reporting on this goal/component not applicable for this grant year since the activity will be removed. <p>10.4 School Climate, Culture and Engagement</p> <p>Health & Physical Fitness</p> <ul style="list-style-type: none"> • Reporting on this goal/component not applicable for this Quarter, as survey on student engagement for participating students will be conducted in the 3rd quarter. <p>First Aid & CPR Training and Certification</p> <ul style="list-style-type: none"> • Reporting on this goal/component not applicable for this Quarter.
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**FFY 2023 CONSOLIDATED GRANT
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Project Activity <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement (i.e. metric) <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Baseline Data <i>(Current school year or most recent) If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2023-2024).</i>	Quarterly Performance Targets <i>Please focus on outcomes rather than outputs.</i> (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2023 versus 40% of teachers will participate in professional development.)				
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024	Performance Target
10.1 Professional Development and Academic Performance	a) By the end of SY 23-24, at least 51% of participating teachers will indicate implementing a best practice technique learned from the training, as evidenced by teacher surveys.	Teacher surveys	% of participating teachers who indicate implementing a best practice technique learned from the training.	Yes	<p>FY '22 APR: 100% of teacher participants indicated having applied the PD-learned teaching strategies in the classroom, but at varying degrees of frequency.</p> <p>‘Always’ (every lesson) – 25%</p> <p>‘Frequently’ (at least once a week) – 50%</p> <p>‘Infrequently’ (at least once a month) – 12.5%</p> <p>‘Rarely’ (at least once a quarter) – 12.5%</p>	<p>Target: Survey not administered at this time.</p> <p>Actual: Survey to be administered in the 3rd quarter.</p>	<p>Target: Survey not administered at this time.</p> <p>Actual: Survey to be administered in FY '24 1st or 2nd quarter.</p> <p>This is because the first PD for FY '23 that will be attended by GAA teachers will be in June 2024 (ISTE).</p> <p>Survey on the classroom application of things learned in that conference by participating teachers will be in FY '24 1st or 2nd quarter to allow for time to apply the strategies.</p>			

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	<p>b) By end of SY 23-24, there will be at least 2% increase from baseline on the MAP assessment in reading, math and science.</p>	<p>MAP assessment results</p>	<p>% of students whose scores increased by at least 2% from the baseline of the MAP assessment</p>	<p>Yes</p>	<p><u>SY 23-24 Fall</u> <u>MAP results (not funded by CG):</u> <u>Math</u> 3rd - 57% 4th - 14% 5th - 39% 6th - 50% 7th - 26% 8th - 76% 9th - 67% 10th - 72% 11th - 100% 12th - 90% <u>Reading</u> 3rd - 61% 4th - 14% 5th - 51% 6th - 88% 7th - 51% 8th - 51% 9th - 50% 10th - 100% 11th - 63% 12th - 90% <u>Science</u> 3rd - 43% 4th - 14% 5th - 51% 6th - 75% 7th - 75% 8th - 88% 9th - 100% 10th - 90% 11th - Data not available for reporting due to</p>	<p><u>Target:</u> MAP test results not available at this time. <u>Actual:</u> MAP Spring summative assessment to take place in the 3rd quarter. <u>Target:</u> MAP test results not available at this time. <u>Actual:</u> MAP Spring summative assessment to take place in the 3rd quarter. <u>Target:</u> MAP test results not available at this time. <u>Actual:</u> MAP Spring summative assessment to take place in the 3rd quarter. <u>Target:</u> MAP test results not available at this time. <u>Actual:</u> MAP Spring summative assessment to take place in the 3rd quarter.</p>	<p><u>Target:</u> MAP test results not available at this time. <u>Actual:</u> MAP Spring summative assessment to take place in the 3rd quarter. <u>Target:</u> MAP test results not available at this time. <u>Actual:</u> MAP Spring summative assessment to take place in the 3rd quarter. <u>Target:</u> MAP test results not available at this time. <u>Actual:</u> MAP Spring summative assessment to take place in the 3rd quarter.</p>		
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**FFY 2023 CONSOLIDATED GRANT
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Grant Award #: S403A230002**

					small class size. 12 th – Data not available for reporting due to small class size-				
10.2 Special Events and Opportunities	a) By the end of SY23-24, there will be at least a 2% increase in student participation in STEAM activities, and other academic and non-academic special events.	Student Participant List	% of student participants to STEAM activities, and other academic and non-academic special events	Yes	FY '22 APR: Six (6) middle school students participated in ACB.	Target: Planning and conduct of special events Actual: Six (6) middle school students will participate in ACB.	Target: Planned and conducted of special events Actual: Six (6) middle school students participated in ACB.		
	b) By the end of SY23-24, at least 57% of participating students will report they are more engaged in learning and confident in handling academic work	Student survey	% of participating students who report they are more engaged in learning and confident in handling academic work	Yes	FY '22 APR: 100% of student participants to specialized events indicated being more engaged and having greater confidence to handle academic work.	Target: Survey Not Administered at this Time Actual: Survey will be conducted during the 3 rd quarter.	Target: Survey Not Administered at this Time Actual: Survey will be conducted during the 3 rd quarter.		
10.3 Career Oriented Programs and Assessments	a) By the end of SY23-24, there will be at least 20% of students who indicate interest in pursuing a STEAM related college degree or a CTE pathway.	Student Survey	% of students who Indicate interest in pursuing a STEAM related college degree or a CTE pathway.	Yes	FY '22 APR: 67% - participants who indicated an interest in pursuing STEAM or CTE	Target: Survey Not Administered at this Time Actual: The survey will be conducted during the 3 rd quarter.	Target: Survey Not Administered at this Time Actual: The survey will be conducted during the 3 rd quarter.		

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	b) By the end of SY 23-24, at least 78% of students will indicate that College or Career Fair is relevant and helpful.	student Survey	% of students who indicate that the College or Career Fair is relevant and helpful.	Yes	FY '22 APR: 88% - participants who indicated the activity was helpful in providing information	Target: Survey not administered at this time Actual: The survey will be conducted during the 3rd quarter.	Target: Survey not administered at this time. Actual: Survey administered at this time; results reported in the 3 rd quarter.		
10.4 School Climate, Culture, and Engagement	a) By the end of SY 23-24, at least 50% of students will indicate participating in health and safety activities.	Student Survey	% of students participating in health and safety activities	Yes	No baseline data.	Target: Ongoing health and safety activities Actual: Ongoing health and safety Activities Survey to be conducted in the 3 rd quarter.	Target: Ongoing health and safety activities Actual: Ongoing health and safety Activities Survey to be conducted in the 3 rd quarter.		
	b) By the end of SY 23-24, at least 50% of participating students will report greater engagement in learning and confidence in handling academic work.	Student Survey	% of participating students will report greater engagement in learning and confidence in handling academic work.	Yes	No baseline data.	Target: Ongoing health and safety activities Actual: Ongoing health and safety activities Survey to be conducted in the 3 rd quarter.	Target: Ongoing health and safety activities Actual: Ongoing health and safety activities Survey to be conducted in the 3 rd quarter.		

**FFY 2023 CONSOLIDATED GRANT
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	c) By the end of SY 23-24, there will be at least 50% of students, teachers, and staff indicating a greater sense of campus safety due to the installation of new security equipment.	Student, Teacher, and Staff Surveys	% of students, teachers, and staff indicating a greater sense of campus safety due to the installation of new security equipment.	Yes	No baseline data.	<p>Target: Ongoing health and safety activities</p> <p>Actual: Ongoing health and safety activities</p> <p>Survey to be conducted after installation of new security equipment.</p>	<p>Target: Ongoing health and safety activities</p> <p>Actual: Ongoing health and safety activities</p> <p>Survey to be conducted after installation of new security equipment.</p>		
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PART II:	
<p>LIST TRAVEL ACTIVITIES COMPLETED.</p>	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT</p> <p>No travel occurred during this reporting period.</p>
<p>FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p>	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p>None during this reporting period.</p>

FFY 2023 CONSOLIDATED GRANT
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PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	<p>(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT</p> <p>Students participated in the FY '23 College Fair that was held at the University of Guam on March 21, 2024.</p>
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>Technology continues to play a critical part for intervention to help close the gap between high and low achievers in math, reading and comprehension.</p> <p>Need to continue exploring ways to implement more activities in the grant.</p>
EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>The students who participated in the FY '23 College Fair did not only gain new information about college life for themselves but was able to re what they learned with their colleagues.</p>
EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <p>We continue seeing an improvement in receiving notices about activities in which our students and faculty can participate.</p>
WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT</p> <p>STEAM</p>
EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.	<p>100 WORD COUNT</p> <p>Teachers continue to write their project activities in their lesson plans. Administration makes periodic checks to insure project activities are completed.</p>

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #10: GUAM ADVENTIST ACADEMY (GAA)

I certify to the best of my knowledge that all activities reported for the project titled above are true and correct and in accordance to rules and regulations governing the above-named project. It is understood that any willful misrepresentation or fraud is subject to applicable penalties, as it relates to federal funds.

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Joaquina Vega

Joaquina Vega

4/29/24

AUTHORIZED SCHOOL REPRESENTATIVE (PRINT)

AUTHORIZED SCHOOL REPRESENTATIVE (SIGN)

DATE

PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGN)

DATE

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 11

Providence International Christian Academy (PICA)

Quarterly Report Documents:

- 1) Finalized Quarterly Report with Federal Program Division (FPD) Validation
- 2) Original Submitted Quarterly Report
 - a. Correspondences between FPD and Project Lead
- 3) Quarterly Personnel Certification
- 4) Fiscal Monitoring Documents:
 - a. 10%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification (refer to #3)
 - Labor Cost
 - Attendance Log
 - Other Supporting Documents (i.e. Timesheets)
 - b. 100%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification
 - Labor Cost
 - Other Supporting Documents (i.e. Timesheets)
- 5) Fixed Asset Certification

April 30, 2024

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FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Finalized Quarterly Report with
Federal Programs Division Review**

April 30, 2024

**FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A230002**

Grant Name: Consolidated Grant FFY 2023 Grant#: S403A230002

What quarter is this report filed? Mark an "X"

**PROJECT TITLE: Project #11: Private, Non-Public School – PROVIDENCE
INTERNATIONAL CHRISTIAN ACADEMY (PICA)**

PROJECT COORDINATOR: Michelle Moyer

PROJECT MANAGER: Sylvia T. Calvo, Grant Director

STATE PROGRAM OFFICER: Stephanie Chargualaf

10/01/23- 12/31/23	01/01/24- 03/31/24	04/01/24- 06/30/24	07/01/24- 09/30/24
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
	X		
REPORT DUE: 01/10/24	REPORT DUE: 04/10/24	REPORT DUE: 07/10/24	REPORT DUE: 10/10/24
ANNUAL REPORT DUE: 11/20/2024			

AMOUNT BUDGETED (FFY 2023): <u>\$31,452.95</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) <u>\$0.00</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 0%
AMOUNT BUDGETED (FFY 2022): <u>\$3,105,295.02</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) <u>\$112,694.52</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>4%</u>

GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 5	16		4 (for all grade level)	2 (for all grade level)					
6 - 8	5								
9 - 12	6								

**FFY 2023 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A230002**

<p>LIST THE PROJECT GOALS:</p>	<p>By the end of the three-year grant program, PICA will have achieved the following overall goal: establish baseline information and track student academic performance on core subject areas summative assessments; expand student access to other academic and non-academic learning experiences for greater student engagement and college and career readiness; and provide professional development to teachers for improved classroom instruction and enhanced student performance.</p>
<p>LIST THE PROJECT OBJECTIVES:</p>	<p>Component 1. Academic Performance - Summative Assessment. Through administering annual summative assessment, PICA will be able to track proficiency of students in core subject areas and promote increase in student performance.</p> <p>YEAR 1: Establish a baseline of student performance in all core subject areas (<i>reading, language, math, science, and social studies</i>) by administering the IOWA assessment.</p> <p>Component 2. STEAM classes or activities. Through participation in STEAM classes and/or activities, students will indicate greater engagement in learning and an interest in pursuing a STEAM related post-secondary degree.</p> <p>YEAR 1: At least 20% of participating students in STEAM classes and/or activities will indicate greater engagement in learning and an interest in pursuing a STEAM related college degree.</p> <p>Component 3. CTE classes. Through participation in CTE classes, students will indicate an interest in pursuing a post-secondary career pathway; and will earn at least an average grade of “C”.</p> <p>YEAR 1: At least 20% of participating students in CTE classes will indicate interest in pursuing a post-secondary career pathway.</p> <p>YEAR 1: At least 60% of students participating in CTE classes will earn at least an average grade of “C”.</p> <p>Component 4. VPA Activities. Through participation in VPA activities, students will indicate greater engagement in learning and confidence in handling academic work.</p> <p>YEAR 1: At least 20% of participating students in VPA activities will indicate greater engagement in learning and confidence in handling academic work.</p> <p>Component 5. Professional Development (PD). By participating in PD training on effective teaching strategies, teachers will report an improvement in their skills to plan and implement lessons, and improve student performance.</p> <p>YEAR 1: At least 50% of teachers participating in PD training will report implementing the teaching strategies learned in the classroom and indicate an improvement in their planning and instructional skills.</p> <p>YEAR 1: Establish a baseline of student performance in all core subject areas (<i>reading, language, math, science, and social studies</i>) by administering the IOWA assessment.</p>

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PART I:		
GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>Goal A. Component 1. Summative Assessment</p>	<ul style="list-style-type: none"> For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why. If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”. <p><i>Provide bullet form listing below:</i></p> <p>Goal A. Component 1. Summative Assessment: <i>Ongoing</i></p>	<ul style="list-style-type: none"> In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc. List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <p>Goal A. Component 1. Component 1. Summative Assessment:</p> <ul style="list-style-type: none"> Initially, PICA’s aim for FY ’23 was to establish a baseline of student performance in all core subject areas (<i>reading, language, math, science, and social studies</i>). However, PICA has made the decision to do summative testing through a source other than Consolidated Grant, so reporting on this goal/component will not applicable for this grant year. This is due to the way that PICA as an institution will handle summative testing going forward. PICA has decided to focus on student engagement instead, and will reflect this as an <i>After-School Tutoring</i> activity in the FY ’24 CG Application.
<p>Goal B. Component 2. STEAM Classes or Activities</p>	<p>Goal B. Component 2. STEAM: <i>Ongoing</i></p>	<p>Goal B. Component 2. STEAM</p> <ul style="list-style-type: none"> Regular STEAM classes are ongoing. Students use laptops and iPads to do research and write essays. They

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<p>Goal B. Component 4.</p> <p>VPA Activities</p> <p>Goal C. Component 5.</p> <p>Professional Development (PD)</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"><input type="checkbox"/> NOT STARTED<input checked="" type="checkbox"/> LESS THAN 50% COMPLETED<input type="checkbox"/> COMPLETED 50% OR MORE<input type="checkbox"/> FULLY COMPLETED	<p>Goal, B. Component 4.</p> <p>VPA Activities</p> <ul style="list-style-type: none">• Student participants in VPA activities:<ul style="list-style-type: none">○ 4 Elementary students○ 2 Middle school students○ 8 High school students <p>Goal C. Component 5.</p> <p>Professional Development (PD) Training</p> <ul style="list-style-type: none">• Two (2) teachers from PICA will be attending the training on <i>Classroom Instruction that Works (CITW)</i>.	<p>Goal B. Component 4.</p> <p>VPA Activities</p> <ul style="list-style-type: none">• Reporting on this goal/component not applicable for this quarter.• Survey on student engagement will be conducted in the 3rd quarter. <p>Goal C. Component 5.</p> <p>Professional Development (PD) Training</p> <ul style="list-style-type: none">• Reporting on this goal/component not applicable for this quarter. No invitation to PD has been received. Teachers have not had an opportunity to receive training at this time.• Survey on participating teacher’s application of PD-learned teaching strategies in the classroom will be conducted in the 3rd quarter. Survey will be conducted when services have been received. No invitation for services has been issued.
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Project Activity (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective Enter the annual objective from 5b that this project activity aligns with.	Data Source Enter where the data are located. Identify where the data will come from.	Unit of Measurement (i.e. metric) Enter the unit of measurement.	Evidence-Based Please indicate: Yes or No	Baseline Data (Current school year or most recent) If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2023-2024).	Quarterly Performance Targets <u>Please focus on outcomes rather than outputs.</u> (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2023 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
11.1 Academic Performance - Summative Assessments	By the end of the 2023-2024 school year, establish baseline of academic performance areas in all core subjects (reading, language, math, science, and social studies	Results of the IOWA summative assessments	% of students who are “proficient” or “advanced”, per grade level	Yes	No baseline data	Target: Ongoing instruction Actual: Activity will be removed since PICA decided to do summative testing using a funding source other than CG.	Target: Ongoing instruction Actual: Activity will be removed since PICA decided to do summative testing using a funding source other than CG.		
11.2 STEAM Classes and Activities (Robotics and Aquaponics)	a) By the end of SY 23-24, at least 20% of participating students will report a greater	Student survey	% of participating students who report a greater sense of learning engagement and confidence in	Yes	No baseline data	Target: Survey not administered at this time. Actual: Ongoing	Target: Survey not administrative at this time. Actual: Ongoing		

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<p>11.3 Visual Performing Arts</p>	<p>sense of learning engagement and confidence in handling academic work</p> <p>b) By the end of SY 23-24, at least 20% of participating students will indicate an interest in pursuing a STEAM related college degree</p>	<p>Student survey</p>	<p>handling academic work</p> <p>% of students who indicate an interest in pursuing a STEAM related college degree</p>	<p>Yes</p>	<p>No baseline data</p>	<p>instruction, still awaiting STEAM kits. Survey will be conducted in the 3rd quarter of SY 23-24</p> <p>Target: Survey not administered at this time</p> <p>Actual: Ongoing instruction, still awaiting STEAM kits.</p> <p>Survey will be conducted in the 3rd quarter.</p>	<p>instruction, still awaiting STEAM kits. Survey will be conducted in the 3rd quarter of SY 23-24</p> <p>Target: Survey not administrative at this time.</p> <p>Actual: Ongoing instruction, still awaiting STEAM kits.</p> <p>Survey will be conducted in the 3rd quarter</p>		
<p>11.3 Visual Performing Arts</p>	<p>By the end of SY 23-24, at least 20% of participating students will report a greater sense of learning engagement and confidence in handling academic work</p>	<p>Student survey</p>	<p>% of participating students who report a greater sense of learning engagement and confidence in handling academic work</p>	<p>Yes</p>	<p>No baseline data</p>	<p>instruction, still awaiting STEAM kits. Survey will be conducted in the 3rd quarter of SY 23-24</p> <p>Target: Survey not administered at this time</p> <p>Actual: Ongoing instruction. Materials for use are being requisitioned.</p> <p>Survey will be conducted in</p>	<p>instruction, still awaiting STEAM kits. Survey will be conducted in the 3rd quarter of SY 23-24</p> <p>Target: Survey not administered at this time</p> <p>Actual: Ongoing instruction. Materials for use are being requisitioned.</p>		

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11.4 Academic & Career Planning - CTE Classes	a) By the end of SY 23-24, at least 20% of participating students will report they are interested in pursuing a post-secondary career pathway	Student survey	% of participating students who report interest in pursuing a post-secondary career pathway	Yes	No baseline data	the 3 rd quarter. Target: Survey not administered at this time Actual: Students who requested for CTE classes no longer attending PICA, so activity will be removed.	Survey will be conducted in the 3 rd quarter. Target: Survey not administered at this time Actual: Students who requested for CTE classes are no longer attending PICA, so activity is discontinued for FY '23.
	b) By the end of SY 23-24, at least 60% of participating students in CTE classes will earn an average grade of "C" or better	Student grades	% of participating students who earn an average grade of "C" or better	Yes	No baseline data	Target: Survey not administered at this time Actual: Students who requested for CTE classes no longer attending PICA, so activity will be removed.	Target: Survey not administered at this time Actual: Students who requested for CTE classes no longer attending PICA, so activity is discontinued.
11.5 Professional	a) By the end of SY 23-24, at least 50% of teachers participating in PD	Teacher Survey	% of teachers participating in PD training who	Yes	No baseline data	Target: Survey not administered at this time	Target: Survey not administered at this time

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<p>Development</p>	<p>training will report implementing the teaching strategies learned in the classroom and indicate an improvement in their planning and instructional skills</p>		<p>will report implementing the teaching strategies learned in the classroom and indicate an improvement in their planning and instructional skills</p>			<p>Actual: PICA awaits invite from the CIA project for FY '23 PD on <i>Classroom Instruction that Works</i>. Survey will be administered in the 3rd quarter.</p>	<p>Actual: PICA awaits invite from the CIA project for FY '23 PD on <i>Classroom Instruction that Works</i>. Survey will be administered in the 3rd quarter.</p>		
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PART II:	
LIST TRAVEL ACTIVITIES COMPLETED.	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT</p> <p>No travel activity to report this reporting period.</p>
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p>No travel activity to report this reporting period.</p>
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	<p>(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT</p> <p>Project Personnel worked on getting quotes from various vendors. Followed-up deliveries of items for approved Purchase Orders. Coordinated with GDOE the conduct of PD activities for the teachers.</p>
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>Improve networking and coordination with stakeholders specifically FPD and other Projects. Establish monitoring system on the progress of each activity.</p>
EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>All project activities will support students and teachers in the classroom to improve the teaching and learning experience and enhance student academic engagement.</p> <p>Students were able to have access to the internet for the purpose of research, writing projects, and for online classes.</p>

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EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.	(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT Most significant challenges have been not receiving equipment on time that would allow for the implementation of activities.
WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT Focus will be on the gathering of quotes for requisition entry. Prepare plan for the implementation of piano lessons. Coordinate with the Project the training on STEAM.
EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.	100 WORD COUNT Activities are monitored by school administrators through communication with staff and students about the activities taking place. Going forward, as equipment is received and activities are implemented, monitoring will be conducted through student and staff surveys as is appropriate.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #11: PROVIDENCE INTERNATIONAL CHRISTIAN ACADEMY (PICA)

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named project. It is understood that any willful misrepresentation or fraud is subject to applicable penalties, as it relates to federal funds.

THIS REPORT WAS REVIEWED AND VALIDATED BY:

<u>Michelle Moyer</u> AUTHORIZED SCHOOL REPRESENTATIVE (PRINT)	<u>Michelle Moyer</u> AUTHORIZED SCHOOL REPRESENTATIVE (SIGN)	<u>1/31/2024</u> DATE
_____ PROJECT MANAGER NAME (PRINT)	_____ PROJECT MANAGER (SIGN)	_____ DATE

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 12

Japanese School of Guam (JSOG)

Quarterly Report Documents:

- 1) Finalized Quarterly Report with Federal Program Division (FPD) Validation
- 2) Original Submitted Quarterly Report
 - a. Correspondences between FPD and Project Lead
- 3) Quarterly Personnel Certification
- 4) Fiscal Monitoring Documents:
 - a. 10%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification (refer to #3)
 - Labor Cost
 - Attendance Log
 - Other Supporting Documents (i.e. Timesheets)
 - b. 100%
 - Fiscal Monitoring Checklist with PPE Dates
 - Federal Roster
 - Quarterly Personnel Certification
 - Labor Cost
 - Other Supporting Documents (i.e. Timesheets)
- 5) Fixed Asset Certification

April 30, 2024

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Finalized Quarterly Report with
Federal Programs Division Review**

April 30, 2024

**FFY 2023 CONSOLIDATED GRANT
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Grant Award #: S403A230002**

Grant Name: Consolidated Grant FFY 2023 **Grant#:** S403A230002

What quarter is this report filed? Mark an "X"

PROJECT TITLE: Project #12: Private, Non-Public School – JAPANESE SCHOOL OF GUAM (JSG)

PROJECT COORDINATOR: Saeko Tokito

PROJECT MANAGER: Sylvia T. Calvo, Grant Director

STATE PROGRAM OFFICER: Stephanie Chargualaf

10/01/23- 12/31/23	01/01/24- 03/31/24	04/01/24- 06/30/24	07/01/24- 09/30/24
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
	X		
REPORT DUE: 01/10/24	REPORT DUE: 04/10/24	REPORT DUE: 07/10/24	REPORT DUE: 10/10/24
ANNUAL REPORT DUE: 11/20/2024			

AMOUNT BUDGETED (FFY 2023): <u>\$32,416.93</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) <u>\$0.00</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u> </u> %
AMOUNT BUDGETED (FFY 2022): <u>\$3,105,295.02</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) <u>\$128,280.55</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>4%</u>

GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
Pre-K - 5	17		Total 18	Total 4				
6 - 8	37							
9 - 12	8							

LIST THE PROJECT GOALS:

By the end of the three-year project, the JSG will have achieved the following overall goals: Increase student physical fitness by providing supplemental fitness resources to the core physical education program and increase the students' average raw score from the annual physical fitness test by 5% over the baseline; increase participation rate of students utilizing supplemental resources for physical activities; and improve student engagement in learning and confidence in handling academic work.

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LIST THE PROJECT OBJECTIVES:	<p>Promoting student participation in physical activities improves student health and safety. By expanding student access to engaging and stimulating playground equipment, fundamental physical development skills can be attained. Such skills, to include sensory awareness, balance, and core strength, can lead students to improved physical fitness performance and greater participation in physical activities during recess breaks.</p> <p>12.1: By the end of year 3, the average raw score from the annual fitness test will increase by 5% over the baseline of 276.98; and there will be a 15% increase over the baseline of 60% in the participation rate of students in physical fitness activities utilizing the supplemental resources.</p> <ul style="list-style-type: none"> ▪ Year 1: The average raw score from the annual fitness test will increase by 2% over the baseline as a result of physical activities provided in addition to the physical education core program (282.5). ▪ Year 1: At least 5% increase in student participation in physical activity over the baseline (65% or more). <p>12.2: By the end of year 3, at least 60% of students will indicate greater engagement with learning and confidence in handling academic work.</p> <ul style="list-style-type: none"> ▪ Year 1: At least 50% of students will indicate greater engagement with learning and confidence in handling academic work.
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PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>Health & Safety</p> <p>12.1 Student Physical Fitness</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in <u>bullet form</u>. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <p>Health & Safety: Ongoing</p> <ul style="list-style-type: none"> • Installation of supplemental physical fitness resources <i>Ongoing</i> 	<ul style="list-style-type: none"> • <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc. • List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <p>Health & Safety:</p> <ul style="list-style-type: none"> • In the second quarter, we finalized the layout plan for the portable fitness equipment facility and selected a vendor. Additionally, we obtained a

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<p>12.2 Student Learning Engagement</p>	<ul style="list-style-type: none"> • Survey on student learning engagement <i>Ongoing</i> 	<p>quotation from the vendor. Site preparation has been completed, with the area now leveled. We are now ready to proceed with procurement.</p> <ul style="list-style-type: none"> • This student engagement survey aims to determine how the promotion of increased physical activity among students impacts their learning engagement; whether or not it helps stimulate their minds and helps them to be more receptive to academic learning and confident in handling academic work. • A <i>pre-use</i> survey will be administered during the first quarter of the Japanese school’s academic year in May 2024 (<i>FY ’23 3rd fiscal quarter</i>), following the Japanese school calendar year, which runs from April 2024 to March 2025. Then a <i>post-use</i> survey to measure impact of the utilization of playground equipment will be conducted during the last quarter of the Japanese school’s academic year, in March 2025 (<i>FY ’24 2nd fiscal quarter</i>).
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT’S EFFECTIVENESS</p>
	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a ‘count’) FOR USE IN CALCULATING A PERFORMANCE MEASURE UNDER THIS COMPONENT. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE SECONDARY DATA (e.g. a ‘percentage’) ON THE PROJECT’S PERFORMANCE MEASURES. IF DATA IS NOT AVAILABLE, SPECIFY WHY AND INDICATE WHEN DATA WILL BE AVAILABLE.</i> <p>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a ‘count’.</p> <p>²Secondary data is derived from or calculated using primary data. Performance measures</p>	<p>BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE PROJECT’S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA PRESENTED IN THE PERFORMANCE MEASURES TABLE INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i>

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Project Activity <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement (i.e. metric) <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Baseline Data <i>(Current school year or most recent)</i> <i>If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2023-2024).</i>	Quarterly Performance Targets <p align="center"><u>Please focus on outcomes rather than outputs.</u></p> <p align="center">(e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2023 versus 40% of teachers will participate in professional development.)</p>			
Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024						
Health and Safety Promoting Student Participation in Physical Activities	a) By the end of the SY 23-24, the average raw score from the annual fitness test will increase by 2% over baseline	Results of Physical Education Annual Fitness Test	Average raw score points from the annual fitness test	Yes	Baseline average raw score from SY 21-22 Annual Fitness Test = 276.98	Target: Procurement and installation of supplemental resources promoting physical fitness. Actual: Procurement and installation of portable fitness facilities are delayed because additional planning time is required. “Pre-use” Fitness test to be administered	Target: Students engaging in physical activity utilizing supplemental resources Actual: Site has been leveled and school is ready to proceed with procurement of physical equipment. “Pre-use” Fitness test to be administered right before completion of		

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	<p>b) By the end of the SY 23-24, student participation rate in physical activities utilizing supplemental resources will increase by 5% over the baseline</p>	<p>Classroom logs of students utilizing equipment</p>	<p>Percentage of participation in physical activities utilizing supplemental resources</p>	<p>Yes</p>	<p>Current baseline data of 60% student participation rate in physical activities during recess breaks</p>	<p>right before completion of installation.</p> <p>Target: Procurement and installation of supplemental resources promoting physical fitness.</p> <p>Actual: Procurement and installation of portable fitness facilities are delayed because additional planning time is required.</p> <p>Logging of student use of portable physical fitness equipment to start after installation is completed.</p>	<p>installation. This will serve as the updated baseline data.</p> <p>Target: Students engaging in physical activity utilizing supplemental resources</p> <p>Actual: Logging of student use of portable physical fitness equipment to start after installation is completed.</p>		
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	<p>c) By the end of SY 23-24, at least 50% of students will indicate greater engagement with learning and confidence in handling academic work</p>	<p>Student survey</p>	<p>% of students who indicate greater engagement with learning and confidence in handling academic work</p>	<p>Yes</p>	<p>No baseline data</p>	<p>Target: Procurement and installation of supplemental resources promoting physical fitness.</p> <p>Actual: Procurement and installation of portable fitness facilities are delayed because additional planning time is required.</p> <p>This survey will be administered during the last quarter of the academic year in March 2025, following the Japanese school calendar year, which runs from April to March.</p>	<p>Target: Students engaging in physical activity utilizing supplemental resources</p> <p>Actual: This survey ('post-use') will be administered during the last quarter of the academic year in March 2025, following the Japanese school calendar year, which runs from April to March.</p> <p>However, a baseline student engagement survey will be administered in June, 2024 ('pre-use') to determine the portion of students who consider themselves currently engaged in learning, even without the equipment being installed yet.</p>		
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PART II:	
LIST TRAVEL ACTIVITIES COMPLETED.	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT</p> <p>Not applicable</p>
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p>Not applicable</p>
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	<p>(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT</p> <p>Finalized the layout plan and prepared the area for the installation of the playground equipment. Submitted required documents for the procurement of playground equipment.</p>
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>After the facility is installed, we will establish a logging system to gather data and assess the program's effectiveness. Technical assistance provided by the State Program Officers facilitated the process in the completion of documents required for the procurement of playground equipment.</p>
EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>The research shows that engaging in regular physical activity has been shown to have a positive correlation with academic achievement among students.</p>

**FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
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EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.	(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT Not applicable
WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT The procurement and installation of the facilities will be completed in the third quarter.
EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.	100 WORD COUNT Not applicable

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #12: JAPANESE SCHOOL OF GUAM (JSOG)

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named project. It is understood that any willful misrepresentation or fraud is subject to applicable penalties, as it relates to federal funds.

THIS REPORT WAS REVIEWED AND VALIDATED BY:

_____ Saeko Tokito _____ AUTHORIZED SCHOOL REPRESENTATIVE (PRINT)	_____ Saeko Tokito _____ AUTHORIZED SCHOOL REPRESENTATIVE (SIGN)	_____ 4/19/2024 _____ DATE
_____ Saeko Tokito _____ PROJECT MANAGER NAME (PRINT)	_____ Saeko Tokito _____ PROJECT MANAGER (SIGN)	_____ 4/19/2024 _____ DATE

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Fixed Assets

April 30, 2024

FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

State Administration

Quarterly Report Documents:

- 1) Finalized Quarterly Report with Federal Program Division (FPD) Review

January 31, 2024

**FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A230002**

Grant Name: Consolidated Grant FFY 2023 Grant#: S403A230002

What quarter is this report filed? Mark an "X"

PROJECT TITLE: State Administration

FPD DATA OFFICER: Ana O. Aguon

PROJECT MANAGER: Sylvia T. Calvo, Grant Director

FPD PROGRAM OFFICER: Shannon Bukikosa-Esplana

10/01/23- 12/31/23	01/01/24- 03/31/24	04/01/24- 06/30/24	07/01/24- 09/30/24
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
	X		
REPORT DUE: 01/10/24	REPORT DUE: 04/10/24	REPORT DUE: 07/10/24	REPORT DUE: 10/10/24
ANNUAL REPORT DUE: 11/15/2024			

**AMOUNT BUDGETED
(FFY 2023):**

\$ 1,789,340.90

AMOUNT EXPENDED:
(Include all expenditures/payouts to date)

\$ 12,904.41

PERCENTAGE OF EXPENDITURE:
(Overall Expenditure divided by Amount Budgeted)

 0.007 %

**AMOUNT BUDGETED
(FFY 2021):**

\$ 1,710,378.69

AMOUNT EXPENDED:
(Include all expenditures/payouts to date)

\$ 786,422.80

PERCENTAGE OF EXPENDITURE:
(Overall Expenditure divided by Amount Budgeted)

 0.46 %

GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 5	2460			8		4920			28
6 - 8	1204			39		6437			50
9 - 12	1661			14		9334			47

LIST THE PROJECT GOALS:

Administration/Supervision/Technical Assistance/Workshops

- ✚ 6.1.1. 93% of Local Educational Agencies or LEAs (public, charter, PNP) will report satisfaction with process handling and implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the Federal Programs Division (FPD).
- ✚ 6.1.2. 93% of Guam Department of Education (GDOE) stakeholders will report (a) effective, timely, and relevant information received, (b) improved knowledge of pertinent grant information, programs, and requirements, and (c) receiving high quality support, guidance, consultation and technical assistance during the workshops.

**FFY 2023 CONSOLIDATED GRANT
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Grant Meetings, Workshops / Grants Management Certification and Training

- ✚ 6.2.1. 96% of GDOE and project personnel (GDOE Chief State School Officer, Project Managers, and key LEA/FPD personnel) will report increased understanding of proper grants management, project design, planning, evaluation, implementation, and developing and designing services and activities to better serve the students and teachers within the district.

Administration/Supervision/Technical Assistance/Workshops

6.1.1. LEAs (public, charter, PNP) will report satisfaction with process handling and implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the FPD.

- ✚ By September 2024 @ 90%, September 2025 @ 91%, and September 2026 @ 93%

6.1.2. GDOE stakeholders will report (a) effective, timely, and relevant information received, (b) improved knowledge of pertinent grant information, programs, and requirements, and (c) receiving high quality support, guidance, consultation and technical assistance during workshops.

- ✚ By September 2024 @ 91%, September 2025 @ 92%, and September 2026 @ 93%

LIST THE PROJECT OBJECTIVES:

Grant Meetings, Workshops / Grants Management Certification and Training

6.2.1. GDOE and project personnel (GDOE Chief State School Officer, Project Managers, and key LEA/FPD personnel) will report increased understanding of proper grants management, project design, planning, evaluation, implementation, and developing and designing services and activities to better serve the students and teachers within the district.

- ✚ By September 2024 @ 94%, September 2025 @ 95%, and September 2026 @ 96%

**FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A230002**

PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>6.1 & 6.2 <u>Administration/Supervision/Technical Assistance/Workshops</u></p>	<ul style="list-style-type: none"> ➤ For this period, the FPD coordinated and conducted the Consolidated Grant (CG) FY 2024 Stakeholders’ Input and Consultative Workshop at the Main Conference Room of the GDOE Central Office in Tiyan on February 27-28, 2024. ➤ The FPD also participated in the Quarter 2 Progress Update of the FY 2023 Consolidated Grant on March 28, 2024. ➤ The FPD continued to administer, supervise, consult and provide technical assistance to all stakeholders as needed throughout the reporting period. In particular, the FPD held a Technical Assistance Session for participating Private, Non-Public Schools (PNPs) regarding the FY ’23 Quarterly Report template on April 9, 2024. 	<ul style="list-style-type: none"> • All FPD personnel worked together to: (1) inform and invite stakeholders to the workshop; (2) organize and prepare the workshop venue at the GDOE Central Office; (3) organize logistics for the workshop participants’ lunch break (4) prepare and provide all supporting materials for distribution to participants; and (5) prepare and deliver Powerpoint presentations on updated grant requirements, rules, and regulations. • All CG Project Leads presented an overview, as well as successes and challenges of all five CG projects. • A continuing stakeholder survey with CG-participating schools (public, private, and charter) and LEA project personnel/FPD grant personnel was administered during the CG ’24 Consultative Workshop.
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT’S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>Primary data generated for this period:</p> <ul style="list-style-type: none"> • There were 100 (Day 1) and 102 (Day 2) participants to the FFY 2024 Consolidated Grant Title V-B, Rural Low Income Schools (RLIS) Stakeholders’ Input and Consultative Workshop held on February 27-28, 2024. • All 41 public schools, 7 private non-public schools, and 4 charters schools on Guam participated in the workshop. 	<p>BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE PROJECT’S PROGRESS FOR THE QUARTER?</p> <p>On the three performance indicators for State Administration, actual data for the first measure was just slightly below the quarterly target; actual data exceeded the target for the second measure; while actual data was below the quarterly target for the third measure (refer to the Performance Measures Table in the next page).</p> <p>Below are the three indicators:</p> <p><i>(1) grant administration & technical assistance to stakeholders; (2) timely & adequate provision of grant information; and (3) better understanding of project services & activities among grant and project personnel</i></p>

**FFY 2023 CONSOLIDATED GRANT
 QUARTERLY REPORT
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Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
6.1 Administration /Supervision/ Technical Assistance/ Workshops	6.1.1 At least 90% of LEAs (public, charter and PNP) will report satisfaction with process handling and implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the FPD.	Quarterly monitoring reports Observation reports Survey results	% of LEAs indicating satisfaction with FPD administration, supervision, monitoring, consultation, and technical assistance	No	At least 84% of LEAs (public, charter and PNP) indicate that they have and continue to receive high quality support, guidance, consultation, and technical assistance from the FPD.	Target: At least 84% Actual: No stakeholder survey administered at this time. Focus was on provision of guidance and technical assistance to all stakeholders in their beginning implementation of FY '23 activities.	Target: At least 86% Actual: 85% of stakeholders report satisfaction with process handling and implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the FPD.		
	6.1.2 At least 91% of stakeholders reporting effective, timely, and relevant information received, improved knowledge of grant information, programs, and	Quarterly monitoring reports Observation reports Survey results	% of participants reflecting better understanding of activities and comply with requirements	No	At least 88% of stakeholders report receiving effective, timely, and relevant information received, improved	Target: At least 88% Actual: No stakeholder survey administered at	Target: At least 89% Actual: 94% of stakeholders report receiving		

**FFY 2023 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A230002**

<p>Grant Meetings, Workshops / Grants Management Certification and Training</p>	<p>requirements, and receiving high quality support, guidance, consultation and technical assistance during workshops.</p> <p>6.2.1 At least 94% of key LEA/FPD project/grant personnel reflecting better understanding of proper grant management, project design, planning, evaluation, developing and designing services and activities to better serve students and teachers within the district.</p>	<p>Quarterly monitoring reports</p> <p>Observation reports</p> <p>Survey results</p>	<p>% of key LEA/FPD grant/project personnel reflecting better understanding of activities and comply with requirements</p>	<p>No</p>	<p>knowledge of grant information, programs, and requirements, and receiving high quality support, guidance, consultation and technical assistance during workshops.</p> <p>At least 93% of key LEA/FPD grant/project personnel report increased understanding of proper grants management, project design, planning, evaluation, implementation, and developing and designing services and activities within the district.</p>	<p>this time.</p> <p>Focus was on provision of guidance and technical assistance to all stakeholders in their beginning implementation of FY '23 activities.</p> <p>Target: At least 93%</p> <p>Actual: No survey administered at this time.</p> <p>Focus was on provision of guidance and technical assistance to all stakeholders in their beginning implementation of FY '22 activities.</p>	<p>effective, timely, and relevant information received, improved knowledge of grant information, programs, and requirements, and receiving high quality support, guidance, consultation and technical assistance during workshops.</p> <p>Target: At least 93.2%</p> <p>Actual: 88% of key LEA/FPD project/grant personnel report increased understanding of proper grants management, project design, planning, evaluation, implementation, and developing and designing services and activities within the district.</p>		
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**FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A230002**

PART II:	
LIST TRAVEL ACTIVITIES COMPLETED.	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.)</p> <p>Seven travelers attended the Comprehensive Center Network National Summit in Washington, DC, March 03-07, 2024. This was a meeting/training for the Insular Areas on the upcoming Consolidated Grant FY 2024 Application and technical assistance with the Comprehensive Centers and U.S. Department of Education Program Office.</p>
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent’s Office?)</p> <p>All travelers complied with standard operating procedures for travel. Technical assistance was provided to participating public and private non-public school representatives during the FY 2024 Consolidated Grant application process, April – May 2024.</p>
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	<p>(The description needs to align with project components and activities outlined in the approved project application.)</p> <ul style="list-style-type: none"> • The FPD conducted the FFY 2024 Stakeholder Input & Consultative Workshop, February 27 & 28, 2024. • The FPD participated in the Quarter 2 Progress Update of FFY 2023 Consolidated Grant on March 28, 2024. • The FPD worked with the Project Leads on drafts for the Year 2 Consolidated Grant Application (FFY 2024 CGA). • The FPD held a Technical Assistance Session for participating Private, Non-Public Schools (PNPs) regarding the FY ’23 Quarterly Report template on April 9, 2024.
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <ul style="list-style-type: none"> • The FPD continued to administer, supervise and provide technical assistance to all stakeholders as needed through the reporting period.

**FFY 2023 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A230002**

<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <ul style="list-style-type: none"> • The FPD continued to support all stakeholders improve teaching and learning by encouraging stakeholders greater cross-program coordination, planning, and service delivery, while enhancing integration of programs with educational activities carried out with State and local funds. • The FPD ensured all stakeholder project funds, purchase orders and activities can be closed out and expended prior to the end of the performance period.
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.)</p> <ul style="list-style-type: none"> • Ms. Sylvia T. Calvo was appointed as the Grant Director for the Federal Programs Division on February 15, 2024.
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?)</p> <ul style="list-style-type: none"> • In collaboration with the CG projects and participating PNPs, the FPD has been working on the FFY 2024-2025 annual grant application (<i>Year 2 of the current three-year grant cycle</i>), for submission to the U.S. Department of Education on April 12, 2024.
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<ul style="list-style-type: none"> • The FPD continued to monitor all requisitions, purchase orders, invoices and completion of activities on a weekly, monthly and quarterly basis.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project # 6 State Administration

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named project. It is understood that any willful misrepresentation or fraud is subject to applicable penalties, as it relates to federal funds.

THIS REPORT WAS REVIEWED AND VALIDATED BY:

SHANNON BUKIKOSA-ESPLANA
PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

06/07/2024
DATE

SYLVIA T. CALVO
PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGNATURE)

06/07/2024
DATE