

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
3rd Quarterly Reports

July 31, 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

July 31, 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 (FPD) Review

July 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: LIFE READINESS

PROJECT COORDINATOR: DAVID CAMACHO

PROJECT MANAGER: JOSEPH L.M. SANCHEZ

STATE PROGRAM OFFICER: SHANDICE D. 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):	AMOUNT ENCUMBERED/REQUISITIONS: <u>\$2,108,066.26</u>	AMOUNT OF EXPENDITURES: <u>\$140,475.76</u>
AMOUNT BUDGETED (FFY 2022):	AMOUNT ENCUMBERED/REQUISITIONS: <u>\$2,873,882.79</u>	AMOUNT OF EXPENDITURES: <u>\$1,644,415.80</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	98+9 107
6 – 8					5,455 + 670 6,125		486+35 521	
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.

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

<p>LIST THE PROJECT OBJECTIVES:</p>	<p>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.</p> <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.

<p>PART I: Section 1. <i>Activities & Work Accomplished</i></p>	
<p>COMPONENT & ACTIVITIES (including travel)</p>	<p>WORK ACCOMPLISHED & PRIMARY DATA GENERATED</p>
<p>1.1 Rigorous Academic and High-Quality Instruction</p> <p>1.1.1 National Career Academies</p>	<p>1.1.1 National Career Academies Training: <i>Completed</i></p> <p>Tiyan High School received MODEL certification for all three of their academies in June 2024.</p>

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

1.1.2 Project Based Learning (PBL)	<p>1.1.2 Project Based Learning (PBL): <i>Ongoing</i></p> <p>Project personnel entered requisition# 24000106 for Deborah Ellen’s services to provide training in Project Based Learning on May 2, 2024. The contract is currently in Legal review for final execution and issuance of Purchase Order as of May 31, 2024. [Attachment 1.1.2 PBL]</p>
1.1.3 Visual Communication/Video Production & Broadcasting Program with Media Camera Equipment (Visual & Video Production/Broadcasting)	<p>1.1.3 Visual Communication/Video Production & Broadcasting Program with Media Camera Equipment (Visual and Video Production/Broadcasting): <i>Ongoing</i></p> <p>PO 20240507; Activity initiated 06/2024 and is ongoing. Online Digital Journalism professional development is anticipated to run till October 2024.</p>
1.1.4 Computer Science/Information Technology Program	<p>1.1.4 Computer Science/Information Technology Program: <i>Ongoing</i></p> <p>Project personnel entered requisition# 24000110 for the 2nd Renewal of Agreement between the GDOE and the University of Guam for PD Computer Science (RFP 008-2020) on November 20, 2023. Pre-publication review of this renewal is currently with Legal as of March 26, 2024. Requisition is currently in Procurement’s workflow as of April 5, 2024. [Attachment 1.1.3 Computer Science]</p>
1.1.5 STEAM Robotics PD	<p>1.1.5 STEAM Robotics PD –<i>Delayed</i></p> <p>STEAM Robotics has been delayed due to procurement delays. Req 24000107 has been entered and is in pre-publication.</p>
1.1.6 STEAM Global GreenSTEM	<p>1.1.6 STEAM Global GreenSTEM – <i>Ongoing</i></p> <p>Professional Development was provided to GDOE teachers during the 2024 Summer Teacher Academy at the University of Guam. Between 7/29/2024 to 8/1/2024 69 (teacher) sign-ins were indicated. Additional PDs are scheduled to occur 09/24 for GDOE teachers.</p>
1.1.7 AP and Pre-AP Summer Institute	<p>1.1.7 AP and Pre-AP Summer Institute: <i>Ongoing</i></p> <p>Project personnel entered requisition# 2400092 on January 24, 2024 for AP and Pre-AP Professional Development. Procurement is currently in pre-publication with Legal as of February 8, 2024. The requisition is currently in Procurement’s workflow for issuance of PO as of April 5, 2024.</p>
1.1.8 Career and Technical Education (CTE) Workshop—Career Exploration	<p>1.1.8 Career and Technical Education (CTE) Workshop—Career Exploration: <i>Completed</i></p> <p>Project Personnel in collaboration with vendor, University of Guam, planned for the CTE workshops to be held April 27, May 4 and May 11, 2024. Workshops are completed and participants have submitted standard service agreements, deliverables and attendance sheets for processing. Project personnel compiled all relevant documents for approval by the Superintendent on June 25, 2024. [Attachment 1.1.8 CTE Career Exploration PD]</p>

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

<p>1.2 College, Career Oriented and Technical Programs and Assessments</p> <p>1.2.5 CTE Academies</p> <p>1.2.6 Skilled Labor & Trades Academy</p> <p>1.2.8 Career Interest Inventory Management & Assessment</p>	<p>1.2.5 CTE Academies</p> <p>Aside from the monthly meetings with the service provider (<i>Guam Community College</i>), the CTE programs continued at the 7 public high schools (<i>GWHS, JFKHS, OHS, SSHS, SHS, THS, and JPTSA</i>). Final grades were issued, and 84% earned a “C” or better.</p> <p>1.2.6 Skilled Labor & Trades Academy</p> <p>Same status as in the 2nd quarter: 58 students registered for CORE Curriculum and 8 Completed, 9 registered for Construction Craft Laborer Level 1 and 9 completed, and 5 registered for Construction Craft Laborer 3.</p> <p>1.2.8 Career Interest Inventory Management & Assessment: <i>Ongoing</i></p> <p>Project personnel provided PO# 20240189 and Access to Elementary Administrators. Counselors have advised they can access the program. Students used the program to explore career interests.</p>
<p>1.2.11 Pre-AP; AP</p>	<p>1.2.11 Pre-AP; AP: <i>Ongoing</i></p> <p>Project personnel entered requisition# 2400092 on January 24, 2024 for AP and Pre-AP Professional Development. Procurement is currently in pre-publication with Legal as of February 8, 2024. The requisition is currently in Procurement’s workflow for issuance of PO as of April 5, 2024</p> <p>PO# 20240253 for SY 23-24 AP Examinations was issued March 6, 2024. Since then, project personnel are receiving invoices for the AP Exams from the GDOE schools and Private Non-Public Schools. Project personnel are processing forward for payment.</p>
<p>1.2.12. College Fair</p>	<p>1.2.12. College Fair: <i>Completed</i></p> <p>SY 23-24 College Fair is complete. Pending the invoice and report from the University of Guam to process payment. Project personnel has made the request to receive a price quote for upcoming school year’s College Fair venue.</p>
<p>1.2.14. Science, Technology, Engineering Arts and Math (STEAM) Mentoring</p>	<p>1.2.15. Science, Technology, Engineering Arts and Math (STEAM) Mentoring: <i>Ongoing</i></p> <p>PO 2023294; UOG 4H conducted Fisheries activities with GDOE students from 07/01 – 07/12 at the University of Guam. At the time of reporting, exact breakdown of GDOE students was not available,</p>
<p>1.2.15. College Readiness Programs</p> <p>a. National Technical Honor Society</p> <p>b. Skills USA</p>	<p>a. <i>Completed</i>—SY 23-24 NTHS Student Membership invoices have been uploaded for payment against PO# 20230999.</p> <p>b. <i>Ongoing</i>—Project personnel will be working with Counselors and Admin to identify if there is interests in Skills USA to proceed with requisition entry.</p> <p>c. <i>Completed</i> – SY23-24 Tiyon HS completed the NCAC certification review; PO 24000471</p> <p>d. <i>Completed</i>—SY 23-24 ACTE Memberships have been setup for Admin and teachers.</p>

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

<p>c. National Career Academy Coalition d. ACTE Memberships e. Health Certificates f. Health First Aid Certification g. Driver’s License Education</p>	<p>e. <i>Completed</i>—SY 23-24 Health Certificate Workshops are completed; invoices received from Southern High School, Tiyan High School, Okkodo High School and Vicente Benavente Middle School for students who have successfully completed the workshops and have been issued health certificates. Project personnel worked with DPHSS’ to host health certificate workshops and issuance of health certificates to students who have completed the workshops. Invoices have been uploaded and charged against PO f. <i>Ongoing</i>—Activity is in the planning stages, the scope of work and other necessary documents for the procurement process is being worked on by the project personnel. g. <i>Ongoing</i>—Project personnel is researching other vendors who are able to provide the services. Initial vendor who submitted the price quote to provide the services advised procurement that they are retracting the price quote as they are not able to provide the services.</p>
<p>1.3 Specialized Events, Skills Training and Opportunities</p> <p>1.3.1 STEAM Enrichment Planning</p> <p>a. STEAM Mentoring b. Year-Long Req. c. College Readiness Math & English Camp d. Career Exploration e. Dual Enrollment</p>	<p>a. Please reference 1.2.14 b. Please reference 1.2.14 c. Math and English camps occurred from 06/10/24 – 08/01/24. 5 students completed the camp. d. Career Exploration sessions were conducted from 04/24 and commenced 05/24. 24 teachers participated and no other activities under the current contract are anticipated. e. <i>Ongoing</i>—Project personnel continues to work with the University of Guam in hosting the English and Math Camps. The camps prepare students for placement tests and avails of the dual enrollment opportunity. Of the students that have attended, one student has availed of the dual enrollment opportunity and is working with their school administration on getting the forms completed and processed to enroll in UOG.</p>
<p>1.3.4 E-sports</p>	<p>1.3.4 E-sports – Planning: <i>Ongoing</i></p> <p>Recruit for E-Sports coaches is ongoing and anticipated to pick up again during SY24-25. No activity was possible during the time of reporting.</p>
<p>1.3.5 Academic Special Events (ASE)</p> <ul style="list-style-type: none"> ● National Forensic League ● Academic Challenge Bowl ● Math Counts 	<p>1.3.5 Academic Special Events (ASE): <i>Completed</i></p> <p>All ASE events were executed and completed. Schools that participated were Academy of our Lady of Guam, Father Duenas Memorial School, Notre Dame High School, Harvest Christian Academy, John F. Kennedy High School, Simon Sanchez High School, Tiyan High School, Saint Anthony Catholic School, St. John’s School, Guam Adventist Academy, Santa Barbara Catholic School, Luis P. Untalan Middle School, Astumbo Middle School, Dominican Catholic School, Marcial A. Sablan Elementary School, Machananao Elementary School, iLearn Academy Charter School, Ordot Chalan Pago Elementary School, C.L. Taitano Elementary School, Adacao Elementary School, Finegayan Elementary School, Juan M. Guerrero Elementary School, Merizo Martyr’s Memorial School, Maria Ulloa Elementary School, Guam High School, Science is Fun and Awesome Learning Academy Charter School, and McCool Elementary School.</p> <p>Project personnel identified the following winners of the competitions:</p> <p>- National Forensic League</p> <ul style="list-style-type: none"> - Original Oratory - John F. Kennedy High School - Lincoln Douglas Debate - John F. Kennedy High School

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

● Math Olympiad

- Extemporaneous Speaking - Harvest Christian Academy
- Dramatic Interpretation - Harvest Christian Academy
- Humorous Interpretation - Simon Sanchez High School
- Duo Interpretation - Harvest Christian Academy

- **Academic Challenge Bowl** - (High School) Father Duenas Memorial School

- **Academic Challenge Bowl** - (Middle School) Luis P. Untalan Middle School

- **Math Counts**

- 1st - Haoming Chen, HCA, 7th grade
- 2nd - Brayden Blas, SACS, 8th grade
- 3rd - Noah Chung Kim, SJS, 8th grade
- 4th - Junnan Chen, HCA, 8th grade

- **Math Olympiad**

SPRINT ROUND SCORES (Top 3 Highest Scores)

- 1st Lucas Kim - St. John's School
- 2nd Andrew Hur - Harvest Christian Academy
- 3rd Min Kim - St. John's School
 - Jonathan Murday - Harvest Christian Academy
 - Jace Cabrera - Finegayan Elementary School

TARGET ROUND SCORES (Top 3 Highest Scores)

- 1st Andrew Hur - Harvest Christian Academy
 - Lucas Kim - St. John's School
- 2nd Dongwoo Kim - Harvest Christian Academy
 - Iwan Moon - Harvest Christian Academy
 - Arvid Ko - St. John's School
- 3rd Vincent Rhys - Machananao Elementary School
 - Austin Torres - Machananao Elementary School
 - Tori Hernandez - iLearn Charter School
 - Kai'Noa Aquino - Santa Barbara Catholic School
 - Jace Cabrera - Finegayan Elementary School
 - Min Kim - St. John's School
 - Kayden Wong - St. John's School

INDIVIDUAL SCORES

- 1st Place - Lucas Kim – St. John's School
- 2nd Place - Andrew Hur – Harvest Christian Academy
- 3rd Place - Dong Woo Kim – Harvest Christian Academy
 - Iwan Moon – Harvest Christian Academy
 - Cheywon Ahn - CL Taitano Elementary School

TEAM ROUND SCORES

- 1st Place - St. John's School

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

	<ul style="list-style-type: none"> - 2nd Place - Harvest Christian Academy - 3rd Place - Finegayan Elem School
<p>1.3.6 Visual Performing Arts (VPA)</p> <ul style="list-style-type: none"> ● Music ● Art ● Music Band ● Dance ● Theater 	<p>1.3.6 Visual Performing Arts (VPA): <i>Completed</i></p> <p>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 theater. All VPA teachers completed art shows and live/and pre-recorded performances for the rest of the year.</p> <p>*Music: David Flores, our Music teacher organized “Sunidon Chamorro/Music Festival,” to showcase the student’s skills in sight reading, musicality cognition, music theory application, performance etiquette and vocal training. The festival dates were from April 2 to April 5. Participating schools included CL Taitano Elementary School, PC Lujan Elementary School, Wettengel Elementary School, Marcial Sablan Elementary School, Talofoto Elementary School, MU Lujan, JR Rios Middle School, Agueda Johnston Middle School, Tiyan High School and GW High School.</p> <p>*Art: Adelle Dimalanta, Art Teacher, serviced 7 students from Guahan Academy Charter School; 19 students from Ligan Elementary; and 16 students from JP Torres Success Academy. Students were taught integrated fine arts within the classroom setting. Gisela Guile, Art Teacher, serviced 18 students from Merizo Martyrs Elementary School and integrated fine arts within the classroom setting.</p> <p>* Music Band: Maximo Ronquilo Jr., Music/Band Teacher, strengthened the re-established bands in Tiyan High School and Okkodo High School. Services provided were beginning band, lunch band and school band. 5 students from Tiyan High School and 7 students from Okkodo High School participated in the commencement ceremonies by providing music/band support.</p> <p>* Dance: Cesar Medina, Dance Teacher, taught different dance styles and techniques to elementary, middle and high schools: 17 students from CL Taitano; 12 students from Inarajan Elementary School; and 2 students from Simon Sanchez.</p> <p>* Theater: Miren Ramirez, Theater Teacher, serviced 88 students in the areas of vocal training, choreography, sight reading/singing, performance etiquette, and team building: 1 student from Adacao Elementary; 1 student from Finegayan Elementary School; 2 students from George Washington High School; 2 students from John F. Kennedy High School; 18 students from Merizo Martyrs Elementary School; 18 students from MU Lujan Elementary School; 38 students from Ordot-Chalan Pago Elementary School; and 5 students from Wettengel Elementary School.</p>

FFY 2023 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A230002

PART I: Section 2. Means of Evaluating Program Outcomes Chart (or Performance Measures Chart)

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</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
1. Rigorous Academic and Technical Courses with High Quality Instruction	A. By the end of SY 23-24, 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; and (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	FY '22 APR: 45% indicated ‘always’ and ‘frequent’ classroom application	Target: Planning Phase for the training Actual: Survey to be administered in the 3 rd quarter.	Target: Conduct of training Actual: Survey to be administered in the 3 rd quarter	Target: Completion of CTE Career Academies Training Actual: 100% Breakdown: 43% of teachers self-reported that they were “well-prepared” and 7% self-reported that they are “more than well prepared” after the completion	

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

								of the PD; 50% self-reported that they are “ <i>More knowledgeable</i> ”.	
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	FY '22 APR: 84%	Target: 60% Actual: Grades to be given out in the 3 rd quarter.	Target: Academic semester ongoing Actual: Grades to be given out in the 3 rd quarter.	Target: 62% Actual: Of the data collected for CTE, 84% scored C or better; Exceeded target.	
AP Testing	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	AP Test Results	Percentage of AP test takers who score a 3 or better	Yes	FY '22 APR: 29%	Target: Curriculum ongoing Actual: AP testing to occur in the 3 rd quarter.	Target: Curriculum ongoing Actual: AP testing to occur in the 3 rd quarter.	Target: 2% increase Actual: Incomplete data Note: At the time of reporting only GWHS and SSHS had available data. Of those, 32 of 214 test takers scored a 3 or	

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

								better, resulting in 14.9% of the total scoring a 3 or better.	
2. Career Oriented Programs and Assessments WorkKeys Assessment	A. By the end of SY23-24, 85% of WorkKeys testers will score a Bronze or higher and achieve an NCRC certificate.	District data on WorkKeys assessment results	Percentage of test takers who score “Bronze” or Higher	Yes	FY '22 APR: 60% overall	Target: Curriculum ongoing Actual: Assessment to take place in the 3rd quarter	Target: Curriculum ongoing Actual: Assessment to take place in the 3rd quarter.	Target: WorkKeys Assessment conducted. Actual: Incomplete data Note: At the time of reporting only GWHS and SSHS had available data. Of those, 870 of 1014 testers scored a bronze or higher, resulting in a 85.8% of the total scoring bronze or better	
3. Specialized Events and Opportunities Academic Special Events, Visual Performing Arts, Sports	A. By the end of SY23-24, 60% of students who participate in ASE, VPA, STEAM programs will indicate being more engaged in learning and confident in	Web-based survey on post ASE, VPA, STEAM events and sports opportunities	Percentage of student participants who indicate being “more engaged” and “confident” in their work	Yes	68% more engaged 75% more confident	Target: Planning & conduct of events Actual: Survey to be conducted in	Target: Conduct of events Actual: 68% of ASE participants surveyed	Target: Completion of events Actual: ASE: completed in the 2 nd qtr.	

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

	their academic work.					the 3rd quarter.	indicated being more engaged in learning 74% of ASE participants indicated greater confidence in handling academic work	Survey results presented in last quarter's report. <u>VPA:</u> 146 of 172 (85%) respondents indicated being more engaged in learning 137 of 172 (80%) respondents indicated positive responses towards confidence in 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	<u>FY '22 APR:</u> 42%	<u>Target:</u> Survey not administered at this time. <u>Actual:</u> Survey to be conducted in the 3 rd quarter.	<u>Target:</u> Survey not administered at this time. <u>Actual:</u> Survey not administered at this time.	<u>Target:</u> 30% <u>Actual:</u> 41% indicated greater interest in pursuing College after graduation.	

PART II: Successes, Challenges, and Evaluation

Evidence of Success/Progress

Per component, list quantifiable evidence using performance measures data, that supports the project’s tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).

- **100% (exceeding the annual target of 85%)** of teacher participants in PD activities associated with CTE indicated they are “*more knowledgeable*”, “*well prepared*” or “*more than well prepared*” to teach high-quality, rigorous CTE curriculum.
- **84% (exceeding the annual target of 62%)** of CTE students earned a grade of C or better.
- **For participants to Academic Special Events (ASE), 68%** surveyed indicated being more engaged in learning, while **74%** indicated greater confidence in handling academic work. **For participants to Visual Performance Arts (VPA), 85%** reported being more engaged in learning, while **80%** indicated greater confidence in handling academic work. **All four percentages exceed the annual target of 60%.**
- Among high school students who participated in the FY '23 College Fair, **41% (exceeding the annual target of 30%)** indicated greater interest in pursuing College after graduation.

Observations and/or Challenges

List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?

At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.

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. In addition, project personnel continue to work with the Procurement Office, State Program Office, and our Finance Office to reconcile the transition from TFPA to the Local MUNIS.

FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A230002

What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?

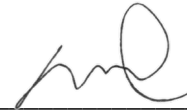
Web-based surveys, participation rates reported by coaches, final student grades.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: LIFE READINESS (LR)

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violation of U.S. Code Title 18, Sections 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812

David Camacho



9/23/2024

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

Fixed Assets

July 31, 2024

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

July 31, 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 (FPD) Review**

July 31, 2024

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

Grant Name: <u>Consolidated Grant FFY 2023</u> Grant#: <u>S403A230002</u>					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>5,079,337.31</u>		AMOUNT ENCUMBERED/REQUISITIONS: \$ <u>2,185,910.38</u>		AMOUNT OF EXPENDITURES: \$ <u>309,309.93</u>					
AMOUNT BUDGETED (FFY 2022): \$ <u>6,722,985.29</u>		AMOUNT ENCUMBERED/REQUISITIONS: \$ <u>2,810,539.09</u>		AMOUNT OF EXPENDITURES: \$ <u>2,389,903.92</u>					
GRADE LEVEL(S) and NUMBER of <u>TARGETED</u> POPULATION to RECEIVE SERVICES									
Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K – 5	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.								

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

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.
- 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.

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

- 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.

PART I: Section 1. *Activities & Work Accomplished*

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
<ul style="list-style-type: none"> ➤ In this column, list the Project Components. ➤ <u>In bullet form</u>, list the specific activities falling under each Component. ➤ <i>Insert Additional rows as needed.</i> 	<ul style="list-style-type: none"> ➤ For each activity listed in the previous column, state the status of each activity (<i>ongoing, delayed, or completed</i>), and describe the details of the work accomplished during the period. Specify the <i>what, when, where, how, how many participants (a primary data or 'count')</i>, etc. Primary data may be presented in narrative form, or as a table or graph. ➤ If there was an activity that was not implemented during this reporting period, then simply indicate “REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER”. Include the reason why the activity was not conducted for the quarter.
<p>2.1. Teacher Recruitment, Induction, and Retention</p>	<ul style="list-style-type: none"> • Online teacher observation tool: The observation tool, Power Walkthrough, is used by administrators, district mentors, school-based mentors, and coaches to provide feedback to teachers (ongoing support). • Initial Teacher Certification Assistance program: Initial Teacher Certification Assistance program: This activity is ongoing (ITCA Cohort #5). 11 teachers enrolled in courses in Fall 2023 and all passed. 12 teachers registered for Spring 2024 classes and all 12 passed. 10 teachers registered for Summer classes and all 10 passed. 11 teachers registered for Fall classes and those are ongoing. • Teacher mentoring: Initial Teacher Educators mentoring services and School based mentor PDs are currently ongoing. 65 new teachers are being mentored at various schools throughout the district by 4 district mentors and 41 school-based mentors. • Teacher coaching: Instructional Coaches are providing direct services to their school sites daily. 18 coaches are assigned to 41 schools and support various numbers of teachers at each school depending on the needs of each school. Some schools need

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

	<p>more professional development, others would like to focus on professional learning communities (PLCs), and others need direct 1:1 coaching support to some teachers.</p> <ul style="list-style-type: none"> • Coaching and Mentoring Professional Development: Instructional coaches were assigned to schools to provide following supports, (ongoing) <ul style="list-style-type: none"> ○ Promoted and assisted with the implementation of district initiatives ○ Helped to facilitate discussions on using data to drive instruction ○ Organized professional development opportunities for teachers
<p>2.2. Effective Teaching Practices</p>	<p>Professional Development:</p> <ul style="list-style-type: none"> • Coaching and Mentoring PDs were conducted monthly by the vendor <i>Learning Forward</i>. • Travel to Professional Conferences <ul style="list-style-type: none"> ○ Innovative Teaching Conference: June 19-23, 2024 Nashville, TN (2 Charter School Teachers, 4 GDOE Teachers) aims to address learning loss and provide proven strategies to help teachers succeed in the classroom. ○ International Society for Technology in Education (ISTE): (2 GDOE Teachers) This conference offers professional development and practical strategies for educators to put into practice in their daily instruction (focus on edtech trends) ○ Library Conference: (2 GDOE Librarians) provides solutions and strategies for library professionals. • The University of Guam was contracted to provide Philosophy for Children (p4c) two (2) Beginning level cohorts from March - May 2024, which should have been ongoing. However, the Intermediate p4c Cohort scheduled for April 20 and April 27 was postponed due to lack of participation. We rescheduled the class over the summer break during our Summer Teacher Academy, scheduled for the weeks of July 23 - August 2, 2024. We will report on that data in the 4th Quarter. • Equipment orders have been entered as a requisition and awaiting a purchase order to our vendors. <ul style="list-style-type: none"> ○ Still in requisition and awaiting PO and delivery.
<p>2.3. Specialized School Supports</p>	<ul style="list-style-type: none"> • Library Improvement: Subscription services for a library tracking system and a media subscription service are ongoing. • PreK Academics 16 teachers attended a virtual online workshop on Social and Emotional Development: Conscious Discipline training from May 7-10, 2024. • Gifted and Talented Education: Gifted and Talented Education (GATE) teachers are utilizing a new student assessment system: Naglieri Nonverbal Ability Test 3rd Edition (NNAT3), to assist and improve the identification of gifted students throughout the District. • Student Planners: Are still in the procurement process. • Bandwidth and Internet access Expansion: The project procured bandwidth expansion services with a local vendor to increase bandwidth to 41 schools by adding 500Mbs with 50% bursting symmetrical data.

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

<p>2.4. Interim and Summative Assessments:</p>	<ul style="list-style-type: none"> • Alternate assessments: Procured for Special Education • Universal PreK and Kindergarten Screener Kits: Currently procuring assessment kits for Gifted and Talented Education. • Online Interim & Summative Assessments: Online Interim and Summative Assessments were procured in December 2023 and the project staff worked with the vendor to set the system up and train district personnel on the use of the system and the administering the tests. Practice test trails were conducted in April and GDOE went live with the District Wide Summative Assessment (DWA): Smarter Balanced, which included participation from various Charter and Private schools. Summative Assessments were conducted this quarter, but the results will be reported in the 4th Quarter. • Universal Screeners: Gifted and Talented teachers are currently using an online Universal Screener, Pearson’s NNAT3, to screen their students for giftedness. • Longitudinal Assessment Database The Project is procuring a licence for the longitudinal database, Linkit. • Digital online curriculum and assessment (SIFA Charter School) This activity is currently being procured.
---	---

PART I: Section 2. Means of Evaluating Program Outcomes Chart (or Performance Measures Chart)								
Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</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 <i>End of December 2023</i>	Performance Target <i>End of March 2024</i>	Performance Target <i>End of June 2024</i>

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

<p>2.1. Teacher Recruitment, Induction, and Retention</p> <ul style="list-style-type: none"> • Online teacher observation tool • Initial Teacher Certification Assistance program • Teacher mentoring • Teacher Coaching • Coaching and Mentoring Professional Development 	<p>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.</p>	<p>Annual reporting of teachers who complete the Initial Teacher Certification Assistance Program.</p>	<p># of teachers who complete the Initial Teacher Certification Assistance Program</p>	<p>Yes</p>	<p>15 teachers</p>	<p><u>Target:</u> Not reported until 4th quarter</p> <p><u>Actual:</u> Initial Teacher Certification Assistance program ongoing</p>	<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>The CIA project will increase the teacher retention rate by 5% from the previous baseline of 1,958.</p>	<p>Data from Human Resources to show teacher retention</p>	<p># of certified, or Highly Qualified Teachers who remain actively employed at the GDOE</p>	<p>Yes</p>	<p>1,958 teachers</p>	<p><u>Target:</u> Not reported until 4th quarter</p> <p><u>Actual:</u> Ongoing instruction</p>	<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**

<p>2.2. Effective Teaching Practices</p> <ul style="list-style-type: none"> Professional Development Teacher and Math Science Kits Travel to Professional Conference Equipment to enhance classroom instruction 	<p>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.</p> <p>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.</p>	<p>Web-based surveys and classroom observations</p> <p>Web-based surveys and classroom observations</p>	<p>% of coached or mentored teachers who report or show improved instructional practices</p> <p>% of teachers observed or self-reported to increase use of research-proven instructional strategies used in the classroom.</p>	<p>Yes</p> <p>Yes</p>	<p>No baseline data – will be provided in SY2023-2024</p> <p>No baseline data</p>	<p><u>Target:</u> 55%</p> <p><u>Actual:</u> No survey administered.</p> <p>Survey will be done in 3rd Quarter</p> <p><u>Target:</u> 65%</p> <p><u>Actual:</u> No survey administered.</p> <p>Survey will be done in 3rd Quarter</p>	<p><u>Target:</u> 60%</p> <p><u>Actual:</u> Survey administered this quarter; results to be reported in 3rd quarter.</p> <p><u>Target:</u> 70%</p> <p><u>Actual:</u> No survey administered.</p> <p>Survey will be done in 3rd Quarter</p>	<p><u>Target:</u> 65%</p> <p><u>Actual:</u> Survey was administered, but results will be reported in the 4th Quarter.</p> <p><u>Target:</u> 75%</p> <p><u>Actual:</u> Survey was administered, but results will be reported in the 4th Quarter.</p>	
--	---	---	--	-----------------------	---	---	--	---	--

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

<p>2.3. Specialized School Supports</p> <ul style="list-style-type: none"> Library Improvement PreK Academics Gifted and Talented Education Travel to Professional Conference Student Planners Bandwidth and Internet access Expansion 	<p>80% of teachers who participate in professional development opportunities will report increased student engagement through web-based surveys.</p>	<p>Web-based surveys</p>	<p>% of teachers observed or self-reported to increase student engagement</p>	<p>Yes</p>	<p>No baseline data – will be provided in SY2023-2024</p>	<p>Target: 65%</p> <p>Actual: No survey administered.</p> <p>Survey will be done in 3rd Quarter</p>	<p>Target: 70%</p> <p>Actual: No survey administered.</p> <p>Survey will be done in 3rd Quarter</p>	<p>Target: 75%</p> <p>Actual: Survey was administered, but results will be reported in the 4th 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>Target: 1%</p> <p>Actual: AimsWeb Interim Assessments ongoing.</p> <p>(New) Smarter Balanced</p>	<p>Target: 1%</p> <p>Actual: Not reported until 3rd quarter</p> <p>Smarter Balanced Interim Assessment to be conducted in Fall 2024</p>	<p>Target: 1%</p> <p>Actual: Assessments were conducted in the spring, and the results will be posted in the 4th Quarter.</p>	

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

<ul style="list-style-type: none"> • Online summative assessments • Longitudinal Assessment Database • Digital online curriculum and assessment (SIFA) 	<p>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.</p>	Assessment data	% of students in Tier 1 and Tier 2 in Reading	Yes	59%	<p>Target: Not reported until 3rd quarter</p> <p>Actual: Not reported until 3rd quarter</p>	<p>Target: Not reported until 3rd quarter</p> <p>Actual: Not reported until 3rd quarter</p>	<p>Target: 64%</p> <p>Actual: Assessments were conducted in the spring, and the results will be posted in the 4th Quarter.</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>Target: Not reported until 3rd quarter</p> <p>Actual: Not reported until 3rd quarter</p>	<p>Target: Not reported until 3rd quarter</p> <p>Actual: Not reported until 3rd quarter</p>	<p>Target: 48%</p> <p>Actual: Assessments were conducted in the spring, and the results will be posted in the 4th 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>Target: Not reported until 4th quarter</p> <p>Actual: Not reported until 4th quarter</p>	<p>Target: Not reported until 4th quarter</p> <p>Actual:</p>	<p>Target: 16%</p> <p>Actual: Assessments were conducted in the spring, and the</p>

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

	<p>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.</p>	<p>Assessment Data</p>	<p>% of students scoring in the Level 3 or 4 performance levels on the summative assessment in Math</p>	<p>Yes</p>	<p>7%</p>	<p>Target: Not reported until 4th quarter</p> <p>Actual: Not reported until 4th quarter</p>	<p>Not reported until 4th quarter</p> <p>Target: Not reported until 4th quarter</p> <p>Actual: Not reported until 4th quarter</p>	<p>results will be posted in the 4th Quarter.</p> <p>Target: 9%</p> <p>Actual: Assessments were conducted in the spring, and the results will be posted in the 4th Quarter.</p>	
--	--	------------------------	---	------------	-----------	---	--	---	--

FFY 2023 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A230002

PART II: *Successes, Challenges, and Evaluation*

<p>Evidence of Success/Progress <i>Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).</i></p>	<p>At this time, the CIA project has pending data on all of its performance measures, which will be reported on in the 4th quarter. So the list of quantifiable evidence to its successes for the year is on hold until the next reporting period.</p> <p>While the summative assessments were administered in the spring, the results will not be compiled until the fall. Likewise, data on the other performance indicators will be available for reporting at that time.</p>
<p>Observations and/or Challenges <i>List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?</i></p> <p><i>At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.</i></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> <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> <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>

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

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.

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 system during the summer with vendor Pearson to prepare for the district interim assessments.

What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?

Web-based surveys, on-site monitoring, observations, meetings and discussions with schools, supports provided by district mentors and coaches, performance measures.

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

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

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violation of U.S. Code Title 18, Sections 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812

Frank Leon Guerrero
 PROJECT COORDINATOR NAME (PRINT)


 PROJECT COORDINATOR NAME (SIGNATURE)

7/10/24
 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

Fixed Assets

July 31, 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

July 31, 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 (FPD) Review**

July 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: Project #3: CLASSROOM SUPPORTS & INTERVENTIONS (CSI)

PROJECT COORDINATOR: Jesse Pendon

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Christopher Surla

10/01/23-12/31/23	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): \$ 11,620,262.84	AMOUNT ENCUMBERED/REQUISITIONS: \$ 2,016,884.29	AMOUNT OF EXPENDITURES: \$ 1,579,777.89
AMOUNT BUDGETED (FFY 2022): \$ 5,628,472.60	AMOUNT ENCUMBERED/REQUISITIONS: \$ 1,115,373.34	AMOUNT OF EXPENDITURES: \$ 7,656,809.25

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			
					Classroom Support		ASPIRE	
					3,000		100	
					ASPIRE		Summer School	
					1,400		45	
					Summer School			
					1,000			

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

6 – 8	ESL 2 Summer School 33				ESL 245 Classroom Support 1,500 Summer School 450	0	ESL 8 Classroom Support 1,003 ASPIRE 35 Summer School 45	
9 - 12	ESL 8 Eskuelan Puengi 100 Summer School 50				ESL 399 Classroom Support 3,000 SAM 100 Eskuelan Puengi 2,000 Second Chance 170 Alternative Pathways 100	0	ESL 6 Eskuelan Puengi 85 Summer School 75 Second Chance 6	SAM 35 Second Chance 1
LIST THE PROJECT GOALS:	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. 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.							

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

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.

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.

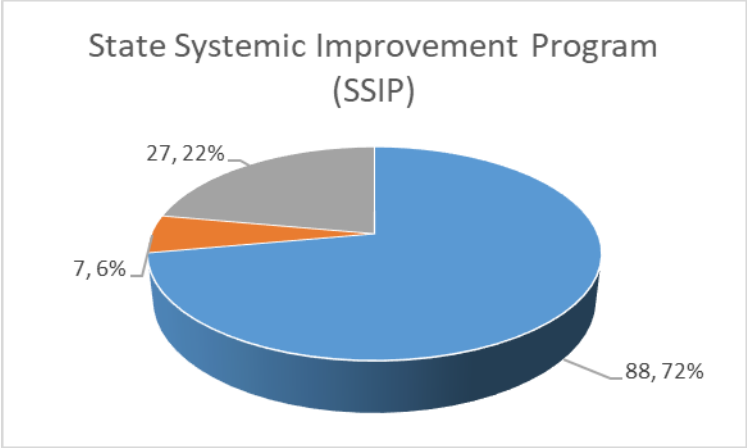
Alternative Pathways supports the project goal by providing credit recovery opportunities to students in alternative settings, outside the traditional classroom environment.

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.

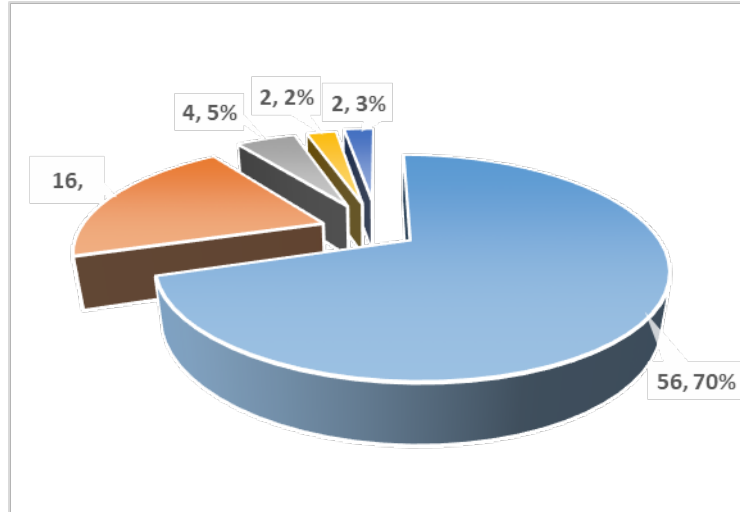
LIST THE PROJECT OBJECTIVES:

PART I: Section 1. Activities & Work Accomplished

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED												
<p>➤ In this column, list the Project Components.</p> <p>➤ In bullet form, list the specific activities falling under each Component.</p> <p>➤ <i>Insert Additional rows as needed.</i></p>	<p>➤ For each activity listed in the previous column, state the status of each activity (<i>ongoing, delayed, or completed</i>), and describe the details of the work accomplished during the period. Specify the <i>what, when, where, how, how many participants (a primary data or 'count')</i>, etc. Primary data may be presented in narrative form, or as a table or graph.</p> <p>➤ If there was an activity that was not implemented during this reporting period, then simply indicate “REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER”. Include the reason why the activity was not conducted for the quarter.</p>												
<p>Component 3.1 Professional Development</p> <p>3.1.1 State Systemic Improvement Program (SSIP)</p> <ul style="list-style-type: none"> • Conduct Core Team meeting • Conduct Professional Development for SY 23-24 <p>3.1.2 English as a Second Language (ESL)</p>	<p>Component 1. Professional Development</p> <ul style="list-style-type: none"> • 3.1.1 State Systemic Improvement Program (SSIP) ON TARGET: <i>100% Complete</i> <ul style="list-style-type: none"> ○ PD January 11, 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 ○ PD June 5, 2024, Raz-Plus for Summer School Resources <div style="text-align: center;"> <p>State Systemic Improvement Program (SSIP)</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Survey Results for State Systemic Improvement Program (SSIP)</caption> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Reporting that they feel comfortable implementing the strategies provided</td> <td>88</td> <td>72%</td> </tr> <tr> <td>Undecided and need more time for practice</td> <td>27</td> <td>22%</td> </tr> <tr> <td>Felt that the training was beneficial at this time</td> <td>7</td> <td>6%</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> • 72% (88) of the 122 teachers who were surveyed are reporting that they feel comfortable implementing the strategies provided • 22% (27) of 122 teachers who are surveyed were undecided and need more time for practice. • 6% (7) felt that the training was beneficial at this time 	Response	Count	Percentage	Reporting that they feel comfortable implementing the strategies provided	88	72%	Undecided and need more time for practice	27	22%	Felt that the training was beneficial at this time	7	6%
Response	Count	Percentage											
Reporting that they feel comfortable implementing the strategies provided	88	72%											
Undecided and need more time for practice	27	22%											
Felt that the training was beneficial at this time	7	6%											

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

Guam's Newcomers Professional Development



3.1.2 English as a Second Language (ESL): ON TARGET: 100% Complete

- 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 strongly agree that the training was beneficial to their work
- Activity is 100% complete as of 3rd quarter

Component 3.3 Interventions

3.3.1 ASPIRE:

- ISTE travel completed
- Innovative travel completed

Component 3. Interventions

Benchmark Tier Details: Tier Score Ranges

	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 increased at least 10 points	154	91	357
Percentage of students who	49%	66%	67%

• 3.3.1 ASPIRE: ON TARGET 100% Complete

- Two classroom teachers were sent to International Society for Technology in Education Conference (ISTE) on June 23 – 26, 2024 in Denver, CO. The focus was to effectively leverage technology to support at risk learning. All travelers completed the travel and are in the process of completing their travel packet and scheduling training.
- Two classroom teachers were sent to the Innovative Teaching Strategies Conference on June 19 – 23, 2024 in Nashville, TN. All travelers completed the travel and are in the process of completing their travel packet and scheduling training.

3.3.1 ASPIRE: Of the 989 elementary students who participated in ASPIRE Reading for the SY 23-24:

- The number of Tier 1 students increased by 50 students from the AIMSWeb Fall and Winter testing for Reading. This is

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

increased at least 10 points			
------------------------------	--	--	--

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 increased at least 10 points	8	10	12
Percentage of students who increased at least 10 points	15%	40%	29%

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 increased at least 10 points	98	132	215
Percentage of students who increased at least 10 points	34%	74%	40%

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 increased at least 10 points	9	8	12
Percentage of students who increased at least 10 points	-31%	36%	17%

- positive as Tier 1 students have the highest score range.
- The number of Tier 2 students decreased by 27 students from the AIMSWeb Fall and Winter testing for Reading. The number of Tier 3 students decreased by 24 students from the AIMSWeb Fall and Winter testing for Reading. These largely represent the Fall students whose scores increased and moved to a lower tier, and also some students who may have joined after the Fall term.
 - Of the 989 ASPIRE students who took the Elementary Reading Winter Testing, 154 students increased score by at least 10 points in Tier 1.
 - Of the 989 ASPIRE students who took the Elementary Reading Winter Testing, 91 students increased score by at least 10 points in Tier 2.
 - Of the 989 ASPIRE students who took the Elementary Reading Winter Testing, 357 students increased score by at least 10 points in Tier 3.

3.3.1 ASPIRE: Of the 1000 elementary students who participated in ASPIRE Math for the SY 23-24:

- The number of Tier 1 students increased by 56 students from the AIMSWeb Fall and Winter testing for Math. This is positive as Tier 1 students have the highest score range.
- The number of Tier 2 students decreased by 30 students from the AIMSWeb Fall and Winter testing for Math. The number of Tier 3 students decreased by 14 students from the AIMSWeb Fall and Winter testing. These represent most of the Fall students who increased their scores and moved to a lower tier, with an additional 12 students who may have joined after the Fall term.
- Of the 1000 ASPIRE students who took the Elementary Math Winter Testing, 98 students increased score by at least 10 points in Tier 1.
- Of the 1000 ASPIRE students who took the Elementary Math Winter Testing, 132 students increased score by at least 10 points in Tier 2.
- Of the 1000 ASPIRE who took the Elementary Math Winter

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

Testing, 215 students increased score by at least 10 points in Tier 3.

3.3.1 ASPIRE: Of the 121 middle school students who participated in ASPIRE Reading for the SY 23-24:

- The number of Tier 1 students decreased by 4 students from the AIMSWeb Fall to the Winter testing.
- The number of Tier 2 students remained at 25 students from the AIMSWeb Fall to the Winter testing.
- The number of Tier 3 students increased by 12 students from the AIMSWeb Fall to the Winter testing.

- Of the 121 middle school students who took Middle Reading Winter Testing, 8 students increased score by at least 10 points in Tier 1.
- Of the 121 middle school students who took Middle Reading Winter Testing, 10 students increased score by at least 10 points in Tier 2.
- Of the 121 middle school students who took Middle Reading Winter Testing, 12 students increased score by at least 10 points in Tier 3.

3.3.1 ASPIRE: Of the 120 middle school students who participated in ASPIRE Math for the SY 23-24:

- The number of Tier 1 students increased by 8 from the AIMSWeb Fall and Winter testing.
- The number of Tier 2 students remained at 25 from the AIMSWeb Fall and Winter testing.
- The number of Tier 3 students decreased by 2 from the AIMSWeb Fall and Winter testing.

- Of the 120 middle school students who took Middle Math Winter Testing, 9 students increased score by at least 10 points in Tier 1.
- Of the 120 middle school students who took Middle Math Winter Testing, 8 students increased score by at least 10 points in Tier 2.
- Of the 120 middle school students who took Middle Math

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

Winter Testing, 12 students increased score by at least 10 points in Tier 3.

3.3.2 Summer School:

- Activity is 90% complete

Summer School for elementary and middle school students was held in all but one school site. The one elementary school (*Chief Brodie Elementary School*) combined with another (*J.M. Guerrero Elementary School*) for summer school. All of the high schools held summer school, and the alternative school, *J.P. Torres Success Academy (JPTSA)*, had the students attend their regular district schools.

	Enrolled students
High School	1123
Middle School	394
Elementary School	1400

Summer School for elementary and middle ends 4th quarter on July 12, 2024; high school ends 4th quarter July 5, 2024.

3.3.3 Student Advocate & Mentor (SAM)

- ACTIVITY is at 100% Complete

• 3.3.3 Student Advocate & Mentor (SAM)

	SAM			
	1st QTR	2nd QTR	3rd QTR	4th QTR
Total Number of Teachers	16	16	16	
Total Number of Students	164	164	164	
Number of Students at grade level	11	79	75	
% of student at grade level	7%	48%	46%	

Component 3.4. Credit Recovery

3.4.1 *Eskuelan Puengi* ACTIVITY is at 100% Complete

	Eskuelan Puengi			
	Session A	Session B	Session C	Session D
Total Number of students	1176	1005	1076	961
Number of students earning a Passing Rate	932	779	823	749

Component 3. Interventions

- 3.3.3 Student Advocate & Mentor (SAM) NOT ON TARGET
 - By the 3rd quarter (end of the school year), 75 students out of the 164 students (46%) who participated in the activity were able to get to grade level with the assistance of the SAM teachers.
 - 25 students were short by .5 to 1 credit to make the next grade level.
 - Students who were not able to make grade level were given the opportunity to attend Summer School to get back on track.
 - All teacher stipends were processed and paid out this quarter.

• 3.4.1 *Eskuelan Puengi*: ON TARGET

Eskuelan Puengi 76.5% and 77.9% of the students earned a credit in Session C and Session D respectively.

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

Percentage of students earning a Passing Rate	79.3%	77.5%	76.5%	77.9%
---	-------	-------	-------	-------

3.4.3 Second Chance

- *ACTIVITY is at 100% Complete*

- 3.4.3 Second Chance

Second Chance Seniors

	1st QTR	2nd QTR	3rd QTR	4th QTR
Total Number of Seniors	40	61	61	
Total Number Progressing	22	39	45	
% of seniors on track to graduate	55%	63%	74%	

Second Chance 11,10 & 9th

	1st QTR	2nd QTR	3rd QTR	4th QTR
Total Number of students	80	118	105	
Total Number Progressing	48	39	42	
% of students on track to next grade level	60%	33%	40%	

Youth Shelters

	1st QTR	2nd QTR	3rd QTR	4th QTR
Total Number of students	15	7	11	
Total Number Progressing	15	7	11	
% of students on track to next grade level	100%	100%	100%	

- 3.4

.3 Second Chance ON TARGET

- Second Chance had 40 graduates (66%) by the end of the regular school year.
- 5 seniors may graduate in the summer. These students are participating in summer school at other sites within the district.
- 42 students out of the 105 (40%) enrolled in the **11th, 10th & 9th** grade progressed to the next grade level.

- Students at the Youth Shelters continue with 1-1 instruction and progressing well.

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

	<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>159</td> <td></td> </tr> <tr> <td>Total Number Progressing</td> <td>73</td> <td>81</td> <td>113</td> <td></td> </tr> <tr> <td>% of students on track to next grade level</td> <td>73%</td> <td>74%</td> <td>71%</td> <td></td> </tr> </tbody> </table>		1st QTR	2nd QTR	3rd QTR	4th QTR	Total Number of students	100	110	159		Total Number Progressing	73	81	113		% of students on track to next grade level	73%	74%	71%		<ul style="list-style-type: none"> ○ 113 out of 159 students (71%) in the BOOST program earned a credit and progressed using this after school credit recovery activity. ○ All stipends were processed and paid out this quarter.
	1st QTR	2nd QTR	3rd QTR	4th QTR																		
Total Number of students	100	110	159																			
Total Number Progressing	73	81	113																			
% of students on track to next grade level	73%	74%	71%																			
<ul style="list-style-type: none"> ● 3.4.4 Alternative Pathways ACTIVITY has not started 		<ul style="list-style-type: none"> ● 3.4.4 Alternative Pathways: Activity cannot be conducted Purchase Order/contract has not been completed. In the workflow process it is still with legal. 																				

PART I: Section 2. Means of Evaluating Program Outcomes Chart (or Performance Measures Chart)

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</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	

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

<p>Component 1. <i>Professional Development</i></p> <p>3.1 State Systemic Improvement Program (SSIP)/ESL</p>	<p>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.</p>	<p>Surveys from post professional development on types of strategies implemented in the classroom.</p>	<p>% of teachers who self-report as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.</p>	<p>Yes</p>	<p><u>FY '22</u> <u>APR:</u> 78% overall (SSIP) & 70% overall (ESL) of participating teachers self-reported as feeling” well prepared” implementing strategies trained in the classroom to improve instruction .</p>	<p><u>Target:</u> 45%</p> <p><u>Actual:</u> No data available at this time. Survey to be administered in the 2nd quarter.</p>	<p><u>Target:</u> 55%</p> <p><u>Actual:</u> SSIP 58% of teachers self-report level of feeling well prepared implementing strategies learned in the classroom. ESL 90% of teacher participants report that training was beneficial to their work</p>	<p><u>Target:</u> 65%</p> <p><u>Actual:</u> SSIP 72% of teachers self-report level of feeling well prepared implementing strategies learned in the classroom. ESL No activity this quarter</p>	
<p>Component 3. <i>Interventions</i></p> <p>3.3.1 ASPIRE</p>	<p>By end of SY23-24: 50% of those in ASPIRE/ Summer School K-8 will increase AIMSweb benchmark scores by 10 points in Reading</p>	<p>AIMSweb Scores for Oral Reading Fluency</p>	<p>% of students that increase AIMSweb scores in ORF by 10 points.</p>	<p>Yes</p>	<p><u>FY '22</u> <u>APR:</u> Less than 80% of ASPIRE students K-8th increased their scores in Reading by at least 10 points.</p>	<p><u>Target:</u> 30% of students will increase by 10 points in Reading</p> <p><u>Actual:</u> No data available at this time.</p>	<p><u>Target:</u> 40% of students increase by 10 points in Reading</p> <p><u>Actual:</u> Elem: 61% Mid: 24%</p>	<p><u>Target:</u> 50% of students increase by 10 points in Reading</p> <p><u>Actual:</u> N/A Activity Complete</p>	

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

Component 3. <i>Interventions</i> 3.3.1 ASPIRE	30% of those in ASPIRE/ Summer School K-8 will increase AIMSweb benchmark scores by 10 points in Math	AIMSweb Scores for Number Sense Fluency	% of students that increase AIMSweb scores in NSF by 10 points.	Yes	<u>FY '22 APR:</u> In every quarter, ASPIRE students exceeded annual Math target of “30% will increase AIMSweb benchmark by 10 points”, even exceeding by over 30 percentage points in the 3 rd quarter.	<u>Target:</u> 15% of students increase score by 10 points in Math <u>Actual:</u> No data available at this time.	<u>Target:</u> 20% of students increase score by 10 points in Math <u>Actual:</u> Elem: 40% Mid: 24%	<u>Target:</u> 30% of students increase score by 10 points in Math <u>Actual:</u> N/A Activity Complete	
3.3.2 Summer School						<u>Target:</u> 15% of students increase score by 10 points in Math <u>Actual:</u> No data Summer School to be done 3rd	<u>Target:</u> 20% of students increase score by 10 points in Math <u>Actual:</u> No data Summer School to be	<u>Target:</u> 30% of students increase score by 10 points in Math <u>Actual:</u> No data Summer School to be	

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

						quarter.	done 3rd quarter.	done 4 th quarter.	
Component 3. <i>Interventions</i> 3.3.3 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	FY '22 APR: 45% (9 out of 20) students mentored were on grade level	Target: 30% Actual: 7%	Target: 40% Actual: 48%	Target: 50% Actual: 46%	
Component 4 <i>Credit Recovery</i> 3.4.3 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	FY '22 APR: 82% of Seniors enrolled graduated. 54% of Freshmen, Sophomores, and Juniors progressed 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	Target: 40% of Seniors enrolled will graduate, 40% of Freshmen, Sophomores, and Juniors will progress to the next grade level Actual: 74% of Seniors enrolled will graduate, 40% of Freshmen, Sophomores, and Juniors will progress to the next	

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

						grade level	grade level	
Component 4 <i>Credit Recovery</i> 3.4.3 Second Chance	By end of SY23-24: at least 30% of incarcerated students housed in Youth Shelters will advance by 1 grade level	Student status report for students housed in Youth Shelters.	% of students that increased by 1 grade level	Yes	<u>FY '22 APR:</u> 100% of incarcerate d students housed in Youth Shelters graduated/ advanced by 1 grade level	<u>Target:</u> 20% of incarcerated students housed in Youth Shelters will advance by 1 grade level <u>Actual:</u> 100%	<u>Target:</u> 25% of incarcerated students housed in Youth Shelters will advance by 1 grade level <u>Actual:</u> 100%	<u>Target:</u> 30% of incarcerate d students housed in Youth Shelters will advance by 1 grade Level <u>Actual:</u> 100%

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

<p>Component 4. Credit Recovery</p> <p>3.4.1 <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>FY '22 APR: 74.5% (EP Fall) & 75.1% (EP Spring) of participating high school students earned credits towards graduation with a passing rate of 70%</p>	<p>Target: 70% (EP)</p> <p>Actual: Session A – 79.3% passing rate Session B – 77.5% passing rate</p>	<p>Target: 75% (EP)</p> <p>Actual: Session C – 76.5% passing rate Session D – 77.9% passing rate</p>	<p>Actual: N/A this quarter Activity Completed</p>	
<p>Component 4. Credit Recovery</p> <p>3.4.2 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>FY '22 APR: 67% (1048 out of 1558) of participating high school students earned credits towards</p>	<p>Target: N/A</p> <p>Actual: Not applicable this quarter</p>	<p>Target: N/A</p> <p>Actual: Not applicable this quarter</p>	<p>Target: N/A</p> <p>Actual: Not applicable this quarter</p>	

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

					graduation with a passing rate of 70%				
Component 4. Credit Recovery 3.4.4 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 <u>FY '22 APR:</u> 68% of the students earned credits	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	Target: 60% 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	

PART II: Successes, Challenges, and Evaluation

Evidence of Success/Progress
Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).

Component 1. Professional Development 3.1 State Systemic Improvement Program (SSIP)/ESL: There are high evidences of success in this component, both with the SSIP schools and the ESL program. Observations of SSIP schools show strong evidence that the core SSIP school are displaying their "I Can" statements and student data to ensure comprehensive understanding and improvement. When surveyed, 72% of teachers under SSIP that have undergone training indicated feeling well prepared implementing strategies learned in the classroom. ESL PD was conducted with 90% of the ESL teachers showing satisfaction with the training, expressing that it was beneficial to their work. More deliberate training will be conducted in the second year of this grant cycle.

Component 3. Interventions: ASPIRE students along with EARLY BIRD shows a decrease in students from TIER III and TIER II in both Reading and Math and moving to Tier I, using their AIMSweb benchmark scores. This is an indicator of improvement in these areas. Summer School Students have been grouped and the data will be evaluated after the AIMSweb Winter testing. Summer School is an ongoing activity in 3rd quarter and all indications show progress. BOOST Chance has met its target objective with the majority (71%) of our students earning credit towards graduation or have graduated. SAM was short of its TARGET only by 4%, students

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

who were not on grade level were only .5 to 1 credit short of achieving their grade level, with the vast majority of them attending summer school 2024.

Component 4. Credit Recovery: 74% of Seniors enrolled will graduate, exceeding the annual objective by 34%; 40% of Freshmen, Sophomores, and Juniors will progress to the next grade level, which meets the target objective for the year. 100% of incarcerated students under Second Chance will progress to the next grade level, exceeding the annual target by 70%; During the year, all four sessions of *Eskuelan Puengi* achieved the target of at least 75% of participating high school students earning credits towards graduation with a passing rate of 70% or higher.

Observations and/or Challenges
List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?

At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.

Component 4. Credit Recovery 3.3.2 Alternative Pathways: The single most difficult challenge this year is getting the Alternative Pathways contract converted into a Purchase Order. This is an important aspect of our credit recovery program, and to date, the contract is in our legal department. There has been consistent follow ups but no significant movement.

6b. SUPPLEMENTAL PROJECT AND MANAGEMENT 3.0 Classroom Supports and Interventions: The other significant challenge is with the Human Resource Department. Getting project staff interviewed, selected and hired along with our School Aides I (Teacher Assistants) has been a challenge for several years. There has been consistent follow ups and hopefully by 4th quarter there will be movement and progress.

What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?

By employing a combination of methods, tools, and processes such as establishing a baseline data using AIMSweb and looking at that data multiple points allow us to monitor the program progress.

Regular meeting and reports with attendance, surveys, and general briefings with stakeholders of all components allow us to receive regular updates, and allow us to Reflect and Adjust.

Onsite monitoring of summer school all us to use the evaluation findings to reflect on program implementation and make necessary adjustments.

Conduct of surveys to gather feedback from participants to Professional Development training allows the project to be informed regarding the activity’s relevance in providing current and effective teaching strategies, and to know whether or not these research-based techniques are being employed in the classroom.

FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A230002

QUARTERLY REPORT CERTIFICATION

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

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

Jesse Pendon

PROJECT COORDINATOR NAME (PRINT)



PROJECT COORDINATOR NAME (SIGNATURE)

7.10.24

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

Fixed Assets

July 31, 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

July 31, 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 (FPD) Review**

July 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: Project #4: SCHOOL CLIMATE CULTURE & ENGAGEMENT (SCCE)

PROJECT COORDINATOR: Steven Pangelinan

PROJECT MANAGER: Dr. Barbara Adamos, Acting DS ESCL

STATE PROGRAM OFFICER: Stephanie Chargualaf

10/01/23-12/31/23	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>\$ 5,852,239.49</u>	AMOUNT ENCUMBERED/REQUISITIONS: <u>\$ 2,629,245.60</u>	AMOUNT OF EXPENDITURES: <u>\$ 11,914.93</u>
AMOUNT BUDGETED (FFY 2022): <u>\$4,446,985.14</u>	AMOUNT ENCUMBERED/REQUISITIONS: <u>\$1,671,368.58</u>	AMOUNT OF EXPENDITURES: <u>\$ 2,035,091.24</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						720	38	194	651
6 – 8						371	6	110	
9 - 12						129	10	38	

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**

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%

LIST THE PROJECT OBJECTIVES:

PART I: Section 1. Activities & Work Accomplished

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED																																
<p>➤ In this column, list the Project Components.</p> <p>➤ In bullet form, list the specific activities falling under each Component.</p> <p>➤ <i>Insert Additional rows as needed.</i></p>	<p>➤ For each activity listed in the previous column, state the status of each activity (<i>ongoing, delayed, or completed</i>), and describe the details of the work accomplished during the period. Specify the <i>what, when, where, how, how many participants (a primary data or 'count')</i>, etc. Primary data may be presented in narrative form, or as a table or graph.</p> <p>➤ If there was an activity that was not implemented during this reporting period, then simply indicate “REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER”. Include the reason why the activity was not conducted for the quarter.</p>																																
<p>4.1 Social Support & Outreach Teams (SSOT):</p> <ul style="list-style-type: none"> • Entertain referrals and conduct home visits • Student Engagement Activities • Parent Engagement Activities • Staff Development Activities • Professional Development Activities • Travel 	<p>Social Support & Outreach Teams (SSOT): – Ongoing</p> <ul style="list-style-type: none"> • SSOT closed 1,824 referrals with 30 pending for this reporting period, conducting 978 home visits. <p>Table of Student Referrals</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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>225</td> <td>2</td> </tr> <tr> <td>Behavior</td> <td>70</td> <td>2</td> </tr> <tr> <td>Interpreter/Translator</td> <td>2</td> <td>0</td> </tr> <tr> <td>Medical</td> <td>131</td> <td>4</td> </tr> <tr> <td>Registration</td> <td>116</td> <td>7</td> </tr> <tr> <td>School Parent Conference</td> <td>150</td> <td>2</td> </tr> <tr> <td>Support Services</td> <td>1130</td> <td>13</td> </tr> <tr> <td>TOTALS</td> <td>1824</td> <td>30</td> </tr> <tr> <td>Home visits</td> <td colspan="2">978</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • SSOT conducted and completed four (4) Student Engagement (SE) activities, five (5) Parent Engagement (PE) activities, eight (8) Staff Development (SD) activities and six (6) Professional Development (PD) activities. <p>(4) Student Engagement Activities</p> <ul style="list-style-type: none"> • 03/20/24 – 04/19/24: Luis P. Untalan Middle School (LPUMS) “Toiletry Drive.” (19) participants. • 04/13/24: Dededo Sports Complex. 2nd Foneni Achocho Senu (FAS) Guam Youth Rally. (10) participants. • 04/29/24: Vicente Benavente Middle School (VSABMS) Positive Learning Center Classroom. Students Taking Active Roles Successfully (STARS) Club meeting. (15) participants. • 05/23/24: LPUMS “Uniform Drive.” (34) participants. 	Type of Referral	1 st Quarter		Closed	Open	Attendance	225	2	Behavior	70	2	Interpreter/Translator	2	0	Medical	131	4	Registration	116	7	School Parent Conference	150	2	Support Services	1130	13	TOTALS	1824	30	Home visits	978	
Type of Referral	1 st Quarter																																
	Closed	Open																															
Attendance	225	2																															
Behavior	70	2																															
Interpreter/Translator	2	0																															
Medical	131	4																															
Registration	116	7																															
School Parent Conference	150	2																															
Support Services	1130	13																															
TOTALS	1824	30																															
Home visits	978																																

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

(5) Parent Engagement Activities

- 03/20/24, 04/09/24 – 04/11/24: Finegayan Elementary School (FES), Department of Youth Affairs (DYA) Lagu Resource Center, C.H.B. Price Elementary School, Agat Mayor’s Office, Mong-Mong-Toto-Maite (MTM) Mayor’s Office. SCCE personnel provided an overview of the School Climate Survey (SCS). (89) participants.
- 04/09/24 – 04/11/24: Agat Community Center, MTM Mayor’s Office, DYA Lagu Resource Center. SSOT personnel coordinated the series of Spring Regional Parent Information Workshops. (42) participants.
- 04/13/24: Dededo Sports Complex. 2nd Foneni Achocho Senu (FAS) Guam Youth Rally. (30) participants
- 04/14/24: Micronesia Mall. SSOT personnel provided information and a display table during the VSABMS Roadrunner Day. (15) participants.
- 04/26/24: Chamorro Village. SSOT personnel provided information and a display table during the annual Guam Homeless Coalition “Passport to Services.” (80) participants.

Table of Evaluation Results from Parent Information Workshop:

How did you hear about this workshop?			
- Flyer	15		
- School	9		
- Friends/Relatives	17		
- Other	1		
Did you learn anything from this workshop?	Yes: 34	No: 4	No Response: 1
Were the presenters and topic interesting?	Yes: 35	No: 1	No Response: 3
Would you recommend this workshop to others?	Yes: 32	No: 2	No Response: 5
Overall, how would you rate this workshop	Poor: 0	Good: 7	Excellent: 31 No Response: 1
TOTAL SURVEYS SUBMITTED	39		

(8) Staff Development Activities

- 03/21/24, 04/18/24, 05/16/24 & 06/14/24: Guam Department of Education (GDOE) Headquarters, Jamaican Grill Mangilao, Three Squares Tamuning. SCCE Personnel conducted training during the monthly meeting on various topics related to off-island conferences that were attended.
- 03/22/24: Guam Community College. PBIS Coaches presented on the Multi-Tiered Systems of Supports to counselors during the Guam Association of Counselors (GASC) 2024 Conference (2 presenters, 38 participants).
- 03/25 – 26/24: GDOE Headquarters. PBIS coaches conducted a district-wide training on various PBIS-related topics via zoom to school support staff. (4 presenters, - 85 elementary, 64 secondary participants).
- 03/27/24: Daniel L. Perez Elementary School (DLPES). PBIS Coaches conducted training on Building

***Note:** The March activities reported in this narrative on the right took place after the cut-off date of 03/15. They were not able to be included in the 2nd Quarter Report.*

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

	<p>Rapport and using Active Supervision (3 presenters, 19 participants).</p> <ul style="list-style-type: none"> • 04/03/24: FES. PBIS coaches conducted training on student discipline procedures for faculty members (3 presenters, 44 participants). • 04/17/24: GDOE Headquarters. PBIS coach and School Based Behavioral Health District Psychologist conducted Youth Mental Health First Aid training to personnel from As Tumbo Middle School (AMS), Ordot Chalan Pago Elementary School (OCPEs), Upi Elementary School (UES), Oceanview Middle School (OMS) and Santa Barbara Catholic School (2 presenters, 16 participants). • 04/24/24: FES. PBIS coaches shared an overview on school-wide discipline and the Tiered Fidelity Inventory (TFI). (2 presenters, 43 participants). • 06/07/24: PBIS coach conducted an introductory training on School-Wide Information System (SWIS) via zoom (1 presenter, 4 participants). <p>(6) Professional Development Activities</p> <ul style="list-style-type: none"> • 03/21/24, 04/18/24, 05/16/24 & 06/14/24: GDOE Headquarters, Jamaican Grill Mangilao, Three Squares Tamuning. SCCE Personnel received training on various topics related to off-island conferences that were attended. (9 presenters, 31 participants). • 05/01 – 02/24: Dusit Beach Resort. SCCE personnel attended the Guam Coalition Against Sexual Assault & Family Violence (GCASAFV): Planting the Seeds: Working with Youth in Violence Prevention (11 participants). • 04/26/24 & 05/17/24: SCCE Personnel attended the Ethic in Government Workshop via zoom (26 participants). • 06/05/24: SCCE Personnel attended the GDOE: Employee Time Tracking Kronos Training via zoom (3 participants). <p>Travel</p> <ul style="list-style-type: none"> • 04/24 – 26/24: Tacoma Convention Center. PBIS coaches attended the 22nd Annual Northwest PBIS (NWPBIS) Conference in Tacoma, Washington. (3 participants). Patrick Camacho and Connie Santiago conducted “echo training” on these topics during the June monthly meeting. • 05/05 – 08/24: SCCE Project Lead and PBIS coach attended the 45th LRP’s National Institute on Legal Issues of Educating Individuals with Disabilities Conference in Savannah, Georgia. (2 participants). Echo training will be conducted in future monthly meetings.
<p>4.2 Positive Behavior Intervention and Support Framework</p> <ul style="list-style-type: none"> • Student Engagement Activities • Parent Engagement 	<p>Positive Behavior Intervention and Support Framework – Ongoing.</p> <p>PBIS coaches conducted (0) Student Engagement activity, (1) Parent Engagement activity, (7) Staff Development activities and (3) Professional Development activities.</p> <ul style="list-style-type: none"> • Parent Engagement Activity

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

- Activities**
- **Staff Development Activities**
 - **Professional Development Activities**
 - **Travel**
 - **Tiered Fidelity Inventory (TFI)**

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

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

***Note:** The March activities reported in this narrative on the right took place after the cut-off date of 03/15. They were not able to be included in the 2nd Quarter Report.*

- 03/20/24, 04/09/24 – 04/11/24: Finegayan Elementary School, Department of Youth Affairs (DYA) Lagu Resource Center, C.H.B. Price Elementary School, Agat Mayor’s Office, Mong-Mong-Toto-Maite (MTM) Mayor’s Office. SCCE personnel provided an overview of the School Climate Survey (SCS). (89 participants)

(7) Staff Development Activities

- 03/22/24: Guam Community College. PBIS Coaches presented on the Multi-Tiered Systems of Supports to counselors during the Guam Association of Counselors (GASC) 2024 Conference (2 presenters, 38 participants).
- 03/25 – 26/24: GDOE Headquarters. PBIS coaches conducted a district-wide training on various PBIS-related topics via zoom to school support staff. (4 presenters, - 85 elementary, 64 secondary participants).
- 03/27/24: Daniel L. Perez Elementary School (DLPES). PBIS Coaches conducted training on Building Rapport and using Active Supervision (3 presenters, 19 participants).
- 04/03/24: Finegayan Elementary School (FES). PBIS coaches conducted training on student discipline procedures for faculty members (3 presenters, 44 participants).
- 04/17/24: GDOE Headquarters. PBIS coach and School Based Behavioral Health District Psychologist conducted Youth Mental Health First Aid training to personnel from AsTumbo Middle School (AMS), Ordot Chalan Pago Elementary School (OCPES), Upi Elementary School (UES), Oceanview Middle School (OMS) and Santa Barbara Catholic School (2 presenters, 16 participants).
- 04/24/24: FES. PBIS coaches shared an overview on school-wide discipline and the Tiered Fidelity Inventory (TFI). (2 presenters, 43 participants).
- 06/07/24: PBIS coach conducted an introductory training on School-Wide Information System (SWIS) via zoom (1 presenter, 4 participants).

(3) Professional Development Activities

- 04/26/24 & 05/17/24: SCCE Personnel attended the Ethic in Government Workshop via zoom (4 participants).

Travel

- 04/24 – 26/24: Tacoma Convention Center. PBIS coaches attended the 22nd Annual Northwest PBIS (NWPBIS) Conference in Tacoma, Washington. (3 participants).). Patrick Camacho and Connie Santiago conducted “echo training” on these topics during the June monthly meeting.
- 05/05 – 08/24: SCCE Project Lead and PBIS coach attended the 45th LRP’s National Institute on Legal Issues of Educating Individuals with Disabilities Conference in Savannah, Georgia. (2 participants). Echo training will be conducted in future monthly meetings.

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

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

Tiered Fidelity Inventory (TFI) Implementation Assessment
 SY22-23 Elementary Schools: 3rd Quarter

Elementary Schools	Tier I			Tier II			Tier III		
	SY21-22	SY22-23	SY23-24	SY21-22	SY22-23	SY 23-24	SY21-22	SY22-23	SY23-24
Adacao ES	100%		100%	100%		100%	97%		50%
Agana Heights ES	87%	90%	73%	50%			24%		
Astumbo ES	100%		100%	100%		100%	100%		100%
B.P. Carbullido ES	90%	87%	87%	100%	96%	96%	91%		91%
Capt. H.B. Price ES	93%		97%	85%		96%	91%		94%
Chief Brodie ES	37%	92%	30%			8%			12%
C.L Taitano ES			47%						
D.L. Perez ES	97%	96%	100%	88%	97%	96%	85%	97%	94%
Finegayen ES	100%	100%	100%	100%	100%	100%	100%	100%	100%
H.S. Truman ES	20%	20%	63%	46%			85%		
Inarajan ES		31%	100%		31%				
J.M. Guerrero ES	87%	87%	80%	77%		69%	77%		68%
J.Q. San Miguel ES			53%			50%			50%
Liguan ES	93%	87%	87%	100%			94%		
L.B. Johnson ES	93%	97%	100%	100%	96%	100%	97%	96%	100%
M.A. Ulloa ES	90%	90%	90%	100%	100%	100%	97%	97%	97%
M.U. Lujan ES	100%	90%	83%	69%	65%	54%	56%		
Machananao ES	100%	90%	63%	100%		50%	100%	56%	50%
M. Sablan ES	87%		97%	73%		85%			
Merizo Martyrs ES	80%	77%	93%	85%		77%	100%	88%	88%
Ordot-Chln Pago ES	93%	97%	93%						
P.C. Lujan ES									
Talofofo ES		53%	80%				59%		
Tamuning ES	93%	100%	100%	96%	96%	100%		100%	100%
Upi ES	100%	100%	93%	100%	92%	81%		100%	100%
Wettengel ES	90%	100%		88%	100%	96%	76%	100%	97%

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

Tiered Fidelity Inventory (TFI) Implementation Assessment
 SY22-23 Secondary Schools: 3rd Quarter

Secondary Schools	Tier I			Tier II			Tier III		
	SY21-22	SY22-23	SY 23-24	SY21-22	SY22-23	SY 23-24	SY21-22	SY22-23	SY 23-24
A.I. Johnston MS			100%						
Astumbo MS	93%		100%	62%					
F.B. Leon Guerrero MS	87%		73%						
Inarajan MS			20%						
J. Rios MS	80%		80%						
L.P. Untalan MS		67%	97%		46%	92%		47%	
Oceanview MS	100%	97%	93%						
V.S.A. Benavente MS	97%	77%	70%						
G. Washington HS			40%						
J.F. Kenneday HS									
Okkodo HS			90%						
Southern HS	77%		73%			69%			79%
S. Sanchez HS	67%								
Tiyan HS	93%	97%	100%						

Tier I

Target met: 15 Elementary Schools, 4 Middle Schools and 2 High Schools

Target not met: 11 Elementary Schools; 4 Middle Schools and 4 High Schools.

Tier II

Target met: 10 Elementary Schools, 1 Middle School and 0 High

Target not met: 16 Elementary Schools; 7 Middle Schools and 6 High Schools.

Tier III

Target met: 11 Elementary Schools, 0 Middle School and 0 High

Target not met:-15 Elementary Schools; 8 Middle Schools and 6 High Schools.

TFI Results for SY 23-24

- **Tier I:**
- 58% of Elementary Schools met the 87% rate
- 50% of Middle Schools met the 87% rate
- 33% of High Schools met the 87% rate

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

- **Tier II:**
- 38% of Elementary Schools met the 87% rate
- 13% Middle Schools met the-87% rate
- No High School met the 87% rate

- **Tier III:**
- 42% of Elementary Schools met the 87% rate
- No Middle School met the 87% rate
- No High School met the 87% rate

Please note that not all the schools completed the TFI due to the school's priority for SY 23-24 was preparing for the school inspections with the Department of Public Health and Social Services. Despite the circumstances, the schools that did not complete the Tiered Fidelity Inventory for SY 23-24 was factored in with the calculations.

4.3 Promoting Positive Behavior and Safe School Environment

- **District Discipline Data**
- **Positive Learning Center Data**

➤ **Promoting Positive Behavior and Safe School Environment.** *Ongoing*

District Discipline Data

- Discipline Rate: 1,413 discipline infractions this quarter, divided by 24,322 student population = 6% discipline rate.
- Suspension Rate: 711 suspensions this quarter, divided by 24,322 student population = 3% suspension rate.

Positive Learning Center Data

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	0	
OMS	0	1	0	
JRMS	2	3	1	
LPUMS	5	1	0	

LEGEND:

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

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

4.4 Health & Safety

- **Student Participation in Health Education Activities**
- **First Aid & CPR**
- **School Climate Survey**

➤ **Interventions to promote healthier lifestyles and safer schools. *Ongoing***

- **Student Participation in Health Education:** Data for this activity is pending, as nurses and PNP personnel are currently on break, and the Community Health and Nursing Administrator is currently off-island.
- **First Aid & CPR**
 - **05/30/24** – First Aid & CPR training for bus drivers (8 participants).
 - **06/06/24** – First Aid & CPR training for School Attendance Officers and other staff (13 participants).

School Climate Survey

NOTE: As indicated, a different School Safety Perception Survey was piloted in SY 22-23. While, the target for Year 3 is set at 85%, the acceptable rate for this assessment tool is set at 70%. The tool has three components: Students, Family and School Personnel.

Maintain School Safety Perception Survey rate to 80%.

The PBIS School Climate Survey, a Safety Perception Survey, was piloted this year and opened for online completion during April 1 – May, 2024. While schools were able to participate to some degree, the participation appears to have positive results.

In addition, two student surveys were utilized for student participants:

- The School Climate Survey: Secondary (brief version) provides schools with an overall understanding of how secondary students perceive school climate. This is a shorter version of the School Climate Survey.
- Secondary (extended version) best used when schools want to administer the survey during the year for progress monitoring.
- The School Climate Survey: Family obtains parent perceptions of school climate within the following five subscales: teaching and learning, school safety, interpersonal relationships, institutional environment, and parent involvement.
- The School Climate Survey: School Personnel provides schools with an overall understanding of how staff perceive school climate within six subscales: staff connectedness, structure for learning, school safety, physical environment, peer/adult relationships, and parental involvement.

Elementary Schools (Enrollment)	# of STUD	AVG	# of FAM	AVG	# of EMP	AVG
Adacao ES (388)	114	83%	123	85%	61	88%
Agana Heights ES (320)	75	83%	84	84%	31	84%
Astumbo ES (364)	104	76%	39	89%	43	83%
B.P. Carbullido ES (420)	150	77%	38	82%	48	82%
Capt. H.B. Price ES (648)	249	80%	51	86%	31	81%

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

Chief Brodie ES (285)	99	77%	70	89%	27	82%
C.L. Taitano ES (474)	73	79%	15	90%	56	80%
D.L. Perez ES (626)	229	80%	16	85%	101	78%
Finegayen ES (843)	287	81%	33	87%	82	83%
H.S. Truman ES (276)	103	81%	32	86%		
Inarajan ES (216)	43	83%	11	92%	19	81%
J.M. Guerrero ES (379)	153	77%	43	85%	13	82%
J.Q. San Miguel ES (489)	126	79%	39	81%	28	82%
Liguan ES (334)	268	79%	43	85%	33	82%
*L.B. Johnson ES (229)	Not required		188	88%	43	85%
M.A. Ulloa ES (545)						
M.U. Lujan ES (530)	206	83%	39	87%	62	85%
Machananao ES (396)	122	79%	17	91%	53	81%
M. Sablan ES (342)	85	80%	29	87%	28	79%
Merizo Martyrs ES (207)	72	78%	39	88%	14	88%
Ordot-Chln Pago ES (347)	177	81%	88	83%	23	91%
P.C. Lujan ES (364)						
Talofofo ES (218)	77	82%	36	88%	35	83%
Tamuning ES (441)	300	82%	400	85%	46	82%
Upi ES (493)	24	78%	8	88%	35	79%
Wettengel ES (553)	223	82%	65	85%	72	79%

- Elementary Schools
 - Student Survey: 13 schools met the 80% target (All 23 participating schools met the 70% acceptable rate)
 - Family Survey: 24 schools met the 80% target
- (All 24 participating schools met the 70% acceptable rate)
- Employee Survey: 19 schools met the 80% target
- (All 4 participating schools met the 70% acceptable rate)

Middle Schools (Enrollment)	# of STUD (BRIEF)	AVG	# of STUD (EXT)	AVG	# of FAM	AVG	# of EMP	AVG
AJMS (597)								
AMS (474)			318	81%	6	88%	12	81%
FBLGMS (890)			459	75%	56	77%	137	76%
IMS (477)								
JRMS (659)			401	75%	42	83%	49	83%
OMS (340)			239	76%	21	81%	44	85%

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

LPUMS (874)	502	76%			54	79%	77	80%
VSABMS (900)	26	73%	777	75%	49	77%	119	79%

- Middle Schools
- Student Brief Survey: 0 schools met the 80% target
(2 participating schools met the 70% acceptable rate)
- Student Extended Survey: 1 school met the 80% target
(2 participating schools met the 70% acceptable rate)
- Family Survey: 3 schools met the 80% target
(6 participating schools met the 70% acceptable rate)
- Employee Survey: 4 schools met the 80% target
(6 participating schools met the 70% acceptable rate)

High Schools (Enrollment)	# of STUD (BRIEF)	AVG	# of STUD (EXT)	AVG	# of FAM	AVG	# of EMP	AVG
GWHS (1,368)								
JFKHS (1,689)								
OHS (1,464)								
SHS (1,243)								
SSHS (1,548)								
THS (977)	187	74%			12	85%	23	80%

- High Schools
- Student Brief Survey: 0 schools met the 80% target
(1 participating school met the 70% acceptable rate)
- Student Extended Survey: 0 schools met the 80% target
(No participating schools responded to the student extended survey)
- Family Survey: 1 school met the 80% target
(1 participating school met the 70% acceptable rate)
- Employee Survey: 1 school met the 80% target
(1 participating school met the 70% acceptable rate)

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

PART I: Section 2. Means of Evaluating Program Outcomes Chart (or Performance Measures Chart)

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</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
4.1 Social Support & Outreach Teams (SSOT)	By the end of SY23-24, ≥96% successful completion of referrals (issue(s) addressed and resolved) By the end of SY23-24, ≤4% pending cases rate	Programmatic Data: Programmatic Data:	Percentage of student referrals which were serviced completely by the Project Number of pending referrals/Total # Referrals received Percentage of student referrals which remained pending	Yes Yes Yes	<u>FY '22 APR:</u> 95% completion rate 5% pending rate	<u>Target:</u> ≥96% completion rate <u>Actual:</u> 94% (1,892 out of 2,003) <u>Target:</u> ≤4% pending cases rate <u>Actual:</u> 6%	<u>Target:</u> ≥96% completion rate <u>Actual:</u> 95% (1,499 out of 1,575) <u>Target:</u> ≤4% pending cases rate <u>Actual:</u> 5% (76 out of 1,575)	<u>Target:</u> ≥96% completion rate <u>Actual:</u> 98% (1,824 out of 1,854) <u>Target:</u> ≤4% pending cases rate <u>Actual:</u> 2% (30 out of 1,854)	
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	<u>FY '22 APR:</u> No. of Schools Overall where Target was met: Tier I: 9	<u>Target:</u> 2% increase at each school site (TFI of ≥87%) <u>Actual:</u> Tier I: 20 (out of 41 total) schools Tier II: 10 (out	<u>Target:</u> 2% increase from SY22-23 TFI rate (TFI of ≥87%) <u>Actual:</u> Assessment conducted in 3 rd Quarter	<u>Target:</u> 2% increase from SY22-23 TFI rate (TFI of ≥87%) <u>Actual:</u> Tier I: ES TFI: 15 schools met the target	

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

					schools Tier II: 5 schools Tier III: 5 Schools	of 41 total) schools Tier III: 10 (out of 41 total) Schools		MS TFI: 4 schools met the target HS TFI 2 school met the target Tier II: ES TFI: 10 schools met the target MS TFI: 1 school met the target HS TFI: 0 schools met the target Tier III: ES TFI: 11 schools met the target MS TFI: 0 schools met the target HS TFI: 0 schools met the target	
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:	Target: ≤30% discipline rate Actual:	Target: ≤30% discipline rate Actual:	

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

	By the end of Year 1, maintain or decrease the suspension rate to 15%	District Discipline Data	Percentage decrease in suspension rate	Yes	<p>FY '22 APR: Suspension Rate: 11%</p>	<p>7% discipline rate</p> <p>Target: ≤15% suspension rate</p> <p>Actual: 3% suspension rate</p>	<p>9% discipline rate</p> <p>Target: ≤15% suspension rate</p> <p>Actual: 4% suspension rate</p>	<p>1,413 discipline infractions divided by 24,322 student population = 6% discipline rate</p> <p>Target: ≤15% suspension rate</p> <p>Actual: 711 suspensions divided by 24,322 student population = 3% suspension rate</p>	
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>Target: 10% increase from SY22-23 total number =224</p> <p>Actual: 137 participants</p>	<p>Target: 10% increase from SY22-23 total number =224</p> <p>Actual: Data not collected this quarter.</p>	<p>Target: 10% increase from SY22-23 total number =224</p> <p>Actual: Data not collected this quarter.</p>	

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

	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>	<p>Target: 80% response rate on School Safety Perception Survey</p> <p>Actual: 14 out of 41 total GDOE schools met the 80% target.</p> <p>25 out of 41 total GDOE schools had at least 76% of their students with positive ratings in the school climate survey. As per the University of Oregon, a rate of 70% is acceptable.</p>	
--	---	--------------	---	-----	---	--	---	--	--

PART II: *Successes, Challenges, and Evaluation*

Evidence of Success/Progress

Per component, list quantifiable evidence using performance measures data, that supports the project’s tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).

- SSOT exceeded its minimum target completion rate of 96% on referrals received and achieved a 98% completion rate for the year.
- SSOT achieved a pending referral rate of 2%, which is lower than the minimum target of 4% for the year.
- GDOE has surpassed its target discipline rate of 30%, and achieved a cumulative discipline rate of 22% for the year.
- GDOE has surpassed its target suspension rate of 15% and achieved a cumulative suspension rate of 10% for the year.

Observations and/or Challenges

List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?

At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.

- Retirement of Project Lead. The current Project Lead continues to familiarize himself with all his duties.
- Procurement challenges to include: delays in processing requisitions and purchase order modifications; delayed response from the Guam Attorney General’s Office regarding formal solicitations; delays in payments to vendors.
- Due to schools preparing for school inspections and some schools being on double session, some schools did not complete the PBIS surveys this school year.
- Data on student participation in health education activities was not collected due to the project lead missing the opportunity to communicate with PNP personnel before they went on summer break.

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

What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?

- Number of referrals received, completed and pending.
- Number of trainings conducted and received.
- Evaluations from Parent Workshops.
- Results from school PBIS surveys.
- Program Evaluations.
- Parent/Student Surveys.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: School Climate Culture & Engagement Project

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



Steven Pangelinan

7/10/24

PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR (SIGNATURE)

DATE

Dr. Barbara Adamos, Acting DS ESCL



8/27/24

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

Fixed Assets

July 31, 2024

		12X12 Instant Heavy Duty	184455		\$249.99	1	AIJMS SCCE Rm 25C	C. San Agustin	20240335	3/20/2024	NE	Received 3/2/24
21516		HP Desk Jet 2542	A9U27A		\$99.00	1	AIJMS SCCE Rm 25C	C. San Agustin	20150506	10/14/2015	GO	
		SPCE 5' Folding Table Fitted Cover			\$150.00	2	AIJMS SCCE Rm 25C	C. San Agustin	20160567	9/28/2016	GO	
		Desk Riser	HS1102		\$463.00	1	AIJMS SCCE Rm 25C	C. San Agustin	20170493	9/26/2019	GO	
		Display Board 260 Three P	13P7236BKGR		\$235.00	1	AIJMS SCCE Rm 25C	C. San Agustin	20191316	3/9/2019	GO	
38458		Lenovo Student Laptop	Thinkpad L390 Yoga	R90WBMM3	\$787.00	1	AIJMS SCCE Rm 25C	C. San Agustin	20190843	10/28/2019	GO	
		Bundle: Battery Back up/ Wireless Keyboard & Mouse/ Multi plug			\$241.35	1	AIJMS SCCE Rm 25C	C. San Agustin	20190845/ 1276/ 0844/ 1275	10/28/2019	GO	
47704		HP Office-Jet Pro Premium	9025	TH08L76133	\$449.00	1	AIJMS SCCE Rm 25C	C. San Agustin	20200768	11/4/2020	GO	
47821		Ben Q DLP Color Projector	MS535A	PDD5L0050404	\$449.00	1	AIJMS SCCE Rm 25C	C. San Agustin	20200768	11/4/2020	GO	
		High Back Ergonomic Office	EY-04A		\$299.99	1	AIJMS SCCE Rm 25C	C. San Agustin	20211620	7/20/2021	GO	
		High Back Ergonomic Office	EY-04A		\$299.99	1	AIJMS SCCE Rm 25C	C. San Agustin	20211620	7/20/2021	GO	6/13/24: Transferred to MSES
38452		Lenovo Thinkpad	L 390 YOGA	R90WBMT3	\$767.00	1	AIJMS SCCE Rm 25C	B. Reyes	20190843	11/4/2020	GO	
		Bundle: Docking Station/ Battery Back up/ Keyboard & Mouse/ Multi plug/ Ca				1	AIJMS SCCE Rm 25C	B. Reyes			GO	
47883		HP Color Laser Jet Pro MF	7KW55A	VNB3M27139	\$521.95	1	AIJMS SCCE Rm 25C	B. Reyes	20210009	4/28/2021	GO	
		H.D. Single Pedestal Desk	CD-107-3M		\$425.00	1	AIJMS SCCE Rm 25C	B. Reyes	20232711-00	9/1/2023	NE	
		DELL Monitor	P2417Hb	CN-OKHONG-QDC00-94F-0938-A09	\$199.39	1	CBMES-SCCE Rm 16A	D. Quinata	20190844	10/28/2019	GO	06/13/24: Received from ESCL SCCE Office Rm304 D. Bukikosa
		12'X12' Instant Heavy Duty	184455		\$182.05	1	CBMES-SCCE Rm 16A	R. Mafnas	20240335	3/20/2024	NE	FY24 3rd Qtr: Received
25316		Surface Pro 4 128 GB Multi	1724	28141570153	\$984.00	1	JFKHS-SCCE A126	P. Camacho	20170002-01	6/27/2017	GO	6/14/24: Received from VSABMS SCCE Rm49 P. Camacho
38456		Lenovo student laptop	Thinkpad L390 Yoga	R90WBMTF	\$787.00	1	JFKHS-SCCE A126	P. Camacho	20190843	10/28/2019	GO	6/14/24: Received from VSABMS SCCE Rm49 P. Camacho
		USB 3.0 Toshiba External H	DTB330	73IDT98XTPEC	\$189.00	1	JFKHS-SCCE A126	P. Camacho	20170017	1/13/2017	GO	6/14/24: Received from VSABMS SCCE Rm49 P. Camacho
		Microsoft Office Pro Dockin	1661	3.79163E+11	\$334.00	1	JFKHS-SCCE A126	P. Camacho	20170002-01	6/27/2017	GO	6/14/24: Received from VSABMS SCCE Rm49 P. Camacho
		Sony ICDPX470 Digital Voi	ICDPX470	1063885	\$124.99	1	JFKHS-SCCE A126	P. Camacho	20190663	5/14/2019	GO	6/14/24: Received from VSABMS SCCE Rm49 P. Camacho
		Varidesk Proplus 30 Riser	43457		\$425.00	1	JFKHS-SCCE A126	P. Camacho	20200266	3/10/2020	GO	6/14/24: Received from VSABMS SCCE Rm49 P. Camacho
		Ikling USB C Type Hub, 9	MKDG0		\$58.00	1	JFKHS-SCCE A126	P. Camacho	20200294	3/13/2020	GO	6/14/24: Received from VSABMS SCCE Rm49 P. Camacho
		Tri-fold Display Board	SB93513Q		\$495.00	1	LPUMS SCCE A101a	G. Iwashita/T. Taitague	20120129	10/25/2012	FA	
		HD Handtruck 500bs	4063		\$239.25	1	LPUMS SCCE A101a	G. Iwashita/T. Taitague	20120131	11/1/2012	FA	
		18-drawer Crystal Cabinet	B4-18P		\$275.00	1	LPUMS SCCE A101a	G. Iwashita/T. Taitague	20120142-00	3/19/2012	FA	
		Sign-holder	3655		\$97.80	1	LPUMS SCCE A101a	G. Iwashita/T. Taitague	20120157-00	3/23/2012	FA	
		Three-step Stool	A81009		\$69.00	1	LPUMS SCCE A101a	G. Iwashita/T. Taitague	20120123-00	3/19/2012	FA	
		Cordless Phone Panasonic 6.0			\$138.00	1	LPUMS SCCE A101a	G. Iwashita/T. Taitague	20120128-00	3/1/2012	FA	
		Magazine Rack	MA0002		\$85.25	1	LPUMS SCCE A101a	G. Iwashita/T. Taitague	20120157-00	3/1/2012	FA	
		Four-drawer Legal Cabinet	25-450		\$375.00	2	LPUMS SCCE A101a	G. Iwashita/T. Taitague	20120123-00	4/9/2012	FA	
		Oscillating Fan	2520		\$29.65	1	LPUMS SCCE A101a	G. Iwashita/T. Taitague	20120157	3/23/2012	FA	
		Chair, Folding Padded	FC16P		\$29.00	2	LPUMS SCCE A101a	G. Iwashita/T. Taitague	20120129	4/9/2012	FA	
		Displays2go 3-panel tabletop Exhibit Boards 72"x36"			\$235.00	2	LPUMS SCCE A101a	G. Iwashita/T. Taitague	20191316-00	9/16/2019	GO	
		Displays2go 3-panel tabletop Exhibit Boards 72"x36"			\$235.00	1	LPUMS SCCE A101a	G. Iwashita/T. Taitague	20191316-00	9/16/2019	GO	
38460		Lenovo Student Laptop	Lenovo Thinkpad	R90WBMTA	\$787.00	1	LPUMS SCCE A101a	V. Nagal	20190843	10/28/2019	GO	6/5/24: Transfer to FES SCCE RM 307 V. Nagal
		Bundle: Dock Station, Moni	GUD300		\$549.27	1	LPUMS SCCE A101a	V. Nagal	20191275/ 1276/ 844/ 845	10/28/2019	GO	6/5/24: Transfer to FES SCCE RM 307 V. Nagal
30934		Acer Switch Alpha 12	Alpha 12	NTLCEAA0005 6307986E7200		1	LPUMS SCCE A101a	V. Nagal	20180501	11/5/2018	GO	6/5/24: Transfer to FES SCCE RM 307 V. Nagal
47703		HP Office-Jet Pro Premium	Model 9025	TH08L7612H	\$449.00	1	LPUMS SCCE A101a	V. Nagal	20200768	10/20/2020	GO	6/5/24: Transfer to FES SCCE RM 307 V. Nagal
47823		BenQ DLP Color Projector	MS535A	PD74L0064904 E	\$449.00	1	LPUMS SCCE A101a	G. Iwashita/T. Taitague	20200768	11/4/2020	GO	
		High Back Ergonomic Office	EY-04A		\$299.99	1	LPUMS SCCE A101a	G. Iwashita	20211620	7/20/2021	GO	
		High Back Ergonomic Office	EY-04A		\$299.99	1	LPUMS SCCE A101a	T. Taitague	20211620	7/20/2021	GO	

		Three Drawer Vertical Metal Filing cabinet with Dividers and locks			\$328.00	1	LPUMS SCCE A101a	G. Iwashita/T. Taitague	20232711-00	9/1/2023	NE	
		H.D. Single Pedestal Desk Woodgrain Top with lock and key 47.5			\$459.00	1	LPUMS SCCE A101a	G. Iwashita/T. Taitague	20232711-00	9/1/2023	NE	
		Milwaukee Portable Fan	M18	G47A92338159 56X	\$109.00	1	LPUMS SCCE A101a	T. Taitague	20232975		NE	
		Milwaukee 6AH Battery Do	M18		\$274.99	1	LPUMS SCCE A101a	T. Taitague/E. Cruz	20232975		NE	
		Milwaukee Dual Port Charg	M18	K86AC2249025 63	\$149.99	1	LPUMS SCCE A101a	T. Taitague/G. Iwashita/E. Cruz	20232975		NE	
45441		Lenovo Student Laptop	L390 YOGA	R90Y56EL	\$767.00	1	LPUMS SCCE A101a	T. Taitague	20200445	9/4/2020	GO	5/6/24: Received from ESCL Vince Acfalle
		Bundle: Dock station, Moni	GUD300		\$549.27	1	LPUMS SCCE A101a	T. Taitague	20191275/1276/844/845	10/28/2019	GO	Received 5/6/24 from?
		HD Executive Double Pede	CD-168-33		\$449.00	1	MSES SCCE Room 5	M. Lynn Diego	20120123-00	3/17/2012	FA	
		Executive Chair, Black	CD-698AXSN		\$199.00	1	MSES SCCE Room 5	M. Lynn Diego	20120123-00	3/17/2012	FA	
		Metal Storage Cabinet	B4-183		\$245.00	1	MSES SCCE Room 5	M. Lynn Diego	20120123-00	3/17/2012	FA	
		Crystal Storage Cabinet	B4-27X		\$369.00	1	MSES SCCE Room 5	M. Lynn Diego	20120123-00	3/17/2012	FA	
	2-2500-01-A	L-Type Desk	GSA 147L		\$489.00	1	MSES SCCE Room 5	M. Lynn Diego	95001055	7/17/1995	FA	
	2-2500-01D3	Single Pedestal	C-127P		\$299.00	1	MSES SCCE Room 5	M. Lynn Diego	95001055	7/27/1995	PO	
		2 Drawer beige file cabinet	98190097-34-09			1	MSES SCCE Room 5	M. Lynn Diego			FA	No Procurement info
		Portable Projector Screen	M70x70		\$133.74	1	MSES SCCE Room 5	M. Lynn Diego	20140659	10/2/2014	FA	
		SPCE 5' Folding Table Fitted Cover			\$150.00	2	MSES SCCE Room 5	M. Lynn Diego	20160576	9/28/2016	PO	One was lost
25320		Surface Pro 4 128 GB Mult	1724	67000171053	\$984.00	1	MSES SCCE Room 5	M. Lynn Diego	20170002-01	5/18/2019	FA	
		Microsoft Office Pro Docking Station		8.21693E+11	\$334.00	1	MSES SCCE Room 5	M. Lynn Diego	20170002-01	5/18/2019	FA	
		1- Displays2go 3 panel Tabletop Exhibit Board 72" x 36 "			\$235.00	2	MSES SCCE Room 5	M. Lynn Diego	20191316		FA	
38467		Lenovo Student Laptop	ThinkPad L390 Yoga		\$787.00	1	MSES SCCE Room 5	M. Lynn Diego	20190843	10/28/2019	FA	
		Bundle Dock station, Monitor, Battery back up Keyboard, Mouse, an			\$549.27	1	MSES SCCE Room 5	M. Lynn Diego	20191275/ 1276 /844 /845	10/28/2019	PO	
47845		HP Office- Jet Pro Premium	9025	TH08L76127	\$449.00	1	MSES SCCE Room 5	M. Lynn Diego			FA	
47826		BenQDLP Color Projector	MS535A	PDD5L0067804 E	\$449.00	1	MSES SCCE Room 5	M. Lynn Diego			FA	
		High Back Ergonomic Offi	EY-04A		\$299.99	1	MSES SCCE Room 5	M. Lynn Diego	20211620	7/20/2021	FA	
		High Back Ergonomic Offi	EY-04A		\$299.99	1	MSES SCCE Room 5	M. Zabala-Dulla	20211620	7/20/2021	FA	
38454		Lenovo Student Laptop	Thinkpad L390 Yoga	R90WBMH9	\$787.00	1	MSES SCCE Room 5	M. Zabala-Dulla	20190843	10/28/2019	FA	
		Bundle:Dock station, Monitor, Battery back up, Keybound, Mouse			\$549.27	1	MSES SCCE Room 5	M. Zabala-Dulla	20191275/ 1276 /844 /845	10/28/2019	PO	
30958		Acer Switch Alpha 12 (Keyt	SA5-271P-74E1 Business Tablet	NTLCEAA0056 307964B7200	\$775.00	1	MSES SCCE Room 5	M. Zabala-Dulla	20180501	1/11/2018	FA	
		H.D. Single Pedestal Desk	CD127-3M		\$459.00	1	MSES SCCE Room 5	M. Zabala-Dulla	20232711-00	9/1/2023	FA	
		Milwaukee Portable Fan	M18	G47A92338159 56X	\$109.99	1	MSES SCCE Room 5	M. Zabala-Dulla	20232975		NE	
		Milwaukee Portable Fan	M18	G47A92338159 56X	\$109.99	1	MSES SCCE Room 5	M. Lynn Diego	20232975		NE	
		Milwaukee 6AH Battery Do	M18		\$274.99	1	MSES SCCE Room 5	M. Zabala-Dulla/ M. Diego	20232975		NE	
		Milwaukee Dual Port Charg	M18	K86AC2249025 63	\$149.99	1	MSES SCCE Room 5	M. Zabala-Dulla/ M. Diego	20232975		NE	
		High Back Ergonomic Offic	EY-04A		\$299.99	1	AJMS SCCE Rm 25C	C. San Agustin	20211620	7/20/2021	GO	6/13/24: Received from AJMS SW. San Agustin
		Metal storage cabinet w/adj	NBK LX33B-W2	1768168	\$189.00	1	PES SCCE A-Wing	D. Garrido	200900503	3/11/2009	FA	6/3/24: Transferred to CHBPES
		Single Pedestal Desk, black	CD 127-3M		\$345.00	2	PES SCCE A-Wing	D. Garrido	20120123	3/19/2012	FA	6/3/24: Does not lock. Transferred to CHBPES
		Metal storage cabinet	FH-183		\$245.00	1	PES SCCE A-Wing	D. Garrido	20120123	3/19/2012	FA	6/3/24: Cabinet doors do not open properly. Transferred to CHBPES
		Varidesk Pro Plus 30, adjustable standing desk			\$404.28	1	PES SCCE A-Wing	V. Owen	20190965	7/23/2019	GO	
39413		HP Officejet All-in-one Prin	Pro 9025	TH94M4627S	\$384.00	1	PES SCCE A-Wing	V. Owen	20191316	9/16/2019	GO	

45445		Lenovo Student Laptop	L390 YOGA	R90Y57J7	\$767.00	1	EDUCATION SUPPORT & COMM LEARN	SCCE	20200445	9/4/2020	GO	5/29/24: Received from ESCL SCCE
		Bundle: Dock station, Moni	GUD300	OU91USW3100987	\$549.27	1	PES SCCE A-Wing	V. Owen	20191275/ 1276 /844 /845	10/28/2019	GO	
4770		HP OfficeJet All-in-one Print	Pro 9025	TH08L760MQ	\$449.00	1	PES SCCE A-Wing	D. Garrido	20200768	11/4/2020	GO	
		High Back Ergonomic Office	EY-04A		\$299.99	1	PES SCCE A-Wing	D. Garrido	20211620	7/20/2021	GO	6/3/24: Hydraulics not working. Transferred to CHBPES
		High Back Ergonomic Office	EY-04A		\$299.99	1	PES SCCE A-Wing	D. Garrido	20211620	7/20/2021	GO	6/3/24: Hydraulics not working. Transferred to CHBPES
		4 Drawer filing cabinet, beige	B4-4		\$384.00	2	PES SCCE A-Wing	D. Garrido	20232711	9/1/2023	NE	
		HON Ignition 2.0 Task Chair	HIWMM.Y2.A.H.I.M. CU 10.BL.SB.T		\$441.40	2	PES SCCE A-Wing	V. Owen	20232796	9/1/2023	NE	
		Milwaukee Portable Fan	M18	G47A9233815956X	\$109.99	2	PES SCCE A-Wing	V. Owen	20232975		NE	
		Milwaukee 6AH Battery Dock	M18		\$274.99	1	PES SCCE A-Wing	D. Garrido/V. Owen	20232975		NE	
		Milwaukee Dual Port Charger	M18	K86AC224902563	\$149.99	1	PES SCCE A-Wing	D. Garrido/V. Owen	20232975		NE	
		Canopy (instant), Navy Blue	M-Series Pro 2		\$249.99	1	PES SCCE A-Wing	D. Garrido			NE	5/16/24: Received
		Bundle: Docking, Monitor, Keyboard, Mouse & Bag			\$549.27	1	UES SCCE Fast Track RM 5	M. Manalisay	20191275/0844/845/1276	10/28/2019	GO	FY24 3rd Qtr: Battery Backup broken - disposed
		Bundle: Docking, Monitor, Keyboard, Mouse & Bag			\$549.27	1	UES SCCE Fast Track RM 5	D. Centeno	20191275/0844/845/1276	10/28/2019	GO	FY24 3rd Qtr: Battery Backup broken - disposed
		Bundle: Monitor, Docking Station	ThinkPad L13 Yoga	R90YPBVG		1	UES SCCE Fast Track RM 5	W. Lampa			GO	FY24 3rd Qtr: Battery Backup broken - disposed
	2-2500-09-001	Mid-Back Executive Chair		WELWR302G1011-W2	\$149.00	1	UES SCCE Fast Track RM 5	N. Quitugua/W. Lampa	20090610	3/19/2012	FA	FY24 3rd Qtr: Transferred to Computer Op at Daniel L. Perez Elementary School
38460		Lenovo Student Laptop	Lenovo Thinkpad	R90WBMTA	\$787.00	1	FES SCCE Rm307	V. Nagal	20190843	10/28/2019	GO	6/5/24: Transfer from LPUMS SCCE A101a
		Bundle: Dock Station, Monitor	GUD300		\$549.27	1	FES SCCE Rm307	V. Nagal	20191275/ 1276/ 844/ 845	10/28/2019	GO	6/5/24: Transfer from LPUMS SCCE A101a
30934		Acer Switch Alpha 12	Alpha 12	NTLCEAA00056307986E7200		1	FES SCCE Rm307	V. Nagal	20180501	11/5/2018	GO	6/5/24: Transfer from LPUMS SCCE A101a
47703		HP Office-Jet Pro Premium	Model 9025	TH08L7612H	\$449.00	1	FES SCCE Rm307	V. Nagal	20200768	10/20/2020	GO	6/5/24: Transfer from LPUMS SCCE A101a
		Two Drawer Metal Filing Cabinet	B4-2		\$259.00	1	FES SCCE RM 307	J. Martin	20232711-00	9/1/2023	NE	4/22/24: Received from WES SCCE Rm 46 J. Martin
		2 Doors Metal Storage Cabinet	FH-183		\$399.00	1	FES SCCE RM 307	J. Martin	20232711-00	9/1/2023	NE	4/22/24: Received from WES SCCE Rm 46 J. Martin
735		(SAFCO) Handtruck 500 lbs	20120660		\$249.00	1	VSABMS SCCE Rm 49	J. Nakamura	20120660	1/30/2015	GO	6/14/24: Transfer
21881		Brother DCP-L2540DW Multifunction	DCP-L2540DW	U63885k5n824976	\$248.44	1	VSABMS SCCE Rm 49	J. Nakamura	20160172	7/1/2016	GO	6/14/24: Transfer
10488		Sony Digital Camera 14 megapixels	DSC-W530	651287	\$179.00	1	VSABMS SCCE Rm 49	J. Nakamura	20120531	8/31/2012	GO	6/14/24: Transfer
1680		3 Drawer Lateral Filing Cabinet	SANUP3G		\$519.00	1	VSABMS SCCE Rm 49	J. Nakamura	20120125	6/9/2012	FA	6/14/24: Transfer; Broken Doors/No keys
25316		Surface Pro 4 128 GB Multi-touch	1724	28141570153	\$984.00	1	JFKHS SCCE A126	P. Camacho	20170002-01	6/27/2017	GO	6/14/24: Transfer
38456		Lenovo student laptop	Thinkpad L390 Yoga	R90WBMTF	\$787.00	1	JFKHS SCCE A126	P. Camacho	20190843	10/28/2019	GO	6/14/24: Transfer
		Fellowes PowerShred 73Ci	MFR#4601001	73CI 181113AA0135188	\$425.00	1	VSABMS SCCE Rm 49	J. Nakamura	20200314	3/26/2020	GO	6/14/24: Transfer
	2-2500-01-H3	Easel Board			\$199.00	1	VSABMS SCCE Rm 49	J. Nakamura	98001956	9/1/1998	GO	6/14/24: Transfer
		Crystal Drawer (Legal Size)	B4-27X		\$369.00	1	VSABMS SCCE Rm 49	J. Nakamura	20120123	6/1/2011	GO	6/14/24: Transfer
		Magazine Rack	MA000ZA		\$149.00	1	VSABMS SCCE Rm 49	J. Nakamura	20090051	6/1/2011	GO	6/14/24: Transfer
		Single Pedestal Desk	CD127-3M		\$345.00	1	VSABMS SCCE Rm 49	J. Nakamura	20120123	6/1/2011	GO	6/14/24: Transfer
		Executive Double Ped. Desk	CD16833		\$449.00	1	VSABMS SCCE Rm 49	J. Nakamura	20120123	3/1/2012	GO	6/14/24: Transfer
		Plastic Folding Table	FC-16MX		\$59.00	2	VSABMS SCCE Rm 49	J. Nakamura	20120851	9/27/2012	GO	6/24/24: Transfer
		Tri-Fold Display Board	SB93513Q		\$495.00	1	VSABMS SCCE Rm 49	J. Nakamura	20120129	10/25/2012	GO	6/14/24: Transfer
		SPCE 6' Folding Table Fitted Cover			\$150.00	2	VSABMS SCCE Rm 49	J. Nakamura	20160567	9/28/2016	GO	6/24/24: Transfer
		USB 3.0 Toshiba External Hard Drive	DTB330	73IDT98XTPEC	\$189.00	1	JFKHS SCCE A126	P. Camacho	20170017	1/13/2017	GO	6/14/24: Transfer

	Microsoft Office Pro Dockin	1661	3.79163E+11	\$334.00	1	JFKHS SCCE A126	P. Camacho	20170002-01	6/27/2017	GO	6/14/24: Transfer
	Victor Desk Riser			\$463.00	1	VSABMS SCCE Rm 49	J. Nakamura	20170493	9/26/2017	GO	6/14/24: Transfer
	Panasonic KXTGE233 Tele	KXTGE233	8AAXD390608	\$139.99	1	VSABMS SCCE Rm 49	J. Nakamura	20190458	4/22/2019	GO	6/14/24: Transfer
	Sony ICDPX470 Digital Voi	ICDPX470	1063885	\$124.99	1	JFKHS SCCE A126	P. Camacho	20190663	5/14/2019	GO	6/14/24: Transfer
	Metal Storage Cabinet	FH-183		\$289.00	1	VSABMS SCCE Rm 49	J. Nakamura	20191279	7/10/2019	GO	6/14/24: Transfer
	4 Drawer Legal Filing Cabir	25-450		\$395.00	2	VSABMS SCCE Rm 49	J. Nakamura	20191279	7/10/2019	GO	6/24/24: Transfer
	Display2go 3-Panel Tabletc	13P7236BKGR		\$235.00	1	VSABMS SCCE Rm 49	J. Nakamura	20191316	9/3/2019	GO	6/14/24: Transfer
	Bundle: Dock station, Monitor, Battery Back up, Keyboard, Mouse			\$549.27	2	VSABMS SCCE Rm 49	J. Nakamura	20190843/1275/1276/844/845	10/28/2019	GO	6/24/24: Transfer
	Bose Slink Revolve Speake	739617-1110		\$299.00	1	VSABMS SCCE Rm 49	J. Nakamura	20200174	2/10/2020	GO	6/14/24: Transfer
47362	HP Office Jet Pro 7740 Wid	776957	CN05J551CJ	\$359.00	1	VSABMS SCCE Rm 49	J. Nakamura	20200313	3/26/2020	GO	6/14/24: Transfer
	Fellowes Saturn 3i 95 Therm	MFR#5735801		\$168.00	1	VSABMS SCCE Rm 49	J. Nakamura	20200313	3/26/2020	GO	6/14/24: Transfer
47824	BenQ DLP Color Projector	MS535A	PDD5L0058204 E	\$449.00	1	VSABMS SCCE Rm 49	J. Nakamura	20200768	11/4/2020	GO	6/14/24: Transfer
	SAFCO 6270 Wire Shelving, 36"X24"X75", 4 Shelving, Gray, \$274			\$837.00	3	VSABMS SCCE Rm 49	J. Nakamura	20211382	4/19/2021	GO	6/34/24: Transfer
	Display Cabinet with Lock, 2-Dr, Beige		ESL-02-2000-12-289		1	VSABMS SCCE Rm 49	J. Nakamura			FA	6/14/24: Transfer
	High Back Ergonomic Offic	EY-04A		\$299.99	1	VSABMS SCCE Rm 49	J. Nakamura	20211620	7/20/2021	GO	6/14/24: Transfer
	High Back Ergonomic Offic	EY-04A		\$299.99	1	VSABMS SCCE Rm 49	J. Nakamura	20211620	7/20/2021	GO	6/14/24: Transfer
14360	HP Laserjet Printer	P1102W	svnb6p32400	\$247.00	1	VSABMS SCCE Rm 49	J. Nakamura	20120719	8/28/2012	GO	6/14/24: Transfer
	Varidesk Proplus 30 Riser	43457		\$425.00	1	JFKHS SCCE A126	P. Camacho	20200266	3/10/2020	GO	6/14/24: Transfer
	Chairs, Metal, folding, beige	FC-16MX		\$23.50	4	VSABMS SCCE Rm 49	J. Nakamura	20120865	9/22/2012	GO	6/14/24: Transfer
	High Back Ergonomic Offic	EY-04A		\$299.99	1	VSABMS SCCE Rm 49	J. Nakamura	20211620	7/20/2021	GO	6/14/24: Transfer
4181	Elmo Document Camera	BOOMCZ1ES8	1243588	\$184.00	1	VSABMS SCCE Rm 49	J. Nakamura	20041478	9/24/2004	GO	6/14/24: Transfer
	Treadnet 5 port Gig Switch	c212165g00124		\$49.00	1	VSABMS SCCE Rm 49	J. Nakamura	20120726	9/27/2012	GO	6/14/24: Transfer
	Ikling USB C Type Hub, 9	MKDG0		\$58.00	1	JFKHS SCCE A126	P. Camacho	20200294	3/13/2020	GO	6/14/24: Transferr
45614	Lenovo Thinkpad	L13 Yoga	R90YNBA0	\$1,224.95	1	VSABMS SCCE Rm 49	J. Nakamura	20200452	6/8/2020	GO	6/14/24: Transfer
	Two Door Metal Storage Cabinet w/ Shelves + L		10147	\$798.00	2	VSABMS SCCE Rm 49	J. Nakamura	20232711	9/13/2023	NE	6/24/24: Transfer
	Milwaukee Portable Fan	M18	G47A92338159 56X	\$109.99	1	VSABMS SCCE Rm 49	J. Nakamura	20232975		NE	6/14/24: Transfer
	Milwaukee Portable Fan	M18	G47A92338159 56X	\$109.99	1	VSABMS SCCE Rm 49	J. Nakamura	20232975		NE	6/14/24: Transfer
	Milwaukee 6AH Battery Do	M18		\$274.99	1	VSABMS SCCE Rm 49	J. Nakamura/H.Towai-Idip	20232975		NE	6/14/24: Transfer
	Milwaukee 6AH Battery Do	M18		\$274.99	1	VSABMS SCCE Rm 49	J. Nakamura / D. Quidachay	20232975		NE	6/14/24: Transfer
	Milwaukee Dual Port Charg	M18	K86AC2249025 63	\$149.99	1	VSABMS SCCE Rm 49	J. Nakamura/H.Towai-Idip	20232975		NE	6/14/24: Transfer
	Milwaukee Dual Port Charg	M18	K86AC2249025 63	\$149.99	1	VSABMS SCCE Rm 49	J. Nakamura/ D. Quidachay	20232975		NE	6/14/24: Transfer
	12'X12' Instant Heavy Duty	184455		\$182.05	1	VSABMS SCCE Rm 49	J. Nakamura/H.Towai-Idip	20240335		NE	6/14/24: Received
	12'X12' Instant Heavy Duty	184455		\$182.05	1	VSABMS SCCE Rm 49	J. Nakamura/David Quidachay	20240335		NE	6/14/24: Received

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

Dr. Barbara Adamos, Acting DS ESCL

Signature of Authorized Certifying Official:



Telephone: (area code, number, and extension)

671-300-1631

Email address:

bradamos@gdoe.net

Date Report Submitted: (Month, Day, Year)

July 10, 2024

Type or Print Name and Title of Project Coordinator:

Steven Pangelinan, Program Coordinator IV

Signature of Project Coordinator:



Telephone: (area code, number, and extension)

671-300-1625

Email address:

svpangelinan@gdoe.net

Date Report Submitted: (Month, Day, Year)

July 10, 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

July 31, 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 (FPD) Review**

July 31, 2024

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

24-1387b

Grant Name: <u>Consolidated Grant FFY 2023</u> Grant#: <u>S403A230002</u>	What quarter is this report filed? Mark an "X"																				
PROJECT TITLE: Project #5: PRUGRÅMAN TININGO'	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%;">10/01/23-12/31/23</td> <td style="width:25%;">01/01/24-03/31/24</td> <td style="width:25%;">04/01/24-06/30/24</td> <td style="width:25%;">07/01/24-09/30/24</td> </tr> <tr> <td align="center">1st Qtr</td> <td align="center">2nd Qtr</td> <td align="center">3rd Qtr</td> <td align="center">4th Qtr</td> </tr> <tr> <td></td> <td></td> <td align="center">X</td> <td></td> </tr> <tr> <td>REPORT DUE: 01/10/24</td> <td>REPORT DUE: 04/10/24</td> <td>REPORT DUE: 07/10/24</td> <td>REPORT DUE: 10/10/24</td> </tr> <tr> <td align="center" colspan="4">ANNUAL REPORT DUE: 11/20/2024</td> </tr> </table>	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			
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: Brandy-Jose Martinez																					
PROJECT MANAGER: Jimmy S. Teria																					
STATE PROGRAM OFFICER: Christopher Surla																					

AMOUNT BUDGETED (FFY 2023): <u>\$1,151,662.24</u>	AMOUNT ENCUMBERED/REQUISITIONS: \$ <u>507,915.65</u>	AMOUNT OF EXPENDITURES: \$ <u>73,791.08</u>
AMOUNT BUDGETED (FFY 2022): <u>\$0.00</u>	AMOUNT ENCUMBERED/REQUISITIONS: \$ <u>0.00</u>	AMOUNT OF EXPENDITURES: \$ <u>0.00</u>

GRADE LEVEL(S) and NUMBER of <u>TARGETED</u> POPULATION to RECEIVE SERVICES								
Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
Pre-K – 5					13,934	40	93	
6 – 8					2,364		23	
9 - 12					2,998		16	

LIST THE PROJECT GOALS:	<p>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 <i>Prugrãman Tiningo'</i> strives to:</p> <ol style="list-style-type: none"> 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.
LIST THE PROJECT OBJECTIVES:	<p>Annual Objective 1: The <i>Prugrãman Tiningo'</i> project will increase the retention rate of highly qualified CHamoru teachers.</p> <ul style="list-style-type: none"> • 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.

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

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.

PART I: Section 1. *Activities & Work Accomplished*

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
<ul style="list-style-type: none"> ➤ In this column, list the Project Components. ➤ In bullet form, list the specific activities falling under each Component. ➤ <i>Insert Additional rows as needed.</i> 	<ul style="list-style-type: none"> ➤ For each activity listed in the previous column, state the status of each activity (<i>ongoing, delayed, or completed</i>), and describe the details of the work accomplished during the period. Specify the <i>what, when, where, how, how many participants (a primary data or 'count')</i>, etc. Primary data may be presented in narrative form, or as a table or graph. ➤ If there was an activity that was not implemented during this reporting period, then simply indicate "REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER". Include the reason why the activity was not conducted for the quarter.
<p>5.1. Improving CHamoru Teacher Retention & Effectiveness</p> <ul style="list-style-type: none"> 5.1.1 CHamoru Teacher Coaching: On-Going 5.1.2 Professional development opportunities: On-going 5.1.3 Equipment to enhance classroom 	<p>5.1.1 CHamoru Teacher Coaching: <i>Ongoing</i></p> <ul style="list-style-type: none"> • CHamoru Pedagogy scope of work has been created and entered into the Munis System. Pending Purchase Orders. We have not received the updated number from HR (request sent to HR 7/12/24), however, the last number we had was 114 highly qualified Chamoru teachers, based on a teacher survey (including our <i>Faneyâkan Sinipok</i> CHamoru Teachers). At this time, NO teachers are being coached as we do not have a contract.

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

<p>5.1.4 Travel PD Opportunities: On-going</p>	<p>5.1.2 Professional development opportunities: <i>Ongoing</i></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. No. of travelers – 1 teacher, 1 project staff (<i>Completed</i>, pending district professional development) <p>National Association of Bilingual Education (NABE) – February 2024, No. of travelers – 2 teachers (Location: New Orleans, LA). (<i>Completed</i>, pending district professional development)</p> <ul style="list-style-type: none"> Center for Advanced Language & Acquisition (CARLA 2024), in Minneapolis, MN from May 30-June 1, 2024, No. of travelers – 2 teachers (<i>Completed</i>, pending district professional development). The travelers were initially scheduled to provide training at the 2024 Summer Teacher Academy, however, there were not enough registered participants and the training had to be cancelled. American Indian Indigenous Teacher Education Conference “Returning to our Languages and Ways of Knowing” June 21-22, 2024, No. of travelers – 2 teachers. (<i>Completed</i>, pending district professional development). <p>5.1.3 Equipment to enhance classroom instruction: <i>Ongoing</i></p> <ul style="list-style-type: none"> All equipment specifications have been entered into the Munis System. Pending purchase Orders. <p>5.1.4 Travel PD Opportunities: All professional developments as a result of travel are currently scheduled August 6 & August 7, 2024 during the <i>Mababan Eskuela</i> Professional Development.</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>5.2.1 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 4th Quarter Report.</p> <p>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 4th Quarter Report.</p> <p>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 4th Quarter Report.</p> <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>5.3. Faneyåkan Sinipok (CHamoru Immersion Program) Supports 5.3.1 Teacher Assistants: On-Going 5.3.2 Eskuelan Tiempon Somnak (Summer School): On-going 5.3.3 Prugråman Despues di Eskuela (After School Program): Complete 5.3.4 Professional Development Opportunities: On-Going 5.3.5 Travel PD Opportunities: On-Going</p>	<p>5.3.1 Activity: <i>Faneyåkan Sinipok</i> currently has 5 certified Locally-Funded CHamoru Teachers in the classroom. The Project hired 5 Teacher Assistants on April 8, 2024 to provide supports to the Students in these classrooms. On May 28, 2024, one TA had resigned. The Project currently has 4 TAs and are in the process of hiring another. In addition, more information will be available in the 4th Qtr.</p> <p>There was a total of 52 students last school year and the breakdown is as follows:</p> <ul style="list-style-type: none"> ○ Kinder: 17 ○ 1st: 10 ○ 2nd: 9 ○ 3rd: 9 ○ 4th: 7 <p>5.3.2 <i>Ongoing</i>. SSA for this activity is ongoing. Teacher has been selected and is currently teaching <i>Eskuelan Tiempon Somnak</i>. Ten (10) students were registered and attended. More information will be provided in the 4th Qtr.</p> <p>5.3.3 <i>Completed</i>. For SY 2023-2024, the Project had two (2) teachers to provide the service. Teachers have completed and submitted all</p>

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

requirements to the project. 14 students were registered and attended the *Prugraman Despues di Eskuela*. The project has since forwarded the deliverables to Fed. Programs. Fed. Programs accepted and the teachers are waiting to be compensated.

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 4th Quarter Report.

5.3.5 *Ongoing*. The Project has completed 100% of its travel line items, however, the requirement for district Professional Development training has not been fulfilled. We anticipated our 1st Training to take place during the Summer Teacher Academy, however, their sessions were cancelled due to low registration. More information will be provided in the 4th Qtr.

5.4. Parent Engagement & Language Revitalization

5.4.1 *Eskuelan Manaina* (Parent Classes): **Completed**

5.4.2 *Komferensian Manaina* (Parent Conference): On-going

5.4.1 *Completed*. For SY 2023-2024, the Project had 2 teachers to provide the *Eskuelan Manaina* service. Teachers have completed and submitted all requirements to the project. Thirty (30) parents registered and attended. The project has since forwarded the deliverables to the Federal Programs Division (FPD). The FPD accepted and the teachers are waiting to be compensated.

5.4.2 *Ongoing Activity*. Information has been keyed into the Munis System. Pending Purchase Order.

PART I: Section 2. Means of Evaluating Program Outcomes Chart (or Performance Measures Chart)

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</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
<p>5.1. Improving CHamoru Teacher Retention & Effectiveness</p> <p>5.1.1 CHamoru Teacher Coaching</p> <p>5.1.2 Professional development opportunities</p> <p>5.1.3 Equipment to enhance classroom</p>	a) 40% of all CHamoru language teachers will obtain a certificate in CHamoru pedagogy by the end of SY2023-2024.	CHamoru class roster	% of teachers who complete a Certificate in CHamoru pedagogy	Yes	No baseline data – will be available at the end of SY2023-2024.	<p>Target: Reported at the end of SY23-24.</p> <p>Actual: CHamoru pedagogy training for CHamoru Language Teachers not yet started due</p>	<p>Target: Reported at the end of SY23-24</p> <p>Actual: Chamoru pedagogy training for Chamoru language teachers not yet started due</p>	<p>Target: Reported at the end of SY23-24</p> <p>Actual: Chamoru pedagogy training is delayed due to not receiving the Purchase Order.</p>	

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

<p>instruction 5.1.4 Travel PD Opportunities</p>	<p>b) The number of highly qualified CHamoru language teachers who remain employed with the GDOE will increase by 3%.</p>	<p>Personnel records on the number of highly qualified CHamoru teachers who continue to remain employed with the GDOE.</p>	<p>% of highly qualified CHamoru teachers who continue to the next year</p>	<p>Yes</p>	<p>132 teachers</p>	<p>to the delay in hiring Project Staff. More information will be reported in the 2nd Qtr. Target: Reported at the end of SY 23-24. Actual: Chamoru instruction being conducted by 114 CHamoru language teachers.</p>	<p>the delay in hiring Project Staff. More information will be reported in the 3rd Qtr. Target: Reported at the end of SY 23-24. Actual: Chamoru instruction being conducted by 114 CHamoru language teachers.</p>	<p>Requisition is in the Munis System. Target: Reported at the end of SY 23-24. Actual: Chamoru instruction being conducted by 114 CHamoru language teachers.</p>	
<p>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</p>	<p>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).</p>	<p>Web-based surveys and classroom observations to determine increase in utilization of strategies learned from PD opportunities.</p>	<p>% of teachers who report, or are observed to, have an increase in the utilization of research-proven instructional strategies.</p>	<p>Yes</p>	<p>No baseline data - will be available at the end of SY2023-2024.</p>	<p>Target: 10% Actual: No survey was conducted this quarter. Survey on classroom application of things learned from PD opportunities or curricular resources will be conducted in the 3rd quarter.</p>	<p>Target: 20% Actual: No survey was conducted this quarter. Survey on classroom application of things learned PD opportunities or curricular resources will be conducted in the 3rd quarter.</p>	<p>Target: 30% Actual: A brief survey is in the process of being created. Information will be presented during the Professional Development scheduled for the beginning of SY2024-2025. PD to be held on</p>	

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

								8/6-8/7/2024. A copy of the survey will be furnished afterwards. The survey will be available after the <i>Mababan Eskuela</i> (8/6-8/7/2024)	
Component 5.3. <i>Faneyåkan Sinipok</i> (CHamoru Immersion Program) Supports 5.3.1 Teacher Assistants 5.3.2 <i>Eskuelan Tiempon Somnak</i> (Summer School) 5.3.3 <i>Prugråman Despues di Eskuela</i> (After School Program) 5.3.4 Professional Development Opportunities 5.3.5 Travel PD Opportunities	a) 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.	Student Performance on the Proficiency Assessments	% of students who perform at the Limited CHamoru Speaker Level (Level 3).	Yes	No baseline data – will be available in SY2023-2024.	<u>Target:</u> Reported at the end of SY23-24. <u>Actual:</u> Ongoing instruction of students in Chamoru language classes. There are approximately 50 students that are being tested, more information will be available 2 nd quarter.	<u>Target:</u> Reported at the end of SY23-24. <u>Actual:</u> Ongoing instruction of students in Chamoru language classes. More information will be provided in the 3 rd Quarter.	<u>Target:</u> Reported at the end of SY23-24. <u>Actual:</u> 52 tested, of the 52, 13 students tested at level 3 (25%), exceeding the goal of 5%.	
	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 SY 2023-	Student performance on the Proficiency Assessment	% of students who participate in the <i>Faneyåkan Sinipok</i> program who perform at the Near Fluent in CHamoru	Yes	11%	<u>Target:</u> Reported at the end of SY23-24. <u>Actual:</u> Ongoing implementation of the	<u>Target:</u> Reported at the end of SY23-24. <u>Actual:</u> Implementation of the <i>Faneyåkan</i>	<u>Target:</u> Reported at the end of SY 23-24. <u>Actual:</u> The breakdown of levels is as	

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

	2024 as shown in proficiency assessments.		Speaker Level (Level 4).			<i>Fāneyakan Sinipok</i> Program.	<i>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 3 rd Qtr.	follows: Level 1: 29% or 15 students; Level 2: 38% or 20 students; Level 3: 25% or 13 students, above target and Level 4: 8% or 4 students, below target.	
5.4. Parent Engagement & Language Revitalization 5.4.1 <i>Eskuelan Manaina</i> (Parent Classes) 5.4.2 <i>Komferensian Manaina</i> (Parent Conference)	a) By providing supports to parents, the number of parents who attend weekly parent night CHamoru classes and forums will total 30 at the end of every quarter in SY2023-2024.	Parent participation surveys, parent sign-in sheets	# of parents who attend and engage in weekly parent night CHamoru classes and forums	Yes	No baseline data – will be available in SY2023-2024	Target: 30 parents attending weekly parent night sessions. Actual: No data this quarter as the SSAs are still being created. More information will be provided in the 2 nd Qtr.	Target: 30 parents attending weekly parent night sessions. Actual: SSAs were created and are still in the process of being approved. More information will be provided in the 3 rd Qtr.	Target: 30 parents attending weekly parent night sessions. Actual: Parent engagement for the <i>Eskuelan Manaina</i> March 2024: 23 parents; April 2024: 21 parents; May 2024: 9 parents. For a total of 53 attendees for <i>Eskuelan Manaina</i> for SY2023-2024. Averaging 18 parents/month,	

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

	<p>b) Through web-based surveys, 30% of parents who attend weekly parent night 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>% 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>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>Target: 25% 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>	<p>lower than our anticipated target of 30.</p> <p>Target: 30% of parents reporting increased use of CHamoru language at home with their student(s).</p> <p>Actual: Based on the data from the <i>Eskuelan Manaina</i>, a total of 53 parents had attended and taken part in the lessons provided. 53 parents equate to approximately 30% of our student population (52 students in total)</p> <p>As a part of acceptance for <i>Faneyakan</i>, ALL parents are encouraged to speak CHamoru at home as a part</p>	
--	--	--------------------------	--	------------	--	---	--	---	--

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

of their commitment to the program.

As of the 3rd Qtr. **100%** of our 53 parents who attended have shown increases based on the Teacher observations and verbal testing. A copy of the assessment is available.

PART II: *Successes, Challenges, and Evaluation*

Evidence of Success/Progress
Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).

Component 5.3

- 5.3.1- Teacher Assistants
 - With the hiring of our TAs, our students are directly benefitting as shown in the assessment chart. We have 13 out of 52 students who assessed at level 3 (25%, above the annual target of 5%).
- 5.3.3- *Despues di Eskuela* (After School Program)
 - Students who participated in the activity have increased capacity to grow and are evidenced by the teacher report. Kindly reference Performance Measure: Component 5.3 Level 1: 29% or 15 students; Level 2: 38% or 20 students; Level 3: 25% or 13 students, above target and Level 4: 8% or 4 students, below target.

Component 5.4

- **100%** of our 53 parents who attended *Eskuelan Manaina* (Parent classes) have shown increases in the use of the CHamoru language at home with their student(s), based on the Teacher observations and verbal testing.

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

Observations and/or Challenges

List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?

At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.

- At this time, the only challenge we are observing is the timeliness of our procurement items. Many of the activities that need to be implemented require us to hire contractors to be able to provide this service to our students.

What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?

As of the end of this reporting period, the Project Coordinator had conducted the following:

- Classroom observation during the regular SY 2023-2024
- Training & Professional Development with the Teacher Assistants
- Classroom observation during *Eskuelan Tiempon Somnak* (Summer School 2024)
- Classroom observation in conjunction with Federal Programs during *Eskuelan Tiempon Somnak* (Summer School)
- Federal Programs had conducted a Teacher Interview during *Eskuelan Tiempon Somnak* (Summer School)

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: PRUGRAMAN TININGO

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violation of U.S. Code Title 18, Sections 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812

Brandy-Jose Martinez

PROJECT CO-LEAD NAME (PRINT)



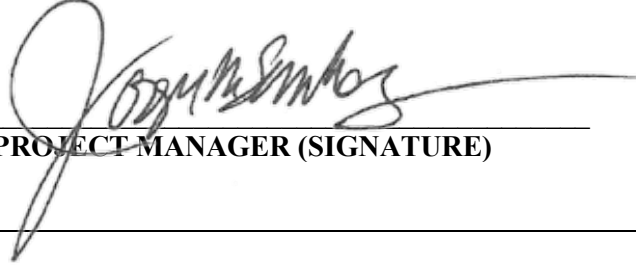
PROJECT CO-LEAD (SIGNATURE)

27 Aug. 2024

DATE

Joseph L.M. Sanchez

PROJECT MANAGER NAME (PRINT)



PROJECT MANAGER (SIGNATURE)

8.27.24

DATE

FEDERAL PROGRAMS DIVISION



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

Fixed Assets

July 31, 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

July 31, 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 (FPD) Review**

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

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: Fr. Jeffrey San Nicolas

PROJECT MANAGER: Sylvia T. Calvo

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana

AMOUNT BUDGETED (FFY 2023): \$3,130,194.35	AMOUNT ENCUMBERED/REQUISITIONS: \$ <u>142,870.67</u> .	AMOUNT OF EXPENDITURES: \$ <u>2,884.62</u> .
AMOUNT BUDGETED (FFY 2022): \$3,105,295.02	AMOUNT ENCUMBERED/REQUISITIONS: \$ <u>1,262,557.13</u> .	AMOUNT OF EXPENDITURES: \$ <u>283,529.78</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	1088	913	88	10				
6 – 8	611	624	60	2				
9 - 12	1012		99	10				

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 goals:

- Expand student-learning experiences to improve student performance in math and reading and enhance their college and career readiness; and
- 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: *Component A.I. 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).

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

<p>Goal A, Component 1: Academic Performance:</p> <p>Advanced Placement</p>	<p>Advanced Placement Testing Conducted</p> <p>FD = 145, Testing Conducted AOLG = 150, Testing Conducted NDHS = 104 SBSCS = 10 (AP Algebra 1 No Testing)</p>
<p>Goal A, Component 2: Specialized Events & Opportunities</p> <p>Academic Challenge Bowl</p>	<p>FDMS ACB student participation-15 students Annual National Academic Championship-HS June 1-2, 2024 Washington DC Academic Championship Competition Travel reports submitted to Mr. Ochoco for final submission to close out the travel packet. Six (6) student travelers, One (1) ACB Coach FDMS ACB coach submitted ASE Deliverables-April 2024.</p> <p>AOLG 15 students; no placement in island wide competition</p> <p>SBSCS Four students participated in the PBS televised ACB match last April 24, 2024. Students completed the survey sent by the ASE team.</p> <p>SACS Completed</p>
<p>Goal A, Component 2: Specialized Events & Opportunities</p> <p>MATHCOUNTS</p>	<p>SBSCS Completed. Students completed the survey sent by the ASE team.</p> <p>SACS Completed</p>
<p>Goal A, Component 2: Specialized Events & Opportunities</p> <p>Math Olympiad</p>	<p>SBSCS Completed. Students completed the survey sent by the ASE team.</p>

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

<p>Goal A, Component 2: Specialized Events & Opportunities</p> <p>National Forensic League (NFL)</p>	<p>FDMS NFL student participation-34 students</p> <p>AOLG 6 students; no placement in island wide competition.</p>
<p>Goal A, Component 2: Specialized Events & Opportunities</p> <p>Mock Trial</p>	<p>AOLG 7 students; second place in island wide competition.</p>
<p>Goal A, Component 2: Specialized Events & Opportunities</p> <p>S.T.E.A.M. Activities</p>	<p>BBMCS BBMCS, in cooperation with Bella Wings Aviation, presented a Junior Drone Program for students in 1st-8th grade on Saturday mornings from January 6 - April 20, 2024. Students participated in STEAM activities including instruction in aviation, coding for flight paths, and drone racing.</p>
<p>Goal B, Component 4: Professional Development</p> <p>Higher Older Thinking Skills</p>	<p>BBMCS</p> <p>This activity is ongoing. To summarize, the Higher Order Thinking was facilitated by GDOE on March 17, 2023 at GDOE headquarters in Tiyan, GU. BBMCS sent 3 participants: Allandail Rivera, Taylor Joaquin, and Christy Mendoza. The acquired instructional strategies were incorporated into compare and contrast essays, and script writing group projects in the subject of literature.</p> <p>This activity is ongoing. To summarize, topics learned from the PD were utilized in the Obispos Media program as students learned about music video and podcast recording as a component of their Language Arts and Music classes.</p>
<p>Goal B, Component 4: Professional Development</p> <p>AP Summer Institute (APSI)</p>	<p>FDMS 6.1.3 AP Summer Institute (APSI) (Ongoing, 25%)(COST-SHARED) Requisition #23000385 Requisition #23000385 is still in the procurement approval workflow. FDMS respectfully request the dates and PD agenda (content areas) to allow FDMS stakeholders to plan accordingly for activity.</p>
<p>Goal B, Component 4: Professional Development</p> <p>International Society for Technology in Education (ISTE)</p>	<p>SBCS One personnel (assistant principal for curriculum and grants) attended the ISTE Conference in Denver, CO, from June 23-26, 2024. She will share her learnings with the SBCS faculty during their first monthly faculty meeting for SY 24-25.</p> <p>SACS Vice Principal attended the ISTE Live 2024 CONFERENCE June 21- June 29, 2024, Denver, Colorado</p>

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

<p>Goal B, Component 4: Professional Development</p> <p>National Art Education Association</p>	<p>SACS Teacher attended the NATIONAL ART EDUCATION ASSOCIATION CONVENTION April 2-8, 2024, Minneapolis, Minnesota.</p>
<p>Goal B, Component 4: Professional Development</p> <p>Travel</p>	<p>SBCS One personnel (assistant principal for curriculum and grants) attended the ISTE Conference in Denver, CO, from June 23-26, 2024. She will share her learnings with the SBCS faculty during their first monthly faculty meeting for SY 24-25.</p>
<p>Goal B, Component 5: Technology Support and Technology Integration</p> <p>Continuing Use of Acquired Technology</p>	<p>SBCS Continuing use of CG-acquired technology – Completed 342 students and 30 teachers used CG-acquired technology in their lessons daily for SY 23-24. Students and teachers answered the technology survey in May 2024. Results are with Federal Programs.</p> <p>SFCS All students (148) and all faculty (15) used CG acquired technology within their lessons/lesson planning for SY 2023-2024. Students and faculty completed required technology surveys.</p> <p>DCS Teachers and students continue to integrate technology in teaching and learning. There was also technology integration in administering the standardized testing (Smarter Balance) which was done online.</p> <p>AOLG Methods used to monitor project activities with the use of technology for 285 students and 48 faculty include, but are not limited to the following: Review of students’ progress. Regular classroom observation. Electronic sign-in sheets for in-house training and professional development. Issuance sheets for technology equipment released to students and teachers for individual use. Electronic surveys/evaluations for students and faculty progress and end of school year.</p>

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

<p>Goal B, Component 5: Technology Support and Technology Integration</p> <p>Requisition and Procurement of Additional Technology</p>	<p>SBCS Requisition and procurement of additional technology – Delayed Federal site inventory was conducted from May 21-24, 2024, with 100% of fixed assets accounted for. Two Nikon cameras under PO# 20231297 were received by the alternate liaison last June 17, 2024.</p> <p>FDMS 6.5.6 Supplemental Resources and Equipment Supports REQ24001635-00 3D Printers (On-Going) REQ24001636-00 Promethean ActivPanel (On-Going) REQ24001751-00 Virtual Dissection Table (On-Going) REQ24001754-00 Interactive Educational Robot (On-Going) REQ24001634-00 Laser Cutting Machine (On-Going) OCE continues to work on quotations on behalf of OCE schools, quotes and documentations uploaded on shared folders. Once a quote receives a REQ#, it is uploaded for our reference. Pending distribution listing from OCE regarding all this on-going equipment.</p>
---	--

FFY 2023 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A230002

PART I: Section 2. Means of Evaluating Program Outcomes Chart (or Performance Measures Chart)

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i>	Corresponding Annual Objective <i>Enter the annual objective from 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
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 from baseline	Yes	<u>New Baseline data to be collected in May 2024</u> (using the new summative testing tool Smarter Balanced)	Target: Summative testing is not done at this time. Actual: Ongoing Math instruction. Summative testing to be conducted in the 3rd quarter.	Target: Summative testing is not done at this time. Actual: Ongoing Math instruction. Summative testing to be conducted in the 3rd quarter.	Target: Summative testing is conducted at this time, but results are reported in the next quarter. Actual: Summative testing is complete. Waiting for results.	
	b) At least 2% increase in students grades 3-10 scoring at the “Proficient”/ “Ready” and “Advanced/ Exceeding” level in Reading from baseline	Smarter Balanced	Percentage of students in grades 3- 10 scoring in the “Ready” & “Exceeding” levels in Reading from baseline	Yes		Target: Summative testing is not done at this time. Actual: Ongoing Reading instruction. Summative testing to be conducted in	Target: Summative testing is not done at this time. Actual: Ongoing Reading instruction. Summative testing to be	Target: Summative testing is conducted at this time, but results are reported in the next quarter. Actual: Summative testing is complete. Waiting for results.	

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

					the 3rd quarter.	conducted in the 3rd quarter.		
Advanced Placement (AP)	At least 2% increase in the percentage of AP test results scoring 3 or better.	AP Test Results	Percentage of AP test takers who score a 3 or better	Yes	<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.</p> <p>Actual: Ongoing AP instruction.</p> <p>AP testing to be conducted in the 3rd quarter.</p>	<p>Target: AP Testing not administered at this time.</p> <p>Actual: Ongoing AP instruction.</p> <p>AP testing to be conducted in the 3rd quarter</p>	<p>Target: AP Testing given at this time, but results are reported next quarter.</p> <p>Actual: AP Testing is complete. Waiting for results.</p>
Component 2. Specialized Events & Opportunities STEAM activities, Academic Special Events (ASE), Visual Performing Arts (VPA), and Music activities	a) At least 5% increase in student participation in STEAM activities, ASE, VPA, and Music.	Events Roster	Percentage of students participating in specialized events and opportunities	Yes	<p>From FY '22 APR: 453 students participated in special events and opportunities.</p>	<p>Target: Conduct and documentation of specialized events and opportunities.</p> <p>Actual: School awaiting invite for students to participate in a specialized event and/or STEAM activity.</p>	<p>Target: Conduct and documentation of specialized events and opportunities</p> <p>Actual: Total participants: ACB: 80 NFL: 48 MockT: 19 MathCnt: 54 MathOly: 12 <i>Total: 213</i></p>	<p>Target: At least 5% increase in student participation in STEAM activities, ASE, VPA, and Music</p> <p>Actual: Total participants (cum. from qtr. 1): STEAM: 495 ACB: 66 NFL: 65 MockT: 19 MathCnt: 54 MathOly: 12 <i>Total: 711</i></p> <p>There was a 57% increase in FY '23 student participation from FY '22.</p>

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

	<p>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>Web-based survey on STEAM events, ASE, VPA, and Music activities</p>	<p>Percentage of students participating in specialized events and opportunities</p>	<p>Yes</p>	<p><u>From FY '22 APR:</u> 76% expressed greater engagement and 71% indicated greater confidence in handling academic work.</p>	<p><u>Target:</u> Survey not administered at this time</p> <p><u>Actual:</u> School awaiting invite from the LR project for students to participate in a specialized event and/or STEAM activity.</p> <p>Survey to be done in the 3rd quarter.</p>	<p><u>Target:</u> Survey not administered at this time</p> <p>Total STEAM participants: STREAM: 514</p>	<p><u>Target:</u> 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</p> <p><u>Actual:</u> Among the survey respondents who were participants to STEAM, ASE, and VPA activities, 97% indicated greater learning engagement, and 94% felt more confident in handling academic work.</p>	
<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>Student Survey</p>	<p>Percentage of students indicating College/Career Fair relevant and helpful</p>	<p>Yes</p>	<p><u>From FY '22 APR:</u> 82% indicated information at College Fair was relevant and helpful.</p>	<p><u>Target:</u> At least 70% (if Fair is held at this time)</p> <p><u>Actual:</u> 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</p>	<p><u>Target:</u> At least 70% (if Fair is held at this time)</p> <p><u>Actual:</u> Survey conducted. Data to be reported in the 3rd quarter.</p>	<p><u>Target:</u> At least 70% (if Fair is held at this time)</p> <p><u>Actual:</u> 84% of survey respondents indicated that the event was helpful</p>	

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

	b) At least 20% of participating students will indicate an interest in pursuing a STEAM college path or a CTE path	Student Survey	Percentage of students indicating an interest in pursuing a STEAM path in college or a CTE path	Yes	<p>participated in by OCE students.</p> <p>From FY '22 APR: No data as this question was inadvertently missed in the survey.</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 20% (if survey is administered at this time)</p> <p>Actual: Survey conducted. Data to be reported in the 3rd quarter.</p>	<p>Target: At least 20% (if Fair is held at this time)</p> <p>Actual: 81% of survey respondents indicated an interest in pursuing STEAM careers.</p>	
Component 4. Professional Development PD Trainings	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	Web-based survey	Percentage of teachers who report, or are observed, to have a change in classroom instructional practices	Yes	<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:</p> <p>24% - 'Always' (in every lesson) 37% - 'Frequently' (at least once a week)</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.</p> <p>Teacher participant survey to be administered in the 3rd quarter to allow time for application of</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.</p> <p>Teacher participant survey to be administered in the 3rd quarter to allow time for</p>	<p>Target: Survey administered at this time</p> <p>Actual: One hundred percent (100%) of teacher participants to PD training indicated varying levels in classroom application of teaching strategies learned:</p> <p>33% - 'Always' (in every lesson) 17% -</p>	

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

					<p>8% - 'Infrequently' (at least once a month) 18% - 'Rarely' (at least once a quarter) 13% - 'Not at all' (not yet started)</p>	<p>learned teaching strategies in the classroom.</p>	<p>application of learned teaching strategies in the classroom.</p>	<p>'Frequently' (at least once a week) 33% - 'Infrequently' (at least once a month) 17% - 'Rarely' (at least once a quarter)</p>	
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	<p>From FY '22 APR: 85% - indicated greater access to technology and online resources</p> <p>83% - reported more effort to incorporate technology in lessons</p>	<p>Target: Survey not administered at this time</p> <p>Actual: Survey to be administered in the 3rd quarter.</p> <p>Ongoing usage of past CG-acquired technology.</p>	<p>Target: Survey not administered at this time</p> <p>Actual: Survey to be administered in the 3rd quarter.</p> <p>Ongoing usage of past CG-acquired technology.</p>	<p>Target: Survey administration</p> <p>Actual: 83% indicated greater access to technology and online resources among teachers, and 84% indicated using more technology in teaching</p>	
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	<p>From FY '22 APR: 89% - indicated greater access to technology and online resources</p> <p>91% - reported more effort among teachers to incorporate technology</p>	<p>Target: Survey not administered at this time</p> <p>Actual: Survey to be administered in the 3rd quarter.</p> <p>Ongoing usage of past CG-acquired technology</p>	<p>Target: Survey not administered at this time</p> <p>Actual: Survey to be administered in the 3rd quarter.</p> <p>Ongoing usage of past CG-acquired technology</p>	<p>Target: Survey administration</p> <p>Actual: 74% indicated greater access to technology and online resources among students, and 76% indicated teachers using more technology in teaching.</p>	

PART II: *Successes, Challenges, and Evaluation*

Evidence of Success/Progress

Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).

Component 1: Academic Performance

- **100%** of students from grades 3 to 8 were able to take the Smarter Balanced assessment. Results will be reported next quarter.

Component 2: Specialized Events and Opportunities

- There was a **57% increase** in the FY '23 student participation in STEAM activities and academic special events (ASE) activities from FY '22, exceeding the 5% target percentage increase.
- Among OCE student participants to specialized events and opportunities, **97%** indicated greater learning engagement, and **94%** felt more confident in handling academic work, exceeding the target percentage of **at least 70%** for the year.

Component 3: Academic and Career Planning

- Among OCE students who attended the FY'23 College Fair, **84%** indicated that the event was helpful in providing them the information needed to prepare for a college/career path, exceeding the target percentage of **at least 70%**.
- **81%** of survey respondents indicated an interest in pursuing STEAM careers, exceeding the target percentage of **at least 20%**.

Component 4: Professional Development

- **One hundred percent (100%)** of teacher participants to PD training indicated varying levels in classroom application of teaching strategies learned: **33%** - *'Always'* (in every lesson); **17%** - *'Frequently'* (at least once a week); **33%** - *'Infrequently'* (at least once a month); **17%** - *'Rarely'* (at least once a quarter), exceeding the target percentage of **at least 60%**.

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

Observations and/or Challenges

List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?

At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.

- We were informed that Chromebooks were compatible with the Smarter Balance assessment, but the infrastructure trial showed that they could not be used. We had to implement a staggered schedule for testing so that there were enough Lenovo or Acer laptops for student use during any testing time.
- Internet connectivity was problematic on certain days causing delays in student logins and test completion. Requests to reset tests were sent to the Smarter Balanced team for resolution.
- We have not yet received word on when results for Smarter Balanced will be available.
- Stipends for ASE coaches have not yet been released.
- Only one teacher attended federally funded training. There have been no invitations for other PD training. The school is providing other PD training for its teachers with its own resources.
- There are no updates on the status of requisitions or purchase orders.

What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?

- Aside from the surveys provided by the FPD, SBCS administers its own quarterly surveys to assess if the project goals are being met.
- Updates regarding federal program projects are reported to the faculty during monthly faculty meetings.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project 6: Office of Catholic Education

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

Jeffrey C. San Nicolas

PROJECT COORDINATOR NAME (PRINT)



PROJECT COORDINATOR NAME (SIGNATURE)

8/27/24

DATE

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

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

Fixed Assets

July 31, 2024

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

July 31, 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 (FPD) Review**

July 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: Project #3: Private Non-Public Schools (St. Paul Christian School)

PROJECT COORDINATOR: Deborah Pineda

PROJECT MANAGER: Sylvia T. Calvo, Grant Director

STATE PROGRAM OFFICER: Christopher Surla

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>\$277,451.86</u>	AMOUNT ENCUMBERED/REQUISITIONS: \$ <u>14,916.61</u>	AMOUNT OF EXPENDITURES: \$ <u>20,459.02</u>
AMOUNT BUDGETED (FFY 2022):	AMOUNT ENCUMBERED/REQUISITIONS: \$ _____	AMOUNT OF EXPENDITURES: \$ _____

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.

LIST THE PROJECT OBJECTIVES: Expand student access to experiences to enhance student learning engagement and improve performance in math and reading.

a. 7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction

i. Year 1: There will be at least a 2% increase in student participation in STEAM activities and other academic and non-academic

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

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

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

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.

Provide professional development and other supports for teachers to hone their knowledge and skills in technology integration and enhance classroom instruction.

d. 7.2: Curriculum Instruction & Assessment

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: Section 1. Activities & Work Accomplished

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
<ul style="list-style-type: none"> ➤ In this column, list the Project Components. ➤ <u>In bullet form</u>, list the specific activities falling under each Component. ➤ <i>Insert Additional rows as needed.</i> 	<ul style="list-style-type: none"> ➤ For each activity listed in the previous column, state the status of each activity (<i>ongoing, delayed, or completed</i>), and describe the details of the work accomplished during the period. Specify the <i>what, when, where, how, how many participants (a primary data or ‘count’)</i>, etc. Primary data may be presented in narrative form, or as a table or graph. ➤ If there was an activity that was not implemented during this reporting period, then simply indicate “REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER”. Include the reason why the activity was not conducted for the quarter.
<p>7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction</p>	<p>7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction</p> <p>Engineering/Robotics: Ongoing</p> <ul style="list-style-type: none"> • For the 3rd quarter, thirteen (13) 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.

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

7.1.2: Summative Assessment	7.1.2: Summative Assessment: <i>Completed</i> Summative assessments were administered May 2024. Participating grade levels: <ul style="list-style-type: none">• 3rd Grade = 18 students• 4th Grade = 18 students• 5th Grade = 30 students• 6th Grade = 29 students• 7th Grade = 44 students• 8th Grade = 30 students• 11th Grade = 34 students Total = 203
7.1.3: Supplemental Resources and Equipment	7.1.3: Supplemental Resources and Equipment Continuing use of CG-acquired technology: <i>Ongoing</i> <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. Requisition and procurement of additional resources: <i>Ongoing</i> <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.
7.2.1: Professional Development	7.2.1: Professional Development: <ul style="list-style-type: none">• International Society for Technology in Education: <i>Completed</i> Denver, CO June 2024 Two (2) teachers attended this training.• Get Your Teach On!: <i>Ongoing</i> Orlando, FL July 2024 Two (2) teachers attended this training.

FFY 2023 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A230002

PART I: Section 2. Means of Evaluating Program Outcomes Chart (or Performance Measures Chart)

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</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
7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction Other academic and non-academic special events	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 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	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 From FY '22 APR: <i>92% - helps my mind to be stimulated and more receptive to academic learning</i>	Target: Planning & Conduct of Activities Actual: Planning, instruction, and in-class activities ongoing 13 Participants	Target: Conduct of Activities Actual: Planning, instruction, and in-class activities ongoing 13 Participants	Target: Conduct of Activities Actual: Planning, instruction, and in-class activities completed 13 Participants	
		Student Survey	% of participating students who will indicate they are more engaged in learning and confident in handling academic work	Yes		Target: Survey not administered Actual: Survey not administered at this time. It will be conducted in the 3 rd quarter.	Target: Survey not administered Actual: Survey not administered at this time. It will be conducted in the 3 rd quarter	Target: Survey administered May 2024. Actual: 92% of students indicated they are more engaged in learning and confident in	

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

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	<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%	<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 in the 3 rd quarter.	<u>Target:</u> Ongoing instruction <u>Actual:</u> Ongoing instruction Summative assessment was completed in May 2024. Results are pending.	handling academic work.
	b) By the end of SY 23-24, there will be at least a 2% increase from baseline in reading in the summative assessment (grades 3-10)	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> Grade 3: 45% Grade 4: 19% Grade 5: 0% Grade 6: 13% Grade 7: 28% Grade 8: 32% Grade 9: 35%	<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.	<u>Target:</u> Ongoing instruction <u>Actual:</u> Ongoing instruction Summative assessment took place May 2024. Results are pending.	

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

7.1.3: Supplemental Resources and Equipment Technology Services & Technology Integration	a) At least 91% of teachers will report greater technology integration in the classroom	Web-based survey	Percentage of teachers who report greater technology integration in the classroom	Yes	Grade 10: 17% <u>From FY '22 APR:</u> <i>97% of teachers indicated greater access to technology, online resources and more technology integration</i>	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Survey to be administered in the 3 rd quarter.	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Survey to be administered in the 3 rd quarter.	<u>Target:</u> Survey administered May 2024. <u>Actual:</u> 94% of teachers indicated greater access to technology, online resources, and more technology integration.	
	b) At least 60% of students will report an improvement in technological literacy and ability to access online resources	Web-based survey	Percentage of students indicating improvement in technological literacy and skill in accessing online resources	Yes	No baseline data	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Survey not administered at this time.	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Survey to be administered in the 3 rd quarter.	<u>Target:</u> Survey administered May 2024. <u>Actual:</u> 76% of student respondent indicated improvement in proficiency using a laptop and 73% indicated	

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

								increased ability to access online resources agree to improved laptop proficiency and use of online resources/s oftware.	
7.2.1: Professional Development PD Training	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	Web-based survey	Percentage of participating teachers who will report implementing strategies learned and feeling more confident in their teaching effectiveness	Yes	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>	Target: Planning and conduct of PD Actual: Ongoing – 2024 NCTM Conference February 7-9 in Seattle (2 of our teachers will be participating) Survey not yet administered to allow for time to apply strategies learned.	Target: Conduct of Activities Actual: Completed: <ul style="list-style-type: none"> NCTM Seattle, WA Feb. 7-9 2024 ITS New York NY Feb. 28-Mar. 2, 2024. Ongoing: <ul style="list-style-type: none"> ISTE Denver, CO June 22-26, 2024 	Target: Conduct of Activities Actual: Results of the survey administered in May 2024: 87.5% of teacher participants to PD training reported ‘always’, while 12.5% indicated ‘frequently’ applying in the classroom things learned in	

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

<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>	<p>PD.</p> <p>Also, 100% of the teacher respondents expressed feeling more confident in their teaching effectiveness after attending and applying things learned in the PD training (75% 'strongly agree' and 25% 'agree').</p>
--	---

PART II: Successes, Challenges, and Evaluation

Evidence of Success/Progress
Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).

- **92%** (exceeding the annual target of 70%) of SPCS student participants in academic and non-academic special events indicated they are more engaged in learning and confident in handling academic work.
- **94%** (exceeding the annual target of 91%) of SPCS teacher respondents indicated greater access to technology, online resources, and more technology integration.
- **76%** of student respondents indicated improvement in proficiency using a laptop and **73%** indicated increased ability to access online resources, both exceeding the annual target of 60%.
- **100%** of teacher participants to PD training reported implementing in the classroom things learned in PD training (**87.5%** 'always'; **12.5%** 'frequently'), exceeding the annual target of 60%.

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

Observations and/or Challenges

List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?

At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.

One of the greatest challenges has been finalizing quotes from vendors. Some of them either don't reply or indicate that they are swamped with other price quotes so delays should be expected. We are still pending several price quotes. By next week, more should be finalized so all documents, Determination of Need forms, etc. can be submitted for requisition entry.

What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?

Methods used for project monitoring include-surveys, student participant rosters or attendance in activities, and/or sign-in sheets.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #3: Private Non-Public Schools (St. Paul Christian School)

- I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violation of U.S. Code Title 18, Sections 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812

Deborah Pineda

PROJECT COORDINATOR NAME (PRINT)

Deborah Pineda

PROJECT COORDINATOR NAME (SIGNATURE)

July 10, 2024

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

Fixed Assets

July 31, 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

July 31, 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 (FPD) Review**

July 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: 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 ENCUMBERED/REQUISITIONS: \$ _____	AMOUNT OF EXPENDITURES: \$ _____
AMOUNT BUDGETED (FFY 2022):	AMOUNT ENCUMBERED/REQUISITIONS: \$ _____	AMOUNT OF EXPENDITURES: \$ _____

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.

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

FFY 2023 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A230002

PART I: Section 1. Activities & Work Accomplished

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
<ul style="list-style-type: none"> ➤ In this column, list the Project Components. ➤ <u>In bullet form</u>, list the specific activities falling under each Component. ➤ <i>Insert Additional rows as needed.</i> 	<ul style="list-style-type: none"> ➤ For each activity listed in the previous column, state the status of each activity (<i>ongoing, delayed, or completed</i>), and describe the details of the work accomplished during the period. Specify the <i>what, when, where, how, how many participants (a primary data or 'count')</i>, etc. Primary data may be presented in narrative form, or as a table or graph. ➤ If there was an activity that was not implemented during this reporting period, then simply indicate "REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER". Include the reason why the activity was not conducted for the quarter.
<p>Component 1: College Readiness & Specialized Events</p> <ul style="list-style-type: none"> • Advanced Placement (AP): • Academic Special Events (ASE): <p>MATHCOUNTS: MATH OLYMPIAD: ACB (middle school) ACB (high school): Did not participate in debate</p>	<p>Advanced Placement (AP): <i>Completed</i></p> <ul style="list-style-type: none"> • For the 3rd Quarter, the SJS continued conducting regular and AP class and exams were conducted, AP exam result are not available until July. <p>Academic Special Events (ASE): <i>Completed</i></p> <ul style="list-style-type: none"> • 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>MATHCOUNTS: Season completed MATH OLYMPIAD: Season completed ACB (middle school): Season completed ACB (high school): Season completed</p> <p>The season was completed and the students and coaches were satisfied with the results.</p> <p>Student participation is as follows:</p> <ul style="list-style-type: none"> ○ Math Counts: 8 students on the final team, but 15 started the process. ○ Math Olympiad: 12 students ○ MS ACB: 11 students, but more are interested. ○ HS' ACB : 10 students ○ Music: 3 students participated in Christmas Caroling.

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

• College Fair:

College Fair: *Completed*

- The College Fair took place in the week of March 21st. St John's participation was very limited, with only three (3) students who attended. Planning for the next college fair is under way.

Component 2: Increasing Academic Performance

• Summative Assessment

Summative Assessment: *Completed*

- Summative assessments were conducted in April and May. These consisted of the *Measures of Academic Progress (MAP)* testing for the students in grades 2 through 7, the *Preliminary Scholastic Aptitude Test (PSAT) 8/9* for students in grades 8 and 9, and the PSAT 10 for students in 10th grade. These test results were available and evaluated. The 11th and 12th grade students take a variety of tests in both AP and IB classes. Those tests were also implemented in April and May, but the results are not available until July.

- Summative assessments were completed and results are available. The goals were largely achieved. While the grant does not fund the costs of summative assessments, the professional development that we received do impact instruction. For grade 2-7 we use the MAP test and for grades 8-10 we use the appropriate PSAT products (PSAT 8/9 or PSAT 10).

- Number of Students using MAP/NWEA testing in grades 2-7

2	36
3	32
4	46
5	38
6	40
7	36

- Number of students using PSAT in grades 8, 9, 10, and 11

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

	<p>8 51</p> <p>9 55</p> <p>10 40</p> <p>11 47</p>
<p>Component 3: Improving Teacher Effectiveness</p> <ul style="list-style-type: none"> Professional Development Training: 	<p>Professional Development Training: <i>Ongoing</i></p> <ul style="list-style-type: none"> Teachers were sent to conferences in June 2024. Two (2) teachers were sent to the <i>International Society for Technology in Education (ISTE) Conference</i> in Denver and two (2) teachers were sent to the <i>Education of Young Children Conference</i> in New Orleans. These teachers will report their experiences to the full faculty in early August when we return to classes.
<p>Component 4: Technology Supports and Integration</p> <ul style="list-style-type: none"> Continuing use of CG-acquired technology: 	<p>Continuing use of CG-acquired technology: <i>Ongoing</i></p> <ul style="list-style-type: none"> We have taken delivery of 27 iMac computers for the computer lab, and 6 Promethean Boards. The boards were distributed to the classrooms and training was performed. We are still in the process of acquiring more technology for the classrooms, and updating our outdated material.

PART I: Section 2. Means of Evaluating Program Outcomes Chart (or Performance Measures Chart)

Project Activity <i>Each project activity</i>	Corresponding Annual Objective	Data Source <i>Enter where the</i>	Unit of Measurement	Evidence- Based	Actual Data:	Quarterly Performance Measures (Target vs. Actual)
--	-----------------------------------	---------------------------------------	------------------------	--------------------	-----------------	---

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

<p><i>should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i></p> <p><i>Insert additional rows as needed.</i></p>	<p><i>Enter the annual objective from 6b that this project activity aligns with.</i></p>	<p><i>data are located. Identify where the data will come from.</i></p>	<p><i>Enter the unit of measurement.</i></p>	<p><i>Please indicate: Yes or No</i></p>	<p>Baseline <i>(Current school year or most recent)</i></p>	<p>Performance Target End of December 2023</p>	<p>Performance Target End of March 2024</p>	<p>Performance Target End of June 2024</p>	<p>Performance Target End of September 2024</p>
<p>Component 1: College Readiness & Specialized Events</p> <ul style="list-style-type: none"> Advanced Placement Testing 	<p>At least 2% increase in students earning a 3 or better</p>	<p>Results of Advanced Placement test for participating students</p>	<p>Percentage of Advanced Placement test results with a score of 3 or higher</p>	<p>Yes</p>	<p>From FY 21-22 APR: 63% of AP tests got a score of 3 or above</p> <p><i>(note: AP was not a component in SJS' SY 22-23 application)</i></p>	<p>Target: Advanced Placement tests not administered at this time</p> <p>Actual: AP testing to be conducted in the 3rd quarter, and results reported in the 4th quarter.</p>	<p>Target: Advanced Placement tests not administered at this time</p> <p>Actual: AP testing to be conducted in the 3rd quarter, and results reported in the 4th quarter.</p>	<p>Target: Advanced Placement tests administered at this time</p> <p>Actual: AP test results will be available and will be reported in the 4th quarter.</p>	
<ul style="list-style-type: none"> Academic Special events 	<p>80% of students involved in activities will report feeling more engaged in learning and confident in handling academic work.</p>	<p>Survey results</p>	<p>Percentage of students</p>	<p>Yes</p>	<p>From FY '22 APR: 93% expressed greater engagement</p>	<p>Target: Planning and conduct of academic special events</p>	<p>Target: Conduct of academic special events</p> <p>Actual:</p>	<p>Target: At least 80%</p> <p>Actual: 75% of students</p>	

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

					t and 87% indicated greater confidence in handling academic work.	Actual: Survey to be conducted during the 3 rd quarter.	Survey to be conducted during the 3 rd quarter.	felt more engaged in school activities and more confident to handle school work	
<ul style="list-style-type: none"> College Fair 	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: College Fair not conducted at this time	Target: College Fair conducted at this time Actual: Survey administered at this time; results to be reported in the 3 rd quarter.	Target: At least 60% Actual: 100%	
<p>Component 2: Increasing Academic Performance</p> <ul style="list-style-type: none"> Summative Assessment 	At least 2% increase in students scoring at the "Proficient/Ready" and "Advanced/Exceeding" level in Math and ELA from baseline	Math Summative Testing results	% of students scoring at the "Proficient/Ready" and "Advanced/Exceeding" 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	Target: Summative testing not conducted at this time Actual: Summative testing to take place during the 3 rd quarter.	Target: Summative testing not conducted at this time Actual: Summative testing to take place during the 3 rd quarter.	Target: Summative testing conducted at this time Actual: MAP Math Results: 2 nd : 82% 3 rd : 91% 4 th : 85%	

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

					PSAT Math Results 8 th :91% 9 th :88% 10 th :83% 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.	Target: Summative testing not conducted at this time Actual: Summative testing to take place during the 3 rd quarter.	5 th : 73% 6 th : 87% 7 th : 89% PSAT Math Results: 8 th : 84% 9 th : 98% 10 th : 94% Target: Summative testing conducted at this time Actual: MAP ELA Results: 2 nd : 85% 3 rd : 94% 4 th : 80% 5 th : 89% 6 th : 90% 7 th : 78% PSAT ELA Results: 8 th : 80% 9 th : 96% 10 th : 100%	
Component 3: Improving Teacher Effectiveness	At least 70% of teachers participating in Professional Development will	Web-based survey for teachers participating in professional	Percentage of teachers participating in professional	Yes	From FY 22 APR: 33.3% -	Target: Conduct of PD	Target: Conduct of PD	Target: At least 70%	

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

<ul style="list-style-type: none"> Professional Development 	<p>report implementing what was learned in the classroom and feeling more confident in their teacher effectiveness.</p>	<p>development activities</p>	<p>development that report implementing and feeling confident in learned concepts.</p>		<p>'always' (in every lesson) 33.3% - 'frequently' (at least once a week) 33.3% - 'infrequently' (at least once a month)</p>	<p>Actual: Still awaiting invite from the CG projects on requested PDs in SJS' approved application for FY '23.</p>	<p>Actual: Six (6) teachers went off- island for PD. More teachers ready to attend, to be sent to summer conference. Survey to be conducted during the 3rd quarter.</p>	<p>Actual: 100% of teachers report always implementing new strategies and 67% report feeling more confident in their effectiveness.</p>	
<p>Component 4: Technology Supports and Integration</p> <ul style="list-style-type: none"> Supplemental Technology Supplies and Equipment 	<p>At least 80% of participating teachers will report improved access and integration of technology supports</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</p>	<p>Target: Survey not administered at this time Actual: Survey to be conducted during the 3rd quarter.</p>	<p>Target: Survey not administered at this time Actual: Survey to be conducted during the 3rd quarter.</p>	<p>Target: At least 80% Actual: 76% report more access to technology and 84% report more integration of</p>	

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

					more effort to incorporate technology in lessons			technology into their classes.	
--	--	--	--	--	--	--	--	--------------------------------	--

PART II: Successes, Challenges, and Evaluation

Evidence of Success/Progress

Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).

- Although the St. John School's participation in the FY '23 College Fair was limited this year, 100% of surveyed students who attended indicated increased awareness and confidence in applying to post-secondary education.
- Our standardized testing scores show a fair amount of success, including growth throughout the system up through the 10th grade. Our overall PSAT percentiles show that our average student scores above the 80th percentile in all categories. The MAP testing did not show the growth that we were aiming for, however we still had rather high scores overall. The higher grade scores on AP exams will be available later.
- 100% of PD-participating teachers indicated always implementing new strategies learned (which exceeds the annual target of 70%) and 67% reported feeling more confident in their effectiveness (only short by 3% from the annual target of 70%), as a result of attending the training and applying the things learned from it in the classroom.
- 76% (only 4% short of the annual target of 80%) report more access to technology and 84% (exceeds the annual target of 80%) report more integration of technology into their classes. Our survey percentages, while high, do not always meet the goals we aim for, although this could be due to both the late arrival of some new technology, which was delivered late in the year after the surveys were submitted.

FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A230002

Observations and/or Challenges

List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?

At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.

One of the biggest challenges was the timing of the FY '23 College Fair. We had very limited participation as the fair came at the end of the 3rd academic quarter for our students. This is a very busy time with papers, exams and other elements of the school day. So the location of the fair and the timing limited our students' participation.

What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?

Methods used for project monitoring include assessment of testing results, administration of surveys, maintaining student participant rosters or attendance in activities, and/or sign-in sheets.

The overall evaluation is done by the administration. We take the information provided and discuss and look for ways to continue to improve. The surveys and the testing data are all examined to see trends, and areas of success and of concern.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: St. John's School (SJS)

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

FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A230002

Robert Kelley

PROJECT COORDINATOR NAME (PRINT)

Robert Kelley

PROJECT COORDINATOR NAME (SIGNATURE)

8/29/23

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

Fixed Assets

July 31, 2024

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

July 31, 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 (FPD) Review**

July 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: 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 ENCUMBERED/REQUISITIONS: <u>\$135,737.11</u>	AMOUNT OF EXPENDITURES: <u>\$11,236.84</u>
AMOUNT BUDGETED (FFY 2022):	AMOUNT ENCUMBERED/REQUISITIONS: \$ _____	AMOUNT OF EXPENDITURES: \$ _____

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
QUARTERLY REPORT
Grant Award #: S403A230002**

LIST THE PROJECT OBJECTIVES:	<p><u>Provide Enhanced Learning Experiences and Opportunities to Improve Student Academic Engagement</u></p> <p><u>9.1. Academic Special Events: Extended opportunities for students to challenge themselves academically and excel academically, emotionally, and socially</u></p> <ul style="list-style-type: none"> • YEAR 1 (Oct. 2023 – Sept. 2024): <ul style="list-style-type: none"> 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. <p><u>9.2. STEAM (Science, Technology, Engineering, Arts, and Mathematics) Support: Enhanced and expanded learning in the classroom and beyond</u></p> <ul style="list-style-type: none"> • YEAR 1 (Oct. 2023 – Sept. 2024): <ul style="list-style-type: none"> 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. <p><u>9.3. Sports and Athletics: Enhanced and expanded learning outside the classroom</u></p> <ul style="list-style-type: none"> • YEAR 1 (Oct. 2023 – Sept. 2024): <ul style="list-style-type: none"> a) At least 50% of participating students will indicate greater learning engagement and confidence in handling academic work.
-------------------------------------	--

PART I: Section 1. *Activities & Work Accomplished*

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
<ul style="list-style-type: none"> ➤ In this column, list the Project Components. ➤ <u>In bullet form</u>, list the specific activities falling under each Component. ➤ <i>Insert Additional rows as needed.</i> 	<ul style="list-style-type: none"> ➤ For each activity listed in the previous column, state the status of each activity (<i>ongoing, delayed, or completed</i>), and describe the details of the work accomplished during the period. Specify the <i>what, when, where, how, how many participants (a primary data or 'count')</i>, etc. Primary data may be presented in narrative form, or as a table or graph. ➤ If there was an activity that was not implemented during this reporting period, then simply indicate “REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER”. Include the reason why the activity was not conducted for the quarter.
<p>Provision of Extended Learning Opportunities (Academic and Non-Academic) to Enhance Student Engagement</p> <p>9.1 Academic Special Events</p> <ul style="list-style-type: none"> • <i>National Forensic League (NFL)</i> • <i>Math Counts</i> • <i>Math Olympiad</i> 	<p>9.1 Academic Special Events - <i>Ongoing</i></p> <p>All state-level competitions finished. Results of the final competitions for National Forensic League (NFL), Math Counts, and Math Olympiad are as follows:</p> <p>National Forensic League</p> <ul style="list-style-type: none"> • 4 students (2 tenth graders, 2 eleventh graders) competed in the national competition for NFL (<i>2024 National Speech & Debate Tournament</i>) in Des Moines, Iowa over June 16-21, 2024. <p>Math Counts</p> <ul style="list-style-type: none"> • 2 students (1 seventh grader, 1 eighth grader) competed in the national competition for Math Counts over May 13 – 14 in Washington, D.C.

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

	<p>Math Olympiad</p> <ul style="list-style-type: none"> • Math Olympiad (no competitions took place 3rd quarter, but following is a summary of the results for the 2023-2024 Math Olympiad competition year, these results received in May): <ul style="list-style-type: none"> ○ 4th grade: <ul style="list-style-type: none"> ▪ 2 students placed in the top 50th percentile in the nation, 1 student placed in the top 40th percentile in the nation, 1 student placed in the top 30th percentile in the nation, and 1 student placed in the top 20th percentile in the nation (data from May report/summary sheet from Math Olympiad organization) ○ 5th grade: <ul style="list-style-type: none"> ▪ 2 students finished in the top 50th percentile, and 1 student finished in the top 20th percentile. ○ 6th grade: <ul style="list-style-type: none"> ▪ 7 students were in the top 50th percentile, 4 students were in the top 30th percentile, 1 student was in the top 20th percentile, and 1 student answered all questions correctly, resulting in a perfect score.
<p>9.2. STEAM</p> <ul style="list-style-type: none"> • <i>Requisitions</i> • <i>Academics</i> 	<p>9.2. STEAM - Ongoing</p> <ul style="list-style-type: none"> • Requisitions: Initial documents have been submitted to GDOE to begin requisition of items to be used in STEAM, such as (1) science lab equipment and graphing calculators for use in science and math classes and (2) musical instruments and music equipment and supplies to enhance the music programs we offer to our students. GDOE has notified our school that entries have been made in their requisition system and we are awaiting the requisition of these items, hopeful to receive some items in the coming months. We have been preparing some additional quotes to the GDOE office to begin requisition of equipment and supplies to be used in our visual arts and physical education programs. We anticipate finalizing and submitting these documents to the GDOE office in the 4th quarter to begin requisition of these additional items. • Academics: Estimated 280 students participating in STEAM courses/activities, grades 9 through 12.
<ul style="list-style-type: none"> • <i>Travel</i> 	<ul style="list-style-type: none"> • Preparations were made this quarter for two travel events occurring in the fourth quarter: <ul style="list-style-type: none"> ○ <i>FACTS Elevate Conference</i>, Atlanta, GA July 7 – 11, 2024 ○ <i>BJU Press Exchange Conference</i>, Greenville, SC July 16 – 18, 2024
<p>9.3. Sports and Athletics</p>	<p>9.3. Sports and Athletics - Ongoing</p> <ul style="list-style-type: none"> • Initial quote preparation is in progress. Initial documents are being finalized, to be submitted to GDOE in the 4th quarter to begin requisition of sports and athletics items.

FFY 2023 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A230002

PART I: Section 2. Means of Evaluating Program Outcomes Chart (or Performance Measures Chart)

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</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
9.1: Academic Special Events Math Counts, Math Olympiad, Academic Challenge Bowl, and National Forensic League	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 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 (effort shown through	Student survey Listing of students showing initial interest in joining one or more ASE	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. Total combined count of all students making an effort to join one or more ASE competition.	Yes Yes	<u>From FY '22 APR:</u> % of students reporting they are more engaged in learning and that they had a positive experience = 67% Baseline data to be established this YEAR 1.	<u>Target:</u> Survey not administered at this time. <u>Actual:</u> School awaiting invite from the LR project for students to participate in an ASE. Survey to be administered in the 3 rd quarter. <u>Target:</u> Counts to be taken this quarter.	<u>Target:</u> Survey preparation <u>Actual:</u> Students competed in the ASE final competitions . Survey to be administered in the 3 rd quarter. <u>Target:</u> No data taken this quarter; counts were already taken the previous quarter.	<u>Target:</u> >=66% <u>Actual:</u> 100% (15 out of 15) indicated greater engagement in learning and greater confidence in handling academic work <u>Target:</u> Counts were taken in the first quarter.	

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

	activity such as taking an entrance exam, regardless of performance on the exam or actual admittance to the competition rounds).					Actual: 56 students	Actual: 56 students	Actual: 56 students	
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.	Target: >=50% Actual: 100% (5 out of 5) indicated greater learning engagement and 40% (2 out of 5) felt more confident in handling academic work	
	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 not administered at this time. Actual: Ongoing STEAM instruction. Survey to be administered in the 3 rd quarter	Target: >=10% Actual: 100% (5 out of 5) of participating STEAM students who are not yet in high	

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

								school indicated "Not Applicable", while 52% (11 out of 21) of high school students participating in Sports & Athletics indicated developing an interest in pursuing a STEAM-related college degree.	
9.3: Sports & Athletics	At least 50% of participating students will indicate greater learning engagement and confidence in handling academic work	Student survey	% of participating students will indicate greater learning engagement and confidence in handling academic work	Yes	No baseline data	<p>Target: Survey not administered at this time.</p> <p>Actual: Ongoing sports and athletics.</p> <p>Survey to be administered in the 3rd quarter.</p>	<p>Target: Survey not administered at this time.</p> <p>Actual: Ongoing sports and athletics.</p> <p>Survey to be administered in the 3rd quarter.</p>	<p>Target: >=50%</p> <p>Actual: 87% (20 out of 23) indicated greater learning engagement and 78% (18 out of 23) felt more confident in handling academic work.</p>	

PART II: *Successes, Challenges, and Evaluation*

Evidence of Success/Progress

Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).

By and large, we consider the survey responses to indicate success in the overall implementation of the project activities. Most of the results exceeded the objectives and indicated favorable reception of the academic and non-academic activities, such as exceeding the annual target percentage of students indicating increased stimulation and receptiveness to academic learning and more confidence in handling academic work (*100% actual vs. ≥ 66% target for ASE participants; actual of 40% - 100% vs. ≥ 50% target for STEAM participants; and actual of 78% - 87% vs. ≥ 50% target for those who participated in Sports & Athletics*).

Additionally, our goal of 10% interest in students pursuing a STEAM related college degree was exceeded by over 40%, at 52%. Though not answered directly by the 5 STEAM-participating students who were 5th-8th graders, this was the survey response of high school student participants, who are in secondary level math (algebra II, geometry, statistics, calculus) and science (biology, chemistry, and physics). Many of these high school student participants are also taking computer programming electives and fine arts electives (visual arts, band, choir, orchestra, and symphony).

Also, the total dollar amount in requisition/encumbered is around 35% of the total allotted dollar amount, an improvement over previous grants, largely due to improvements GDOE is making with their requisition process. We count it a success that we were able to submit paperwork to put two large requisitions in process which we anticipate will bring equipment and supplies that will really help our STEAM activities.

We are also extremely grateful for the travel activities, which have resulted in professional development of our teachers which should play out in increased quality of learning for our students.

Observations and/or Challenges

List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?

At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.

We are in the process of considering ways to issue the surveys more effectively in order to get a larger number of responses. For the surveys that are meant to evaluate the effectiveness of program activities serving the larger groups (students involved in STEAM and athletics, for example), we would like to work towards having the survey instruments ready to issue to students earlier in the 3rd quarter to allow us to issue surveys to a larger group of students and over a longer period of time. This is because more students would still be on campus when the surveys are available to take, meaning we could have greater influence/interaction to encourage more survey responses. We are also developing internal controls that may help ensure a larger number of survey responses even if we are not given a larger window of time to issue the surveys. Going forward, to assist the Federal Programs Division which prepares and sends out the surveys to the schools, we will inform them ahead of time as to the HCA's closing date for the school year.

Registration for Math Olympiad and Math Counts is in July and August (4th quarter of current CG fiscal year). GDOE generally starts the process for organizing the competitions in the 1st CG quarter of the next CG fiscal year, so Harvest bears the expense for these competition registrations.

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

<p><i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i></p>	<p>We are documenting communications with GDOE which can be used to develop a picture of the procurement timeline.</p> <p>We are tracking the status of the procurement process per activity in our school’s internal records to help ensure we follow through with the items we initially identified in our budget narrative.</p> <p>We keep internal records of data sources (staff and student counts per category, survey instruments, survey results) used in these quarterly reports.</p> <p>We conduct surveys among participants to CG-sponsored Professional Development training or a coaching clinic to be informed on whether the research-proven teaching strategies gained are applied in the classroom or if things learned at a coaching clinic effectively improves coaching and enhances athletes’ performance and teamwork.</p> <p>We conduct surveys among student participants in CG project activities to help the school in evaluating the impact of these undertakings on student learning and engagement.</p>
---	--

QUARTERLY REPORT CERTIFICATION

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

- I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violation of U.S. Code Title 18, Sections 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812

Ben Olson
 PROJECT COORDINATOR NAME (PRINT)


 PROJECT COORDINATOR NAME (SIGNATURE)

July 29, 2024
 DATE

Josh Taylor
 PROJECT MANAGER NAME (PRINT)


 PROJECT MANAGER (SIGNATURE)

July 29, 2024
 DATE

FEDERAL PROGRAMS DIVISION



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

Fixed Assets

July 31, 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

July 31, 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 (FPD) Review**

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

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: Joaquina Vega

PROJECT MANAGER: Sylvia T. Calvo, Grant Director

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana

AMOUNT BUDGETED (FFY 2023): <u>\$116,680.34</u>	AMOUNT ENCUMBERED/REQUISITIONS: <u>\$ 12,473.95</u>	AMOUNT OF EXPENDITURES: <u>\$ 3,905.70</u>
AMOUNT BUDGETED (FFY 2022): <u>\$3,105,295.00</u>	AMOUNT ENCUMBERED/REQUISITIONS: <u>\$ 166,337.96</u>	AMOUNT OF EXPENDITURES: <u>\$ 283,529.78</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	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.

**FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
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> <p>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.</p>
-------------------------------------	---

PART I: Section 1. *Activities & Work Accomplished*

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
<p>➤ In this column, list the Project Components.</p> <p>➤ <u>In bullet form</u>, list the specific activities falling under each Component.</p> <p>➤ <i>Insert Additional rows as needed.</i></p>	<p>➤ For each activity listed in the previous column, state the status of each activity (<i>ongoing, delayed, or completed</i>), and describe the details of the work accomplished during the period. Specify the <i>what, when, where, how, how many participants (a primary data or 'count')</i>, etc. Primary data may be presented in narrative form, or as a table or graph.</p> <p>➤ If there was an activity that was not implemented during this reporting period, then simply indicate "REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER". Include the reason why the activity was not conducted for the quarter.</p>
<p>10.1. Professional Development (PD) & Academic Performance</p> <ul style="list-style-type: none"> • PD Training: For FY '23, GAA requested training 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 	<p>10.1. Professional Development (PD) & Academic Performance</p> <p>PD Training: <i>Ongoing</i></p> <ul style="list-style-type: none"> • Two teachers attended the ISTE Live (<i>International Society for Technology in Education</i>) conference from June 23-26, 2024, in Denver, Colorado. • The teachers will be sharing what they learned in the conference with our faculty during our embedded school level professional development sessions.

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

- Using Assessment Data for Educational Planning and Interventions
- Math Instructional Strategies
- Literacy Training – Training on effective literacy strategies
- Conscious Discipline

- **Summative Assessment**

Summative Assessment: Ongoing

- GAA students took the *Measures of Academic Progress (MAP)* summative assessment in the Spring 2024. In general, students showed improvements in their academic performance.

Below are the participation counts and proficiency results:

Math

Grade Level	No. of students who took test	No. of “proficient” or beyond
3 rd	13	9
4 th	7	2
5 th	7	3
6 th	8	5
7 th	8	4
8 th	8	6
9 th	5	5
10 th	13	11
11 th	8	8
12 th	7	5

Reading

Grade Level	No. of students who took test	No. of “proficient” or beyond
3 rd	13	7
4 th	7	3
5 th	7	5
6 th	8	6
7 th	8	5
8 th	8	4
9 th	5	4
10 th	13	12
11 th	8	5
12 th	7	7

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

Science

Grade Level	No. of students who took test	No. of “proficient” or beyond
3 rd	13	6
4 th	7	3
5 th	7	4
6 th	8	6
7 th	8	6
8 th	8	7
9 th	6	6
10 th	13	11
11 th	8	N/A
12 th	7	N/A

10.2 Special Events & Opportunities

- Academic Special Events
- Visual Performing Arts (VPA)

10.2 Special Events & Opportunities: *Completed*

Academic Special Events:

- None this quarter. Reporting on this goal/component not applicable for this Quarter.

Visual Performing Arts (VPA):

- None this quarter. Reporting on this goal/component not applicable for this Quarter.

10.3 Career Oriented Programs and Assessment

- College Exploration and Readiness Opportunities
- Career, Technical Education (CTE)

10.3 Career Oriented Programs and Assessment: *Completed*

College Exploration and Readiness Opportunities:

- None this quarter. Reporting on this goal/component not applicable for this Quarter.

Career, Technical Education (CTE)

- None this quarter. Reporting on this goal/component not applicable for this Quarter.

10.4 School Climate, Culture and Engagement

- Health & Physical Fitness
 - P.E. Classes
- First Aid & CPR Training and Certification:

10.4 School Climate, Culture and Engagement

- Reporting on this goal/component not applicable for this Quarter.

Health & Physical Fitness: *Ongoing*

- About 85% of the GAA student population are participants to the school’s physical fitness activities. Student survey results indicated that the activities in which they participated helped them make new friends and feel safe being with others. This refers to P.E. classes where the students are engaged in stretching exercises, jumping jacks, relays, etc. (required for PreK-10th and elective for 11th and 12th graders).
- No requisition occurred in the 3rd quarter on CPR Training and Certification due to staff shortage. Reporting on this goal/component not applicable for this Quarter.

FFY 2023 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A230002

PART I: Section 2. Means of Evaluating Program Outcomes Chart (or Performance Measures Chart)

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i>	Corresponding Annual Objective <i>Enter the annual objective from 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
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% 'Frequently' (at least once a week) – 50% 'Infrequently' (at least once a month) – 12.5% '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 (for attendees to local training on the Promethean Board in the 1st quarter, to allow for time to apply things learned).</p> <p>This is because the first off-island PD for FY '23 that will be attended by GAA teachers will be in June 2024 (ISTE).</p>	<p>Target: Survey not administered at this time.</p> <p>Actual: Survey on the classroom application of things learned in off-island conferences attended by participating teachers will be in FY '24 1st or 2nd quarter to allow for time to apply the strategies.</p>	<p>Target: At least 51%</p> <p>Actual: Among teacher attendees to the local training on the Promethean Board, 92% indicated applying in the classroom what they learned from the training.</p> <p>Among teacher attendees to off-island training, no survey was administered at this time since the training occurred in June 2024 and classes already ended. Survey will be conducted</p>	

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

	<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 MAP results (not funded by CG):</u></p> <p><u>Math</u> 3rd - 57% 4th - 14% 5th - 39% 6th - 50% 7th - 26% 8th - 76% 9th - 67% 10th - 72% 11th - 100% 12th - 90%</p>	<p><u>Target:</u> MAP test results not available at this time.</p> <p><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.</p> <p><u>Actual:</u> MAP Spring summative assessment to take place in the 3rd quarter.</p>	<p>will be in FY '24 1st or 2nd quarter to allow for time to apply the strategies</p> <p><u>Target: Math</u> At least 2% increase from baseline</p> <p><u>Actual: Math</u> 3rd - 69% 4th - 29% 5th - 43% 6th - 64% 7th - 51% 8th - 76% 9th - 100% 10th - 85% 11th - 100% 12th - 72%</p> <p>Following are the changes, based on actual vs. baseline:</p> <p>3rd - 12% (↑) 4th - 15% (↑) 5th - 4% (↑) 6th - 14% (↑) 7th - 25% (↑) 8th - same (87%) 9th - 33% (↑) 10th - 13% (↑) 11th - same (100%) 12th - 18% (↓)</p> <p>So all but 2 grade levels met or exceeded the</p>	
--	--	-------------------------------	--	------------	--	---	---	--	--

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

					<p align="center">-----</p> <p><u>Reading</u> 3rd - 61% 4th - 14% 5th - 51% 6th - 88% 7th - 51% 8th - 51% 9th - 50% 10th - 100% 11th - 63% 12th - 90%</p>	<p><u>Target:</u> MAP test results not available at this time.</p> <p><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.</p> <p><u>Actual:</u> MAP Spring summative assessment to take place in the 3rd quarter</p>	<p>annual target of at least 2% increase in Math scores in the MAP summative assessment.</p> <p><u>Target: Reading</u> At least 2% increase from baseline</p> <p><u>Actual: Reading</u> 3rd - 54% 4th - 43% 5th - 72% 6th - 76% 7th - 63% 8th - 51% 9th - 80% 10th - 92% 11th - 66% 12th - 100%</p> <p>Following are the changes, based on actual vs. baseline:</p> <p>3rd - 7% (↓) 4th - 29% (↑) 5th - 21% (↑) 6th - 12% (↓) 7th - 12% (↑) 8th - 0% (same 51%) 9th - 30% (↑) 10th - 8% (↓) 11th - 3% (↑) 12th - 10% (↑)</p> <p>So six (6) grade levels exceeded</p>
--	--	--	--	--	---	---	--	--

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

					<p>the annual target of at least 2% increase in Reading scores in the MAP summative assessment.</p>		
				<p><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 small class size. 12th - Data not available for reporting due to small class size.</p>	<p>Target: MAP test results not available at this time.</p> <p>Actual: MAP test results not available at this time.</p>	<p>Target: MAP test results not available at this time.</p> <p>Actual: MAP Spring summative assessment to take place in the 3rd quarter</p>	<p>Target: Science At least 2% increase from baseline</p> <p>Actual: 3rd - 45% 4th - 43% 5th - 57% 6th - 76% 7th - 76% 8th - 88% 9th - 99% 10th - 84% 11th - Data not available for reporting due to small class size. 12th - Data not available for reporting due to small class size.</p> <p>Following are the changes, based on actual vs. baseline:</p> <p>3rd - 2% (↑) 4th - 29% (↑) 5th - 7% (↑) 6th - 1% (↑)</p>

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

								7 th – 1% (↑) 8 th – same (88%) 9 th – 1% (↓) 10 th – 6% (↓) 11 th – indeterminate 12 th – indeterminate So three (3) grade levels either met or exceeded the annual target of at least 2% increase in Science scores in the MAP summative assessment.
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 special events Actual: Six (6) middle school students participated in ACB.	Target: 2% increase in student participation Actual: 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	Student survey	% of participating students who report they are more engaged in learning and confident in handling	Yes	FY '22 APR: 100% of student participants to specialized events indicated being more engaged and	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.	Target: At least 57% Actual: 87% of respondents indicated more

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

	handling academic work		academic work		having greater confidence to handle academic work.		learning engagement & 81% reported greater confidence in handling academic work	
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.	Target: At least 20% Actual: 80%
	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 3 rd quarter.	Target: Survey not administered at this time. Actual: Survey administered at this time; results reported in the 3 rd quarter.	Target: At least 78% Actual: 91%
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	Student Survey	% of students participating in health and safety activities	Yes	No baseline data.	Target: Ongoing health and safety activities Actual: Ongoing health (P.E.) Survey	Target: Ongoing health and safety activities Actual: Ongoing health (P.E.) and safety activities	Target: At least 50% Actual: 85%

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

	<p>activities.</p> <p>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.</p>	<p>Student Survey</p>	<p>% of participating students will report greater engagement in learning and confidence in handling academic work.</p>	<p>Yes</p>	<p>No baseline data.</p>	<p>indicated 80% of students participated in STEAM, and activities Survey to be conducted in the 3rd quarter.</p> <p>Target: Ongoing health and safety activities</p> <p>Actual: Ongoing health (P.E.) and safety activities. Survey to be conducted in the 3rd quarter.</p>	<p>Survey to be conducted in the 3rd quarter.</p> <p>Target: Ongoing health and safety activities</p> <p>Actual: Ongoing health (P.E.) and safety-activities. Survey to be conducted in the 3rd quarter.</p>	<p>Target: At least 50%</p> <p>Actual: 81%</p>	
	<p>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.</p>	<p>Student, Teacher, and Staff Surveys</p>	<p>% of students, teachers, and staff indicating a greater sense of campus safety due to the installation of new security equipment.</p>	<p>Yes</p>	<p>No baseline data.</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 eqpmt.</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>	<p>Target: At least 50%</p> <p>Actual: Survey to be conducted in the 4th quarter due to delay in safety equipment installation.</p>	

PART II: *Successes, Challenges, and Evaluation*

Evidence of Success/Progress

Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).

- Among teacher attendees to the local training on the Promethean Board, **92%** indicated applying in the classroom what they learned from the training (**exceeding the annual target of 51%**). Among teacher attendees to off-island training, no survey was administered at this time since the training occurred in June 2024 and classes already ended. Survey will be conducted in the 4th quarter.
- **Eight out of 10 grade levels** (from 3rd to 12th grades) **exceeded the annual target of at least 2% increase in Math scores** in the MAP summative assessment.
- **Six out of 10 grade levels** (from 3rd to 12th grades) **exceeded the annual target of at least 2% increase in Reading scores** in the MAP summative assessment.
- **Three out of 10 grade levels** (from 3rd to 12th grades) **exceeded the annual target of at least 2% increase in Science scores** in the MAP summative assessment.
- **87%** (**exceeding the annual target of at least 57%**) of student participants to specialized events indicated more learning engagement and **81%** (**exceeding the annual target of at least 57%**) reported greater confidence in handling academic work.
- **80%** (**exceeding the annual target of at least 20%**) of student respondents who attended the FY '23 College Fair indicated interest in pursuing a STEAM related college degree or a CTE pathway.
- **91%** (**exceeding the annual target of at least 78%**) of student respondents who attended the FY '23 College Fair indicated that the amount of information presented at the event was adequate for their needs, and helped them to be more knowledgeable about College and Career options.
- **85%** (**exceeding the annual target of 50%**) of students are participating in physical fitness activities, and **81%** (**exceeding the annual target of 50%**) indicate greater learning engagement.

Observations and/or Challenges

List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in

- It is not clear to the students of GAA what health and safety activities are being implemented in the school. This was gleaned from a survey administered in the 3rd quarter. Moving forward, the faculty will explain to the students what types of activities student health and safety involves. Also, the procurement and installation of safety equipment for the year has encountered delays due to staff shortage.
- The school was without a full-time Principal for most of this school year. Hence, the implementation of some activities in

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

<p><i>order to ensure meeting its annual objectives?</i></p> <p><i>At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.</i></p>	<p>the grant was on an honor system. A new Principal was hired for the upcoming school year. One of his responsibilities is to implement processes to evaluate outcomes and the quality of implementation of the grant activities.</p>
<p><i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i></p>	<p>Methods used for project monitoring include surveys, student participant rosters or attendance in activities, and/or sign-in sheets.</p>

QUARTERLY REPORT CERTIFICATION

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

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violation of U.S. Code Title 18, Sections 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812

Joaquina Vega

7/29/24

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

Fixed Assets

July 31, 2024

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

July 31, 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 (FPD) Review**

July 31, 2024

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

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

PROJECT TITLE: Private Non-Public Schools - Providence Int'l Christian Academy (PICA)

PROJECT COORDINATOR: Michelle Moyer

PROJECT MANAGER: Sylvia T. Calvo, Grant Director

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

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

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 ENCUMBERED/REQUISITIONS: <u>\$13,685.53</u>	AMOUNT OF EXPENDITURES: <u>\$0.00</u>
AMOUNT BUDGETED (FFY 2022): <u>\$3,105,295.02</u>	AMOUNT ENCUMBERED/REQUISITIONS: <u>\$1,262,557.13</u>	AMOUNT OF EXPENDITURES: <u>\$283,529.78</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 levels)	2 (for all grade levels)				
6 – 8	5							
9 - 12	6							

LIST THE PROJECT GOALS:

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.

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

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.

YEAR 1: Establish a baseline of student performance in all core subject areas (*reading, language, math, science, and social studies*) by administering the IOWA assessment.

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.

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.

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”.

YEAR 1: At least 20% of participating students in CTE classes will indicate interest in pursuing a post-secondary career pathway.

YEAR 1: At least 60% of students participating in CTE classes will earn at least an average grade of “C”.

Component 4. VPA Activities. Through participation in VPA activities, students will indicate greater engagement in learning and confidence in handling academic work.

YEAR 1: At least 20% of participating students in VPA activities will indicate greater engagement in learning and confidence in handling academic work.

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.

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.

YEAR 1: Establish a baseline of student performance in all core subject areas (*reading, language, math, science, and social studies*) by administering the IOWA assessment.

**LIST THE PROJECT
OBJECTIVES:**

PART I: Section 1. *Activities & Work Accomplished*

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
<p>➤ In this column, list the Project Components.</p> <p>➤ In bullet form, list the specific activities falling under each Component.</p> <p>➤ <i>Insert Additional rows as needed.</i></p> <p>Goal A. Component 1.</p> <p>Summative Assessment</p>	<p>➤ For each activity listed in the previous column, state the status of each activity (<i>ongoing, delayed, or completed</i>), and describe the details of the work accomplished during the period. Specify the <i>what, when, where, how, how many participants (a primary data or 'count')</i>, etc. Primary data may be presented in narrative form, or as a table or graph.</p> <p>➤ If there was an activity that was not implemented during this reporting period, then simply indicate “REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER”. Include the reason why the activity was not conducted for the quarter.</p> <p>Goal A. Component 1.</p> <p>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.</p> <p>STEAM Classes or Activities</p>	<p>Goal B. Component 2.</p> <p>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 also use them for interactive games, which enhances the use of technology in the classroom. • Student participants in STEAM courses/activities: <ul style="list-style-type: none"> ○ 4 Elementary students ○ 2 Middle School students ○ 8 High School students are participating in STEAM activities • Reporting on Drone kits and STEM kits that have been requisitioned not applicable for this quarter because the kits have not been provided. The school is still awaiting the STEAM kits that were ordered from the CG. Training on the use of an aquaponics kit received by the school earlier will be conducted during the summer of FY ’23 under the Life Readiness (LR) project.

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

	<ul style="list-style-type: none"> Students participated in planting seeds for the garden. However, the anticipated aquaponics system was not provided for students to complete their garden project.
<p>Component 3. CTE Classes</p>	<p>Goal B. Component 3.</p> <p>CTE:</p> <ul style="list-style-type: none"> The students who previously asked for these classes are no longer attending PICA. This activity is discontinued for FY '23.
<p>Component 4. VPA Activities</p>	<p>VPA Activities</p> <ul style="list-style-type: none"> The piano for this activity was delivered the last week of SY 23/24. Students were able to have their final lesson using the piano. This was not enough time for a complete understanding of the instrument and implementation in the classroom. Full usage for the purposes of piano lessons and music theory will be implemented in SY 24/25. Student participants in VPA activities: <ul style="list-style-type: none"> 4 Elementary students 2 Middle school students 8 High school students Some materials have been received PICA has received a piano for use in choir, piano, and music classes. Pending additional materials for use are still being requisitioned and/or are awaiting delivery. Additional materials include the following: easels, drawing boards, drawing paper and pencils, colored pencils, dance supplies such as tumbling mats and rhythmic dance rings and scarves. Survey will be conducted in the 4th quarter.
<p>Goal C. Component 5.</p> <p>Professional Development (PD)</p>	<p>Goal C. Component 5.</p> <p>Professional Development (PD) Training:</p> <ul style="list-style-type: none"> PICA has requested for professional development training on <i>Classroom Instruction that Works (CITW)</i> for two (2) teachers. PICA is awaiting the invite and other information on the training from the Curriculum Instruction and Assessments (CIA) project. To date, the status of requisition for the CITW training is pending, as quotations are still being sought by the CIA project.

FFY 2023 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A230002

PART I: Section 2. Means of Evaluating Program Outcomes Chart (or Performance Measures Chart)

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</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
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	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 sense of	Student Survey	% of participating students who report a greater sense of learning	yes	No baseline data	Target: Survey not administered at this time.	Target: Survey not administered at this time.	Target: Survey administered at this time.	

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

	learning engagement and confidence in handling academic work		engagement and confidence in handling academic work			Actual: Ongoing instruction, still awaiting STEAM kits. Survey will be conducted in the 3 rd quarter of SY 23-24	Actual: Ongoing instruction, still awaiting STEAM kits. Survey will be conducted in the 3 rd quarter of SY 23-24	Actual: 67% indicated a greater sense of learning engagement, and 33% feel more confident in handling academic work	
	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	Student survey	% of 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 instruction, still awaiting STEAM kits. Survey will be conducted in the 3 rd quarter.	Target: Survey not administered at this time Actual: Ongoing instruction, still awaiting STEAM kits. Survey will be conducted in the 3 rd quarter.	Target: Survey not administered at this time Actual: Ongoing instruction, still awaiting STEAM kits. Survey will be conducted in the 4 th quarter.	
11.3 Visual Performing Arts	By the end of SY 23-24, at least 20% of participating students will report a greater sense of learning engagement and	Student survey	% of participating students who report a greater sense of learning engagement and	yes	No baseline data	Target: Survey not administered at this time Actual: Ongoing instruction.	Target: Survey not administered at this time Actual: Ongoing	Target: Survey administered Actual: 86% indicated a	

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

	confidence in handling academic work		confidence in handling academic work			Materials for use are being requisitioned . Survey will be conducted in the 3 rd quarter.	instruction. Materials for use are being requisitioned. Survey will be conducted in the 3 rd quarter.	greater sense of learning engagement, and felt more confident in handling academic work	
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	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 are no longer attending PICA, so activity is discontinued for FY '23.	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	Target: Survey not administered at this time Actual: Students	Target: Survey not administered at this time Actual: Students	

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

						requested for CTE classes no longer attending PICA, so activity will be removed.	who requested for CTE classes are no longer attending PICA, so activity is discontinued for FY '23.	who requested for CTE classes are no longer attending PICA, so activity is discontinued for FY '23.	
11.5 Professional Development	a) By the end of SY 23-24, 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	Teacher Survey	% of teachers participating in PD training who will report implementing the teaching strategies learned in the classroom and indicate an improvement in their planning and instructional skills	Yes	No baseline data	<p>Target: Survey not administered at this time</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>Target: Survey not administered at this time</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>Target: Survey not administered at this time</p> <p>Actual: PICA awaits invite from the CIA project for FY '23 PD on <i>Classroom Instruction that Works</i>. Granting the PD takes place in the 4th quarter, survey will be conducted in FY '24 2nd quarter to allow for time to apply</p>	

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

strategies
 learned.

PART II: Successes, Challenges, and Evaluation

Evidence of Success/Progress

Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).

- **67%** of PICA students who participated in STEAM activities indicated a greater sense of learning engagement, and **33%** feel more confident in handling academic work, both **exceeding the annual target of 20%**.
- **86%** of PICA students who participated in VPA activities indicated that the activity helps their mind to be stimulated and more receptive to academic learning, and enhances their confidence in handling academic work, both **exceeding the annual target of 20%**.

Observations and/or Challenges

List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?

At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.

- Component 1. Academic Performance – Summative Assessment** This activity has been removed.
- Component 2: STEAM Classes or Activities** – Participation on this activity was not completed as anticipated because the equipment (aquaponics steam kit) was not received.
- Component 3: CTE Classes** – This activity has been removed.
- Component 4: VPA Activities** – Students did not have time to fully participate in piano courses since the piano was available only at the end of the school year.
- Component 5: Professional Development**— This activity was not available to teachers during this quarter.

FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A230002

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

Michelle Moyer

PROJECT COORDINATOR NAME (PRINT)

Michelle Moyer

PROJECT COORDINATOR NAME (SIGNATURE)

8/21/24

DATE

Michelle Moyer

PROJECT MANAGER NAME (PRINT)

Michelle Moyer

PROJECT MANAGER (SIGNATURE)

8/21/24

DATE

FEDERAL PROGRAMS DIVISION



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

Fixed Assets

July 31, 2024

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

July 31, 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 (FPD) Review**

July 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: Project #12: Private, Non-Public School – JAPANESE SCHOOL OF GUAM (JSOG)

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: Saeko Tokito

PROJECT MANAGER: Sylvia T. Calvo, Grant Director

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

AMOUNT BUDGETED (FFY 2023): \$32,416.93	AMOUNT ENCUMBERED/REQUISITIONS: <u>\$28,923.06</u>	AMOUNT OF EXPENDITURES: \$0.00
AMOUNT BUDGETED (FFY 2022): <u>\$3,105,295.02</u>	AMOUNT ENCUMBERED/REQUISITIONS: <u>\$1,262,557.13</u>	AMOUNT OF EXPENDITURES: <u>\$283,529.78</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 JSOG 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.

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

<p>LIST THE PROJECT OBJECTIVES:</p>	<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.
--	--

PART I: Section 1. *Activities & Work Accomplished*

<p>COMPONENT & ACTIVITIES (including travel)</p>	<p>WORK ACCOMPLISHED & PRIMARY DATA GENERATED</p>
<ul style="list-style-type: none"> ➤ In this column, list the Project Components. ➤ <u>In bullet form</u>, list the specific activities falling under each Component. ➤ <i>Insert Additional rows as needed.</i> 	<ul style="list-style-type: none"> ➤ For each activity listed in the previous column, state the status of each activity (<i>ongoing, delayed, or completed</i>), and describe the details of the work accomplished during the period. Specify the <i>what, when, where, how, how many participants (a primary data or 'count')</i>, etc. Primary data may be presented in narrative form, or as a table or graph. ➤ If there was an activity that was not implemented during this reporting period, then simply indicate “REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER”. Include the reason why the activity was not conducted for the quarter.
<p>Health & Safety</p> <p>12.1 Student Physical Fitness</p> <ul style="list-style-type: none"> • Installation of supplemental physical fitness resources 	<p>Health & Safety</p> <ul style="list-style-type: none"> • Installation of supplemental physical fitness resources: <i>Ongoing</i> <p>In the third quarter, we finalized the layout plan for the portable fitness equipment facility. Additionally, we submitted a quotation for portable playground equipment together with other required documents to GDOE for the Procurement process. Site preparation has been completed, with the area now leveled.</p>

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

	<ul style="list-style-type: none"> Student physical fitness: Not applicable since still no data for this reporting period. “Pre-use” fitness test to be administered right before completion of the portable physical fitness facility installation. Then a “post-use” fitness test to measure impact of the utilization of playground equipment on the students’ overall physical fitness will be conducted during the last quarter of the Japanese school’s academic year, in March 2025 (FY ’24 2nd fiscal quarter).
<p>12.2 Student Learning Engagement</p> <ul style="list-style-type: none"> Survey on student learning engagement 	<ul style="list-style-type: none"> Survey on student learning engagement: Ongoing <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 baseline student engagement survey was 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. Survey results showed that among students who engaged in physical activity (<i>playing during recess, or participating in school sports, or attending a PE class</i>), 77% consider themselves to be engaged in learning, and 91% feel confident in handling academic work. A ‘post-use’ student engagement survey will be conducted during the last quarter of the Japanese school’s academic year (runs from April 2024 – March 2025), in March 2025 (FY ’24 2nd fiscal quarter), to determine if utilization of the playground equipment helped enhance student ability to focus and learn.

PART I: Section 2. Means of Evaluating Program Outcomes Chart (or Performance Measures Chart)

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</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
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.	Target: Students engaging in physical activity utilizing supplemental resources	Target: Students engaging in physical activity utilizing supplemental resources	

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

					<p>Actual: Procurement and installation of portable fitness facilities are delayed because additional planning time is required.</p> <p><i>“Pre-use”</i> Fitness test to be administered right before completion of installation.</p>	<p>Actual: Site has been leveled and school is ready to proceed with procurement of physical equipment.</p> <p><i>“Pre-use”</i> Fitness test to be administered right before completion of installation. This will serve as the updated baseline data.</p>	<p>Actual: Procurement and installation of portable fitness facilities are currently being processed.</p> <p><i>“Pre-use”</i> Fitness test to be administered right before completion of installation. This will serve as the updated baseline data.</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	Classroom logs of students utilizing equipment	Percentage of participation in physical activities utilizing supplemental resources	Yes	<p>Current baseline data of 60% student participation rate in physical activities during recess breaks</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</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</p>	<p>Target: Students engaging in physical activity utilizing supplemental resources</p> <p>Actual: Procurement and installation of portable fitness facilities are currently</p>	

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

						<p>planning time is required.</p> <p>Logging of student use of portable physical fitness equipment to start after installation is completed.</p>	<p>is completed.</p>	<p>being processed.</p> <p>Logging of student use of portable physical fitness equipment to start after installation is completed.</p>	
	<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 date</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</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</p>	<p>Target: Students engaging in physical activity utilizing supplemental resources</p> <p>Actual: A baseline student engagement survey was administered in June, 2024 ('pre-use') to determine the portion of students who consider themselves currently engaged in learning, even without the equipment</p>	

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

						<p>school calendar year, which runs from April to March.</p>	<p>student engagement survey will be administered in June, 2024 (<i>pre-use</i>) to determine the portion of students who consider themselves currently engaged in learning, even without the equipment being installed yet.</p>	<p>being installed yet. Results of the survey showed that among students who were already engaged in physical activity during recess, or participating in school sports or attending a PE class, 77% consider themselves to be engaged in learning, and 91% feel confident in handling academic work.</p>	
--	--	--	--	--	--	--	--	---	--

PART II: Successes, Challenges, and Evaluation

<p>Evidence of Success/Progress <i>Per component, list quantifiable evidence using performance measures data, that supports the project’s tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).</i></p>	<p>The procurement process for portable fitness facilities is ongoing, with both procurement and installation currently in progress.</p>
<p>Observations and/or Challenges <i>List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?</i></p> <p><i>At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.</i></p>	<p>The procurement process for portable fitness facilities is ongoing, with both procurement and installation currently in progress. However, we are facing delays due to the logistical challenges of shipping to Guam, given its remote island location.</p>
<p><i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i></p>	<p>At this time, the only method used for project monitoring is survey administration, to determine the portion of students who consider themselves currently engaged in learning, even without the equipment being installed yet.</p> <p>Once the portable fitness equipment is close to being installed, a ‘pre-use’ fitness test will be administered, then a ‘post-use’ fitness test to determine impact of usage of the equipment to student physical fitness will again be conducted during the last quarter of the Japanese school’s academic year, in March 2025 (FY ’24 2nd fiscal quarter).</p> <p>Also, classroom logs of students utilizing equipment will be maintained.</p>

FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A230002

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

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violation of U.S. Code Title 18, Sections 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812

Saeko Tokito

Saeko Tokito

8/23/2024

PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

DATE

Saeko Tokito

Saeko Tokito

8/23/2024

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

Fixed Assets

July 31, 2024

FEDERAL PROGRAMS DIVISION



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

Project No. 13

State Administration

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

July 31, 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 (FPD) Review**

July 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

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: 11/22/2024			

AMOUNT BUDGETED (FFY 2023): \$ <u>1,789,340.90</u>	AMOUNT ENCUMBERED/REQUISITIONS: \$ <u>57,366.18</u>	AMOUNT OF EXPENDITURES: \$ <u>104,011.22</u>
AMOUNT BUDGETED (FFY 2022): \$ <u>1,710,378.69</u>	AMOUNT ENCUMBERED/REQUISITIONS: \$ <u>90,531.30</u>	AMOUNT OF EXPENDITURES: \$ <u>1,131,867.71</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	2,460			8		4920			28
6 – 8	1,204			39		6437			50
9 - 12	1,661			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
 QUARTERLY REPORT
 Grant Award #: S403A230002**

	<p>Grant Meetings, Workshops / Grants Management Certification and Training</p> <ul style="list-style-type: none"> 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.
<p>LIST THE PROJECT OBJECTIVES:</p>	<p>Administration/Supervision/Technical Assistance/Workshops</p> <p>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.</p> <ul style="list-style-type: none"> By September 2024 @ 90%, September 2025 @ 91%, and September 2026 @ 93% <p>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.</p> <ul style="list-style-type: none"> By September 2024 @ 91%, September 2025 @ 92%, and September 2026 @ 93% <p>Grant Meetings, Workshops / Grants Management Certification and Training</p> <p>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.</p> <ul style="list-style-type: none"> By September 2024 @ 94%, September 2025 @ 95%, and September 2026 @ 96%

PART I: Section 1. Activities & Work Accomplished

<p>COMPONENT & ACTIVITIES (including travel)</p>	<p>WORK ACCOMPLISHED & PRIMARY DATA GENERATED</p>
<p>6.1 Administration/Supervision/Technical Assistance /Workshops</p>	<ul style="list-style-type: none"> On June 14, 2024, the FPD held a Technical Assistance Session on the Revised FY '23 Quarterly Report (QR) Template for all the Consolidated Grant (CG) Projects and participating Private, Non-Public Schools (PNPs). It was a simultaneous face-to-face and online technical assistance session. All the CG projects and the private non-public schools (except for one) were represented, either physically or virtually. The FPD Team worked together to come up with this improved version of the FY '23 QR Template, to provide a simpler template that has clearer instructions on how to fill out each column, and also having the end purpose of satisfying the required information for the Annual Performance Report (APR).

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

**6.2 Grant Meetings, Workshops /
Grants Management Certification
and Training**

- Relative to the performance indicators, there is no primary data generated from the activities conducted by the Federal Programs Division for this period.
- The Federal Programs Division received notice on June 27, 2024 from the US-Ed Group Leader of the Insular Areas Team, that the Federal Fiscal Year (FFY) 2024 Consolidated Grant Application was substantially approvable. The final clean version of the application was submitted on Max.gov on July 3, 2024 as directed.
- Four (4) travelers attended the Brustein & Manasevit Group Spring Forum in Baltimore, MD, April 29-May 2, 2024. The Spring Forum covered topics from allowability to equipment and the updates to the Uniform Grant Guidance and EDGAR.
- Two (2) State Administration personnel attended the International Society for Technology in Education (ISTE) Live 2024 conference in Denver, CO, June 24-26, 2024. ISTE Live 2024 covered topics affecting the future of learning like artificial intelligence and project-based learning.
- State Administration sent seven (7) participants to the 2024 Association of Title IX Administrators (ATIXA) Summer Symposium Certification Conference, June 2-7, 2024, in Denver, CO. The participants received training and tools to improve safety policies and protocols ensuring safer schools for children and employees. Participants are equipped with skills to effectively identify, mitigate and remediate sex-based harassment in their schools.

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

PART I: Section 2. Means of Evaluating Program Outcomes Chart (or Performance Measures Chart)

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</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
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	% 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%	Target: At least 86%	Target: At least 88%	
		Observation reports				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.	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.	Actual: No stakeholder survey administered at this time.	
Survey results									
	6.1.2 At least 91% of stakeholders reporting effective, timely, and relevant information received, improved knowledge of grant information, programs, and requirements, and receiving high quality support, guidance,	Quarterly monitoring reports	% 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 knowledge of	Target: At least 88%	Target: At least 89%	Target: At least 90%	
		Observation reports				Actual: No stakeholder survey administered at this time. Focus was on	Actual: 94% of stakeholders report receiving effective, timely, and	Actual: No stakeholder survey administered at this time.	
		Survey results							

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

	consultation and technical assistance during workshops.				grant information, programs, and requirements, and receiving high quality support, guidance, consultation and technical assistance during workshops.	provision of guidance and technical assistance to all stakeholders in their beginning implementation of FY '23 activities.	relevant information received, improved knowledge of grant information, programs, and requirements, and receiving high quality support, guidance, consultation and technical assistance during workshops.		
6.2 Grant Meetings, Workshops / Grants Management Certification and Training	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.	Quarterly monitoring reports Observation reports Survey results	% of key LEA/FPD grant/project personnel reflecting better understanding of activities and comply with requirements	No	At least 93% of key LEA/FPD grant/project personnel report increased understanding of proper grants management, project design, planning, implementation, and developing services and activities within the district.	Target: At least 93% Actual: No survey administered at this time. Focus was on provision of guidance and technical assistance to all stakeholders in their beginning implementation of FY '22	Target: At least 93.2% Actual: 88% of key LEA/FPD project/grant personnel report increased understanding of proper grants management, project design, planning, evaluation, implementation, and developing services and activities within the district.	Target: At least 93.4% Actual: No stakeholder survey administered at this time.	

PART II: *Successes, Challenges, and Evaluation*

Evidence of Success/Progress

Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).

The State Administration is tracking towards either meeting or exceeding annual target objectives for its three performance indicators (per 2nd quarter data, since there are no updates for the 3rd quarter):

- **85%** (only 1% below its 2nd quarter target of 86%) of stakeholders reported satisfaction with process handling and implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the FPD. Relative to the *annual* objective of 90%, this is only 5% short, and is **tracking to meet the year's target**.
- **94%** (5% over its 2nd quarter target of 89%) of stakeholders reported receiving effective, timely, and relevant information received, improved knowledge of grant information, programs, and requirements, and receiving high quality support, guidance, consultation and technical assistance during workshops. This is already **3% above the target annual percentage of 91%** for this performance measure.
- **88%** (5.2% below its 2nd quarter target of 93.2%) of key LEA/FPD project/grant personnel reported increased understanding of proper grants management, project design, planning, evaluation, implementation, and developing and designing services and activities within the district. Relative to the *annual* objective of 94%, this is only 6% short, and is **tracking to meet the year's target**.

Observations and/or Challenges

List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?

At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.

- The FPD continued to administer, supervise and provide technical assistance to all stakeholders as needed through the reporting period. With late May signaling the start of the summer break, off-island travel during this time posed as a challenge to attendance among the grant stakeholders in a technical assistance session on one instance, even when it was done online.

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

What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?

- The FPD continued to monitor all requisitions, purchase orders, invoices and completion of activities on a weekly, monthly and quarterly basis.
- The FPD created and sent online surveys to all the participating private non-public schools, to get information about:
 - a) whether or not research-proven teaching strategies gained by participating teachers are applied in the classroom;*
 - b) the impact of CG activities being implemented in the schools on student learning, engagement, and academic performance.*
- The FPD reviewed and provided feedback on surveys emanating from the CG projects, ensuring that: a) questions in the survey are clearly worded, non-repetitive, and exhaustive in its response options; and b) the data needed on the project’s performance measures will be collected.
- The FPD conducted its review of the FY ’23 3rd Quarter Report received from the CG projects and participating PNPs, checking for completeness in the reporting of activities implemented for the quarter, and for data accuracy in the provision of updated performance measures for the period.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: State Administration

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

Shannon Bukikosa-Esplana

PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

DATE

Sylvia T. Calvo, Grant Director

PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGNATURE)

DATE