

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



FY 2023 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
4th Quarterly Reports

October 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

October 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

October 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:	AMOUNT OF EXPENDITURES:
<u>\$5,079,337.31</u>	<u>\$2,043,039.86</u>	<u>\$2,408,475.79</u>

AMOUNT BUDGETED (FFY 2022):	AMOUNT ENCUMBERED/REQUISITIONS:	AMOUNT OF EXPENDITURES:
<u>\$6,157,364.06</u>	<u>\$1,547,594.63</u>	<u>\$205,920.09</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.

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<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.

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

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
<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>

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<p>1.1.2 Project Based Learning (PBL)</p>	<p>Tiyan High School (THS) received MODEL certification for all three of their academies (<i>Business, Arts, and Information Technology or BAIT; Health and Human Services or HHS; Transportation, Logistics, and Construction or TLC</i>) and seven (7) school personnel are slated to attend the National Career Coalition (NCAC) Conference to present the results of the school’s recent success. The conference will be held in Chicago, IL from November 18–20, 2024.</p> <p>1.1.2 Project Based Learning (PBL): <i>Ongoing</i></p> <p>Project personnel continues to work with Dr. Deborah Ellen to schedule upcoming PBL trainings for FY 24-25. Plans to hold two (2) types of PBL training sessions are being scheduled as follows: 1.) <i>Revisiting Project Based Learning</i>; and 2.) <i>Introduction to Project Based Learning</i>. This training will be offered to all GDOE elementary and secondary CTE and STEAM teachers to included GACs.</p>
<p>1.1.3 Visual Communication/Video Production & Broadcasting Program with Media Camera Equipment (Visual & Video Production/Broadcasting)</p>	<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 November 2024.</p>
<p>1.1.4 Computer Science/Information Technology Program</p>	<p>1.1.4 Computer Science/Information Technology Program: <i>Ongoing</i></p> <p>Requisition for professional services lapsed September 30, 2024. Anticipating to re-enter the requisition and resolicit. After the initial lapse in services since last year, Project personnel prioritized this request. All required documents were entered and released in munis in August 2023. After following through in the workflow, it made its way to procurement on February 23, 2024 to which it was advised it would need to be processed as a new solicitation by Procurement. Thus issuing new RFP 008-2024. Pre-publication documents were received, reviewed and approved by Project personnel March 26, 2024. Project personnel followed up with Procurement in May through September 2024 regarding the status. No responses. On September 30, 2024, Procurement rejected the requisition stating the at the buyer was unable to process.</p>
<p>1.1.5 STEAM Robotics PD</p>	<p>1.1.5 STEAM Robotics PD –<i>Delayed</i></p> <p>Requisition for professional services lapsed September 30, 2024. Anticipating to re-enter the requisition and resolicit. Req 240000107 was entered 11/20/2023. Project personnel followed up numerous times with Procurement, Budget, Legal while tracking the status of the req. On 9/30/2024 the Project was informed that the Buyer was not able to process the req and re-entry will be required.</p>
<p>1.1.6 STEAM Global GreenSTEM</p>	<p>1.1.6 STEAM Global GreenSTEM – <i>Completed</i></p> <p>Professional Development was provided to <i>GDOE teachers, Instructional Coaches (ICs), and District Mentors (DMs)</i> from September 23– September 27, 2024. A total of fifty-six (56) teachers from K-12 participated in the STEM training. The count of ICs and DMs is included in the total count. These individuals are teacher status staff. This was the final activity under the current Global GreenSTEM purchase order and Project personnel is preparing to re-enter a new requisition for similar services.</p>

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<p>1.1.7 AP and Pre-AP Summer Institute</p>	<p>1.1.7 AP and Pre-AP Summer Institute: <i>Ongoing</i></p> <p>Requisition for professional services lapsed September 30, 2024. Anticipating to re-enter the requisition and resolicit.</p>
<p>1.1.8 Career and Technical Education (CTE) Workshop—Career Exploration</p>	<p>1.1.8 Career and Technical Education (CTE) Workshop—Career Exploration: <i>Completed</i></p> <p>Career Exploration was renewed for its 4th and Final Renewal of Agreement. Agreement was executed September 30, 2024. Plans to offer the workshops currently being worked on by Project Personnel and vendor. University of Guam, GLE will offer the workshops. There will be plans to resolicit for professional services. Project personnel will assess the ROI and update the Scope of Work to fit the need and requirements of the grant.</p>
<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 seven (7) public high schools (<i>GWHS, JFKHS, OHS, SSHS, SHS, THS, and JPTSA</i>). Project staff tentatively will meet with school counselors and GCC personnel in October 2024.</p> <p>1.2.6 Skilled Labor & Trades Academy</p> <p>FY 23 contract has been completed and Project personnel is awaiting the re-opening of the Munis system to re-enter a requisition for FY '24 services.</p> <p>1.2.8 Career Interest Inventory Management & Assessment: <i>Ongoing</i></p> <p>Program is active. Project personnel working on updated price quotes for the program to support the schools for SY 24-25.</p>
<p>1.2.11 Pre-AP; AP</p>	<p>1.2.11 Pre-AP; AP: <i>Ongoing</i></p> <p>Professional service contact was executed July 11, 2024. Purchase order was issued on August 30, 2024. Due to the timing of the contract execution and purchase order issuance, contract lapsed. Project personnel working on getting an updated quote and will enter for new solicitation SY 24-25.</p>

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	<p>Request for quote to College Board is being worked on by Project Personnel, pending the orders from the GDOE High Schools, and Private, Non-Public Schools/OCE schools.</p> <p>Project personnel tracking the payments of the AP Exams for SY 23-24 under PO# 20240253.</p>
<p>1.2.12. College Fair</p>	<p>1.2.12. College Fair: <i>Ongoing</i></p> <p>Project personnel requesting for quotes for prospective vendors for hosting and venue services for the SY 24-25 Island-Wide College Fair. Request will be entered once Munis is open for entry.</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; No cost extension processed for the current contract up until November 30, 2024.</p>
<p>1.2.15. College Readiness Programs</p> <p>a. National Technical Honor Society b. Skills USA c. National Career Academy Coalition d. ACTE Memberships e. Health Certificates f. Health First Aid Certification g. Driver’s License Education</p>	<p>a. <i>Ongoing</i>—SY S4-25, Project personnel is working on price quotes for the SY 24-25 from the National Technical Honor Society (NTHS) for student memberships. Once received and Munis is open, the request will be entered to provide students with NTHS memberships. Project personnel tracking payments of previous PO 20240999.</p> <p>b. <i>Ongoing</i>—Project personnel will be working with School Counselor Coordinator and Admin to identify if there is interest in Skills USA to proceed with requisition entry.</p> <p>c. <i>Completed</i> – Tiyan High School (THS) was honored by the National Career Academy Coalition (NCAC) as a MODEL career academy school, with three of its academies recognized for excellence in integrating academics with real-world career experiences in May 2024. School staff and administrators are expected to present on behalf of the district November 18, 2024 at an NCAC conference in Chicago, IL.</p> <p>d. <i>Ongoing</i>—SY 24-25 Project Personnel will be working on obtaining quotes for the ACTE Memberships to be offered to Admin and Teachers. Survey will be sent out to confirm interest.</p> <p>e. <i>Ongoing</i>—Project personnel obtained the price quote for the Department of Public Health and Social Services (DPHSS) health workshop and certificates and will enter the request once Munis is open. When PO is issued, we will work with School Admin to identify students to send to the workshop.</p> <p>Project personnel continues to track the payments towards SY 23-24 Health Certificate Workshops that were offered to <i>Southern High School, Tiyan High School, Okkodo High School and Vicente Benavente Middle School</i> for students.</p> <p>f. <i>Ongoing</i>—Project personnel is conducting research of vendors who are able to provide the certification. Working on other options to avail of Health First Aid Certification by our GDOE head nurse, Julietta Quinene.</p> <p>g. <i>Ongoing</i>—Project personnel obtaining price quotes for driver’s education courses. Once received, the request will be entered into Munis once accessible.</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.</p>	<p>a. Please reference 1.2.14 b. Please reference 1.2.14</p>

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<p>c. College Readiness Math & English Camp d. Career Exploration e. Dual Enrollment</p>	<p>c. Completed – No activities since the last reporting period have been conducted and planning for FY 24 activities will commence 10/2024. d. Completed – No activities since the last reporting period have been conducted and planning for FY 24 activities will commence 10/2024. e. Completed— No activities since the last reporting period have been conducted and planning for FY 24 activities will resume once munis opens up to allow the new requests to be entered for dual enrollment.</p>
<p>1.3.4 E-sports</p>	<p>1.3.4 E-sports – Planning: <i>Ongoing</i></p> <p>No cost extension for the current contract has been processed (September 26, 2024). Meeting with UOG Global Learning and Engagement (GLE) was conducted 9/2024 to plan next steps as contract will end 11/30/2024. Contractor will procure supplies/equipment in line with contract scope of work.</p>
<p>1.3.5 Academic Special Events (ASE)</p> <ul style="list-style-type: none"> ● National Forensic League ● Academic Challenge Bowl ● Math Counts ● Math Olympiad 	<p>1.3.5 Academic Special Events (ASE): <i>Ongoing</i></p> <p>At the time of reporting, no ASE activities were conducted. Project personnel is in the process of planning the SY 24-25 competition season.</p>
<p>1.3.6 Visual Performing Arts (VPA)</p> <ul style="list-style-type: none"> ● Music Band ● Art ● Dance 	<p>1.3.6 Visual Performing Arts (VPA): <i>Completed</i></p> <p>Teachers continue to provide services to schools.</p> <p>Music Band: Maximo Ronquillo initiated services with the Okkodo High School (OHS), Tiyan High School (THS), and George Washington High School (GWHS) August 2024 and services are ongoing.</p> <ul style="list-style-type: none"> ○ OHS – 112 students; Beginning Band (4 classes), Intermediate Band (1 class) ○ THS – 25 students; Beginning Band (1 class) ○ GWHS – 16 students; Beginning Band (1 class) <p>Art: Gisela Guile initiated services with Ordot Chalan Pago Elementary School (OCPES); August – September 30, 2024</p> <ul style="list-style-type: none"> ○ OCPES – 269 students, 269 art pieces were produced by 17 homerooms, <p>Dance: Cesar Medina initiated services with Finegayan Elementary School (FES), PC Lujan Elementary School (PCLES), Simon Sanchez High School (SSHS), and Untalan Middle School (LPUMS) August 2024 and services are ongoing.</p> <ul style="list-style-type: none"> ○ PCLES – 43 students ○ SSHS – 28 students

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<ul style="list-style-type: none"> ● Theater ● Audio/Visual ● MTCA Theater 	<ul style="list-style-type: none"> ○ LPUMS – 25 students <p>Theater: Miren Ramirez initiated services with Machananao Elementary School (MACHES) August 2024 and services are ongoing.</p> <ul style="list-style-type: none"> ○ MACHES – 66 students; Musical Revue of Broadway Songs (10 songs) being taught during these sessions. <p>Audio Visual: Brett Maluwelmeng initiated services with THS, John F. Kennedy High School (JFKHS), OHS August 2024 and services are ongoing.</p> <ul style="list-style-type: none"> ○ THS – 19 students ○ JFKHS – 10 students ○ OHS – 7 students <p>Theater: Ernest Ochoco, Theater Instruction (Secondary Education) preparation for the 30th Anniversary of Visual Performing Arts Theatre (VPA, Theatre) initiated in September 2024 and is ongoing. Project Staff is in the planning phase and will be recruiting participants in October and November 2024.</p>
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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	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”	Yes	FY '22 APR: 45% indicated ‘always’ and ‘frequent’ classroom	Target: Planning Phase for the training Actual: Survey to be administered	Target: Conduct of training Actual: Survey to be administered	Target: Completion of CTE Career Academies Training Actual: 100%	Target: Completion of CTE Career Academies Training Actual:

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	<i>prepared</i> ” to teach high-quality, rigorous curriculum in (a) CTE; (b) AP/Honors; and (c) STEAM		to teach the content.		application	in the 3 rd quarter.	d in the 3 rd quarter	<u>Breakdown:</u> 43% of teachers self-reported that they were “well-prepared” and 7% self-reported that they are “more than well prepared” after the completion of the PD; 50% self-reported that they are “More knowledgeable”.	100% <u>Breakdown:</u> 43% of teachers self-reported that they were “well-prepared” and 7% indicated that they are “more than well prepared” after the completion of the PD; 50% self-reported that they are “More knowledgeable”;
CTE Academies, AP/Honors, STEAM	B. By the end of SY23-24 62% of CTE, AP/Honors, students will earn a “C” or better	District data on CTE and AP student grades	Percentage of students with “C” Grades or better reported in PowerSchool	Yes	<u>FY '22 APR:</u> 84%	<u>Target:</u> 60% <u>Actual:</u> Grades to be given out in the 3 rd quarter.	<u>Target:</u> Academic semester ongoing <u>Actual:</u> Grades to be given out in the 3 rd quarter.	<u>Target:</u> 62% <u>Actual:</u> Of the data collected for CTE, 84% scored C or better; Exceeded target.	<u>Target:</u> 62% <u>Actual:</u> Of the data collected, 84% earned C or better. Target exceeded so far; at the

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									time of reporting only GWHS and SSHS data was received. This will be updated as more data come in.
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 SY22-23 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, SSHS, and SHS had available data. Of those, 32 of 214 test takers scored a 3 or better, resulting in 14.9% of the total scoring a 3 or better.	Target: 2% increase Actual: With AP data only from the 3 high schools, the “% of scores that are 3 or better” is 16%. At the time of reporting only GWHS and SSHS data was received. This will be updated as more data come in.

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<p>2. Career Oriented Programs and Assessments WorkKeys Assessment</p>	<p>A. By the end of SY23-24, 85% of WorkKeys testers will score a Bronze or higher and achieve an NCRC certificate.</p>	<p>District data on WorkKeys assessment results</p>	<p>Percentage of test takers who score “Bronze” or Higher</p>	<p>Yes</p>	<p>FY '22 APR: 60% overall</p>	<p>Target: Curriculum ongoing Actual: Assessment to take place in the 3rd quarter</p>	<p>Target: Curriculum ongoing Actual: Assessment to take place in the 3rd quarter.</p>	<p>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</p>	<p>Target: 85% of WorkKeys testers will score a Bronze or higher Actual: 1,414 out of 1755 (81%) total Workkeys testers (12th grade) earned a Bronze or higher and achieved an NCRC certificate</p>
<p>3. Specialized Events and Opportunities Academic Special Events, Visual Performing Arts, Sports</p>	<p>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 their academic work.</p>	<p>Web-based survey on post ASE, VPA, STEAM events and sports opportunities</p>	<p>Percentage of student participants who indicate being “more engaged” and “confident” in their work</p>	<p>Yes</p>	<p>68% more engaged 75% more confident</p>	<p>Target: Planning & conduct of events Actual: Survey to be conducted in the 3rd quarter.</p>	<p>Target: Conduct of events Actual: 68% 66% of ASE participants surveyed indicated being more engaged in learning</p>	<p>Target: Completion of events Actual: ASE: Completed in the 2nd qtr. Survey results presented in last quarter’s</p>	<p>Target: Completion of events Actual: ASE: Completed in the 2nd qtr. Survey results presented in last 2nd quarter’s report.</p>

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							74% of ASE participants indicated greater confidence in handling academic work	report. <u>VPA:</u> 201 of 225 (89%) respondents indicated being more engaged in learning 187 of 225 (83%) respondents indicated positive responses towards confidence in academic work	<u>VPA:</u> 201 of 225 (89%) respondents indicated being more engaged in learning 187 of 225 (83%) 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, post-college fair or career fair	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> 85% indicated greater interest in pursuing College after graduation. Data includes all participating schools. SSHS did	<u>Target:</u> 30% <u>Actual:</u> 85% indicated greater interest in pursuing College after graduation. Data includes all participating schools. SSHS did not participate.

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not
participate.

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.
- **81%** of Workkeys testers (12th grade) earned a Bronze or higher and achieved a *National Career Readiness Certificate (NCRC)*, only 4% below the annual target of 85%.
- **66%** of Academic Special Events (ASE) participants surveyed indicated being more engaged in learning, while **74%** indicated greater confidence in handling academic work. **These both exceeded the annual objective of 60%.**
- **89%** of Visual Performing Arts (VPA) participants who responded to the survey indicated being more engaged in learning, while **83%** indicated positive responses towards confidence in academic work, **both exceeding the annual objective of 60%.**
- **85% (exceeding the annual objective of 30%)** of those who attended the FY ‘23 College Fair and responded to the survey expressed an “*increased interest*” or “*strong interest*” in pursuing a college pathway 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. Additionally, the processing time has led to the lapse in multiple existing contract renewals. 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. Two unfilled Project positions continues to keep excessive workloads on current staff.

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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

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

October 31, 2024

GUAM DEPARTMENT OF EDUCATION
FEDERALLY FUNDED FIXED ASSET INVENTORY - \$5,000.00 and ABOVE from PRESENT
 DIVISION/SCHOOL: CENTRAL OFFICE

Inventory Date:				
			<i>Name</i>	<i>Signature</i>
				<i>Date</i>

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
		Mogan Omni Earset	EXO-BG-SE		18,000.00	50	Rm#314, C&I Storage Room	Project Personnel- David Camacho, Ernest Ochoco, Eileen Quitugua	20240509	8/9/2024	New	

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

Type or Print Name and Title of Program Manager	Telephone: (area code, number, and extension)
Administrator	
Signature of Authorized Certifying Official:	Email address:
	Date Report Submitted: (Month, Day, Year)
Type or Print Name and Title of Project Coordinator:	Telephone: (area code, number, and extension)
Administrator	
Signature of Project Coordinator:	Email address:
	Date Report Submitted: (Month, Day, Year)

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

Type or Print Name and Title of Program Manager Signature of Authorized Certifying Official: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	Telephone: (area code, number, and extension) <div style="text-align: center;">(671) XXX-xxxx</div>
	Email address: <div style="text-align: center;">xxxxx@gdoe.net</div>
	Date Report Submitted: (Month, Day, Year)

Type or Print Name and Title of Project : Signature of Project Coordinator: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	Telephone: (area code, number, and extension) <div style="text-align: center;">(671) XXX-xxxx</div>
	Email address: <div style="text-align: center;">xxxxx@gdoe.net</div>
	Date Report Submitted: (Month, Day, Year)

FEDERAL PROGRAMS DIVISION



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

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

October 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**

October 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			
		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>5,182,798.50</u>		AMOUNT ENCUMBERED/REQUISITIONS: \$ <u>1,398,625.55</u>		AMOUNT OF EXPENDITURES: \$ <u>1,546,662.78</u>				
AMOUNT BUDGETED (FFY 2022): \$ <u>6,722,985.29</u>		AMOUNT ENCUMBERED/REQUISITIONS: \$ <u>799,284.92</u>		AMOUNT OF EXPENDITURES: \$ <u>802,130.74</u>				
GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES								
Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
Pre-K – 5	7,366				12,619			
6 – 8	438		99	66	6,466		600	100
9 - 12	11				9,201			
LIST THE PROJECT GOALS:	By providing supplemental supports, professional services, and materials, the Curriculum – Instruction – Assessment (CIA) Project endeavors to 1) increase teacher recruitment, induction, and retention; 2) improve the effectiveness of teaching practices; and 3) increase monitoring of student achievement.							

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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.

LIST THE PROJECT OBJECTIVES:

**FFY 2023 CONSOLIDATED GRANT
QUARTERLY REPORT
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- 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. ➤ In bullet form, list the specific activities falling under each Component. ➤ Insert Additional rows as needed. 	<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: Though some of this activity is ongoing, we have noted progress here (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. The new ITCA RFP contract is with Procurement for publication and we hope to select a bidder this quarter. • Teacher mentoring: Initial Teacher mentoring services and School based mentor Professional Development are currently ongoing. 76 new teachers (Mentees) are being mentored at various GDOE schools throughout the island by 51 School-based mentors. 4 <i>District</i> mentors and 51 <i>school-based</i> mentors provided services to these 76 mentees. Services provided were: Mentor orientations in September, A New Teacher Professional Learning Seminar on Sept. 17, and Orientation for New Teachers Sept. 18, 2024) 2 Charter Schools also opted to participate in mentoring. • Teacher coaching: Instructional Coaches are providing direct services to their school sites daily. (2) vacant coaching positions were filled and we now have 20 coaches assigned to assist 41 schools and support various numbers of teachers at

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	<p>each school, depending on the needs of each school. Some schools need more professional development; others would like to focus on professional learning communities (PLCs), and some others need direct 1:1 coaching support for some teachers.</p> <ul style="list-style-type: none"> • Coaching and Mentoring Professional Development: Instructional coaches were assigned to schools to provide the 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 University of Guam, who sub-contracted <i>Learning Forward</i>, a leading organization dedicated to advancing professional learning for K-12 educators, to conduct the PD. • Obligated contracts were able to get through our procurement process, but towards the end of the fiscal year. These activities include a Cooperative Learning contract, a renewal for Coaching/Mentoring training, Next Generation Science Standards (NGSS) training, and a Conscious Discipline training contract. We are targeting training to take place in the first quarter of FY2025 (FFY'24, est. Oct-December 2024). • Travel to Professional Conferences <ul style="list-style-type: none"> ○ Classroom Instruction That Works (CITW): July 23-24, 2024 Denver, CO (4 GDOE Teachers) focuses on 14 instructional strategies proven to promote deep, meaningful, and lasting learning. ○ Get Your Teach On (GYTO): July 21-24, 2024 Orlando, FL (2 GDOE Teachers) This conference provides teachers with high-impact, research-based, best instructional practices, shown in action with a high level of student engagement to see true results with students. • 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. An advanced P4C class was held over the summer and all participants passed. • Equipment orders have been requisitioned and several purchase orders were completed, with some orders pending delivery. <ul style="list-style-type: none"> ○ Some items already delivered are Apple iPads, video projectors, laptops, document cameras, Chromebooks, and printers.

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<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. • Library Travel: American Library Association Conference June 27 – July 2, 2024 San Diego, CA. 2 Librarians from various GDOE schools attended this conference that provides solutions and strategies that many library professionals face today, bringing together thousands of librarians, educators, authors, and more. The conference featured discussions on the ever-evolving role of libraries in schools. • PreK Academics GDOE continues to collaborate with the Department of Public Health and the Guam Early Learning Council to provide training to early childhood education teachers and staff. • 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. • Contracts for Early Childhood Education and a Gifted and Talented training focusing on high-ability students have made it through our procurement process late towards the end of the fiscal year and we hope to implement services in the first quarter of FY'2025 (Q1 FFY'24). • Student Planners: (A Request for Proposal (RFP) for this contract is funded by the Consolidated Grant and is at the AGs office for pre-publication. We hope to get a contract this quarter of FY'2025/FFY'24 Q1) • 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.
<p>2.4. Interim and Summative Assessments:</p>	<ul style="list-style-type: none"> • 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, and the results will be reported here. Interim assessments (pilot) are being set up for December 2024. The Project was able accomplishment to obligate and encumber a 1.1M contract for Smarter Balanced for a Year 2 renewal. • 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 license for the longitudinal database, Linkit. • Digital online curriculum and assessment (SIFA Charter School) This activity is currently being procured.

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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

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<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><u>Target:</u> 35 Highly Qualified teachers</p> <p><u>Actual:</u> The Project is compiling this data and will report this in November.</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>	<p><u>Target:</u> 2,056</p> <p><u>Actual:</u> The Project is compiling this data and will report this in November.</p>
	<p>Through web-based surveys and classroom</p>	<p>Web-based surveys and classroom</p>	<p>% of coached or mentored teachers who report or show</p>	<p>Yes</p>	<p>No baseline data – will be</p>	<p><u>Target:</u> 55%</p> <p><u>Actual:</u></p>	<p><u>Target:</u> 60%</p>	<p><u>Target:</u> 65%</p> <p><u>Actual:</u></p>	<p><u>Target:</u> 70%</p> <p><u>Actual:</u></p>

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<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>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-proven instructional strategies used in the classroom.</p>	<p>observations</p> <p>Web-based surveys and classroom observations</p>	<p>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>provided in SY2023-2024</p> <p>No baseline data</p>	<p>No survey administered.</p> <p>Survey will be done in 3rd Quarter</p> <p>Target: 65%</p> <p>Actual: No survey administered.</p> <p>Survey will be done in 3rd Quarter</p>	<p>Actual: Survey administered this quarter; results to be reported in 3rd quarter.</p> <p>Target: 70%</p> <p>Actual: No survey administered.</p> <p>Survey will be done in 3rd Quarter</p>	<p>Survey was administered, but results will be reported in the 4th Quarter.</p> <p>Target: 75%</p> <p>Actual: Survey was administered, but results will be reported in the 4th Quarter.</p>	<p>The Project is compiling this data and will report this in November.</p> <p>Target: 80%</p> <p>Actual: The Project is compiling this data and will report this in November.</p>
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<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>Target: 80%</p> <p>Actual: The Project is compiling this data and will report this in November.</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 Summative Assessment</p>	<p>Target: 1%</p> <p>Actual: Not reported until 3rd quarter</p> <p>Smarter Balanced Summative to be conducted in Spring 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>	<p>Target: 3%</p> <p>Actual: The Project received assessment results in 4th Quarter and is compiling data and will report this in November.</p>

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<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 <i>Reading</i> will increase to 64% as a result of the interventions they received as measured by the interim assessment system.</p>	<p>Assessment data</p>	<p>% of students in Tier 1 and Tier 2 in Reading</p>	<p>Yes</p>	<p>59%</p>	<p><u>Target:</u> Not reported until 3rd quarter</p> <p><u>Actual:</u> Not reported until 3rd quarter</p>	<p><u>Target:</u> Not reported until 3rd quarter</p> <p><u>Actual:</u> Not reported until 3rd quarter</p>	<p><u>Target:</u> 64%</p> <p><u>Actual:</u> Assessments were conducted in the spring, and the results will be posted in the 4th Quarter.</p>	<p><u>Target:</u> 64%</p> <p><u>Actual:</u> The Project is compiling this data and will report this in November.</p>
	<p>Students performing at Tier 1 and Tier 2 levels in <i>Math</i> will increase to 48% as a result of the interventions they received as measured by the interim assessment system</p>	<p>Assessment data</p>	<p>% of students in Tier 1 and Tier 2 in Math.</p>	<p>Yes</p>	<p>46%</p>	<p><u>Target:</u> Not reported until 3rd quarter</p> <p><u>Actual:</u> Not reported until 3rd quarter</p>	<p><u>Target:</u> Not reported until 3rd quarter</p> <p><u>Actual:</u> Not reported until 3rd quarter</p>	<p><u>Target:</u> 48%</p> <p><u>Actual:</u> Assessments were conducted in the spring, and the results will be posted in the 4th Quarter.</p>	<p><u>Target:</u> 48%</p> <p><u>Actual:</u> The Project is compiling this data and will report this in November.</p>
	<p>Students performing at Level 3 and Level 4 in <i>Reading</i> will increase to 16% as a</p>	<p>Assessment Data</p>	<p>% of students scoring in the Level 3 or 4 performance</p>	<p>Yes</p>	<p>14%</p>	<p><u>Target:</u> Not reported until 4th quarter</p>	<p><u>Target:</u> Not reported</p>	<p><u>Target:</u> 16%</p> <p><u>Actual:</u></p>	<p><u>Target:</u> 16%</p> <p><u>Actual:</u></p>

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	<p>result of the interventions they received as measured by the summative assessment system.</p> <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>levels on the summative assessment in Reading.</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><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>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>Assessments were conducted in the spring, and the results will be posted in the 4th Quarter.</p> <p><u>Target:</u> 9%</p> <p><u>Actual:</u> Assessments were conducted in the spring, and the results will be posted in the 4th Quarter.</p>	<p>The Project is compiling this data and will report this in November.</p> <p><u>Target:</u> 9%</p> <p><u>Actual:</u> The Project is compiling this data and will report this in November.</p>
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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>Since the CIA project has pending data on all of its performance measures, the list of quantifiable evidence to its successes for the year is on hold until the data are presented.</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 and 1 PCIV vacancy that still have not been filled.</p>


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

	<p>Additional challenges encountered during this period were due to the additional duties assigned to project personnel to manage the implementation of the Educational Stabilization Funds under the CARES Act and the emergency funds provided through the American Rescue Plan.</p> <p>The implementation of a new district-wide assessment system, Pearson Smarter Balanced Assessment, took several months to set up and train the district on its use and implementation of the spring summative assessments. We will be doing further setting up of the system during the summer with vendor Pearson to prepare for the district interim assessments.</p>
<p><i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i></p>	<p>Web-based surveys, on-site monitoring, observations, meetings and discussions with schools, supports provided by district mentors and coaches, performance measures.</p> <p>Teacher observations have been ongoing throughout the reporting period. Perception surveys are also used to gauge teacher and administrator satisfaction and implementation of strategies.</p>

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

<p><u>Frank Leon Guerrero</u> PROJECT COORDINATOR NAME (PRINT)</p>	<p align="center"> PROJECT COORDINATOR NAME (SIGNATURE)</p>	<p><u>10/10/24</u> DATE</p>
<p><u>Joseph L.M. Sanchez</u> PROJECT MANAGER NAME (PRINT)</p>	<p>_____ PROJECT MANAGER (SIGNATURE)</p>	<p>_____ DATE</p>

FEDERAL PROGRAMS DIVISION



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

Fixed Assets

October 31, 2024

GUAM DEPARTMENT OF EDUCATION
FEDERALLY FUNDED FIXED ASSET INVENTORY - \$5,000.00 and ABOVE from PRESENT
 DIVISION/SCHOOL: CENTRAL OFFICE

Inventory Date:					
		Name		Signature	Date

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment issued to	PO #	Purchase Date	Cond.	Comments

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 <p style="text-align: center;">Administrator</p>	Telephone: (area code, number, and extension) Email address: Date Report Submitted: (Month, Day, Year)
Signature of Authorized Certifying Official: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	Telephone: (area code, number, and extension) Email address: Date Report Submitted: (Month, Day, Year)
Type or Print Name and Title of Project Coordinator: <p style="text-align: center;">Administrator</p>	Telephone: (area code, number, and extension) Email address: Date Report Submitted: (Month, Day, Year)
Signature of Project Coordinator: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	Telephone: (area code, number, and extension) Email address: Date Report Submitted: (Month, Day, Year)

GUAM DEPARTMENT OF EDUCATION
FEDERALLY FUNDED FIXED ASSET INVENTORY - \$4,999.99 and BELOW from PRESENT
DIVISION/SCHOOL: CENTRAL OFFICE

Inventory Date:	10/10/2024	Frank Leon Guerrero			10/10/2024
		<i>Name</i>		<i>Signature</i>	
					<i>Date</i>

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
101176		APPLE A2696 10.9 IPAD		MK957FWNM2			SIFA LEARN					
101177		APPLE A2696 10.9 IPAD		MH6G7KJ625			SIFA LEARN					
101178		APPLE A2696 10.9 IPAD		G9QJ39Q3YR			SIFA LEARN					
101179		APPLE A2696 10.9 IPAD		C44YJKC73Q			SIFA LEARN					
101180		APPLE A2696 10.9 IPAD		LL6M4P3JF3			SIFA LEARN					
101181		APPLE A2696 10.9 IPAD		M2T3KX47WJ			SIFA LEARN					
101182		APPLE A2696 10.9 IPAD		CVG7H7T63V			SIFA LEARN					
101183		APPLE A2696 10.9 IPAD		K2C3YF2RW5			SIFA LEARN					
101184		APPLE A2696 10.9 IPAD		MY32T4QWN1			SIFA LEARN					
101185		APPLE A2696 10.9 IPAD		K2C9PWD9G6			SIFA LEARN					
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101188		APPLE A2696 10.9 IPAD		CT7K3DQWJD			SIFA LEARN					
101189		APPLE A2696 10.9 IPAD		HG97P90YJ1			SIFA LEARN					
101190		APPLE A2696 10.9 IPAD		DMK7G0X3HN			SIFA LEARN					
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101192		APPLE A2696 10.9 IPAD		M0G2KMJ6LV			SIFA LEARN					
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101194		APPLE A2696 10.9 IPAD		K3YJ5T9CGW			SIFA LEARN					
101195		APPLE A2696 10.9 IPAD		HP0CJ7P4PC			SIFA LEARN					
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95934	ELMO MX-P3 DOCUMENT CAMERA	6209893			FINEGAYAN				
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95973	ELMO MX-P3 DOCUMENT CAMERA	6209931			MACHANANAO				
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95992	ELMO MX-P3 DOCUMENT CAMERA	6210062			UPI ELEMEN				
95993	ELMO MX-P3 DOCUMENT CAMERA	6209915			UPI ELEMEN				
95994	ELMO MX-P3 DOCUMENT CAMERA	6209979			UPI ELEMEN				
95995	ELMO MX-P3 DOCUMENT CAMERA	6209916			UPI ELEMEN				
95996	ELMO MX-P3 DOCUMENT CAMERA	6209980			WETTENGEL				
95997	ELMO MX-P3 DOCUMENT CAMERA	6209914			WETTENGEL				
95998	ELMO MX-P3 DOCUMENT CAMERA	6209969			WETTENGEL				
95999	ELMO MX-P3 DOCUMENT CAMERA	6209913			WETTENGEL				
96000	ELMO MX-P3 DOCUMENT CAMERA	6209971			WETTENGEL				
96001	ELMO MX-P3 DOCUMENT CAMERA	6209920			A I JOHNST				
96002	ELMO MX-P3 DOCUMENT CAMERA	6209972			A I JOHNST				
96003	ELMO MX-P3 DOCUMENT CAMERA	6209919			ASTUMBO MI				
96004	ELMO MX-P3 DOCUMENT CAMERA	6209917			ASTUMBO MI				
96005	ELMO MX-P3 DOCUMENT CAMERA	6209469			F B LEON G				
96006	ELMO MX-P3 DOCUMENT CAMERA	6209918			F B LEON G				
96007	ELMO MX-P3 DOCUMENT CAMERA	6209582			F B LEON G				
96008	ELMO MX-P3 DOCUMENT CAMERA	6209583			F B LEON G				
96009	ELMO MX-P3 DOCUMENT CAMERA	6209577			INARAJAN M				
96010	ELMO MX-P3 DOCUMENT CAMERA	6209578			INARAJAN M				
96011	ELMO MX-P3 DOCUMENT CAMERA	6209580			JOSE LG RI				
96012	ELMO MX-P3 DOCUMENT CAMERA	6209975			JOSE LG RI				
96013	ELMO MX-P3 DOCUMENT CAMERA	6209981			JOSE LG RI				

96014	ELMO MX-P3 DOCUMENT CAMERA	6209579			JOSE LG RI				
96015	ELMO MX-P3 DOCUMENT CAMERA	6209982			JOSE LG RI				
96016	ELMO MX-P3 DOCUMENT CAMERA	6209973			JOSE LG RI				
96017	ELMO MX-P3 DOCUMENT CAMERA	6210057			V S A BENA				
96018	ELMO MX-P3 DOCUMENT CAMERA	6209974			V S A BENA				
96019	ELMO MX-P3 DOCUMENT CAMERA	6209976			V S A BENA				
96020	ELMO MX-P3 DOCUMENT CAMERA	6209983			V S A BENA				
96021	ELMO MX-P3 DOCUMENT CAMERA	6210059			GEORGE WAS				
96022	ELMO MX-P3 DOCUMENT CAMERA	6210058			GEORGE WAS				
96023	ELMO MX-P3 DOCUMENT CAMERA	6210060			GEORGE WAS				
96024	ELMO MX-P3 DOCUMENT CAMERA	6209465			JP TORRES				
96025	ELMO MX-P3 DOCUMENT CAMERA	6209467			JP TORRES				
96026	ELMO MX-P3 DOCUMENT CAMERA	6209468			JOHN F KEN				
96027	ELMO MX-P3 DOCUMENT CAMERA	6209466			JOHN F KEN				
96028	ELMO MX-P3 DOCUMENT CAMERA	6210036			JOHN F KEN				
96029	ELMO MX-P3 DOCUMENT CAMERA	6210035			JOHN F KEN				
96030	ELMO MX-P3 DOCUMENT CAMERA	6209534			OKKODO HIG				
96031	ELMO MX-P3 DOCUMENT CAMERA	6209536			OKKODO HIG				
96032	ELMO MX-P3 DOCUMENT CAMERA	6210020			OKKODO HIG				
96033	ELMO MX-P3 DOCUMENT CAMERA	6210018			SIMON A SA				
96034	ELMO MX-P3 DOCUMENT CAMERA	6209948			SIMON A SA				
96035	ELMO MX-P3 DOCUMENT CAMERA	6209946			SOUTHERN H				
96036	ELMO MX-P3 DOCUMENT CAMERA	6209945			SOUTHERN H				
96037	ELMO MX-P3 DOCUMENT CAMERA	6209947			SOUTHERN H				
96038	ELMO MX-P3 DOCUMENT CAMERA	6209950			TIYAN HIGH				
96039	ELMO MX-P3 DOCUMENT CAMERA	6209952			TIYAN HIGH				
96040	ELMO MX-P3 DOCUMENT CAMERA	6209949			TIYAN HIGH				
96041	ELMO MX-P3 DOCUMENT CAMERA	6209624			L P UNTALA				
96042	ELMO MX-P3 DOCUMENT CAMERA	6209620			L P UNTALA				
96043	ELMO MX-P3 DOCUMENT CAMERA	6209619			L P UNTALA				
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96047	ELMO MX-P3 DOCUMENT CAMERA	6209943			L P UNTALA				
96048	ELMO MX-P3 DOCUMENT CAMERA	6209937			L P UNTALA				
96049	ELMO MX-P3 DOCUMENT CAMERA	6209940			L P UNTALA				
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96064	ELMO MX-P3 DOCUMENT CAMERA	6209942			L P UNTALA				
96065	ELMO MX-P3 DOCUMENT CAMERA	6209951			OCEANVIEW				
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96067	ELMO MX-P3 DOCUMENT CAMERA	6210011			OCEANVIEW				
96068	ELMO MX-P3 DOCUMENT CAMERA	6210017			OCEANVIEW				
96069	ELMO MX-P3 DOCUMENT CAMERA	6209531			OCEANVIEW				
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96071	ELMO MX-P3 DOCUMENT CAMERA	6210009			OCEANVIEW				
96072	ELMO MX-P3 DOCUMENT CAMERA	6209529			OCEANVIEW				
96073	ELMO MX-P3 PROJECTOR	6210010			JOSE LG RI				
96074	ELMO MX-P3 PROJECTOR	6209530			JOSE LG RI				
96075	ELMO MX-P3 PROJECTOR	6210015			JOSE LG RI				
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96078	ELMO MX-P3 DOCUMENT CAMERA	6209532			INARAJAN M				
96079	ELMO MX-P3 DOCUMENT CAMERA	6210022			CURRICULUM				
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96081	ELMO MX-P3 DOCUMENT CAMERA	6209535			CURRICULUM				
96082	ELMO MX-P3 DOCUMENT CAMERA	6210021			CURRICULUM				
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96085	ELMO MX-P3 DOCUMENT CAMERA	6209533			ADACAO ELE				
96086	ELMO MX-P3 DOCUMENT CAMERA	6209351			H B PRICE				
96087	ELMO MX-P3 DOCUMENT CAMERA	6209352			TAMUNING E				
96088	ELMO MX-P3 DOCUMENT CAMERA	6209414			CHIEF BROD				
96089	ELMO MX-P3 DOCUMENT CAMERA	6209416			JOHN F KEN				
96090	ELMO MX-P3 DOCUMENT CAMERA	6209413			D L PEREZ				
96091	ELMO MX-P3 DOCUMENT CAMERA	6209415			D L PEREZ				
96092	ELMO MX-P3 DOCUMENT CAMERA	6209410			TAMUNING E				
96093	ELMO MX-P3 DOCUMENT CAMERA	6209412			ASTUMBO EL				

96094	ELMO MX-P3 DOCUMENT CAMERA	6209409			B P CARBUL				
96095	ELMO MX-P3 DOCUMENT CAMERA	6209411			B P CARBUL				
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96097	ELMO MX-P3 DOCUMENT CAMERA	6209429			CURRICULUM				
96098	ELMO MX-P3 DOCUMENT CAMERA	6209431			INARAJAN E				
96099	ELMO MX-P3 DOCUMENT CAMERA	6209432			CHIEF BROD				
96100	ELMO MX-P3 DOCUMENT CAMERA	6209428			CURRICULUM				
96101	ELMO MX-P3 DOCUMENT CAMERA	6209426			B P CARBUL				
95904	ELMO MX-P3 DOCUMENT CAMERA	6209997			ADACAO ELE				
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95906	ELMO MX-P3 DOCUMENT CAMERA	6210002			ADACAO ELE				
95907	ELMO MX-P3 DOCUMENT CAMERA	6210004			ADACAO ELE				
95908	ELMO MX-P3 DOCUMENT CAMERA	6210005			ASTUMBO EL				
95909	ELMO MX-P3 DOCUMENT CAMERA	6210000			ASTUMBO EL				
95910	ELMO MX-P3 DOCUMENT CAMERA	6209999			ASTUMBO EL				
95911	ELMO MX-P3 DOCUMENT CAMERA	6209962			ASTUMBO EL				
95912	ELMO MX-P3 DOCUMENT CAMERA	6209963			AGANA HEIG				
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95914	ELMO MX-P3 DOCUMENT CAMERA	6209993			AGANA HEIG				
95915	ELMO MX-P3 DOCUMENT CAMERA	6209964			B P CARBUL				
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95917	ELMO MX-P3 DOCUMENT CAMERA	6209965			B P CARBUL				
95918	ELMO MX-P3 DOCUMENT CAMERA	6209994			C L TAITAN				
95919	ELMO MX-P3 DOCUMENT CAMERA	6209961			C L TAITAN				
95920	ELMO MX-P3 DOCUMENT CAMERA	6209968			C L TAITAN				
95921	ELMO MX-P3 DOCUMENT CAMERA	6209634			C L TAITAN				
95922	ELMO MX-P3 DOCUMENT CAMERA	6210003			CHIEF BROD				
95923	ELMO MX-P3 DOCUMENT CAMERA	6209636			CHIEF BROD				
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95929	ELMO MX-P3 DOCUMENT CAMERA	6210006			FINEGAYAN				
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95931	ELMO MX-P3 DOCUMENT CAMERA	6209639			FINEGAYAN				
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95933	ELMO MX-P3 DOCUMENT CAMERA	6209889			FINEGAYAN				
90950	LENOVO 81MB67US CHROMEBOOK	PF3F9VCH			CHIEF BROD				
90951	LENOVO 81MB67US CHROMEBOOK	PF3FLRAF			CHIEF BROD				
90952	LENOVO 81MB67US CHROMEBOOK	PF3F98ZJ			CHIEF BROD				
90953	LENOVO 81MB67US CHROMEBOOK	PF34FAYK			CHIEF BROD				
90954	LENOVO 81MB67US CHROMEBOOK	PF35GEN9			CHIEF BROD				
90955	LENOVO 81MB67US CHROMEBOOK	PF3F9NSL			CHIEF BROD				
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90957	LENOVO 81MB67US CHROMEBOOK	PF3FLTC7			CHIEF BROD				
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90960	LENOVO 81MB67US CHROMEBOOK	PF3FKZ63			CHIEF BROD				
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90962	LENOVO 81MB67US CHROMEBOOK	PF3F7XK9			CHIEF BROD				
90963	LENOVO 81MB67US CHROMEBOOK	PF3F96SD			CHIEF BROD				
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90968	LENOVO 81MB67US CHROMEBOOK	PF36S6W9			CHIEF BROD				
90969	LENOVO 81MB67US CHROMEBOOK	PF363TV0			CHIEF BROD				
90970	LENOVO 81MB67US CHROMEBOOK	PF36NJV6			CHIEF BROD				
90971	LENOVO 81MB67US CHROMEBOOK	PF35GLTS			CHIEF BROD				
90972	LENOVO 81MB67US CHROMEBOOK	PF36QB2L			CHIEF BROD				
90973	LENOVO 81MB67US CHROMEBOOK	PF36SBBE			CHIEF BROD				
90974	LENOVO 81MB67US CHROMEBOOK	PF37RNR5			CHIEF BROD				
90975	LENOVO 81MB67US CHROMEBOOK	PF37T49Q			CHIEF BROD				
90976	LENOVO 81MB67US CHROMEBOOK	PF39D1S2			CHIEF BROD				
90977	LENOVO 81MB67US CHROMEBOOK	PF36Q4T7			CHIEF BROD				
90978	LENOVO 81MB67US CHROMEBOOK	PF36SDN6			CHIEF BROD				
90979	LENOVO 81MB67US CHROMEBOOK	PF36Q05E			CHIEF BROD				
90980	LENOVO 81MB67US CHROMEBOOK	PF37S357			CHIEF BROD				
90981	LENOVO 81MB67US CHROMEBOOK	PF36NDRR			CHIEF BROD				
90982	LENOVO 81MB67US CHROMEBOOK	PF36NPHD			CHIEF BROD				
90983	LENOVO 81MB67US CHROMEBOOK	PF36NECV			CHIEF BROD				
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90985	LENOVO 81MB67US CHROMEBOOK	PF36P41M			CHIEF BROD				
90986	LENOVO 81MB67US CHROMEBOOK	PF36QG8R			CHIEF BROD				
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90988	LENOVO 81MB67US CHROMEBOOK	PF34CJ4N			CHIEF BROD				
90989	LENOVO 81MB67US CHROMEBOOK	PF37SR6P			CHIEF BROD				
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90992	LENOVO 81MB67US CHROMEBOOK	PF36S6WS			CHIEF BROD				
90993	LENOVO 81MB67US CHROMEBOOK	PF37S36R			CHIEF BROD				
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91000	LENOVO 81MB67US CHROMEBOOK	PF36RH3K			CHIEF BROD				
91001	LENOVO 81MB67US CHROMEBOOK	PF36NZH4			CHIEF BROD				
91002	LENOVO 81MB67US CHROMEBOOK	PF36P40Q			CHIEF BROD				
91003	LENOVO 81MB67US CHROMEBOOK	PF36P1S1			CHIEF BROD				
91004	LENOVO 81MB67US CHROMEBOOK	PF36PHMT			CHIEF BROD				
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91008	LENOVO 81MB67US CHROMEBOOK	PF36QDAR			CHIEF BROD				
91009	LENOVO 81MB67US CHROMEBOOK	PF36PGQ5			CHIEF BROD				
91010	LENOVO 81MB67US CHROMEBOOK	PF34JS5D			CHIEF BROD				
91011	LENOVO 81MB67US CHROMEBOOK	PF36SHM2			CHIEF BROD				
91012	LENOVO 81MB67US CHROMEBOOK	PF36R5S8			CHIEF BROD				
91013	LENOVO 81MB67US CHROMEBOOK	PF39E8BD			CHIEF BROD				
91014	LENOVO 81MB67US CHROMEBOOK	PF37S3AQ			CHIEF BROD				
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91019	LENOVO 81MB67US CHROMEBOOK	PF36NJXP			CHIEF BROD				
91020	LENOVO 81MB67US CHROMEBOOK	PF36QN82			CHIEF BROD				
91021	LENOVO 81MB67US CHROMEBOOK	PF36RMMZ			CHIEF BROD				
91022	LENOVO 81MB67US CHROMEBOOK	PF36QLRQ			CHIEF BROD				
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91047	LENOVO 81MB67US CHROMEBOOK	PF39DM2W			CHIEF BROD				
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91071	LENOVO 81MB67US CHROMEBOOK	PF36SNRC			M. A. SABL				

91072	LENOVO 81MB67US CHROMEBOOK	PF36PKNB			M. A. SABL				
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91076	LENOVO 81MB67US CHROMEBOOK	PF36NZL2			M. A. SABL				
91077	LENOVO 81MB67US CHROMEBOOK	PF37SSSE			M. A. SABL				
91078	LENOVO 81MB67US CHROMEBOOK	PF39DPVY			M. A. SABL				
91079	LENOVO 81MB67US CHROMEBOOK	PF39DCZQ			M. A. SABL				
91080	LENOVO 81MB67US CHROMEBOOK	PF39DHDE			M. A. SABL				
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91082	LENOVO 81MB67US CHROMEBOOK	PF39DNZL			M. A. SABL				
91083	LENOVO 81MB67US CHROMEBOOK	PF39DQVY			M. A. SABL				
91084	LENOVO 81MB67US CHROMEBOOK	PF37SM9M			M. A. SABL				
91085	LENOVO 81MB67US CHROMEBOOK	PF39DL3D			M. A. SABL				
91086	LENOVO 81MB67US CHROMEBOOK	PF39DJB5			M. A. SABL				
91087	LENOVO 81MB67US CHROMEBOOK	PF39DN27			M. A. SABL				
91088	LENOVO 81MB67US CHROMEBOOK	PF37SC2J			M. A. SABL				
91089	LENOVO 81MB67US CHROMEBOOK	PF37SS90			M. A. SABL				
91090	LENOVO 81MB67US CHROMEBOOK	PF37SPZA			M. A. SABL				
91091	LENOVO 81MB67US CHROMEBOOK	PF39DHD7			M. A. SABL				
91092	LENOVO 81MB67US CHROMEBOOK	PF39DQW6			M. A. SABL				
91093	LENOVO 81MB67US CHROMEBOOK	PF37SNHM			M. A. SABL				
91094	LENOVO 81MB67US CHROMEBOOK	PF37S0XD			M. A. SABL				
91095	LENOVO 81MB67US CHROMEBOOK	PF36NPBY			M. A. SABL				
91096	LENOVO 81MB67US CHROMEBOOK	PF37X7GZ			M. A. SABL				
91097	LENOVO 81MB67US CHROMEBOOK	PF37TBTH			M. A. SABL				
91098	LENOVO 81MB67US CHROMEBOOK	PF37X7X3			M. A. SABL				
91099	LENOVO 81MB67US CHROMEBOOK	PF37RLAC			M. A. SABL				
91100	LENOVO 81MB67US CHROMEBOOK	PF37SEM2			M. A. SABL				
91101	LENOVO 81MB67US CHROMEBOOK	PF37T381			M. A. SABL				
91102	LENOVO 81MB67US CHROMEBOOK	PF36SJ5V			M. A. SABL				
91103	LENOVO 81MB67US CHROMEBOOK	PF36PFAF			M. A. SABL				
91104	LENOVO 81MB67US CHROMEBOOK	PF36RVGJ			M. A. SABL				
91105	LENOVO 81MB67US CHROMEBOOK	PF36RPYN			M. A. SABL				
91106	LENOVO 81MB67US CHROMEBOOK	PF36RPYA			M. A. SABL				
91107	LENOVO 81MB67US CHROMEBOOK	PF36NPEV			M. A. SABL				
91108	LENOVO 81MB67US CHROMEBOOK	PF36RVD7			M. A. SABL				
91109	LENOVO 81MB67US CHROMEBOOK	PF37T14K			M. A. SABL				
91110	LENOVO 81MB67US CHROMEBOOK	PF36GXQ3			M. A. SABL				
91111	LENOVO 81MB67US CHROMEBOOK	PF37XCA8			M. A. SABL				
91112	LENOVO 81MB67US CHROMEBOOK	PF37X886			M. A. SABL				
91113	LENOVO 81MB67US CHROMEBOOK	PF39DYN7			M. A. SABL				
91114	LENOVO 81MB67US CHROMEBOOK	PF37SFYA			M. A. SABL				
91115	LENOVO 81MB67US CHROMEBOOK	PF39DPW3			M. A. SABL				
91116	LENOVO 81MB67US CHROMEBOOK	PF36PN61			M. A. SABL				
91117	LENOVO 81MB67US CHROMEBOOK	PF36Q79Y			M. A. SABL				
91118	LENOVO 81MB67US CHROMEBOOK	PF36S6XE			M. A. SABL				
91119	LENOVO 81MB67US CHROMEBOOK	PF39D6A3			M. A. SABL				
91120	LENOVO 81MB67US CHROMEBOOK	PF37RT9A			M. A. SABL				
91121	LENOVO 81MB67US CHROMEBOOK	PF37XBVN			M. A. SABL				
91122	LENOVO 81MB67US CHROMEBOOK	PF37RNLC			M. A. SABL				
91123	LENOVO 81MB67US CHROMEBOOK	PF37RNND			M. A. SABL				
91124	LENOVO 81MB67US CHROMEBOOK	PF36GXMW			M. A. SABL				
91125	LENOVO 81MB67US CHROMEBOOK	PF39DQX0			M. A. SABL				
91126	LENOVO 81MB67US CHROMEBOOK	PF37RJ15			M. A. SABL				
91127	LENOVO 81MB67US CHROMEBOOK	PF39D42X			M. A. SABL				
91128	LENOVO 81MB67US CHROMEBOOK	PF39DF6K			M. A. SABL				
91129	LENOVO 81MB67US CHROMEBOOK	PF36QE36			M. A. SABL				
91130	LENOVO 81MB67US CHROMEBOOK	PF39ED9K			M. A. SABL				
91131	LENOVO 81MB67US CHROMEBOOK	PF37T252			M. A. SABL				
91132	LENOVO 81MB67US CHROMEBOOK	PF39EAFc			M. A. SABL				
91133	LENOVO 81MB67US CHROMEBOOK	PF37SR71			M. A. SABL				
91134	LENOVO 81MB67US CHROMEBOOK	PF39D8LC			M. A. SABL				
91135	LENOVO 81MB67US CHROMEBOOK	PF37SA2P			M. A. SABL				
91136	LENOVO 81MB67US CHROMEBOOK	PF39E6NS			M. A. SABL				
91137	LENOVO 81MB67US CHROMEBOOK	PF39D6BM			M. A. SABL				
91138	LENOVO 81MB67US CHROMEBOOK	PF397LX2			M. A. SABL				
91139	LENOVO 81MB67US CHROMEBOOK	PF37T39F			M. A. SABL				
91140	LENOVO 81MB67US CHROMEBOOK	PF36NTYY			M. A. SABL				
91141	LENOVO 81MB67US CHROMEBOOK	PF37TAWW			M. A. SABL				
91142	LENOVO 81MB67US CHROMEBOOK	PF39EHHR			M. A. SABL				
91143	LENOVO 81MB67US CHROMEBOOK	PF37TAX5			M. A. SABL				
91144	LENOVO 81MB67US CHROMEBOOK	PF37T35C			M. A. SABL				
91145	LENOVO 81MB67US CHROMEBOOK	PF37TFDF			M. A. SABL				
91146	LENOVO 81MB67US CHROMEBOOK	PF36PHL4			M. A. SABL				
91147	LENOVO 81MB67US CHROMEBOOK	PF36NZH8			M. A. SABL				
91148	LENOVO 81MB67US CHROMEBOOK	PF37RLFF			M. A. SABL				
91149	LENOVO 81MB67US CHROMEBOOK	PF36P1VQ			M. A. SABL				
91150	LENOVO 81MB67US CHROMEBOOK	PF37STK3			M. A. SABL				
91151	LENOVO 81MB67US CHROMEBOOK	PF37TDNL			M. A. SABL				

91152	LENOVO 81MB67US CHROMEBOOK	PF37T12K			M. A. SABL				
91153	LENOVO 81MB67US CHROMEBOOK	PF36RPXY			M. A. SABL				
91154	LENOVO 81MB67US CHROMEBOOK	PF39DM5B			M. A. SABL				
91155	LENOVO 81MB67US CHROMEBOOK	PF37TA1J			M. A. SABL				
91156	LENOVO 81MB67US CHROMEBOOK	PF37SVS7			WETTENGEL				
91157	LENOVO 81MB67US CHROMEBOOK	PF37STHG			WETTENGEL				
91158	LENOVO 81MB67US CHROMEBOOK	PF36SR07			WETTENGEL				
91159	LENOVO 81MB67US CHROMEBOOK	PF36P1TD			WETTENGEL				
91160	LENOVO 81MB67US CHROMEBOOK	PF36P1T3			WETTENGEL				
91161	LENOVO 81MB67US CHROMEBOOK	PF39E6KV			WETTENGEL				
91162	LENOVO 81MB67US CHROMEBOOK	PF39DL63			WETTENGEL				
91163	LENOVO 81MB67US CHROMEBOOK	PF37X66W			WETTENGEL				
91164	LENOVO 81MB67US CHROMEBOOK	PF36P6B0			WETTENGEL				
91165	LENOVO 81MB67US CHROMEBOOK	PF36NZHV			WETTENGEL				
91166	LENOVO 81MB67US CHROMEBOOK	PF37S11S			WETTENGEL				
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91168	LENOVO 81MB67US CHROMEBOOK	PF39E4PA			WETTENGEL				
91169	LENOVO 81MB67US CHROMEBOOK	PF39EL8P			WETTENGEL				
91170	LENOVO 81MB67US CHROMEBOOK	PF36P8KX			WETTENGEL				
91171	LENOVO 81MB67US CHROMEBOOK	PF37T8J8			WETTENGEL				
91172	LENOVO 81MB67US CHROMEBOOK	PF39DHGK			WETTENGEL				
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91176	LENOVO 81MB67US CHROMEBOOK	PF36PQCL			WETTENGEL				
91177	LENOVO 81MB67US CHROMEBOOK	PF36PAVH			WETTENGEL				
91178	LENOVO 81MB67US CHROMEBOOK	PF36PASC			WETTENGEL				
91179	LENOVO 81MB67US CHROMEBOOK	PF36PHLG			WETTENGEL				
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91181	LENOVO 81MB67US CHROMEBOOK	PF36PAXE			WETTENGEL				
91182	LENOVO 81MB67US CHROMEBOOK	PF36P6AC			WETTENGEL				
91183	LENOVO 81MB67US CHROMEBOOK	PF36S4LP			WETTENGEL				
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91186	LENOVO 81MB67US CHROMEBOOK	PF37T11F			WETTENGEL				
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91189	LENOVO 81MB67US CHROMEBOOK	PF37SA37			WETTENGEL				
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91203	LENOVO 81MB67US CHROMEBOOK	PF37T35P			WETTENGEL				
91204	LENOVO 81MB67US CHROMEBOOK	PF37T47G			WETTENGEL				
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91206	LENOVO 81MB67US CHROMEBOOK	PF37REAT			WETTENGEL				
91207	LENOVO 81MB67US CHROMEBOOK	PF39EN9W			WETTENGEL				
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91211	LENOVO 81MB67US CHROMEBOOK	PF36PQCX			WETTENGEL				
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91214	LENOVO 81MB67US CHROMEBOOK	PF36P6CQ			WETTENGEL				
91215	LENOVO 81MB67US CHROMEBOOK	PF36PFDT			WETTENGEL				
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91222	LENOVO 81MB67US CHROMEBOOK	PF39DS2D			WETTENGEL				
91223	LENOVO 81MB67US CHROMEBOOK	PF39DATQ			WETTENGEL				
91224	LENOVO 81MB67US CHROMEBOOK	PF37T25F			WETTENGEL				
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91228	LENOVO 81MB67US CHROMEBOOK	PF36P8HD			WETTENGEL				
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91230	LENOVO 81MB67US CHROMEBOOK	PF36PQC3			WETTENGEL				
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91232	LENOVO 81MB67US CHROMEBOOK	PF39D1TE			WETTENGEL				
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91334	LENOVO 81MB67US CHROMEBOOK	PF38PFBZ			WETTENGEL				
91335	LENOVO 81MB67US CHROMEBOOK	PF39EJFX			WETTENGEL				
91336	LENOVO 81MB67US CHROMEBOOK	PF37S20A			WETTENGEL				
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91341	LENOVO 81MB67US CHROMEBOOK	PF38SLG9			WETTENGEL				
91342	LENOVO 81MB67US CHROMEBOOK	PF39EL8E			WETTENGEL				
91343	LENOVO 81MB67US CHROMEBOOK	PF38PD2A			WETTENGEL				
91344	LENOVO 81MB67US CHROMEBOOK	PF38S4JM			WETTENGEL				
91345	LENOVO 81MB67US CHROMEBOOK	PF39E294			WETTENGEL				
91346	LENOVO 81MB67US CHROMEBOOK	PF37TBW7			WETTENGEL				
91347	LENOVO 81MB67US CHROMEBOOK	PF38NGR8			WETTENGEL				
91348	LENOVO 81MB67US CHROMEBOOK	PF37SPY9			WETTENGEL				
91349	LENOVO 81MB67US CHROMEBOOK	PF39DHEC			WETTENGEL				
91350	LENOVO 81MB67US CHROMEBOOK	PF39ESMV			WETTENGEL				
91351	LENOVO 81MB67US CHROMEBOOK	PF39DK8N			WETTENGEL				
91352	LENOVO 81MB67US CHROMEBOOK	PF39E8MZ			WETTENGEL				
91353	LENOVO 81MB67US CHROMEBOOK	PF38P12N			WETTENGEL				
91354	LENOVO 81MB67US CHROMEBOOK	PF38PKVW			WETTENGEL				
91355	LENOVO 81MB67US CHROMEBOOK	PF38SDMN			WETTENGEL				
91356	LENOVO 81MB67US CHROMEBOOK	PF39E11Z			WETTENGEL				
91357	LENOVO 81MB67US CHROMEBOOK	PF37STKF			WETTENGEL				
91358	LENOVO 81MB67US CHROMEBOOK	PF39D8K2			WETTENGEL				
91359	LENOVO 81MB67US CHROMEBOOK	PF37RQZR			WETTENGEL				
91360	LENOVO 81MB67US CHROMEBOOK	PF37S38X			WETTENGEL				
91361	LENOVO 81MB67US CHROMEBOOK	PF39DZPZ			WETTENGEL				
91362	LENOVO 81MB67US CHROMEBOOK	PF37SPZN			WETTENGEL				
91363	LENOVO 81MB67US CHROMEBOOK	PF37SNNA			WETTENGEL				
91364	LENOVO 81MB67US CHROMEBOOK	PF39DHH4			WETTENGEL				
91365	LENOVO 81MB67US CHROMEBOOK	PF39E5M7			WETTENGEL				
91366	LENOVO 81MB67US CHROMEBOOK	PF39DS1J			WETTENGEL				
91367	LENOVO 81MB67US CHROMEBOOK	PF39DXDK			WETTENGEL				
91368	LENOVO 81MB67US CHROMEBOOK	PF39E26B			WETTENGEL				
91369	LENOVO 81MB67US CHROMEBOOK	PF37X8CL			WETTENGEL				
91370	LENOVO 81MB67US CHROMEBOOK	PF39E4KS			WETTENGEL				
91371	LENOVO 81MB67US CHROMEBOOK	PF38RMKT			WETTENGEL				
91372	LENOVO 81MB67US CHROMEBOOK	PF39DM3W			WETTENGEL				
91373	LENOVO 81MB67US CHROMEBOOK	PF39DS35			WETTENGEL				
91374	LENOVO 81MB67US CHROMEBOOK	PF38P42G			WETTENGEL				
91375	LENOVO 81MB67US CHROMEBOOK	PF39EGLD			WETTENGEL				
91376	LENOVO 81MB67US CHROMEBOOK	PF39DZSD			WETTENGEL				
91377	LENOVO 81MB67US CHROMEBOOK	PF37X8PM			WETTENGEL				
91378	LENOVO 81MB67US CHROMEBOOK	PF39CZEK			WETTENGEL				
91379	LENOVO 81MB67US CHROMEBOOK	PF39DV19			WETTENGEL				
91380	LENOVO 81MB67US CHROMEBOOK	PF38RKCQ			WETTENGEL				
91381	LENOVO 81MB67US CHROMEBOOK	PF37SJME			WETTENGEL				
91382	LENOVO 81MB67US CHROMEBOOK	PF38PAWE			WETTENGEL				
91383	LENOVO 81MB67US CHROMEBOOK	PF37X7HZ			WETTENGEL				
91384	LENOVO 81MB67US CHROMEBOOK	PF39E9DZ			WETTENGEL				
91385	LENOVO 81MB67US CHROMEBOOK	PF38P1R4			WETTENGEL				
91386	LENOVO 81MB67US CHROMEBOOK	PF39E4P0			WETTENGEL				
91387	LENOVO 81MB67US CHROMEBOOK	PF37T53E			WETTENGEL				
91388	LENOVO 81MB67US CHROMEBOOK	PF37T273			WETTENGEL				
91389	LENOVO 81MB67US CHROMEBOOK	PF39DWDZ			WETTENGEL				
91390	LENOVO 81MB67US CHROMEBOOK	PF39DYK2			WETTENGEL				
91391	LENOVO 81MB67US CHROMEBOOK	PF37S7RD			WETTENGEL				

91392	LENOVO 81MB67US CHROMEBOOK	PF39DFGK			WETTENGEL				
91393	LENOVO 81MB67US CHROMEBOOK	PF37SL19			WETTENGEL				
91394	LENOVO 81MB67US CHROMEBOOK	PF37X9EG			WETTENGEL				
91395	LENOVO 81MB67US CHROMEBOOK	PF37RECZ			WETTENGEL				
91396	LENOVO 81MB67US CHROMEBOOK	PF37T5V9			WETTENGEL				
91397	LENOVO 81MB67US CHROMEBOOK	PF37S0ZC			WETTENGEL				
91398	LENOVO 81MB67US CHROMEBOOK	PF39DM4F			WETTENGEL				
91399	LENOVO 81MB67US CHROMEBOOK	PF37S7NQ			WETTENGEL				
91400	LENOVO 81MB67US CHROMEBOOK	PF39D67F			WETTENGEL				
91401	LENOVO 81MB67US CHROMEBOOK	PF39D1TZ			WETTENGEL				
91402	LENOVO 81MB67US CHROMEBOOK	PF37RYS3			WETTENGEL				
91403	LENOVO 81MB67US CHROMEBOOK	PF37T7QV			WETTENGEL				
91404	LENOVO 81MB67US CHROMEBOOK	PF37TGBH			WETTENGEL				
91405	LENOVO 81MB67US CHROMEBOOK	PF36NGQD			WETTENGEL				
91406	LENOVO 81MB67US CHROMEBOOK	PF39DYMS			WETTENGEL				
91407	LENOVO 81MB67US CHROMEBOOK	PF39DSZ2			WETTENGEL				
91408	LENOVO 81MB67US CHROMEBOOK	PF37T03Q			WETTENGEL				
91409	LENOVO 81MB67US CHROMEBOOK	PF39E11E			WETTENGEL				
91410	LENOVO 81MB67US CHROMEBOOK	PF39DXHL			WETTENGEL				
91411	LENOVO 81MB67US CHROMEBOOK	PF37T26D			WETTENGEL				
91412	LENOVO 81MB67US CHROMEBOOK	PF37T49C			WETTENGEL				
91413	LENOVO 81MB67US CHROMEBOOK	PF37T15A			WETTENGEL				
91414	LENOVO 81MB67US CHROMEBOOK	PF37T7NC			WETTENGEL				
91415	LENOVO 81MB67US CHROMEBOOK	PF37SJPH			WETTENGEL				
91416	LENOVO 81MB67US CHROMEBOOK	PF37SJNY			WETTENGEL				
91417	LENOVO 81MB67US CHROMEBOOK	PF37S7SF			WETTENGEL				
91418	LENOVO 81MB67US CHROMEBOOK	PF37STH2			WETTENGEL				
91419	LENOVO 81MB67US CHROMEBOOK	PF37SRA2			WETTENGEL				
91420	LENOVO 81MB67US CHROMEBOOK	PF37RJ74			WETTENGEL				
91421	LENOVO 81MB67US CHROMEBOOK	PF37TFD4			WETTENGEL				
91422	LENOVO 81MB67US CHROMEBOOK	PF39EL74			WETTENGEL				
91423	LENOVO 81MB67US CHROMEBOOK	PF39EJD6			WETTENGEL				
91424	LENOVO 81MB67US CHROMEBOOK	PF39DZTL			WETTENGEL				
91425	LENOVO 81MB67US CHROMEBOOK	PF39E10V			WETTENGEL				
91426	LENOVO 81MB67US CHROMEBOOK	PF37SDAN			WETTENGEL				
91427	LENOVO 81MB67US CHROMEBOOK	PF37S9X1			WETTENGEL				
91428	LENOVO 81MB67US CHROMEBOOK	PF37RQTE			WETTENGEL				
91429	LENOVO 81MB67US CHROMEBOOK	PF39E28B			WETTENGEL				
91430	LENOVO 81MB67US CHROMEBOOK	PF39DK7M			WETTENGEL				
91431	LENOVO 81MB67US CHROMEBOOK	PF39D1MF			WETTENGEL				
91432	LENOVO 81MB67US CHROMEBOOK	PF37TFDR			WETTENGEL				
91433	LENOVO 81MB67US CHROMEBOOK	PF39EBJ9			WETTENGEL				
91434	LENOVO 81MB67US CHROMEBOOK	PF39EFMV			WETTENGEL				
91435	LENOVO 81MB67US CHROMEBOOK	PF37TH4V			WETTENGEL				
91436	LENOVO 81MB67US CHROMEBOOK	PF37XAGV			WETTENGEL				
91437	LENOVO 81MB67US CHROMEBOOK	PF37XAGP			WETTENGEL				
91438	LENOVO 81MB67US CHROMEBOOK	PF39EJE3			WETTENGEL				
91439	LENOVO 81MB67US CHROMEBOOK	PF39D1R7			WETTENGEL				
91440	LENOVO 81MB67US CHROMEBOOK	PF39CX6G			WETTENGEL				
91441	LENOVO 81MB67US CHROMEBOOK	PF37X8C2			WETTENGEL				
91442	LENOVO 81MB67US CHROMEBOOK	PF37T994			WETTENGEL				
91443	LENOVO 81MB67US CHROMEBOOK	PF39EAEZ			WETTENGEL				
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91445	LENOVO 81MB67US CHROMEBOOK	PF37SHCK			WETTENGEL				
91446	LENOVO 81MB67US CHROMEBOOK	PF37TH40			WETTENGEL				
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91448	LENOVO 81MB67US CHROMEBOOK	PF39DAQ4			WETTENGEL				
91449	LENOVO 81MB67US CHROMEBOOK	PF39EE54			WETTENGEL				
91450	LENOVO 81MB67US CHROMEBOOK	PF37SSAC			WETTENGEL				
91451	LENOVO 81MB67US CHROMEBOOK	PF39ECEW			WETTENGEL				
91452	LENOVO 81MB67US CHROMEBOOK	PF37RQRW			WETTENGEL				
91453	LENOVO 81MB67US CHROMEBOOK	PF39ENYQ			WETTENGEL				
90876	LENOVO 81MB67US CHROMEBOOK	PF3FM0XQ			B P CARBUL				
90877	LENOVO 81MB67US CHROMEBOOK	PF3FM77F			B P CARBUL				
90878	LENOVO 81MB67US CHROMEBOOK	PF3F8FFJ			B P CARBUL				
90879	LENOVO 81MB67US CHROMEBOOK	PF3FMBGY			B P CARBUL				
90880	LENOVO 81MB67US CHROMEBOOK	PF3FLWGF			B P CARBUL				
90881	LENOVO 81MB67US CHROMEBOOK	PF3FLGL1			B P CARBUL				
90882	LENOVO 81MB67US CHROMEBOOK	PF3FM54Y			B P CARBUL				
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90884	LENOVO 81MB67US CHROMEBOOK	PF3FKFEW			B P CARBUL				
90885	LENOVO 81MB67US CHROMEBOOK	PF3F8772			B P CARBUL				
90886	LENOVO 81MB67US CHROMEBOOK	PF3F9SNS			B P CARBUL				
90887	LENOVO 81MB67US CHROMEBOOK	PF3F9VD4			B P CARBUL				
90888	LENOVO 81MB67US CHROMEBOOK	PF3F7XNH			B P CARBUL				
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90890	LENOVO 81MB67US CHROMEBOOK	PF3FM0YS			B P CARBUL				
90891	LENOVO 81MB67US CHROMEBOOK	PF3F9HHQ			B P CARBUL				
90892	LENOVO 81MB67US CHROMEBOOK	PF3F9HGH			B P CARBUL				
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90894	LENOVO 81MB67US CHROMEBOOK	PF3FM793			B P CARBUL				
90895	LENOVO 81MB67US CHROMEBOOK	PF3F96W3			B P CARBUL				
90896	LENOVO 81MB67US CHROMEBOOK	PF3F9N9X			B P CARBUL				
90897	LENOVO 81MB67US CHROMEBOOK	PF3FM789			B P CARBUL				
90898	LENOVO 81MB67US CHROMEBOOK	PF3F9DEQ			B P CARBUL				
90899	LENOVO 81MB67US CHROMEBOOK	PF3FLWLX			B P CARBUL				
90900	LENOVO 81MB67US CHROMEBOOK	PF3FLRBG			B P CARBUL				
90901	LENOVO 81MB67US CHROMEBOOK	PF3FLGM1			B P CARBUL				
90902	LENOVO 81MB67US CHROMEBOOK	PF3FKFFL			B P CARBUL				
90903	LENOVO 81MB67US CHROMEBOOK	PF3FL8L7			B P CARBUL				
90904	LENOVO 81MB67US CHROMEBOOK	PF3FM0V7			B P CARBUL				
90905	LENOVO 81MB67US CHROMEBOOK	PF3FLWJH			B P CARBUL				
90906	LENOVO 81MB67US CHROMEBOOK	PF3FM367			CHIEF BROD				
90907	LENOVO 81MB67US CHROMEBOOK	PF3F98Y0			CHIEF BROD				
90908	LENOVO 81MB67US CHROMEBOOK	PF3F9VBX			CHIEF BROD				
90909	LENOVO 81MB67US CHROMEBOOK	PF3F9VAA			CHIEF BROD				
90910	LENOVO 81MB67US CHROMEBOOK	PF3FM53B			CHIEF BROD				
90911	LENOVO 81MB67US CHROMEBOOK	PF3FMBG7			CHIEF BROD				
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90914	LENOVO 81MB67US CHROMEBOOK	PF3FLLYZ			CHIEF BROD				
90915	LENOVO 81MB67US CHROMEBOOK	PF3F7XFN			CHIEF BROD				
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90917	LENOVO 81MB67US CHROMEBOOK	PF3FA2H2			CHIEF BROD				
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90924	LENOVO 81MB67US CHROMEBOOK	PF3F98YS			CHIEF BROD				
90925	LENOVO 81MB67US CHROMEBOOK	PF34BMCY			CHIEF BROD				
90926	LENOVO 81MB67US CHROMEBOOK	PF34BPRG			CHIEF BROD				
90927	LENOVO 81MB67US CHROMEBOOK	PF34BSA3			CHIEF BROD				
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90929	LENOVO 81MB67US CHROMEBOOK	PF3FKZ6L			CHIEF BROD				
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90931	LENOVO 81MB67US CHROMEBOOK	PF3FLAD4			CHIEF BROD				
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90933	LENOVO 81MB67US CHROMEBOOK	PF3FLGJB			CHIEF BROD				
90934	LENOVO 81MB67US CHROMEBOOK	PF3FM53Z			CHIEF BROD				
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90936	LENOVO 81MB67US CHROMEBOOK	PF3FA1V2			CHIEF BROD				
90937	LENOVO 81MB67US CHROMEBOOK	PF3FLT8Z			CHIEF BROD				
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90940	LENOVO 81MB67US CHROMEBOOK	PF3FL2YK			CHIEF BROD				
90941	LENOVO 81MB67US CHROMEBOOK	PF3FLP5F			CHIEF BROD				
90942	LENOVO 81MB67US CHROMEBOOK	PF3F96SN			CHIEF BROD				
90943	LENOVO 81MB67US CHROMEBOOK	PF3FMBJ7			CHIEF BROD				
90944	LENOVO 81MB67US CHROMEBOOK	PF3FLYNV			CHIEF BROD				
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90946	LENOVO 81MB67US CHROMEBOOK	PF3FM961			CHIEF BROD				
90947	LENOVO 81MB67US CHROMEBOOK	PF3FA2G0			CHIEF BROD				
90948	LENOVO 81MB67US CHROMEBOOK	PF3F7V87			CHIEF BROD				
90949	LENOVO 81MB67US CHROMEBOOK	PF3FM96D			CHIEF BROD				
91454	LENOVO 81MB67US CHROMEBOOK	PF37RNER			WETTENGEL				
91455	LENOVO 81MB67US CHROMEBOOK	PF37TSW5			WETTENGEL				
91456	LENOVO 81MB67US CHROMEBOOK	PF39EADR			WETTENGEL				
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91463	LENOVO 81MB67US CHROMEBOOK	PF37TGAF			WETTENGEL				
91464	LENOVO 81MB67US CHROMEBOOK	PF39EM6N			WETTENGEL				
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91466	LENOVO 81MB67US CHROMEBOOK	PF39D3X9			WETTENGEL				
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91468	LENOVO 81MB67US CHROMEBOOK	PF39EKE1			WETTENGEL				
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91471	LENOVO 81MB67US CHROMEBOOK	PF39EBJZ			WETTENGEL				
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91474	LENOVO 81MB67US CHROMEBOOK	PF37SL05			WETTENGEL				
91475	LENOVO 81MB67US CHROMEBOOK	PF37S5GB			WETTENGEL				
91476	LENOVO 81MB67US CHROMEBOOK	PF36RTVV			WETTENGEL				
91477	LENOVO 81MB67US CHROMEBOOK	PF36NNPZ			WETTENGEL				

91478		LENOVO 81MB67US CHROMEBOOK	PF36RZV5			WETTENGEL				
91479		LENOVO 81MB67US CHROMEBOOK	PF36SFWB			WETTENGEL				
91480		LENOVO 81MB67US CHROMEBOOK	PF36Q2RX			WETTENGEL				
91481		LENOVO 81MB67US CHROMEBOOK	PF36SNP7			WETTENGEL				
91482		LENOVO 81MB67US CHROMEBOOK	PF36RA2G			WETTENGEL				
91483		LENOVO 81MB67US CHROMEBOOK	PF36PVYJ			WETTENGEL				
91484		LENOVO 81MB67US CHROMEBOOK	PF36Q9JJ			WETTENGEL				
91485		LENOVO 81MB67US CHROMEBOOK	PF39E100			WETTENGEL				
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91487		LENOVO 81MB67US CHROMEBOOK	PF36Q52H			WETTENGEL				
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91489		LENOVO 81MB67US CHROMEBOOK	PF36PEPC			WETTENGEL				
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91491		LENOVO 81MB67US CHROMEBOOK	PF36S6RG			WETTENGEL				
91492		LENOVO 81MB67US CHROMEBOOK	PF36Q0J2			WETTENGEL				
91493		LENOVO 81MB67US CHROMEBOOK	PF36PN57			WETTENGEL				
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91500		LENOVO 81MB67US CHROMEBOOK	PF36SHG8			WETTENGEL				
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91503		LENOVO 81MB67US CHROMEBOOK	PF36PKTX			WETTENGEL				
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91505		LENOVO 81MB67US CHROMEBOOK	PF36PMFB			WETTENGEL				
91506		LENOVO 81MB67US CHROMEBOOK	PF36RPSY			WETTENGEL				
91507		LENOVO 81MB67US CHROMEBOOK	PF34F169			WETTENGEL				
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91511		LENOVO 81MB67US CHROMEBOOK	PF36PSQW			WETTENGEL				
91512		LENOVO 81MB67US CHROMEBOOK	PF36PY62			WETTENGEL				
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91514		LENOVO 81MB67US CHROMEBOOK	PF36RJMJ			WETTENGEL				
91515		LENOVO 81MB67US CHROMEBOOK	PF36RSBQ			WETTENGEL				
91516		LENOVO 81MB67US CHROMEBOOK	PF36NGMR			WETTENGEL				
91517		LENOVO 81MB67US CHROMEBOOK	PF36NEGQ			WETTENGEL				
91518		LENOVO 81MB67US CHROMEBOOK	PF36Q6F9			WETTENGEL				
91519		LENOVO 81MB67US CHROMEBOOK	PF36P8KQ			WETTENGEL				
91520		LENOVO 81MB67US CHROMEBOOK	PF36S8GL			WETTENGEL				
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91522		LENOVO 81MB67US CHROMEBOOK	PF36SKR6			WETTENGEL				
91523		LENOVO 81MB67US CHROMEBOOK	PF36RJML			WETTENGEL				
91524		LENOVO 81MB67US CHROMEBOOK	PF36P6BX			WETTENGEL				
91525		LENOVO 81MB67US CHROMEBOOK	PF36PKZ6			WETTENGEL				
91526		LENOVO 81MB67US CHROMEBOOK	PF36NPFH			WETTENGEL				
91527		LENOVO 81MB67US CHROMEBOOK	PF39DD46			WETTENGEL				
91528		LENOVO 81MB67US CHROMEBOOK	PF36PD2X			WETTENGEL				
91529		LENOVO 81MB67US CHROMEBOOK	PF37X5Q6			WETTENGEL				
91530		LENOVO 81MB67US CHROMEBOOK	PF37SRAH			WETTENGEL				
91531		LENOVO 81MB67US CHROMEBOOK	PF36RS8K			WETTENGEL				
91532		LENOVO 81MB67US CHROMEBOOK	PF34C5L2			WETTENGEL				
91533		LENOVO 81MB67US CHROMEBOOK	PF36PD5E			WETTENGEL				
91534		LENOVO 81MB67US CHROMEBOOK	PF36PV1G			WETTENGEL				
91535		LENOVO 81MB67US CHROMEBOOK	PF37SA0D			WETTENGEL				
91536		LENOVO 81MB67US CHROMEBOOK	PF36QTAP			WETTENGEL				
91537		LENOVO 81MB67US CHROMEBOOK	PF34DX0B			WETTENGEL				
91538		LENOVO 81MB67US CHROMEBOOK	PF365CBQ			WETTENGEL				
91539		LENOVO 81MB67US CHROMEBOOK	PF35SZMG			WETTENGEL				
91540		LENOVO 81MB67US CHROMEBOOK	PF36PXW5			WETTENGEL				
91541		LENOVO 81MB67US CHROMEBOOK	PF363ZC5			WETTENGEL				
91542		LENOVO 81MB67US CHROMEBOOK	PF35GF2X			WETTENGEL				
91543		LENOVO 81MB67US CHROMEBOOK	PF36QB1G			WETTENGEL				
91544		LENOVO 81MB67US CHROMEBOOK	PF36PANW			WETTENGEL				
91545		LENOVO 81MB67US CHROMEBOOK	PF36RGND			WETTENGEL				
91546		LENOVO 81MB67US CHROMEBOOK	PF36PKW0			V S A BENA				
91547		LENOVO 81MB67US CHROMEBOOK	PF36PMGK			V S A BENA				
91548		LENOVO 81MB67US CHROMEBOOK	PF34BGEB			V S A BENA				
91549		LENOVO 81MB67US CHROMEBOOK	PF3641MB			V S A BENA				
91550		LENOVO 81MB67US CHROMEBOOK	PF35GF1B			V S A BENA				
91551		LENOVO 81MB67US CHROMEBOOK	PF34EVD4			V S A BENA				
91552		LENOVO 81MB67US CHROMEBOOK	PF34E3J7			V S A BENA				
91553		LENOVO 81MB67US CHROMEBOOK	PF36NX7B			V S A BENA				
91554		LENOVO 81MB67US CHROMEBOOK	PF36RET5			V S A BENA				
91555		LENOVO 81MB67US CHROMEBOOK	PF36SQ7E			V S A BENA				
91556		LENOVO 81MB67US CHROMEBOOK	PF3654V5			V S A BENA				
91557		LENOVO 81MB67US CHROMEBOOK	PF36QJHD			V S A BENA				

91558	LENOVO 81MB67US CHROMEBOOK	PF36PCHB	V S A BENA
91559	LENOVO 81MB67US CHROMEBOOK	PF363TTD	V S A BENA
91560	LENOVO 81MB67US CHROMEBOOK	PF36552V	V S A BENA
91561	LENOVO 81MB67US CHROMEBOOK	PF36PD4B	V S A BENA
91562	LENOVO 81MB67US CHROMEBOOK	PF36QDEF	V S A BENA
91563	LENOVO 81MB67US CHROMEBOOK	PF34EJYF	V S A BENA
91564	LENOVO 81MB67US CHROMEBOOK	PF3646XZ	V S A BENA
91565	LENOVO 81MB67US CHROMEBOOK	PF34F47W	V S A BENA
91566	LENOVO 81MB67US CHROMEBOOK	PF39E9AW	V S A BENA
91567	LENOVO 81MB67US CHROMEBOOK	PF364C3T	V S A BENA
91568	LENOVO 81MB67US CHROMEBOOK	PF34DF8P	V S A BENA
91569	LENOVO 81MB67US CHROMEBOOK	PF36PCJ3	V S A BENA
91570	LENOVO 81MB67US CHROMEBOOK	PF36Q20J	V S A BENA
91571	LENOVO 81MB67US CHROMEBOOK	PF364EGV	V S A BENA
91572	LENOVO 81MB67US CHROMEBOOK	PF36RM9P	V S A BENA
91573	LENOVO 81MB67US CHROMEBOOK	PF36NTXB	V S A BENA
91574	LENOVO 81MB67US CHROMEBOOK	PF365235	V S A BENA
91575	LENOVO 81MB67US CHROMEBOOK	PF36PER3	V S A BENA
91576	LENOVO 81MB67US CHROMEBOOK	PF36QJ9Q	V S A BENA
91577	LENOVO 81MB67US CHROMEBOOK	PF365EYE	V S A BENA
91578	LENOVO 81MB67US CHROMEBOOK	PF3644DL	V S A BENA
91579	LENOVO 81MB67US CHROMEBOOK	PF36R17G	V S A BENA
91580	LENOVO 81MB67US CHROMEBOOK	PF36Q4H7	V S A BENA
91581	LENOVO 81MB67US CHROMEBOOK	PF35GQ26	V S A BENA
91582	LENOVO 81MB67US CHROMEBOOK	PF36NJLG	V S A BENA
91583	LENOVO 81MB67US CHROMEBOOK	PF36RMKD	V S A BENA
91584	LENOVO 81MB67US CHROMEBOOK	PF37XBDE	V S A BENA
91585	LENOVO 81MB67US CHROMEBOOK	PF35GQ2P	V S A BENA
91586	LENOVO 81MB67US CHROMEBOOK	PF36RZQ1	V S A BENA
91587	LENOVO 81MB67US CHROMEBOOK	PF36SKNQ	V S A BENA
91588	LENOVO 81MB67US CHROMEBOOK	PF36PY1L	V S A BENA
91589	LENOVO 81MB67US CHROMEBOOK	PF36SJ5A	V S A BENA
91590	LENOVO 81MB67US CHROMEBOOK	PF36NLXJ	V S A BENA
91591	LENOVO 81MB67US CHROMEBOOK	PF36PAB2	V S A BENA
91592	LENOVO 81MB67US CHROMEBOOK	PF36PZK4	V S A BENA
91593	LENOVO 81MB67US CHROMEBOOK	PF36RGMY	V S A BENA
91594	LENOVO 81MB67US CHROMEBOOK	PF36PAV8	V S A BENA
91595	LENOVO 81MB67US CHROMEBOOK	PF36QJLZ	V S A BENA
91596	LENOVO 81MB67US CHROMEBOOK	PF39ENYJ	V S A BENA
91597	LENOVO 81MB67US CHROMEBOOK	PF37S7PK	V S A BENA
91598	LENOVO 81MB67US CHROMEBOOK	PF39DFFF	V S A BENA
91599	LENOVO 81MB67US CHROMEBOOK	PF39DN10	V S A BENA
91600	LENOVO 81MB67US CHROMEBOOK	PF37RLC1	V S A BENA
91601	LENOVO 81MB67US CHROMEBOOK	PF39DL3N	V S A BENA
91602	LENOVO 81MB67US CHROMEBOOK	PF36PN6C	V S A BENA
91603	LENOVO 81MB67US CHROMEBOOK	PF36SQZE	V S A BENA
91604	LENOVO 81MB67US CHROMEBOOK	PF36QT9P	V S A BENA
91605	LENOVO 81MB67US CHROMEBOOK	PF36NJXB	V S A BENA
91606	LENOVO 81MB67US CHROMEBOOK	PF36PN3J	V S A BENA
91607	LENOVO 81MB67US CHROMEBOOK	PF36PY8M	V S A BENA
91608	LENOVO 81MB67US CHROMEBOOK	PF39CZGE	V S A BENA
91609	LENOVO 81MB67US CHROMEBOOK	PF39D3XT	V S A BENA
91610	LENOVO 81MB67US CHROMEBOOK	PF39EM7J	V S A BENA
91611	LENOVO 81MB67US CHROMEBOOK	PF36Q0EH	V S A BENA
91612	LENOVO 81MB67US CHROMEBOOK	PF36SFZN	V S A BENA
91613	LENOVO 81MB67US CHROMEBOOK	PF36S6VC	V S A BENA
91614	LENOVO 81MB67US CHROMEBOOK	PF36SFVZ	V S A BENA
91615	LENOVO 81MB67US CHROMEBOOK	PF36SQY9	V S A BENA
91616	LENOVO 81MB67US CHROMEBOOK	PF36PNSF	V S A BENA
91617	LENOVO 81MB67US CHROMEBOOK	PF39EM6A	V S A BENA
91618	LENOVO 81MB67US CHROMEBOOK	PF37T47W	V S A BENA
91619	LENOVO 81MB67US CHROMEBOOK	PF39EGK2	V S A BENA
91620	LENOVO 81MB67US CHROMEBOOK	PF39EKCL	V S A BENA
91621	LENOVO 81MB67US CHROMEBOOK	PF39EJCV	V S A BENA
91622	LENOVO 81MB67US CHROMEBOOK	PF39CZFP	V S A BENA
91623	LENOVO 81MB67US CHROMEBOOK	PF39DCXZ	V S A BENA
91624	LENOVO 81MB67US CHROMEBOOK	PF39EN78	V S A BENA
91625	LENOVO 81MB67US CHROMEBOOK	PF36SBF9	V S A BENA
91626	LENOVO 81MB67US CHROMEBOOK	PF37SKWK	V S A BENA
91627	LENOVO 81MB67US CHROMEBOOK	PF37SEM0	V S A BENA
91628	LENOVO 81MB67US CHROMEBOOK	PF37SM7A	V S A BENA
91629	LENOVO 81MB67US CHROMEBOOK	PF37S7RW	V S A BENA
91630	LENOVO 81MB67US CHROMEBOOK	PF39DNZT	V S A BENA
91631	LENOVO 81MB67US CHROMEBOOK	PF37SS9A	V S A BENA
91632	LENOVO 81MB67US CHROMEBOOK	PF36Q6RX	V S A BENA
91633	LENOVO 81MB67US CHROMEBOOK	PF36NEDG	V S A BENA
91634	LENOVO 81MB67US CHROMEBOOK	PF36SDLE	V S A BENA
91635	LENOVO 81MB67US CHROMEBOOK	PF36Q787	V S A BENA
91636	LENOVO 81MB67US CHROMEBOOK	PF39CX5B	V S A BENA
91637	LENOVO 81MB67US CHROMEBOOK	PF39E4M3	V S A BENA

91638	LENOVO 81MB67US CHROMEBOOK	PF36SLF6	V S A BENA
91639	LENOVO 81MB67US CHROMEBOOK	PF36NXX4	V S A BENA
91640	LENOVO 81MB67US CHROMEBOOK	PF36SFY2	V S A BENA
91641	LENOVO 81MB67US CHROMEBOOK	PF37SFY1	V S A BENA
91642	LENOVO 81MB67US CHROMEBOOK	PF37TLHP	V S A BENA
91643	LENOVO 81MB67US CHROMEBOOK	PF37SPXS	V S A BENA
91644	LENOVO 81MB67US CHROMEBOOK	PF37SFXT	V S A BENA
91645	LENOVO 81MB67US CHROMEBOOK	PF37SKY7	V S A BENA
91646	LENOVO 81MB67US CHROMEBOOK	PF37SR5P	V S A BENA
91647	LENOVO 81MB67US CHROMEBOOK	PF39CX7B	V S A BENA
91648	LENOVO 81MB67US CHROMEBOOK	PF39EN6A	V S A BENA
91649	LENOVO 81MB67US CHROMEBOOK	PF39D3YK	V S A BENA
91650	LENOVO 81MB67US CHROMEBOOK	PF39E26M	V S A BENA
91651	LENOVO 81MB67US CHROMEBOOK	PF39CZCX	V S A BENA
91652	LENOVO 81MB67US CHROMEBOOK	PF39EJDR	V S A BENA
91653	LENOVO 81MB67US CHROMEBOOK	PF36SFX7	V S A BENA
91654	LENOVO 81MB67US CHROMEBOOK	PF36SDN0	V S A BENA
91655	LENOVO 81MB67US CHROMEBOOK	PF36NEDT	V S A BENA
91656	LENOVO 81MB67US CHROMEBOOK	PF37T6VA	V S A BENA
91657	LENOVO 81MB67US CHROMEBOOK	PF37S7N7	V S A BENA
91658	LENOVO 81MB67US CHROMEBOOK	PF37RLEY	V S A BENA
91659	LENOVO 81MB67US CHROMEBOOK	PF37RYRH	V S A BENA
91660	LENOVO 81MB67US CHROMEBOOK	PF36SGS2	V S A BENA
91661	LENOVO 81MB67US CHROMEBOOK	PF37SA41	V S A BENA
91662	LENOVO 81MB67US CHROMEBOOK	PF39DPTB	V S A BENA
91663	LENOVO 81MB67US CHROMEBOOK	PF39EE4K	V S A BENA
91664	LENOVO 81MB67US CHROMEBOOK	PF37TLJ3	V S A BENA
91665	LENOVO 81MB67US CHROMEBOOK	PF39D8FP	V S A BENA
91666	LENOVO 81MB67US CHROMEBOOK	PF37TMBZ	V S A BENA
91667	LENOVO 81MB67US CHROMEBOOK	PF37RNCE	V S A BENA
91668	LENOVO 81MB67US CHROMEBOOK	PF36S96V	V S A BENA
91669	LENOVO 81MB67US CHROMEBOOK	PF36SNPH	V S A BENA
91670	LENOVO 81MB67US CHROMEBOOK	PF36SJ5D	V S A BENA
91671	LENOVO 81MB67US CHROMEBOOK	PF39E10F	V S A BENA
91672	LENOVO 81MB67US CHROMEBOOK	PF37T021	V S A BENA
91673	LENOVO 81MB67US CHROMEBOOK	PF38GXNT	V S A BENA
91674	LENOVO 81MB67US CHROMEBOOK	PF39E4NN	V S A BENA
91675	LENOVO 81MB67US CHROMEBOOK	PF39DS2V	V S A BENA
91676	LENOVO 81MB67US CHROMEBOOK	PF39DYN1	V S A BENA
91677	LENOVO 81MB67US CHROMEBOOK	PF36SJ6C	V S A BENA
91678	LENOVO 81MB67US CHROMEBOOK	PF36Q9KV	V S A BENA
91679	LENOVO 81MB67US CHROMEBOOK	PF36SLHG	V S A BENA
91680	LENOVO 81MB67US CHROMEBOOK	PF39DFA5	V S A BENA
91681	LENOVO 81MB67US CHROMEBOOK	PF39D3ZR	V S A BENA
91682	LENOVO 81MB67US CHROMEBOOK	PF39D689	V S A BENA
91683	LENOVO 81MB67US CHROMEBOOK	PF39CZF7	V S A BENA
91684	LENOVO 81MB67US CHROMEBOOK	PF39D67R	V S A BENA
91685	LENOVO 81MB67US CHROMEBOOK	PF39D66J	V S A BENA
91686	LENOVO 81MB67US CHROMEBOOK	PF39D6D0	V S A BENA
91687	LENOVO 81MB67US CHROMEBOOK	PF397LY3	V S A BENA
91688	LENOVO 81MB67US CHROMEBOOK	PF37XC9E	V S A BENA
91689	LENOVO 81MB67US CHROMEBOOK	PF37RJ3B	V S A BENA
91690	LENOVO 81MB67US CHROMEBOOK	PF37RJ20	V S A BENA
91691	LENOVO 81MB67US CHROMEBOOK	PF37RT4C	V S A BENA
91692	LENOVO 81MB67US CHROMEBOOK	PF39D40M	V S A BENA
91693	LENOVO 81MB67US CHROMEBOOK	PF37S9Y9	V S A BENA
91694	LENOVO 81MB67US CHROMEBOOK	PF37RL9T	V S A BENA
91695	LENOVO 81MB67US CHROMEBOOK	PF37SEKR	V S A BENA
91696	LENOVO 81MB67US CHROMEBOOK	PF37SNJM	V S A BENA
91697	LENOVO 81MB67US CHROMEBOOK	PF39D695	V S A BENA
91698	LENOVO 81MB67US CHROMEBOOK	PF39DGFH	V S A BENA
91699	LENOVO 81MB67US CHROMEBOOK	PF37S0YY	V S A BENA
91700	LENOVO 81MB67US CHROMEBOOK	PF37SEMK	V S A BENA
91701	LENOVO 81MB67US CHROMEBOOK	PF37RWH6	V S A BENA
91702	LENOVO 81MB67US CHROMEBOOK	PF37SC1H	V S A BENA
91703	LENOVO 81MB67US CHROMEBOOK	PF37S0VD	V S A BENA
91704	LENOVO 81MB67US CHROMEBOOK	PF39DL3W	V S A BENA
91705	LENOVO 81MB67US CHROMEBOOK	PF39DNXX	V S A BENA
91706	LENOVO 81MB67US CHROMEBOOK	PF37S9XA	V S A BENA
91707	LENOVO 81MB67US CHROMEBOOK	PF39DQ5J	V S A BENA
91708	LENOVO 81MB67US CHROMEBOOK	PF37T00B	V S A BENA
91709	LENOVO 81MB67US CHROMEBOOK	PF37T372	V S A BENA
91710	LENOVO 81MB67US CHROMEBOOK	PF37SYWS	V S A BENA
91711	LENOVO 81MB67US CHROMEBOOK	PF37RWGP	V S A BENA
91712	LENOVO 81MB67US CHROMEBOOK	PF37RQP4	V S A BENA
91713	LENOVO 81MB67US CHROMEBOOK	PF39CZHR	V S A BENA
91714	LENOVO 81MB67US CHROMEBOOK	PF37SDFD	V S A BENA
91715	LENOVO 81MB67US CHROMEBOOK	PF37T7PD	V S A BENA
91716	LENOVO 81MB67US CHROMEBOOK	PF3FLJ7K	V S A BENA
91717	LENOVO 81MB67US CHROMEBOOK	PF3FLJ7Z	V S A BENA

91718	LENOVO 81MB67US CHROMEBOOK	PF3FM4Q7		V S A BENA					
91719	LENOVO 81MB67US CHROMEBOOK	PF3F98KB		V S A BENA					
91720	LENOVO 81MB67US CHROMEBOOK	PF3FKP0Y		V S A BENA					
91721	LENOVO 81MB67US CHROMEBOOK	PF3F9A00		V S A BENA					
91722	LENOVO 81MB67US CHROMEBOOK	PF3FM8VY		V S A BENA					
91723	LENOVO 81MB67US CHROMEBOOK	PF3FM6Z8		V S A BENA					
91724	LENOVO 81MB67US CHROMEBOOK	PF3FA1JV		V S A BENA					
91725	LENOVO 81MB67US CHROMEBOOK	PF3FM8X8		V S A BENA					
91726	LENOVO 81MB67US CHROMEBOOK	PF3F891D		V S A BENA					
91727	LENOVO 81MB67US CHROMEBOOK	PF3FLLG9		V S A BENA					
91728	LENOVO 81MB67US CHROMEBOOK	PF3FM0KF		V S A BENA					
91729	LENOVO 81MB67US CHROMEBOOK	PF3F9AQJ		V S A BENA					
91730	LENOVO 81MB67US CHROMEBOOK	PF3FKF8F		V S A BENA					
91731	LENOVO 81MB67US CHROMEBOOK	PF3FLLFN		V S A BENA					
91732	LENOVO 81MB67US CHROMEBOOK	PF3FLW55		V S A BENA					
91733	LENOVO 81MB67US CHROMEBOOK	PF3FM4N2		V S A BENA					
91734	LENOVO 81MB67US CHROMEBOOK	PF3FLG40		V S A BENA					
91735	LENOVO 81MB67US CHROMEBOOK	PF3FLG2S		V S A BENA					
91736	LENOVO 81MB67US CHROMEBOOK	PF3F98LE		V S A BENA					
91737	LENOVO 81MB67US CHROMEBOOK	PF3FLW42		V S A BENA					
91738	LENOVO 81MB67US CHROMEBOOK	PF3F8FGW		V S A BENA					
91739	LENOVO 81MB67US CHROMEBOOK	PF3F7Z0F		V S A BENA					
91740	LENOVO 81MB67US CHROMEBOOK	PF3FM4QZ		V S A BENA					
91741	LENOVO 81MB67US CHROMEBOOK	PF3F9QHR		V S A BENA					
91742	LENOVO 81MB67US CHROMEBOOK	PF3F9CZH		V S A BENA					
91743	LENOVO 81MB67US CHROMEBOOK	PF3FM4MP		V S A BENA					
91744	LENOVO 81MB67US CHROMEBOOK	PF3FKK0Q		V S A BENA					
91745	LENOVO 81MB67US CHROMEBOOK	PF3FKWG6		V S A BENA					
91746	LENOVO 81MB67US CHROMEBOOK	PF3FM2QV		V S A BENA					
91747	LENOVO 81MB67US CHROMEBOOK	PF3FLLG6		V S A BENA					
91748	LENOVO 81MB67US CHROMEBOOK	PF3F811Y		V S A BENA					
91749	LENOVO 81MB67US CHROMEBOOK	PF3F9ANT		V S A BENA					
91750	LENOVO 81MB67US CHROMEBOOK	PF3F9K7B		V S A BENA					
91751	LENOVO 81MB67US CHROMEBOOK	PF3F7X6M		V S A BENA					
91752	LENOVO 81MB67US CHROMEBOOK	PF3F9TWY		V S A BENA					
91753	LENOVO 81MB67US CHROMEBOOK	PF3F9H1H		V S A BENA					
91754	LENOVO 81MB67US CHROMEBOOK	PF3F9QK1		V S A BENA					
91755	LENOVO 81MB67US CHROMEBOOK	PF3F9H39		V S A BENA					
91756	LENOVO 81MB67US CHROMEBOOK	PF3F98K5		V S A BENA					
91757	LENOVO 81MB67US CHROMEBOOK	PF3F7V00		V S A BENA					
91758	LENOVO 81MB67US CHROMEBOOK	PF3FMB5D		V S A BENA					
91759	LENOVO 81MB67US CHROMEBOOK	PF3F9ESN		V S A BENA					
91760	LENOVO 81MB67US CHROMEBOOK	PF3F9TWW		V S A BENA					
91761	LENOVO 81MB67US CHROMEBOOK	PF3FM70T		V S A BENA					
91762	LENOVO 81MB67US CHROMEBOOK	PF3FLW45		V S A BENA					
91763	LENOVO 81MB67US CHROMEBOOK	PF3FLLHD		V S A BENA					
91764	LENOVO 81MB67US CHROMEBOOK	PF3F98LP		V S A BENA					
91765	LENOVO 81MB67US CHROMEBOOK	PF3FLY8E		V S A BENA					
91766	LENOVO 81MB67US CHROMEBOOK	PF3FLNRQ		V S A BENA					
91767	LENOVO 81MB67US CHROMEBOOK	PF3F9TZN		V S A BENA					
91768	LENOVO 81MB67US CHROMEBOOK	PF3FM707		V S A BENA					
91769	LENOVO 81MB67US CHROMEBOOK	PF3F9TXF		V S A BENA					
91770	LENOVO 81MB67US CHROMEBOOK	PF3F7V0G		V S A BENA					
91771	LENOVO 81MB67US CHROMEBOOK	PF3F9ZYZ		V S A BENA					
91772	LENOVO 81MB67US CHROMEBOOK	PF3F9K3R		V S A BENA					
91773	LENOVO 81MB67US CHROMEBOOK	PF3F80ZG		V S A BENA					
91774	LENOVO 81MB67US CHROMEBOOK	PF3F9QJ3		V S A BENA					
91775	LENOVO 81MB67US CHROMEBOOK	PF3F9QL3		V S A BENA					
91776	LENOVO 81MB67US CHROMEBOOK	PF3FLTBB		V S A BENA					
91777	LENOVO 81MB67US CHROMEBOOK	PF3FMBJP		V S A BENA					
91778	LENOVO 81MB67US CHROMEBOOK	PF3FLR9J		V S A BENA					
91779	LENOVO 81MB67US CHROMEBOOK	PF3FA35Z		V S A BENA					
91780	LENOVO 81MB67US CHROMEBOOK	PF3F8DL7		V S A BENA					
91781	LENOVO 81MB67US CHROMEBOOK	PF3FLG5W		V S A BENA					
91782	LENOVO 81MB67US CHROMEBOOK	PF3FMB34		V S A BENA					
91783	LENOVO 81MB67US CHROMEBOOK	PF3FKT79		V S A BENA					
91784	LENOVO 81MB67US CHROMEBOOK	PF3F895Q		V S A BENA					
91785	LENOVO 81MB67US CHROMEBOOK	PF3FLYAS		V S A BENA					
91786	LENOVO 81MB67US CHROMEBOOK	PF3F8B0X		V S A BENA					
91787	LENOVO 81MB67US CHROMEBOOK	PF3F8L0R		V S A BENA					
91788	LENOVO 81MB67US CHROMEBOOK	PF3F7Z11		V S A BENA					
91789	LENOVO 81MB67US CHROMEBOOK	PF3FA1SK		V S A BENA					
91790	LENOVO 81MB67US CHROMEBOOK	PF3F8BED		V S A BENA					
91791	LENOVO 81MB67US CHROMEBOOK	PF3FLWHM		V S A BENA					
91792	LENOVO 81MB67US CHROMEBOOK	PF3FLWLG		V S A BENA					
91793	LENOVO 81MB67US CHROMEBOOK	PF3FM2TP		V S A BENA					
91794	LENOVO 81MB67US CHROMEBOOK	PF3F7TXV		V S A BENA					
91795	LENOVO 81MB67US CHROMEBOOK	PF3FLQVQ		V S A BENA					
91796	LENOVO 81MB67US CHROMEBOOK	PF3FLSVC		V S A BENA					
91797	LENOVO 81MB67US CHROMEBOOK	PF3FLQY4		V S A BENA					

91798	LENOVO 81MB67US CHROMEBOOK	PF3FKP2D		V S A BENA
91799	LENOVO 81MB67US CHROMEBOOK	PF3FM0L7		V S A BENA
91800	LENOVO 81MB67US CHROMEBOOK	PF3FLSY8		V S A BENA
91801	LENOVO 81MB67US CHROMEBOOK	PF3FM8XS		V S A BENA
91802	LENOVO 81MB67US CHROMEBOOK	PF3FLDXE		V S A BENA
91803	LENOVO 81MB67US CHROMEBOOK	PF3FLYBA		V S A BENA
91804	LENOVO 81MB67US CHROMEBOOK	PF3FM8TY		V S A BENA
91805	LENOVO 81MB67US CHROMEBOOK	PF3F86X8		V S A BENA
91806	LENOVO 81MB67US CHROMEBOOK	PF3F9TVK		V S A BENA
91807	LENOVO 81MB67US CHROMEBOOK	PF3FLJ77		V S A BENA
91808	LENOVO 81MB67US CHROMEBOOK	PF3FLSX5		V S A BENA
91809	LENOVO 81MB67US CHROMEBOOK	PF3FLDX4		V S A BENA
91810	LENOVO 81MB67US CHROMEBOOK	PF3F9EQT		V S A BENA
91811	LENOVO 81MB67US CHROMEBOOK	PF3FLSVA		V S A BENA
91812	LENOVO 81MB67US CHROMEBOOK	PF3FM2SR		V S A BENA
91813	LENOVO 81MB67US CHROMEBOOK	PF3F8DCT		V S A BENA
91814	LENOVO 81MB67US CHROMEBOOK	PF3F8114		V S A BENA
91815	LENOVO 81MB67US CHROMEBOOK	PF3F7X55		V S A BENA
91816	LENOVO 81MB67US CHROMEBOOK	PF3F8B46		V S A BENA
91817	LENOVO 81MB67US CHROMEBOOK	PF3FM0JX		V S A BENA
91818	LENOVO 81MB67US CHROMEBOOK	PF3F7YV1		V S A BENA
91819	LENOVO 81MB67US CHROMEBOOK	PF3FA3VC		V S A BENA
91820	LENOVO 81MB67US CHROMEBOOK	PF3F8HR9		V S A BENA
91821	LENOVO 81MB67US CHROMEBOOK	PF3F8B3M		V S A BENA
91822	LENOVO 81MB67US CHROMEBOOK	PF3F8980		V S A BENA
91823	LENOVO 81MB67US CHROMEBOOK	PF3FA28Q		V S A BENA
91824	LENOVO 81MB67US CHROMEBOOK	PF3FA274		V S A BENA
91825	LENOVO 81MB67US CHROMEBOOK	PF3FA1EY		V S A BENA
91826	LENOVO 81MB67US CHROMEBOOK	PF3F8HJ0		V S A BENA
91827	LENOVO 81MB67US CHROMEBOOK	PF3F8HGF		V S A BENA
91828	LENOVO 81MB67US CHROMEBOOK	PF3F8F6Q		V S A BENA
91829	LENOVO 81MB67US CHROMEBOOK	PF3F9H2A		V S A BENA
91830	LENOVO 81MB67US CHROMEBOOK	PF3FLDYH		V S A BENA
91831	LENOVO 81MB67US CHROMEBOOK	PF3F89H1		V S A BENA
91832	LENOVO 81MB67US CHROMEBOOK	PF3FM0XC		V S A BENA
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91834	LENOVO 81MB67US CHROMEBOOK	PF3FLJPM		V S A BENA
91835	LENOVO 81MB67US CHROMEBOOK	PF3FLJP4		V S A BENA
91836	LENOVO 81MB67US CHROMEBOOK	PF3FLYA9		V S A BENA
91837	LENOVO 81MB67US CHROMEBOOK	PF3F896D		V S A BENA
91838	LENOVO 81MB67US CHROMEBOOK	PF3F9ZZY		V S A BENA
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91848	LENOVO 81MB67US CHROMEBOOK	PF3FKC6C		V S A BENA
91849	LENOVO 81MB67US CHROMEBOOK	PF3FLP4Z		V S A BENA
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91851	LENOVO 81MB67US CHROMEBOOK	PF3FA260		V S A BENA
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91853	LENOVO 81MB67US CHROMEBOOK	PF3FA1FG		V S A BENA
91854	LENOVO 81MB67US CHROMEBOOK	PF3F8F6B		V S A BENA
91855	LENOVO 81MB67US CHROMEBOOK	PF3F9ZYX		V S A BENA
91856	LENOVO 81MB67US CHROMEBOOK	PF3FKA26		V S A BENA
91857	LENOVO 81MB67US CHROMEBOOK	PF3FLCK3		V S A BENA
91858	LENOVO 81MB67US CHROMEBOOK	PF3FLP6R		V S A BENA
91859	LENOVO 81MB67US CHROMEBOOK	PF3FKC5D		V S A BENA
91860	LENOVO 81MB67US CHROMEBOOK	PF3FA3YG		V S A BENA
91861	LENOVO 81MB67US CHROMEBOOK	PF3FLYRF		V S A BENA
91862	LENOVO 81MB67US CHROMEBOOK	PF3FLYMQ		V S A BENA
91863	LENOVO 81MB67US CHROMEBOOK	PF3F8FHQ		V S A BENA
91864	LENOVO 81MB67US CHROMEBOOK	PF3F7V8Y		V S A BENA
91865	LENOVO 81MB67US CHROMEBOOK	PF3F89J1		V S A BENA
91866	LENOVO 81MB67US CHROMEBOOK	PF3F8136		V S A BENA
91867	LENOVO 81MB67US CHROMEBOOK	PF3F98JK		V S A BENA
91868	LENOVO 81MB67US CHROMEBOOK	PF3FLQ5Y		V S A BENA
91869	LENOVO 81MB67US CHROMEBOOK	PF3FMB3L		V S A BENA
91870	LENOVO 81MB67US CHROMEBOOK	PF3FMB5Q		V S A BENA
91871	LENOVO 81MB67US CHROMEBOOK	PF3F9ERS		V S A BENA
91872	LENOVO 81MB67US CHROMEBOOK	PF3F9CXW		V S A BENA
91873	LENOVO 81MB67US CHROMEBOOK	PF3F9H10		V S A BENA
91874	LENOVO 81MB67US CHROMEBOOK	PF3FLY7Y		V S A BENA
91875	LENOVO 81MB67US CHROMEBOOK	PF3FLNNV		V S A BENA
91876	LENOVO 81MB67US CHROMEBOOK	PF3FM6ZH		V S A BENA
91877	LENOVO 81MB67US CHROMEBOOK	PF3FLW6V		V S A BENA

91878		LENOVO 81MB67US CHROMEBOOK	PF3FLSTP			V S A BENA				
91879		LENOVO 81MB67US CHROMEBOOK	PF3FM4NY			V S A BENA				
91880		LENOVO 81MB67US CHROMEBOOK	PF3F7X96			V S A BENA				
91881		LENOVO 81MB67US CHROMEBOOK	PF3F8925			V S A BENA				
91882		LENOVO 81MB67US CHROMEBOOK	PF3F7YSC			V S A BENA				
91883		LENOVO 81MB67US CHROMEBOOK	PF3F9TYN			V S A BENA				
91884		LENOVO 81MB67US CHROMEBOOK	PF3FM8YA			V S A BENA				
91885		LENOVO 81MB67US CHROMEBOOK	PF3FLJ95			V S A BENA				
91886		LENOVO 81MB67US CHROMEBOOK	PF3FLDVB			V S A BENA				
91887		LENOVO 81MB67US CHROMEBOOK	PF3FM2RB			V S A BENA				
91888		LENOVO 81MB67US CHROMEBOOK	PF3FLQXC			V S A BENA				
91889		LENOVO 81MB67US CHROMEBOOK	PF3F9H0F			V S A BENA				
91890		LENOVO 81MB67US CHROMEBOOK	PF3FM8WD			V S A BENA				
91891		LENOVO 81MB67US CHROMEBOOK	PF3FM4PH			V S A BENA				
91892		LENOVO 81MB67US CHROMEBOOK	PF3FLSWF			V S A BENA				
91893		LENOVO 81MB67US CHROMEBOOK	PF3FLNQN			V S A BENA				
91894		LENOVO 81MB67US CHROMEBOOK	PF3F9B4X			V S A BENA				
91895		LENOVO 81MB67US CHROMEBOOK	PF3FLJN4			V S A BENA				
91896		LENOVO 81MB67US CHROMEBOOK	PF3F81DJ			V S A BENA				
91897		LENOVO 81MB67US CHROMEBOOK	PF3F9F7K			V S A BENA				
91898		LENOVO 81MB67US CHROMEBOOK	PF3FM52L			V S A BENA				
91899		LENOVO 81MB67US CHROMEBOOK	PF3F9DBM			V S A BENA				
91900		LENOVO 81MB67US CHROMEBOOK	PF3F990J			V S A BENA				
91901		LENOVO 81MB67US CHROMEBOOK	PF3F9SL7			V S A BENA				
91902		LENOVO 81MB67US CHROMEBOOK	PF3F9B66			V S A BENA				
91903		LENOVO 81MB67US CHROMEBOOK	PF3FLWJ5			V S A BENA				
91904		LENOVO 81MB67US CHROMEBOOK	PF3F7VED			V S A BENA				
91905		LENOVO 81MB67US CHROMEBOOK	PF3F9B70			V S A BENA				
91906		LENOVO 81MB67US CHROMEBOOK	PF3F7VAK			D L PEREZ				
91907		LENOVO 81MB67US CHROMEBOOK	PF3F8DK0			D L PEREZ				
91908		LENOVO 81MB67US CHROMEBOOK	PF3FM946			D L PEREZ				
91909		LENOVO 81MB67US CHROMEBOOK	PF3F96VE			D L PEREZ				
91910		LENOVO 81MB67US CHROMEBOOK	PF35H488			D L PEREZ				
91911		LENOVO 81MB67US CHROMEBOOK	PF34DBYC			D L PEREZ				
91912		LENOVO 81MB67US CHROMEBOOK	PF3F7VBP			D L PEREZ				
91913		LENOVO 81MB67US CHROMEBOOK	PF3FLR90			D L PEREZ				
91914		LENOVO 81MB67US CHROMEBOOK	PF3FLP7R			D L PEREZ				
91915		LENOVO 81MB67US CHROMEBOOK	PF3F8KT0			D L PEREZ				
91916		LENOVO 81MB67US CHROMEBOOK	PF3FLT9R			D L PEREZ				
91917		LENOVO 81MB67US CHROMEBOOK	PF3F9F9C			D L PEREZ				
91918		LENOVO 81MB67US CHROMEBOOK	PF3FLP65			D L PEREZ				
91919		LENOVO 81MB67US CHROMEBOOK	PF3F8FEV			D L PEREZ				
91920		LENOVO 81MB67US CHROMEBOOK	PF3F9B5W			D L PEREZ				
91921		LENOVO 81MB67US CHROMEBOOK	PF3F9F5J			D L PEREZ				
91922		LENOVO 81MB67US CHROMEBOOK	PF34G060			D L PEREZ				
91923		LENOVO 81MB67US CHROMEBOOK	PF34CR3T			D L PEREZ				
91924		LENOVO 81MB67US CHROMEBOOK	PF3FLWKR			D L PEREZ				
91925		LENOVO 81MB67US CHROMEBOOK	PF3F9QYQ			D L PEREZ				
92725		CANON G2522 PRINTER	AGKA01036			H B PRICE				
92969		EPSON C634A PRINTER	X6NJ415326			LIGUAN ELE				
89147		LEXMARK PRINTER	35001080177KB			P C LUJAN				
89148		LEXMARK PRINTER	35001080177B7			CHAMORRO S				
89149		LEXMARK PRINTER	35001080177BT			P C LUJAN				
45810		CANON PRINTER	36AM37111			ADACAO ELE				
57884		CANON PRINTER	KMRJ21160			C L TAITAN				
59106		HP LASERJET PRO PRINTER M227FDN	VNG3N21287			TIYAN HIGH				
59107		HP LASERJET PRO PRINTER M227FDN	VNG3N21295			TIYAN HIGH				
59234		HP DESKJET 3755 PRINTER	CN1168J049			TAMUNING E				

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 <p style="text-align: center;">Joseph L.M. Sanchez</p>		Telephone: (area code, number, and extension) <p style="text-align: center;">(671) 300-2251</p>
Signature of Authorized Certifying Official: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>		Email address: <p style="text-align: center;">jsanchez@gdoe.net</p>
		Date Report Submitted: (Month, Day, Year) <p style="text-align: center;">10/10/2024</p>
Type or Print Name and Title of Project : <p style="text-align: center;">Frank Leon Guerrero</p>		Telephone: (area code, number, and extension) <p style="text-align: center;">(671) 300-1564</p>
Signature of Project Coordinator: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>		Email address: <p style="text-align: center;">flleonquerrero@gdoe.net</p>
		Date Report Submitted: (Month, Day, Year) <p style="text-align: center;">10/10/2024</p>

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

October 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**

October 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: Nely P. Punzalan

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): \$12,226,341.47	AMOUNT ENCUMBERED/REQUISITIONS: <u>\$1,536,098.96</u>	AMOUNT OF EXPENDITURES: <u>\$1,655,072.87</u>
AMOUNT BUDGETED (FFY 2022): \$12,082,869.80	AMOUNT ENCUMBERED/REQUISITIONS: <u>\$609,795.51</u>	AMOUNT OF EXPENDITURES: <u>\$10,657,950.85</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	ESL		ESL		SSIP	0	SSIP	SSIP
	6		1		0		164	8
	Summer School				ESL		71	
	33				1125		ASPIRE	
					Classroom Support		100	
					3,000			
					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:

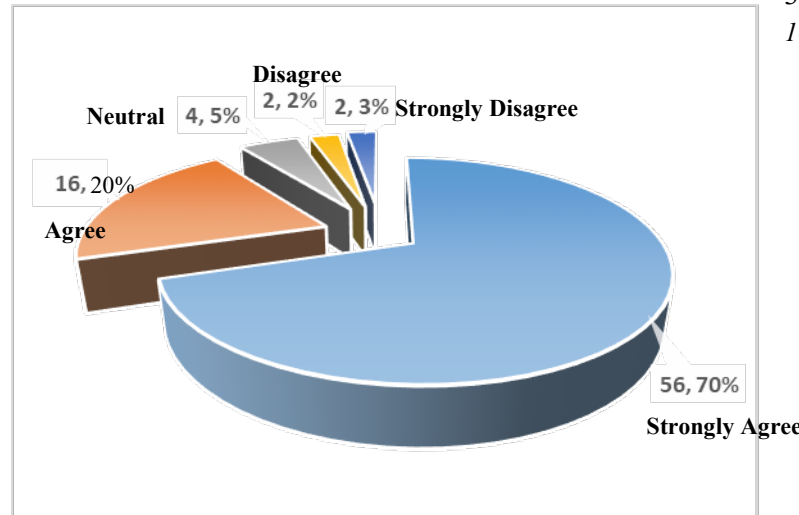
PART I: Section 1. Activities & Work Accomplished

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>Activity 100% Complete</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="display: flex; align-items: center;"> <div style="flex: 1;"> <table border="1" style="margin-top: 10px;"> <caption>Survey Results Data</caption> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Feel comfortable implementing strategies</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 not beneficial at this time</td> <td>7</td> <td>6%</td> </tr> </tbody> </table> </div> <div style="flex: 1; padding-left: 20px;"> <p><u>From the 3rd QTR survey:</u></p> <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 were surveyed were undecided and need more time for practice. • 6% (7) felt that the training was not beneficial at this time • Using data from the 2nd QTR survey <ol style="list-style-type: none"> 1. 58% (75 out of 130) of the teachers who received training are reporting that they feel comfortable implementing the strategies provided 2. 33% (43 out of 130) of the teachers who were undecided were new or inexperienced teachers who need more time for practice. 3. 9% (12 out of 130) gave undecided responses </div> </div>	Response	Count	Percentage	Feel comfortable implementing strategies	88	72%	Undecided and need more time for practice	27	22%	Felt that the training was not beneficial at this time	7	6%
Response	Count	Percentage											
Feel comfortable implementing strategies	88	72%											
Undecided and need more time for practice	27	22%											
Felt that the training was not beneficial at this time	7	6%											

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This shows that, in both training, the majority of SSIP teachers were confident in implementing the strategies learned, while a portion of less experienced teachers may need additional support. We can see growth as these teachers get more support and training as the school year progresses.

Guam's Newcomers Professional Development
(for ESL Teachers)



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

- ESL Teachers attended the *Guam's Newcomers: Uplifting Voices & Empowering Educators to Strengthen Education Equity* Professional Development
- A large portion (90%) of the ESL teachers who attended reported that they either “agree” or “strongly agree” that the training was beneficial to their work.
- Activity is 100% complete as of 3rd quarter

Component 3.3 Interventions

3.3.1 ASPIRE:

- Activity 100% Complete

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

- 3.3.1 ASPIRE: ON TARGET 100% Complete

From the 3rd QTR report:

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

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

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TOTAL ELM	Tier 1	Tier 2	Tier 3
Total Elementary Reading Fall Testing	265	164	560
	26.80%	16.60%	56.60%
Total Elementary Reading Winter Testing	315	137	536
	31.90%	13.90%	54.30%
Number of students who increased at least 10 points	154	91	357
Percentage of students who increased at least 10 points	49%	66%	67%

TOTAL ELM	Tier 1	Tier 2	Tier 3
Total Elementary Math Fall Testing	229	209	550
	23.20%	21.20%	55.70%
Total Elementary Math Winter Testing	285	179	536
	28.50%	17.90%	53.60%
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 Reading Fall Testing	58	25	34
	49.60%	21.40%	29.10%
Total Middle School Reading Winter Testing	54	25	42
	44.60%	20.70%	34.70%
Number of students who increased at least 10 points	8	10	12
Percentage of students who increased at least 10 points	15%	40%	29%

These largely represent the Fall students whose scores increased and moved to a lower tier, and also some students who may have joined during the Fall term, as well as students who may have dropped out.

- Of the 988 ASPIRE students who took the Elementary Reading Winter Testing, 154 students increased scored by at least 10 points in Tier 1.
- Of the 988 ASPIRE students who took the Elementary Reading Winter Testing, 91 students increased scored by at least 10 points in Tier 2.
- Of the 988 ASPIRE students who took the Elementary Reading Winter Testing, 357 students increased scored 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 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

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TOTAL MIDDLE	Tier 1	Tier 2	Tier 3
Total Middle School Math Fall Testing	<u>21</u>	<u>22</u>	<u>71</u>
	18.40%	19.30%	62.30%
Total Middle School Math Winter Testing	29	22	69
	24.20%	18.30%	57.50%
Number of students who increased at least 10 points	9	8	12
Percentage of students who increased at least 10 points	31%	36%	17%

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

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- 3.3.2 Summer School:
- Activity is 100% 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. Presented below are the outcomes:

TOTAL ELM	Tier 1	Tier 2	Tier 3	Total	TOTAL ELM	Tier 1	Tier 2	Tier 3	Total
Total Elementary Reading	210	518	672	1400	Total Elementary Math	210	518	672	1400
Number of students who increased at least 10 points	110	198	240	548	Number of students who increased at least 10 points	62	148	209	419
Percentage of students who increased at least 10 points	52%	38%	35%	39%	Percentage of students who increased at least 10 points	30%	29%	31%	30%
OTAL MIDDLE	Tier 1	Tier 2	Tier 3	Total	TOTAL MIDDLE	Tier 1	Tier 2	Tier 3	Total
Total Middle Reading	105	160	129	394	Total Middle Math	105	160	129	394
Number of students who increased at least 10 points	34	37	58	129	Number of students who increased at least 10 points	23	42	63	128
Percentage of students who increased at least 10 points	32%	23%	45%	33%	Percentage of students who increased at least 10 points	22%	26%	49%	32%

	Enrolled students	Number of Students Passing	Passing Rate (%)
High School	1123	853	76%

The Summer School program effectively grouped students based on their AIMSWeb Tier Levels and monitored their progress using pre- and post-formative assessments. The tables above show that in both elementary and middle schools, the annual target of “at least 30% in students increasing their score at least 10 points (for both Reading and Math) were met, which is a positive indicator of the program’s success.

For the high school, a majority of Summer School students (76%) earned a passing grade.

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3.3.3 Student Advocate & Mentor (SAM)

- ACTIVITY is at 100% Complete

Component 3.4. Credit Recovery

3.4.1 Eskuelan Puengi ACTIVITY is at 100% Complete

3.4.3 Second Chance

- 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	n/a
Total Number of Students	164	164	164	n/a
Number of Students at grade level	11	79	75	n/a
% of student at grade level	7%	48%	46%	n/a

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

- 3.4.3 Second Chance

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.

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

Second Chance 11,10 & 9th				
	1st QTR	2nd QTR	3rd QTR	4th QTR
Total Number of students	80	118	105	n/a
Total Number Progressing	48	39	42	n/a
% of students on track to next grade level	60%	33%	40%	n/a

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

• 3.4.3 Second Chance ON TARGET

- Second Chance had 40 graduates (66%) by the end of the regular school year.
- 3 out of the other 5 seniors graduated in the summer (4th quarter). These students participated 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.

- 113 out of 159 students (71%) in the BOOST program

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	<p align="center">BOOST</p> <table border="1"> <thead> <tr> <th></th> <th>1st QTR</th> <th>2nd QTR</th> <th>3rd QTR</th> <th>4th QTR</th> </tr> </thead> <tbody> <tr> <td>Total Number of students</td> <td>100</td> <td>110</td> <td>159</td> <td>n/a</td> </tr> <tr> <td>Total Number Progressing</td> <td>73</td> <td>81</td> <td>113</td> <td>n/a</td> </tr> <tr> <td>% of students on track to next grade level</td> <td>73%</td> <td>74%</td> <td>71%</td> <td>n/a</td> </tr> </tbody> </table>		1st QTR	2nd QTR	3rd QTR	4th QTR	Total Number of students	100	110	159	n/a	Total Number Progressing	73	81	113	n/a	% of students on track to next grade level	73%	74%	71%	n/a	<p>earned a credit and progressed using this after school credit recovery activity.</p> <ul style="list-style-type: none"> ○ All stipends were processed and paid out this quarter.
	1st QTR	2nd QTR	3rd QTR	4th QTR																		
Total Number of students	100	110	159	n/a																		
Total Number Progressing	73	81	113	n/a																		
% of students on track to next grade level	73%	74%	71%	n/a																		
<ul style="list-style-type: none"> ● 3.4.4 Alternative Pathways 		<ul style="list-style-type: none"> ● 3.4.4 Alternative Pathways: <p>Purchase Order issued September 30, 2024, hence the activity did not take place for SY 23-24.</p>																				

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
Component 1. <i>Professional Development</i> 3.1 State Systemic Improvement Program (SSIP)/ESL	By the end of SY23-24: 65% of teachers attending training will self-report level of feeling well prepared implementing strategies learned in the classroom.	Surveys from post professional development on types of strategies implemented in the classroom.	% of teachers who self-report as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.	Yes	<u>FY '22 APR:</u> 78% overall (SSIP) & 70% overall (ESL) of participating teachers	<u>Target:</u> 45% <u>Actual:</u> No data available at this time. Survey to be administered in the 2nd quarter.	<u>Target:</u> 55% <u>Actual:</u> SSIP 58% of teachers self-report level of feeling well prepared implementing strategies	<u>Target:</u> 65% <u>Actual:</u> SSIP 72% of teachers self-report level of feeling well prepared implementing strategies learned in the	This marks the start of a new school year. Reporting will begin

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					self-reported as feeling” well prepared” implementing strategies trained in the classroom to improve instruction .		learned in the classroom.	classroom. ESL No activity this quarter	in the 1st Quarter of FY’24.
Component 3. Interventions 3.3.1 ASPIRE	By end of SY23-24: 50% of those in ASPIRE/ Summer School K-8 will increase AIMSweb benchmark scores by 10 points in Reading	AIMSweb Scores for Oral Reading Fluency	% of students that increase AIMSweb scores in ORF by 10 points.	Yes	FY ’22 APR: Less than 80% of ASPIRE students K-8 th increased their scores in Reading by at least 10 points.	Target: 30% of students will increase by 10 points in Reading Actual: No data available at this time.	Target: 40% of students increase by 10 points in Reading Actual: Elem: 67% Mid: 29%	Target: 50% of students increase by 10 points in Reading Actual: Activity Complete and 3 rd qtr. data carries over: Elem: 67% Mid: 29%	This marks the start of a new school year. Reporting will begin in the 1st Quarter of FY’24.
Component 3. 2 Interventions 3.3.1 ASPIRE	30% of those in ASPIRE 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	FY ’22 APR: In every quarter, ASPIRE students exceeded annual Math target of “30% will	Target: 15% of students increase score by 10 points in Math Actual: No data available at this time.	Target: 20% of students increase score by 10 points in Math Actual: Elem: 40% Mid: 17%	Target: 30% of students increase score by 10 points in Math Actual: Activity Complete and 3 rd qtr.	This marks the start of a new school year. Reporting will begin in the 1st

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3.3.2 ASPIRE Summer School	30% of those in Summer School K-8 will increase AIMSweb benchmark scores by 10 points in Math and Reading	AIMSweb Scores	% of students that increase AIMSweb scores	Yes	increase AIMSweb benchmark by 10 points”, even exceeding by over 30 percentage points in the 3 rd quarter.	<p align="center"><u>Target: N/A</u></p> <p><u>Actual:</u> No data Summer School to be done 3rd quarter.</p>	<p align="center"><u>Target: N/A</u></p> <p><u>Actual:</u> No data Summer School to be done 3rd quarter.</p>	<p>data carries over: Elem: 40% Mid: 17%</p> <p align="center"><u>Target: N/A</u></p> <p><u>Actual:</u> No data Summer School to be done 4th quarter.</p>	<p>Quarter of FY'24.</p> <p><u>Target:</u> 30% of students increase score by 10 points in <i>Math</i></p> <p><u>Actual:</u> 30% of students increase score by 10 points in <i>Math</i></p> <p><u>Middle:</u> 32% of students increase score by 10 points in <i>Math</i></p> <p><u>Target:</u> 30% of students</p>
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									increase score by 10 points in <i>Reading</i> Actual: Elem: 39% of students increase score by 10 points in <i>Reading</i> Middle: 33% of students increase score by 10 points in <i>Reading</i>
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%	This marks the start of a new school year. Reporting will begin in the 1st Quarter of FY'24.
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	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,	Target: 20% of Seniors enrolled will graduate, 20% of Freshmen, Sophomores,	Target: 30% of Seniors enrolled will graduate, 30% of Freshmen,	Target: 40% of Seniors enrolled will graduate, 40% of Freshmen,	This marks the start of a new school year. Reporting

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	Juniors will progress to the next grade level				Sophomores, and Juniors progressed to the next grade level.	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	Sophomores, and Juniors will progress to the next grade level Actual: 64% of Seniors enrolled will graduate, 33% of Freshmen, Sophomores, and Juniors will progress to the next grade level	Sophomores, and Juniors will progress to the next grade level Actual: 66% of Seniors enrolled graduated, 40% of Freshmen, Sophomores, and Juniors progressed to the next grade level	will begin in the 1st Quarter of FY'24.
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	FY '22 APR: 100% of incarcerated students housed in Youth Shelters graduated/advanced by 1 grade level	Target: 20% of incarcerated students housed in Youth Shelters will advance by 1 grade level Actual: 100%	Target: 25% of incarcerated students housed in Youth Shelters will advance by 1 grade level Actual: 100%	Target: 30% of incarcerated students housed in Youth Shelters will advance by 1 grade Level Actual: 100%	This marks the start of a new school year. Reporting will begin in the 1st Quarter of FY'24.

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<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>This marks the start of a new school year. Reporting will begin in the 1st Quarter of FY'24.</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>	<p>Target: 75%</p> <p>Actual: 76% (853 out of 1123) of participating high school students earned credits</p>

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					graduation with a passing rate of 70%				towards 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.	This marks the start of a new school year. Reporting will begin in the 1st Quarter of FY'24.

PART II: Successes, Challenges, and Evaluation

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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. Overall, **65% (meeting the annual target)** of teachers surveyed 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 showed 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. **67% (exceeding the annual target by 17%)** of *elementary* students who participated in ASPIRE *Reading* increased their AIMSweb scores by at least 10 points; **40% (exceeding the annual target by 10%)** of *elementary* students who participated in ASPIRE *Math* increased their AIMSweb scores by at least 10 points.

Credit Recovery 3.4.2 Summer School:

In Summer School *Math*, **30%** of *elementary* students increased their AIMSweb scores by 10 points, while **32%** of *middle school* students increased their AIMSweb score by 10 points (**either meeting or exceeding the annual target of 30%**). In Summer School *Reading*, **39%** of *elementary* students increased their AIMSweb scores by 10 points, while **33%** of *middle school* students increased their AIMSweb score by 10 points (**both exceeding the annual target of 30%**).

For the *high school* students who participated in Summer School, **76% (slightly exceeded the annual target of 75%)** earned credits towards graduation with a passing rate of 70%. 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 who were not on grade level with only .5 to 1 credit short of achieving their grade level, the vast majority of them attending summer school 2024.

Component 4. Credit Recovery: **66%** of Seniors enrolled graduated, **exceeding the annual objective by 26%**; 40% of Freshmen, Sophomores, and Juniors progressed to the next grade level, which **met the target objective for the year**. 100% of incarcerated students under Second Chance progressed to the next grade level, **exceeding the annual target by 70%**; During the year, **all four sessions of *Eskuelan Puengi* slightly exceeded 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?

Component 4. Credit Recovery 3.3.2 Alternative Pathways: The requisition for the Alternative Pathways contract was successfully converted into an Order late this quarter. With this milestone reached, CSI was able to conduct an implementation briefing and proceed with issuing the credit recovery allocations to the participating schools. This marks an important step forward in our Credit Recovery program, and the next phase will focus on ensuring that the program is fully operational and that the participating schools have the resources they need to support our students effectively.

6b. SUPPLEMENTAL PROJECT AND MANAGEMENT 3.0 Classroom Supports and Interventions: In collaboration with the Federal Programs Division and the Human Resource Division, the CSI team successfully interviewed and hired an additional 45 School Aid I (Teacher Assistants) this quarter. These new hires will play a crucial role in supporting our at-risk student population, strengthening our capacity to provide targeted assistance where it is most needed. This is a significant development in our ongoing efforts to make a positive

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<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>impact in our schools.</p>
<p><i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i></p>	<p>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.</p> <p>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.</p> <p>The project will be scheduling Feedback Sessions monthly or bi-monthly where TAs can present their findings and collaborate with the project.</p> <p>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.</p>

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.

<u>Jesse Pendon</u>		<u>10.10.24</u>
PROJECT COORDINATOR NAME (PRINT)	PROJECT COORDINATOR NAME (SIGNATURE)	DATE

<u>Joseph L.M. Sanchez</u>		
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

October 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

October 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**

October 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>\$ 329,125.80</u>	AMOUNT OF EXPENDITURES: <u>\$ 196,880.75</u>
AMOUNT BUDGETED (FFY 2022): <u>\$4,446,985.14</u>	AMOUNT ENCUMBERED/REQUISITIONS: <u>\$464,824.18</u>	AMOUNT OF EXPENDITURES: <u>\$ 3,027,221.84</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						1000	93	234	628
6 – 8						649	10	110	
9 - 12						395	64	32	

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.

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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																																
<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>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 2,562 referrals with 144 pending for this reporting period, conducting 989 home visits. However, this data is beyond FY '23 (October 2023 – September 2024) and will be applied for the first quarter of FY '24. <p>Table of Student Referrals</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2" style="text-align: left;">Type of Referral</th> <th colspan="2">1st Quarter</th> </tr> <tr> <th>Closed</th> <th>Open</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Attendance</td> <td>237</td> <td>48</td> </tr> <tr> <td style="text-align: left;">Behavior</td> <td>14</td> <td>3</td> </tr> <tr> <td style="text-align: left;">Interpreter/Translator</td> <td>1</td> <td>0</td> </tr> <tr> <td style="text-align: left;">Medical</td> <td>65</td> <td>10</td> </tr> <tr> <td style="text-align: left;">Registration</td> <td>106</td> <td>28</td> </tr> <tr> <td style="text-align: left;">School Parent Conference</td> <td>82</td> <td>6</td> </tr> <tr> <td style="text-align: left;">Support Services</td> <td>2057</td> <td>49</td> </tr> <tr> <td style="text-align: left;">TOTALS</td> <td>2562</td> <td>144</td> </tr> <tr> <td style="text-align: left;">Home visits</td> <td colspan="2">989</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • SSOT conducted and completed three (3) Student Engagement (SE) activities, three (3) Parent Engagement (PE) activities, six (6) Staff Development (SD) activities and nine (6) Professional Development (PD) activities. <p>(3) Student Engagement Activities</p> <ul style="list-style-type: none"> • 07/17/24 & 07/23/24: School Orientation - Aguada I. Johnston Middle School (AIJMS) and J.Q. San Miguel Elementary School (JQSMES), (111 student participants). • 07/19,23,27,28/24: Guam Department of Education (GDOE), SCCE Summer Outreach – Sites in Yona, Inarajan, Maite and Dededo (267 student participants). • 08/09/24 – Positive Behavioral Interventions and Supports (PBIS) presentation at C.L. Taitano Elementary (CLTES) (380 	Type of Referral	1 st Quarter		Closed	Open	Attendance	237	48	Behavior	14	3	Interpreter/Translator	1	0	Medical	65	10	Registration	106	28	School Parent Conference	82	6	Support Services	2057	49	TOTALS	2562	144	Home visits	989	
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Home visits	989																																

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student participants).

(3) Parent Engagement Activities

- 07/03/24 – 08/06/24: GDOE-SCCE Summer Outreach – Various locations around the island (1,113 participants).
- 07/17/24 & 08/01/24: GDOE School Orientation – Various GDOE elementary, middle and high schools (844 participants).
- 09/05,17,18/24: GDOE School Open House – Marcial Sablan Elementary (MSES), Adacao Elementary (ADES) & Juan M. Guerrero Elementary (JMGES) (182 participants).

(6) Staff Development Activities

- 07/29/24 & 08/09/24: Teacher Orientation – Finegayan Elementary (FES) and AsTumbo Elementary (ASTES). FES social worker presented on SCCE project services (1 presenter, 104 participants).
- 07/23/24, 07/24/24 & 07/29/24 07/30/24: GDOE Summer Teacher Academy: Youth Mental Health First Aid (YMHFA). Wettengel Elementary (WES) social worker co-presented on this topic (3 presenters, 18 participants).
- 08/12/24, 08/13/24 & 08/24/24: Youth Mental Health First Aid (YMHFA) conducted at Vicente Benavente Middle (VSABMS) and Daniel L. Perez Elementary (DLPES). WES social worker co-presented on this topic (1 presenter, 90 participants).
- 08/20/24 & 09/19/24: SCCE Monthly Meeting Training at the GDOE Building B Gallery. Counselor Consultant, Mrs. Geolyn Egurrola conducted a presentation on the role of school social workers. FES social worker, John F. Kennedy High School (JFKHS) Social Worker and Project Lead conducted echo trainings on their respective off island conferences.
- 08/06/24, 08/09/24, 08/12/24, & 08/13/24: Teacher Professional Development – SCCE personnel conducted trainings on project services to various schools. (13 presenters, 333 participants).
- 09/17/24 & 9/18/24: SSOT and School Attendance Officer training conducted by AIJMS social worker and School Attendance Officer (1 presenter, 25 participants).

(6) Professional Development Activities

- 06/28/24: SCCE personnel attended the *Resilience Strategies for Educators: Techniques for Self-Care and Peer Support* training at the Guam Community College Auditorium. (16 participants).
- 07/09-07/12/24: SCCE personnel attended the *Strengthening Community Response to Address Sexual/Domestic Violence in API Communities* conference at the Hilton Guam Resort in Tumon. (5 participants).
- 8/5/2024 - *GDOE All Hands Assembly*: Project personnel attended the following presentations: *All Hands*, conducted by Dr. K. Erik Swanson, *Mandatory Reporter Training* by Jolyn Borja, *FAFSA Student Strategy Team* by Vivian Valdez, & *Ethics in Government Service* by Vicente C. Camacho (25 participants).
- 08/23 & 8/26/24: SCCE personnel attended the virtual Consolidated Grant training. (4 participants).
- 09/16/24: SCCE personnel attended a training on *Team Collaboration and Transformation Basics for GDOE Stakeholders*, conducted by Dr. L. Souder and Dr. S. Betances, at the 1st floor conference room of GDOE building B. (4 participants)
- 09/19/24: SCCE personnel attended a training conducted by Counselor Consultant, Mrs. Geolyn Egurrola, on the role of school counselors. (25 participants).

(3) Travel Activities

- 06/18-22/24: SCCE social workers attended the *2024 National Association of Social Workers (NASW) National Conference*

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- in Washington D.C. (5 participants).
- 07/07-11/24: SCCE social workers attended the *2024 Innovative Schools Summit* in Las Vegas, Nevada (7 participants).
 - 08/20/24 & 09/19/24: SCCE personnel attended various echo trainings conducted during the project monthly meetings. Presentations were conducted by FES social worker, JFKHS social worker and Project Lead. Meetings were held at the Agat Community Center, and then at the GDOE building B Gallery. (25 participants).

4.2 Positive Behavior Intervention and Support Framework

- **Student Engagement Activities**
- **Parent Engagement 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

Positive Behavior Intervention and Support Framework – Ongoing.

- PBIS coaches conducted and completed (1) student engagement activity, (2) parent engagement activity, (7) staff development activities, and (4) professional development activities.
- (1) Student Involvement
- 08/09/24 - Positive Behavioral Interventions & Supports (PBIS) Student Engagement: PBIS Coach presented for students at CL Taitano Elementary School (CLTES) on PBIS School-wide Expectations. (380 students).
- (2) Parent Involvement
- 07/17/24 & 08/01/24 - School Orientation at the various Guam Department of Education Elementary, Middle and High Schools around the island. Project personnel conducted a presentation on project information. SSOTs & Positive Behavioral Interventions and Supports (PBIS) Coaches set up display tables and distributed project and school information, as well as, information on available community resources. (844 parents)
 - 09/05/24, 9/17/24, 9/18/24 - Open House - Chief Brodie Memorial Elementary School (CBMES) & Positive Behavioral Interventions & Supports (PBIS) Coach set up display tables and distributed project and school information, as well as, information on available community resources. MSES (72), Hagat; Adacao Elementary School (AdES) (32), Mangilao; & Juan M. Guerrero Elementary School (JMGES) (79), Dededo (182 parents)
- (7) Staff Development
- 07/05/24 - *Positive Behavioral Interventions & Supports (PBIS) and Attendance Training* - PBIS Coaches conducted training on the PBIS framework and the roles attendance and discipline play in its implementation, for Guam Department of Education (GDOE) School Attendance Officers (SAOs) (2 presenters, 8 participants).
 - 7/23/2024-07/24/24; 07/29/24-07/30/24- *Guam Department of Education (GDOE) Summer Teacher Academy: Youth Mental Health First Aid* - PBIS Coach, WES SW and School Based Behavioral Health Lead District Psychologist conducted a Youth Mental Health First Aid certified training at the GDOE Summer Teacher Academy. (3 trainers and 18 participants).
 - 07/30/24 - *GDOE Summer Teacher Academy: PBIS in the Classroom* - PBIS Coaches conducted training at the annual GDOE Summer Teacher Academy focused on the PBIS framework and evidence-based classroom practices for faculty members from the various GDOE schools (2 presenters, 9 participants).
 - 8/5/2024 - *Active Supervision Training*: PBIS Coaches conducted training on Active Supervision for staff members at Captain H. B. Price Elementary School (CHBPES) (2 presenters, 12 participants).

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- 08/06/24, 08/08/24, & 08/12/24 - *PBIS Overview Training*: PBIS Coach conducted overview trainings on the PBIS framework for faculty members at various GDOE schools (*1 presenter, 110 participants*).
- 8/7/2024 - *PBIS in the Classroom*: PBIS Coach conducted training on PBIS in the Classroom for faculty members from Harry S. Truman Elementary School (HSTES). (*1 presenter, 14 participants*)
- 8/13/2024 - *Professional Development for Teachers*: PBIS Coach presented to faculty members from Marcial A. Sablan Elementary School (MASES) on PBIS framework overview with emphasis on evidence-based classroom practices. (*1 presenter, 25 participants*)

(4) Professional Development

- 8/5/2024 - *GDOE All Hands Assembly*: Project personnel attended the following presentations: *All Hands*, conducted by Dr. K. Erik Swanson, *Mandatory Reporter Training* by Jolyn Borja, *FAFSA Student Strategy Team* by Vivian Valdez, & *Ethics in Government Service* by Vicente C. Camacho.
- 08/20/24 & 09/19/24 - *Project Monthly Meeting* - Project personnel attended the following presentations during a monthly meeting: *Leading Social Change in the Juvenile Justice System* by V. Nagal, *School Counselor Program* by Geolyn Egurrola, *Section 504* by Steven Pangelinan, *Self Regulations: Strategies for Self-Management*, by Vanessa Nagal, *In Personal Climate & Culture, It's Up to You*, by Patrick Camacho.
- 08/26/24 – *FFY2024 Grant Award Notification, Implementation and Accountability Workshop*: PBIS Coach attended the Live Q&A Webinar held on 08/26/24 for GDOE Public Elementary and Secondary Schools; Private, Non-Public Schools; and Charter Schools.
- 9/16/2024 - *Team Collaboration and Transformation Basics for GDOE Stakeholders*: PBIS Coach attended training conducted by Dr. L. Souder and Dr. S. Betances on Team Collaboration and Transformation Basics.

Tiered Fidelity Inventory (TFI) (Implementation Assessment) – Tiers I, II and III
SY 24-25 Elementary and Secondary Schools Conducted in the 1st and 3rd Quarter

TFI Results

No assessments conducted this quarter

School Climate Survey (SCS): Conducted in the 3rd Quarter

SCS Results

No assessments conducted this quarter

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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: 335 discipline infractions this quarter, divided by 23,413 student population = 1.4% discipline rate. (Target met).
- Suspension Rate: 128 suspensions this quarter, divided by 23,413 student population = 0.5% suspension rate. (Target met).

However, the above data is beyond FY '23 (October 2023 – September 2024) and will be applied for the first quarter of FY '24.

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

LEGEND:

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

4.4 Health & Safety

- **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:**
 - Father Duenas Memorial School – No new activities tracked during this reporting period.
 - Tiyan High School – No new activities tracked during this reporting period.
- **First Aid & CPR**
 - 08/14/24, 8/15/24, 8/16/24, 8/19/24, 8/26/24 – Heartsaver First Aid CPR AED Course (75 participants).
- **School Climate Survey**
 - Survey not conducted this quarter

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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:	Percentage of student referrals which were serviced completely by the Project	Yes	<u>FY '22 APR:</u> 95% completion rate	<u>Target:</u> ≥96% completion rate <u>Actual:</u> 94% (1,892 out of 2,003)	<u>Target:</u> ≥96% completion rate <u>Actual:</u> 95% (1,499 out of 1,575)	<u>Target:</u> ≥96% completion rate <u>Actual:</u> 98% (1,824 out of 1,854)	<u>Target:</u> ≥96% completion rate <u>Actual:</u> Start of a new school year (FY '24). Ave. completion rate (FY '23) = 96%	
			Number of pending referrals/Total # Referrals received	Yes	5% pending rate	<u>Target:</u> ≤4% pending cases rate <u>Actual:</u> 5.5% (111 out of 2,003)	<u>Target:</u> ≤4% pending cases rate <u>Actual:</u> 4.8% (76 out of 1,575)	<u>Target:</u> ≤4% pending cases rate <u>Actual:</u> 2% (30 out of 1,854)	<u>Target:</u> ≤4% pending cases rate <u>Actual:</u> Start of a new school year. Ave. pending rate (FY '23) = 4%	
			Percentage of student referrals which remained pending	Yes						

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<p>4.2 Positive Behavior Intervention and Support Framework</p>	<p>By the end of Year 1: 2% increase in school site implementation of the PBIS Framework from SY2022-2023</p>	<p>Annual Assessment Result</p>	<p>Tiered Fidelity Inventory (TFI) Rates</p>	<p>Yes</p>	<p>FY '22 APR: No. of Schools Overall where Target was met: Tier I: 9 schools Tier II: 5 schools Tier III: 5 Schools</p>	<p>Target: 2% increase at each school site (TFI of ≥87%) Actual: Tier I: 20 (out of 41 total) schools Tier II: 10 (out of 41 total) schools Tier III: 10 (out of 41 total) Schools</p>	<p>Target: 2% increase from SY22-23 TFI rate (TFI of ≥87%) Actual: Assessment conducted in 3rd Quarter</p>	<p>Target: 2% increase from SY22-23 TFI rate (TFI of ≥87%) Actual: Tier I: ES TFI: 15 schools met the target 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</p>	<p>Target: 2% increase from SY22-23 TFI rate (TFI of ≥87%) Actual: Next TFI Assessment to be conducted in 1st Quarter of SY '24-'25.</p>
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								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: 7% discipline rate	Target: ≤30% discipline rate Actual: 9% discipline rate	Target: ≤30% discipline rate Actual: 1,413 discipline infractions divided by 24,322 student population = 6% discipline rate	Target: ≤30% discipline rate Actual: Overall discipline rate for FY '23 = 22% (7%+9%+6%)
	By the end of Year 1, maintain or decrease the suspension rate to 15%	District Discipline Data	Percentage decrease in suspension rate	Yes	FY '22 APR: Suspension Rate: 11%	Target: ≤15% suspension rate Actual: 3% suspension rate	Target: ≤15% suspension rate Actual: 4% suspension rate	Target: ≤15% suspension rate Actual: 711 suspensions divided by 24,322 student population = 3% suspension rate	Target: ≤15% suspension rate Actual: Overall suspension rate for FY '23 = 10% (3%+4%+3%)

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4.4 Health & Safety	Increase the number of student participants by 10% from previous year	Program Data	Percentage increase in number of participants	Yes	204 student participants	Target: 10% increase from SY22-23 total number =224 Actual: 137 participants	Target: 10% increase from SY22-23 total number =224 Actual: Data not collected this quarter.	Target: 10% increase from SY22-23 total number =224 Actual: Data not collected this quarter.	Target: 10% increase from SY22-23 total number =224 Actual: 137 total participants in FY '23.
	By the end of Year 1: Maintain <i>School Safety Perception Survey</i> (Now called the <i>School Climate Survey</i>) rate of 80%	Program Data	Percentage of respondents with positive ratings in safety perception survey	Yes	FY '22 APR: 22 out of 41 total GDOE schools had at least 85% of their students with positive ratings in safety perception survey	Target: 80% response rate on School Safety Perception Survey Actual: No survey at this time. Survey to be administered in the 3 rd Quarter of SY 23-24	Target: 80% response rate on School Safety Perception Survey Actual: No survey at this time. Survey to be administered in the 3 rd Quarter of SY 23-24.	Target: 80% response rate on School Safety Perception Survey Actual: 14 out of 41 total GDOE schools met the 80% target. 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	Target: 80% response rate on School Safety Perception Survey Actual: No survey at this time. Survey to be administered in the 3 rd Quarter of SY 24-25.

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Univ. of Oregon, a rate of 70% is acceptable

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).

- SCCE made an average referral completion rate of **96%**, **meeting the target of ≥96% completion rate for FY ‘23.**
- SCCE made an average pending referral rate of **4%**, **meeting the target of ≤4% pending cases rate for FY ‘23.**
- For the Positive Behavior Intervention and Support (PBIS) Framework, for **Tier I:** 15 *elementary* schools, 4 *middle* schools, and 2 *high schools* **met the target Tiered Fidelity of Implementation (TFI) of ≥87%**; for **Tier II:** 10 *elementary* schools and 1 *middle* school **met the target TFI of ≥87%**; and for **Tier III:** 11 *elementary* schools **met the target TFI of ≥87%**.
- GDOE has **surpassed SCCE’s target discipline rate of 30%** for FY ‘23, and achieved a cumulative discipline rate of **22%** for the year.
- GDOE has **surpassed SCCE’s target suspension rate of 15%** for FY ‘23, and achieved a cumulative suspension rate of **10%** for the year.
- **Fourteen (14) out of 41 total GDOE schools (34%) met the 80% target** for students who indicate that their school is a safe place to be. **Twenty-five (25) out of 41 total GDOE schools (61%) 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.

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.

- Project Lead was unfamiliar with who to collect data from, and what data to collect for Component 4, but now has established contact and should be collecting data moving forward.
- Procurement challenges included: 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.
- Due to delays in school opening, many schools are just beginning to conduct project activities.

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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.
- PBIS Training Exit 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

10/10/24

PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR (SIGNATURE)

DATE

Dr. Barbara Adamos, Acting DS ESCL



10/21/2024

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

October 31, 2024

GUAM DEPARTMENT OF EDUCATION
FEDERALLY FUNDED FIXED ASSET INVENTORY - \$5,000.00 and ABOVE from PRESENT
 DIVISION/SCHOOL: **CENTRAL OFFICE**

Inventory Date: 30-Sep-24

Steven Pangelinan

Name

Signature

Date

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment issued to	PO #	Purchase Date	Cond.	Comments
NONE REPORTED THIS QUARTER												

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

Administrator

Signature of Authorized Certifying Official:

Type or Print Name and Title of Project Coordinator:

Administrator

Signature of Project Coordinator:

Telephone: (area code, number, and extension)

Email address:

Date Report Submitted: (Month, Day, Year)

Telephone: (area code, number, and extension)

Email address:

Date Report Submitted: (Month, Day, Year)

GUAM DEPARTMENT OF EDUCATION
FEDERALLY FUNDED FIXED ASSET INVENTORY - \$4,999.99 and BELOW from PRESENT
DIVISION/SCHOOL: CENTRAL OFFICE

Inventory Date:	30-Sep-24		
		Steven Pangelinan	
		<i>Name</i>	<i>Signature</i>
			9/30/2024
			<i>Date</i>

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
		CANOPY 12x12 INS Heavy Duty Midnight Blue	184455		\$249.99	1	UES SCCE Fast Track RM 5	Warren Lampa	20240335		NE	
		Folding Wagon			\$119.99	1	UES SCCE Fast Track RM 5	Warren Lampa	20241052-00	7/1/2024	NE	
		Caravan Instant Canopy Kit (12'X12'), Navy Blue				1	FES SCCE Rm 307	V. Nagal/D. Quidachay		5/16/2024	NE	Released to FES on 8/30/24
		13P7236BKGR			\$235.00	1	FES SCCE Rm 307	V. Nagal	20191316	9/3/2019	GO	Received 7/1/24
		Tri-fold Display Board	SB93513Q		\$495.00	1	FES SCCE Rm 307	V. Nagal	20120129	10/25/2012	GO	Received 7/1/24
		Desk, Single Pedestal	CD-127-3M		\$245.00	1	FES SCCE Rm 307	V. Nagal	20120384	6/4/2012	GO	Received 7/1/24
		Executive Chair, Blk	NL-2P		\$188.00	2	FES SCCE Rm 307	V. Nagal	20120384	6/4/2012	GO	Received 7/1/24
		Executive Chair, Blk	WR302G	27675	\$278.00	1	FES SCCE Rm 307	V. Nagal	200902053	5/29/2009	GO	Received 7/1/24
		Executive Chair, Blk	WR302G	27676	\$278.00	1	FES SCCE Rm 307	V. Nagal	200902053	5/29/2009	GO	Received 7/1/24
		Easel Stand white Brd	1040M3		\$245.00	1	FES SCCE Rm 307	V. Nagal	20120876	9/19/2012	GO	Received 7/1/24
		Metal Storage Cab. 2 Door	FH-183		\$245.00	1	FES SCCE Rm 307	V. Nagal	20120384	6/4/2012	GO	Received 7/1/24
		Metal Storage Cab. 2 door	FH-183		\$245.00	1	FES SCCE Rm 307	V. Nagal	20120867	9/19/2012	GO	Received 7/1/24
		Metal Storage Cab. 2 Door	FH-183		\$289.00	1	FES SCCE Rm 307	V. Nagal	20191279	7/10/2019	GO	Received 7/1/24
		File Cab. 4 Drawer, Legal	B4-4		\$245.00	2	FES SCCE Rm 307	V. Nagal	20120384	6/4/2012	GO	Received 7/1/24
		File Cab. 2 Drawer	B4-2		\$179.00	1	FES SCCE Rm 307	V. Nagal	20120384	6/4/2012	GO	Received 7/1/24
		Magazine Rack	MA0002		\$149.00	1	FES SCCE Rm 307	V. Nagal	20120867	9/19/2012	GO	Received 7/1/24
		Plastic Folding Table 6', Lifetime	LPRMB4460		\$89.00	7	FES SCCE Rm 307	V. Nagal	20120123	5/13/2012	GO	Received 7/1/24
		16" Oscillating Fan	25204726	16454746	\$68.00	1	FES SCCE Rm 307	V. Nagal	20120942	4/12/55	GO	Received 7/1/24
		Chairs, Metal, folding, beige	FC-16MX		\$23.50	2	FES SCCE Rm 307	V. Nagal	20120865	4/11/74	GO	Received 7/1/24
		Chair, Metal folding	FC-16P		\$29.00	1	FES SCCE Rm 307	V. Nagal	20120112	4/11/75	GO	Received 7/1/24
		SPCE 6' Folding Table Fit Cover			\$150.00	2	FES SCCE Rm 307	V. Nagal	20160567	9/24/2012	GO	Received 7/1/24
		Office Chair, Meshed Back, Black				1	FES SCCE Rm 307	V. Nagal			FA	Received 7/1/24
		Chair, Black			\$178.00	1	FES SCCE Rm 307	V. Nagal	20090495		FA	Received 7/1/24
213075		Fellowes Power Paper Shredder	Fellowes 11C	11C 200612 VC 0287472	\$210.00	1	FES SCCE Rm 307	V. Nagal	20200528	8/13/2020	GO	Received 7/1/24
		Two Drawer Metal Filing Cabinet with dividers and lock; Legal size 18"Wx24"Dx25-5/8"H; Beige	B4-2		\$259.00	1	FES SCCE Rm 307	V. Nagal	20232711-00	9/1/2023	GO	Received 7/1/24
		2 Doors Metal Storage Cabinet with shelves and lock; 36"x18"Dx77"H; Beige	FH-183		\$399.00	1	FES SCCE Rm 307	V. Nagal	20232711-00	9/1/2023	GO	Received 7/1/24
		Tri-fold display board	SB93513Q		\$495.00	1	FES SCCE Rm 307	V. Nagal	20120129	4/1207	PO	Received 07/23/24.
		Caravan Instant Canopy Kit (12'X12'), Navy Blue				1	FES SCCE Rm 307	V. Nagal/D. Quidachay		45428	NE	Received 8/30/24
45615		Lenovo Laptop	Thinkpad L13 Yoga	R90YPBRZ	\$767.00	1	FES SCCE Rm 307	D. Quidachay	20200452	10/28/2019	GO	Received 6/11/24
		Bundle: Docking, Monitor, Battery, Bag, Keyboard & Mouse.			\$549.27	1	FES SCCE Rm 307	D. Quidachay	20191275/ 0844/ 0845/ 1276/ 1275	10/28/2019	GO	Received 6/11/24
22383		Brother Monochrome Laser Printer	L2540-DW	U63885G5N436643	\$248.44	1	FES SCCE Rm 307	D. Quidachay	20160326	6/28/2016	NW	Received 6/11/24
		High Back Ergonomic Office Chair	EY-04A		\$299.99	1	FES SCCE Rm 307	D. Quidachay	20211620	7/20/2021	GO	Received 07/29/24
		Milwaukee Portable Fan	M18	G47A9233815956X	\$109.99	1	FES SCCE Rm 307	V. Nagal	20232975		NE	Received 07/29/24
		Milwaukee Portable Fan	M18	G47A9233815956X	\$109.99	1	FES SCCE Rm 307	D. Quidachay	20232975		NE	Received 07/29/24
		Milwaukee 6AH Battery Double Pack	M18		\$274.99	1	FES SCCE Rm 307	V. Nagal/D. Quidachay	20232975		NE	Received 07/29/24
		Milwaukee Dual Port Charger	M18	K86AC224902563	\$149.99	1	FES SCCE Rm 307	V. Nagal/ D. Quidachay	20232975		NE	Received 07/29/24
		Wagon, Folding (Black)			\$119.00	1	FES SCCE Rm 307	V. Nagal	20241052-00	8/9/2024	NE	Received 8/23/24
		Wagon, Folding (Black)			\$119.00	1	FES SCCE Rm 307	D. Quidachay	20241052-00	8/9/2024	NE	Received 8/23/24
		Caravan Instant Canopy Kit (12'X12'), Navy Blue				1	VSABMS SCCE Rm 49	J.Nakamura/H.Towai-Idip		5/16/2024	NE	
		600 lb Cap Folding Platform Truck			\$124.00 ea	2	VSABMS SCCE Rm 49	J.Nakamura/H.Towai-Idip	20240961-00	6/29/2024	NE	1 Postive Learning Center (PLC) Program/1 for BMS SSOT use)
		Caravan Instant Canopy Kit (12'X12'), Navy Blue				1	FES SCCE Rm 307	V. Nagal/D. Quidachay		5/16/2024	NE	Released to FES on 8/30/24
38452		Lenovo Thinkpad	L 390 YOGA	R90WBMT3	\$767.00	1	AIJMS SCCE Rm 25C	B. Reyes	20190843	11/4/2020	GO	BFR Transferred to LPUMS
		Bundle: Docking Station/ Battery Back up/ Keyboard & Mouse/ Multi plug/ Carry Case /Power Strip				1	AIJMS SCCE Rm 25C	B. Reyes			NE	BFR Transferred to LPUMS
		H.D. Single Pedestal Desk Woodgrain Top with lock and key	CD-107-3M		\$425.00	1	AIJMS SCCE Rm 25C	C. San Agustin	20232711-00	9/1/2023	GO	
		Milwaukee Portable Fan	M18	G47A9233815956X	109.99	1	AIJMS SCCE Rm 25C	B. Reyes	20232975		NE	Transferred to LPUMS
		Milwaukee 6AH Battery	M18		\$137.49	1	AIJMS SCCE Rm 25C	B. Reyes	20232975		NE	Transferred to LPUMS
		Canopy, 12x12, Instant Heavy Duty Pop Up Tent, Navy Blue	184455		\$249.99	1	AIJMS SCCE Rm 25C	C. San Agustin	20240335		NE	
		800lb ALUM CONVTLBLE Hand Truck	45136		\$239.99	1	AIJMS SCCE Rm 25C	C. San Agustin	20211287	4/13/2021		

	Folding Wagon			\$119.99	1	ALJMS SCCE Rm 25C	C. San Agustin	20241052	7/1/2024	NE	
	Desk, Executive	CD-168-33		\$449.00	1	CBMES-SCCE Rm. 16A	D.Quinata	20120384	6/4/2012	FA	(09/03/24 Dented)
	Display 2GO 3 Panel Tabletop Exhibit Board 72"x36" w/o bag	13P7236BKGR		\$235.00	1	CBMES-SCCE Rm. 16A	D. Quinata	20191316	9/3/2019	GO	(09/03/24 -Bag Stolen during burglary)
45809	Cricut Machine Bundle: 12x12 Grip Mat; Knife Blade/Drive Housing/Basic tools set/	Maker/Mint Essential	Q11052012611	\$585.01	1	CBMES-SCCE Rm. 16A	R. Mafnas	20200629-00	6/30/2020	TH	Theft 09/03/24) GPD Case#2024-20507
	Milwaukee Portable Fan	M18	G47A9233815956X	\$109.99	1	CBMES-SCCE Rm 16A	R. Mafnas	20232975		TH	Theft 09/03/24) GPD Case#2024-20507
	Milwaukee Portable Fan	M18	G47A9233815956X	\$109.99	1	CBMES-SCCE Rm 16A	D. Quinata	20232975		TH	Theft 09/03/24) GPD Case#2024-20507
	LENOVO Desktop Monitor	LS2023wC	VN20733		1	CBMES-SCCE Rm. 16A	D.Quinata			TH	Theft 09/03/24) GPD Case#2024-20507
	Milwaukee Dual Port Charger	M18	K86AC224902563	\$149.99	1	CBMES-SCCE Rm 16A	R. Mafnas/D. Quinata	20232975		TH	Theft 09/03/24) GPD Case#2024-20507
	Milwaukee 6AH Battery Double Pack	M18		\$274.99	1	CBMES-SCCE Rm 16A	R.Mafnas/D.Quinata	20232975		TH	Theft 09/03/24) GPD Case#2024-20507
	Desk Riser	HS1102	ZAB6XB - HS1102	\$463.00	1	JFKHS-SCCE A126	A. Castro	20170493	9/26/2017	GO	Transferred to FES SW on 07/19/24
	Desk Riser									GO	
	Folding Wagon			\$199.99	1	JFKHS-SCCE A128	A.Castro	20241052-00	7/1/2024	NE	
	Folding Wagon (Black); All Terrain Wheels 3.2" Wide Wheels			\$119.99	2	JQSMES SCCE RmF3	M. Amande/Villagomez	20241052	7/1/2024	NE	
22027	Printer, All in One Mono Laser	L2540DW	U63885DGN423547	\$248.44	1	THS SCCE 1101C	E. Cruz	20160321400	6/28/2016	FA	Location change to THS on 09/02/24
25315	Microsoft Surface Pro 4		28078370153	\$837.05	1	THS SCCE 1101C	E.Cruz	20170002-01	6/27/2017	GO	Location change to THS on 09/02/24
	Microsoft Surface Pro 4		3.80416E+11		1	THS SCCE 1101C	E.Cruz	20170002-02	6/27/2017	GO	Location change to THS on 09/02/24
38462	Bundle: Dock Station, Monitor, Battery Back Up, Keyboard, Mouse and Bag	GUD300		\$549.27	1	THS SCCE 1101C	E.Cruz	20191275/1276/844/845	5/13/2020	GO	Location change to THS on 09/02/24
45447	Lenovo Thinkpad Laptop	L390 YOGA	R90Y54JF	\$767.00	1	THS SCCE 1101C	E.Cruz	20200445	5/13/2020	GO	Location change to THS on 09/02/24
38452	Lenovo Thinkpad Laptop	L390 YOGA	R90WBMt	\$767.00	1	LPUMS SCCE A101a	B.Reyes	20190843	11/4/2020	GO	Location change to LPUMS on 09/03/24
	Bundle: Dock Station, Monitor, Battery Back Up, Keyboard, Mouse and Bag				1	LPUMS SCCE A101a	B.Reyes				Location change to LPUMS on 09/03/24
45441	Lenovo Student Laptop	L390 YOGA	R90Y56EL	\$767.00	1	THS SCCE 1101C	T.Taitague	20200445	9/4/2020	GO	Location change to LPUMS on 09/02/24
	Bundle: Dock Station, Monitor, Battery Back Up, Keyboard, Mouse and Bag	GUD300		\$549.27	1	THS SCCE 1101C	T.Taitague	20191275/1276/844/845	10/28/2019	GO	Location change to LPUMS on 09/02/25
	Milwaukee Portable Fan	M18	GH7A9233815956X	109.99	1	MSES-SCCE Office Rm. 5	R. Echon	20232975		NE	Received 7/8/2024
	Black Folding Wagon; all terrain wide wheels			\$119.99	2	MSES-SCCE Office Rm 5	Mr. C. Zabala-Dulla & Mr. L. Duce	20241052-00	8/9/2024	NE	Received 8/23/24
	Tri-fold display board	SB93513Q		\$495.00	1	PES SCCE A-Wing	D. Garrido	20120129	10/25/2012	PO	Falling apart. Transferred to FES SSOT 07/23/24.
	Milwaukee Hand Truck	45136		\$239.99	1	PES SCCE A-Wing	D. Garrido	20211287	4/13/2021	GO	Received from SCCE Project Office 08/23/24.
30551	Acer Switch Alpha 12 SA5-271P-7, Keyboard, Pen, Cord, Bag, Sleeve	SA5-271P-74E1 Business Tablet	NTLCEAA005630798787200	\$775.00	1	MASES SCCE Rm. 5	C. Santiago	20180501	11/1/2018	GO	
4185	ELMO Document Camera	TT-12	1243595	\$1,182.00	1	MASES SCCE Rm. 5	C. Santiago	20121024	9/29/2012	GO	
	Metal Storage Cabinet	FH-183		\$242.00	2	MASES SCCE Rm. 5	C. Santiago	20130721	9/11/2013	GO	
	Vertical Filing Cabinet w/Locks	B4-3		\$169.00	1	MASES SCCE Rm. 5	C. Santiago	20130721-02	41891	GO	Pls verify.
	Displays2GO 3-panel Table Exhibit Board 72"x36"	3P7236BKGR(1)		\$235.00	1	MASES SCCE Rm. 5	C. Santiago	20191316	43711	GO	
47828	BenQ DLP Color Projector,	MS535A	PD74L0064304E	\$449.00	1	MASES SCCE Rm. 5	C. Santiago	20200768	44139	GO	
	6 ft fitted table cover (blue)			\$150.00	1	MASES SCCE Rm. 5	C. Santiago	20160576	9/28/2016	GO	
	HD Platform Hand Truck			\$158.00	1	MASES SCCE Rm. 5	C. Santiago	2019317	7/25/2019	NE	
	3 Step 800 Lbs. Alum. Convert Handtruck			\$239.99	1	MASES SCCE Rm. 5	C. Santiago	20211287		NE	Picked up 9/18/24
	Folding Wagon, Black			\$119.99	1	MASES SCCE Rm. 5	C. Santiago	20241052-00	8/9/2024	NE	Picked up 8/23/24
45440	Lenovo Student Laptop	L390 Yoga	R90Y54GO	\$767.00	1	THS SCCE Rm. I202	F. Limtiaco	20200445	5/13/2020	GO	
	Bundle: Dock Station, Monitor, Battery, Keyboard, Mouse and Bag			\$549.27	1	THS SCCE Rm. I202	F. Limtiaco	20190844/845/1275/76	10/28/2019	GO	
2465	Dell Projector	APJ1510X	2WMHISI	\$793.00	1	THS SCCE Rm. I202	F. Limtiaco	20190845	9/29/2012	GO	
30550	Acer Switch Alpha 12 SA5-271P-7, Keyboard, Pen, Cord, Bag, Sleeve	SA5-271P-74E1 Business Tablet	NTLCEAA0056307987C200	\$775.00	1	THS SCCE Rm. I202	F. Limtiaco	20191276	11/1/2018	GO	
21140	HP Office-Jet 5740	BOOMCZ1ES8	TH4913010	184	1	THS SCCE Rm. I202	F. Limtiaco	20191275	42227	GO	
	Metal Storage Cabinet	FH-183		\$242.00	2	THS SCCE Rm. I202	F. Limtiaco	20130721	9/12/2013	GO	
	Vertical 3 Filing Cabinet w/Locks	B4-3			1	THS SCCE Rm. I202	F. Limtiaco			GO	
	Vertical 4 Filing Cabinets w/out Locks	B4-3			1	THS SCCE Rm. I202	F. Limtiaco			GO	Transferred to C.Erne, VSABMS 8.6.24
	Displays2GO 3-panel Table Exhibit Board 72"x36"	3P7236BKGR9(1)		\$235.00	1	THS SCCE Rm. I202	F. Limtiaco	20191316	9/3/2019	GO	
47705	HP Office-Jet Pro Premium All-in-One Printer	9025	TH08L7612C	\$449.00	1	THS SCCE Rm. I202	F. Limtiaco	20200768	44139	GO	
47827	BenQ DLP Color Projector	MS535A	PD74L0065504E	\$449.00	1	THS SCCE Rm. I202	F. Limtiaco	20200768	11/4/2020	GO	
	High Back Ergonomic Office Chair	EY-04A		\$299.99	1	THS SCCE Rm. I202	F. Limtiaco	20211620	7/20/2021	GO	
	6 ft fitted table cover (blue)			\$200.00	1	THS SCCE Rm. I202	F. Limtiaco	20160576	42641	GO	
	H.D. Single Pedestal Desk Woodgrain Top with lock and key 39.4"W x 27.5"D x 29"H	CD-107 3M		\$425.00	1	THS SCCE Rm. I101B	F. Limtiaco	20232711	45184	NE	
4186	ELMO Document Camera	TT-12	1243590	\$1,182.00	1	SCCE OFFICE Rm. 304	C. Santiago	20121024	9/29/2012	GO	
2469	DELL Projector	APJ 1510X	2GPGISI	\$793.00	1	SCCE OFFICE Rm. 304	C. Santiago	20121024	9/29/2012	GO	

21515		HP Deskjet 2542, Printer	SNPRB120402	CN4AA4B27Q		1	SCCE OFFICE Rm. 304	C. Santiago			GO	
		Vertical Filing Cabinet w/Locks	B4-3		\$169.00	1	MULES SCCE RM. 129	C. Santiago	20130721-02	9/9/2014	GO	
		Storage Cabinet, 2 Door, Metal, Beige	FH-183		\$242.00	1	MULES SCCE RM. 129	C. Santiago	20130721	9/11/2013	GO	
		Storage Cabinet, Metal, 2-Door, Beige			\$0.00	1	MULES SCCE RM. 129	C. Santiago			GO	
		Storage Cabinet, Metal, 2-Door, Beige	FH-183		\$289.00	2	MULES SCCE RM. 129	C. Santiago	20191279	43656	GO	
		Displays-2-Go, 3 panel, Tabletop Exhibit Board, 72" x 36"	13P7236BKGR	n/a	\$235.00	1	WES SCCE Rm 46	C. Santiago	20191316	43711	GO	
47830		BenQ DLP Color Projector	MS535A	PD74L0063704E	\$449.00	1	SCCE OFFICE Rm. 304	C. Santiago	20200768	44139	GO	
	ESL2200012289	Display Cabinet with Lock, Metal, 2-Door, Beige			\$0.00	1	MULES SCCE RM. 129	C. Santiago			FA	
		6 ft fitted table cover (blue)			\$200.00	1	MULES SCCE RM. 129	C. Santiago	20160576	9/28/2016	GO	
		H.D. Single Pedestal Desk Woodgrain Top with Lock and Keys 47.5"W x 27.5"D x 29"H	CD-127 3M		\$459.00	1	MULES SCCE RM. 129	C. Santiago	20232711	9/15/2023	NE	
		High Back Eronomic Office Chair	EY-04A		\$299.99	1	MULES SCCE RM. 129	C. Santiago	20211620	7/20/2021	GO	
38528		Lenovo Laptop	L390 YOGA	R90WBN07	\$767.00	1	SCCE OFFICE Rm. 304	C. Santiago	20190843	10/28/2019	GO	
21334		HP Office Jet 5740	BOOMCZ1ES8	TH4AM311VJ	\$184.00	1	MULES SCCE RM. 129	C. Santiago	20150276	7/27/2015	FA	
		Bundle: Dock station, monitor, & battery backup			\$549.27	1	SCCE OFFICE Rm. 304	C. Santiago	20190650	10/28/2019	GO	
		High Back Ergonomic Office Chair	EY-04A		\$299.99	1	MULES SCCE RM. 129	C. Santiago	20211620	7/20/2021	GO	
38470		Lenovo Student Laptop	Thinkpad L390 YOGA	R90WBMQT	\$787.00	1	SCCE OFFICE Rm. 304	K.Cruz	20190843	10/28/2019	GO	
		Bundle: Battery backup, keyboard, mouse, multipug, bag, & sleeve		R90WBMPK	\$549.27	1	SCCE OFFICE Rm. 304	K.Cruz	20190844/845/1275/76	10/28/2019	GO	
30552		Acer Switch Alpha 12 (Keyboard, Pen, Charge Cord, Sleeve and Bag)	SA5-271P-7401	NTLCEAA005630797A 37200	\$775.00	1	SCCE OFFICE Rm. 304	K.Cruz	20180501	11/1/2018	GO	
		Zealot S8 Hi-Fi Bluetooth Wireless Touch Control Speaker	S8		\$27.00	1	SCCE OFFICE Rm. 304	K.Cruz	20190340	4/25/2019	GO	
		Ultimate Ears Wonderboom Speaker	Wonderboom 984-000869	1825GG001659	\$99.99	1	SCCE OFFICE Rm. 304	K.Cruz	20190929	6/17/2019	GO	

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

Telephone: (area code, number, and extension)

671-300-1631

Signature of Authorized Certifying Official:

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

Telephone: (area code, number, and extension)

671-300-1625

Signature of Project Coordinator:

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

October 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**

October 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 #5: PRUGRĂMAN TININGO'

PROJECT COORDINATOR: Brandy-Jose Martinez

PROJECT MANAGER: Jimmy S. Teria

STATE PROGRAM OFFICER: Rhea Taitano

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>\$1,152,265.40</u>	AMOUNT ENCUMBERED/REQUISITIONS: <u>\$378,115.35</u>	AMOUNT OF EXPENDITURES: <u>\$226,332.90</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 TARGETED POPULATION to RECEIVE SERVICES

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

LIST THE PROJECT GOALS:

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

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

LIST THE PROJECT OBJECTIVES:

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

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

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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
<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>	<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> <p>5.1.1 CHamoru Teacher Coaching: Ongoing</p> <p>5.1.2 Professional development opportunities: Ongoing</p> <p>5.1.3 Equipment to enhance classroom</p>	<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. Purchase Order was awarded 9/29/2024. Project Staff are currently in the process of working with the vendor to establish the training. At this time, there are no teachers who have received the training as there were delays in receiving the Purchase Order.

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<p>5.1.4 Travel PD Opportunities: Ongoing</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. Activity is complete. Teacher and Project Staff presented during <i>Mabanan Eskuela</i> (Opening of the School Year Professional Development) August 6-7, 2024. <p>National Association of Bilingual Education (NABE) – February 2024, No. of travelers – 2 teachers (Location: New Orleans, LA). Activity is complete. Teacher and Project Staff presented during <i>Mabanan Eskuela</i> (Opening of the School Year Professional Development) August 6-7, 2024.</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. Activity is complete. Teacher and Project Staff presented during <i>Mabanan Eskuela</i> (Opening of the School Year Professional Development) August 6-7, 2024. • American Indian Indigenous Teacher Education Conference “Returning to our Languages and Ways of Knowing” June 21-22, 2024, No. of travelers – 2 teachers. Activity is complete. Teacher and Project Staff presented during <i>Mabanan Eskuela</i> (Opening of the School Year Professional Development) August 6-7, 2024. <p>5.1.3 Equipment to enhance classroom instruction: <i>Ongoing</i></p> <ul style="list-style-type: none"> • As of the end of 4th Qtr. The project had received equipment. Kindly see the equipment listing attached. <p>5.1.4 Travel PD Opportunities: Activity is complete. Teacher and Project Staff presented during <i>Mabanan Eskuela</i> (Opening of the School Year Professional Development) August 6-7, 2024.</p>
<p>5.2. Curriculum Development 5.2.1 Revision of CHamoru Content Standards & Performance Indicators: Ongoing 5.2.2 Revision of the CHamoru Content Standards & Performance Indicators: Ongoing 5.2.3 Development of Standards-Based Assessment: Ongoing</p>	<p>5.2.1 DELAYED: Procurement for this activity was completed on 9/28/2024 and a purchase order was subsequently awarded to a vendor. The Project Staff are currently in the process of working with the vendor to begin the contract. More information will be reported in the CG ‘24 Quarterly Report.</p> <p>5.2.2 Procurement for this activity was completed on 9/28/2024 and a purchase order was subsequently awarded to a vendor. The Project Staff are currently in the process of working with the vendor to begin the contract. More information will be reported in the CG ‘24 Quarterly Report.</p> <p>5.2.3 DELAYED: Procurement for this activity was completed on 9/28/2024 and a purchase order was subsequently awarded to a vendor. The Project Staff are currently in the process of working with the vendor to begin the contract. More information will be reported in the CG ‘24 Quarterly Report.</p> <p>Data for the above activities will be provided in the CG ‘24 Quarterly Report. Please note the above activities are contractual items that will provide professional services.</p>

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<p>5.3. Faneyåkan Sinipok (CHamoru Immersion Program) Supports 5.3.1 Teacher Assistants: Ongoing 5.3.2 Eskuelan Tiempon Somnak (Summer School): Complete 5.3.3 Prugråman Despues di Eskuela (After School Program): Complete 5.3.4 Professional Development Opportunities: Complete 5.3.5 Travel PD Opportunities: Complete</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. In an effort to fill the last position, the project was able to interview candidates. However, as of the end of the 4th quarter, no candidates were selected. More information will be reported in the CG24 Quarterly Report.</p> <p>5.3.2 <i>Completed.</i> SSA for this activity was completed in July 2024. There were 10 students who registered and attended the activity. The Teacher had completed the activity and submitted all deliverables and was paid out. At this time, this activity is complete.</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 requirements to the project. 14 students were registered and attended the <i>Prugraman Despues di Eskuela</i>. The project has since forwarded the deliverables to Fed. Programs. Fed. Programs accepted and the teachers were compensated.</p> <p>5.3.4 <i>Completed.</i> The Teachers who had attended off-island trainings/conferences have completed their Professional Development presentations as required. Presentations were completed August 6-7, 2024 at <i>Mababan Eskuela</i> (Opening of the School Year)</p> <p>5.3.5 <i>Completed.</i> The Project has completed 100% of its travel line items and the requirement for district Professional Development training has been fulfilled. Presentations were conducted during <i>Mababan Eskuela</i> (August 6-7, 2024).</p>
<p>5.4. Parent Engagement & Language Revitalization 5.4.1 <i>Eskuelan Manaina</i> (Parent Classes): Complete 5.4.2 <i>Komferensian Manaina</i> (Parent Conference): Delayed & Ongoing</p>	<p>5.4.1 <i>Completed.</i> For SY 2023-2024, the Project had 2 teachers to provide the <i>Eskuelan Manaina</i> 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 were compensated based on the Standard Service Agreement.</p> <p>5.4.2 <i>Ongoing</i> Activity. Information has been keyed into the Munis System and a Purchase Order was awarded, however, due to Guam Department of Education's State of Emergency and with the uncertainty of the status of the school opening, it was best for the project to delay this activity. The project had submitted a Purchase Order modification to change the date to no later than March 2025. At this time, the modification has not been approved or sent back to the project. The Purchase Order Modification is currently sitting at the Procurement Office with no updates to the project.</p>

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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	Performance Target End of September

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<p>5.1. Improving CHamoru Teacher Retention & Effectiveness 5.1.1 CHamoru Teacher Coaching 5.1.2 Professional development opportunities 5.1.3 Equipment to enhance classroom instruction 5.1.4 Travel PD Opportunities</p>	<p>a) 40% of all CHamoru language teachers will obtain a certificate in CHamoru pedagogy by the end of SY2023-2024.</p>	<p>CHamoru class roster</p>	<p>% of teachers who complete a Certificate in CHamoru pedagogy</p>	<p>Yes</p>	<p>No baseline data – will be available at the end of SY2023-2024.</p>	<p>Target: Reported at the end of SY23- 24.</p> <p>Actual: CHamoru pedagogy training for CHamoru Language Teachers not yet started due to the delay in hiring Project Staff.</p> <p>More information will be reported in the 2nd Qtr.</p>	<p>Target: Reported at the end of SY23-24</p> <p>Actual: CHamoru pedagogy training for Chamoru language teachers not yet started due to the delay in hiring Project Staff.</p> <p>More information will be reported in the 3rd Qtr.</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> <p>Requisition is in the Munis System.</p>	<p>Target: Reported at the end of SY23-24</p> <p>Actual: Purchase order was received 9/29/2024. Project staff are currently working w/ vendor to train teachers. As of the end of 4th Qtr., no teachers were trained in CHamoru Pedagogy.</p>
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	b) The number of highly qualified CHamoru language teachers who remain employed with the GDOE will increase by 3%.	Personnel records on the number of highly qualified CHamoru teachers who continue to remain employed with the GDOE.	% of highly qualified CHamoru teachers who continue to the next year	Yes	132 teachers	<p>Target: Reported at the end of SY 23-24.</p> <p>Actual: Chamoru instruction being conducted by 114 CHamoru language teachers.</p>	<p>Target: Reported at the end of SY 23-24.</p> <p>Actual: Chamoru instruction being conducted by 114 CHamoru language teachers.</p>	<p>Target: Reported at the end of SY 23-24.</p> <p>Actual: Chamoru instruction being conducted by 114 CHamoru language teachers.</p>	<p>Target: Start of a new school year.</p> <p>Actual: Chamoru instruction being conducted by 114 CHamoru language teachers.</p> <p>Annual target of 136 not met.</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>	Through web-based surveys and classroom observations, 40% of participating teachers will show an increase in the utilization of evidence-based instructional strategies (learned from professional development opportunities or curricular resources in their classroom).	Web-based surveys and classroom observations to determine increase in utilization of strategies learned from PD opportunities.	% of teachers who report, or are observed to, have an increase in the utilization of research-proven instructional strategies.	Yes	No baseline data - will be available at the end of SY2023-2024.	<p>Target: 10%</p> <p>Actual: No survey was conducted this quarter.</p> <p>Survey on classroom application of things learned from PD opportunities or curricular resources will be conducted in the 3rd quarter.</p>	<p>Target: 20%</p> <p>Actual: No survey was conducted this quarter.</p> <p>Survey on classroom application of things learned from PD opportunities or curricular resources will be conducted in the 3rd quarter.</p>	<p>Target: 30%</p> <p>Actual: A brief survey is in the process of being created.</p> <p>Information will be presented during the Professional Development scheduled for the beginning of SY2024-2025. PD to be held on 8/6-8/7/2024.</p>	<p>Target: 30%</p> <p>Actual: Start of a new school year.</p> <p>Among PD-participating teachers who responded to the survey, as far as classroom implementation of learned teaching strategies:</p>

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								<p>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)</p>	<p>39% indicated '<i>always</i>' (<i>every lesson</i>); 49% indicated '<i>frequently</i>' (<i>at least once a week</i>); 6% indicated '<i>infrequently</i>' (<i>at least once a month</i>); and another 6% indicated '<i>never</i>'.</p>
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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	<p>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.</p>	<p>Student Performance on the Proficiency Assessments</p>	<p>% of students who perform at the Limited CHamoru Speaker Level (Level 3).</p>	<p>Yes</p>	<p>No baseline data – will be available in SY2023-2024.</p>	<p>Target: Reported at the end of SY23-24.</p> <p>Actual: Ongoing instruction of students in Chamoru language classes. There are approximately 50 students that are being tested, more information will be available 2nd quarter.</p>	<p>Target: Reported at the end of SY23-24.</p> <p>Actual: Ongoing instruction of students in Chamoru language classes. More information will be provided in the 3rd Quarter.</p>	<p>Target: Reported at the end of SY23- 24.</p> <p>Actual: 52 tested, of the 52, 13 students tested at level 3 (25%), exceeding the goal of 5%.</p>	<p>Target: Start of a new school year.</p> <p>Actual: 52 tested, of the 52, 13 students tested at level 3 (25%), exceeding the goal of 5%.</p>
	<p>b) 15% of students who participate in the <i>Faneyåkan Sinipok</i> program will perform at the Near Fluent in CHamoru Speaker Level (Level 4) by the end of SY 2023-</p>	<p>Student performance on the Proficiency Assessment</p>	<p>% of students who participate in the <i>Faneyåkan Sinipok</i> program who perform at the Near Fluent in CHamoru</p>	<p>Yes</p>	<p>11%</p>	<p>Target: Reported at the end of SY23-24.</p> <p>Actual: Ongoing implementation of the</p>	<p>Target: Reported at the end of SY23-24.</p> <p>Actual: Implementation of the <i>Faneyåkan</i></p>	<p>Target: Reported at the end of SY 23- 24.</p> <p>Actual: The breakdown of levels is as</p>	<p>Target: Start of a new school year.</p> <p>Actual: Activity Complete. Please see 3rd Qtr.</p>

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	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,	Target: Start of a new school year. Actual: Activity reported in 3 rd Qtr. No Changes/updates in 4 th Qtr.

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	<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>	<p>Target: Start of a new school year.</p> <p>Actual: Activity was reported in 3rd Qtr. There are no changes/updates for 4th Qtr.</p>
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**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 5.2

- Among PD-participating teachers who responded to the survey, as far as classroom implementation of learned teaching strategies: **39%** indicated 'always' (every lesson); **49%** indicated 'frequently' (at least once a week); and **6%** indicated 'infrequently' (at least once a month), a total of **94%**, **exceeding the annual target of 40%**.

Component 5.3

- **25%** of students who participated in CHamoru language classes performed at the Limited CHamoru Speaker Level (Level 3) by the end of SY2023- 2024, **exceeding the annual target of 5%**.

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.

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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 Co-Lead 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)
- Attended parent meetings to engage and hear feedback of the activities being implemented (*Despues di Eskuela/Eskuelan Manaina/Eskuelan Tiempon Somnak*)
- Federal Programs had conducted a Teacher Interview during *Eskuelan Tiempon Somnak* (Summer School)

**FFY 2023 CONSOLIDATED GRANT
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PROJECT TITLE: PRUGRÁMAN 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

PROJECT LEAD NAME (PRINT)

PROJECT LEAD/CO-LEAD (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

October 31, 2024

GUAM DEPARTMENT OF EDUCATION
FEDERALLY FUNDED FIXED ASSET INVENTORY - \$5,000.00 and ABOVE from PRESENT
 DIVISION/SCHOOL: CENTRAL OFFICE

Inventory Date:	10/9/2024			
		Martinez, Brandy-Jose		9-Oct-24
		<i>Name</i>	<i>Signature</i>	<i>Date</i>

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
100586		AV01	Active Panel V9	9A75EP622KB0250220	7,924.00	1	821	BJMARTINEZ	20241150-00	7/9/2024	NE	NOT including Sound Bar/Mobile Stand
100587		AV01	Active Panel V9	9A75EP622KB0250219	7,924.00	1	302	BJMARTINEZ	20241150-00	7/9/2024	NE	NOT including Sound Bar/Mobile Stand

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

Type or Print Name and Title of Program Manager		Telephone: (area code, number, and extension)
Administrator Signature of Authorized Certifying Official:		Email address:
		Date Report Submitted: (Month, Day, Year)
Type or Print Name and Title of Project Coordinator:		Telephone: (area code, number, and extension)
Administrator Signature of Project Coordinator:		Email address:
		Date Report Submitted: (Month, Day, Year)

GUAM DEPARTMENT OF EDUCATION
FEDERALLY FUNDED FIXED ASSET INVENTORY - \$4,999.99 and BELOW from PRESENT
DIVISION/SCHOOL: CENTRAL OFFICE

Inventory Date: 10/9/2024				
		MARTINEZ, Brandy-Jose		9-Oct-24
		<i>Name</i>	<i>Signature</i>	<i>Date</i>

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
100619		CO09	A2696	JK2VYQQRKJ	\$ 465.00	1	821	BJMARTINEZ	20241291-00	8/14/2024	NE	iPad for Student Use: Inclusive of Case & USB-C Charging Cable, & USB-C Power Adapter
100620		CO09	A2696	JJP6N9541H	\$ 465.00	1	821	BJMARTINEZ	20241291-00	8/14/2024	NE	iPad for Student Use: Inclusive of Case & USB-C Charging Cable, & USB-C Power Adapter
100621		CO09	A2696	CMX56T90GP	\$ 465.00	1	821	BJMARTINEZ	20241291-00	8/14/2024	NE	iPad for Student Use: Inclusive of Case & USB-C Charging Cable, & USB-C Power Adapter
100622		CO09	A2696	JCT2RQ3N6V	\$ 465.00	1	821	BJMARTINEZ	20241291-00	8/14/2024	NE	iPad for Student Use: Inclusive of Case & USB-C Charging Cable, & USB-C Power Adapter
100623		CO09	A2696	HPGQK97RJ	\$ 465.00	1	821	BJMARTINEZ	20241291-00	8/14/2024	NE	iPad for Student Use: Inclusive of Case & USB-C Charging Cable, & USB-C Power Adapter
100624		CO09	A2696	F2HW7FTJMC	\$ 465.00	1	821	BJMARTINEZ	20241291-00	8/14/2024	NE	iPad for Student Use: Inclusive of Case & USB-C Charging Cable, & USB-C Power Adapter
100736		CO09	A2696	L3XGX7K9VC	\$ 465.00	1	821	BJMARTINEZ	20241291-00	8/14/2024	NE	iPad for Student Use: Inclusive of Case & USB-C Charging Cable, & USB-C Power Adapter
100737		CO09	A2696	HRHL2LWXD6	\$ 465.00	1	821	BJMARTINEZ	20241291-00	8/14/2024	NE	iPad for Student Use: Inclusive of Case & USB-C Charging Cable, & USB-C Power Adapter
100738		CO09	A2696	FM02JPFHWG	\$ 465.00	1	821	BJMARTINEZ	20241291-00	8/14/2024	NE	iPad for Student Use: Inclusive of Case & USB-C Charging Cable, & USB-C Power Adapter
100739		CO09	A2696	CD7M5Q974C	\$ 465.00	1	821	BJMARTINEZ	20241291-00	8/14/2024	NE	iPad for Student Use: Inclusive of Case & USB-C Charging Cable, & USB-C Power Adapter
100740		CO09	A2696	KV27991740	\$ 465.00	1	821	BJMARTINEZ	20241291-00	8/14/2024	NE	iPad for Student Use: Inclusive of Case & USB-C Charging Cable, & USB-C Power Adapter
100741		CO09	A2696	HKW2QC4YF2	\$ 465.00	1	821	BJMARTINEZ	20241291-00	8/14/2024	NE	iPad for Student Use: Inclusive of Case & USB-C Charging Cable, & USB-C Power Adapter
100742		CO09	A2696	DF74XHX3P9	\$ 465.00	1	821	BJMARTINEZ	20241291-00	8/14/2024	NE	iPad for Student Use: Inclusive of Case & USB-C Charging Cable, & USB-C Power Adapter
100743		CO09	A2696	JGKXYTC4KW	\$ 465.00	1	821	BJMARTINEZ	20241291-00	8/14/2024	NE	iPad for Student Use: Inclusive of Case & USB-C Charging Cable, & USB-C Power Adapter
100744		CO09	A2696	6QCX5JYF9T	\$ 465.00	1	821	BJMARTINEZ	20241291-00	8/14/2024	NE	iPad for Student Use: Inclusive of Case & USB-C Charging Cable, & USB-C Power Adapter
100745		CO09	A2696	D3F26397G6	\$ 465.00	1	821	BJMARTINEZ	20241291-00	8/14/2024	NE	iPad for Student Use: Inclusive of Case & USB-C Charging Cable, & USB-C Power Adapter
100734		ED01	IdeaPad Flex 5	PW08FVSP	\$ 999.00	1	821	BJMARTINEZ	20241759-00	7/30/2024	NE	Inclusive of USB-C Charging Adapter
100735		ED01	IdeaPad Flex 5	PW0ALS3Z	\$ 999.00	1	821	BJMARTINEZ	20241759-00	7/30/2024	NE	Inclusive of USB-C Charging Adapter
100956		ED01	IdeaPad Flex 5	YX0B004K	\$ 999.00	1	821	BJMARTINEZ	20241759-00	9/23/2024	NE	Inclusive of USB-C Charging Adapter
100957		ED01	IdeaPad Flex 5	YX0B00A6	\$ 999.00	1	821	BJMARTINEZ	20241759-00	9/23/2024	NE	Inclusive of USB-C Charging Adapter
100958		ED01	IdeaPad Flex 5	YX0AZZYJ	\$ 999.00	1	821	BJMARTINEZ	20241759-00	9/23/2024	NE	Inclusive of USB-C Charging Adapter
100959		ED01	IdeaPad Flex 5	YX0AZZXY	\$ 999.00	1	821	BJMARTINEZ	20241759-00	9/23/2024	NE	Inclusive of USB-C Charging Adapter
100960		ED01	IdeaPad Flex 5	YX0B0083	\$ 999.00	1	821	BJMARTINEZ	20241759-00	9/23/2024	NE	Inclusive of USB-C Charging Adapter
100961		ED01	IdeaPad Flex 5	YX0AZZYF	\$ 999.00	1	821	BJMARTINEZ	20241759-00	9/23/2024	NE	Inclusive of USB-C Charging Adapter
NOT TAGGED		AV06	Promethean Soundbar		\$ 310.00	1	821	BJMARTINEZ	20241150-00	7/9/2024	NE	Connected to Smart Board & Mobile Stand
NOT TAGGED		AV06	Promethean Soundbar		\$ 310.00	1	302	BJMARTINEZ	20241150-00	7/9/2024	NE	Connected to Smart Board & Mobile Stand
NOT TAGGED		AV06	Promethean ActivePanel Mobile Stand		\$ 2,510.00	1	821	BJMARTINEZ	20241150-00	7/9/2024	NE	Connected to Smart Board & Mobile Stand
NOT TAGGED		AV06	Promethean ActivePanel Mobile Stand		\$ 2,510.00	1	302	BJMARTINEZ	20241150-00	7/9/2024	NE	Connected to Smart Board & Mobile Stand
100700		AV03	PT01	ZAS7X-MR-SP0	\$ 263.00	1	821	BJMARTINEZ	20241350-00	7/30/2024	NE	5G WIFI Outdoor Movie Projector 1080P
100699		CO03	JHNGC-1601-02	YNBRREW5Y8	\$ 548.00	1	821	BJMARTINEZ	7/30/2024	7/30/2024	NE	HP Color Laser Jet Pro MFP M283fdw Printer
											AST	

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

Type or Print Name and Title of Program Manager	Telephone: (area code, number, and extension)
	(671) XXX-xxxx
Signature of Authorized Certifying Official:	Email address:
	xxxxxx@gdoe.net
Type or Print Name and Title of Project :	Date Report Submitted: (Month, Day, Year)
Signature of Project Coordinator:	Telephone: (area code, number, and extension)
	(671) XXX-xxxx
Signature of Project Coordinator:	Email address:
	xxxxxx@gdoe.net
Signature of Project Coordinator:	Date Report Submitted: (Month, Day, Year)

FEDERAL PROGRAMS DIVISION



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

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

October 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**

October 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

STATE DATA OFFICER: Ana O. Aguon

AMOUNT BUDGETED (FFY 2023): \$3,130,194.35	AMOUNT ENCUMBERED/REQUISITIONS: \$ <u>146,369.80</u> .	AMOUNT OF EXPENDITURES: \$ <u>5,318.66</u> .
AMOUNT BUDGETED (FFY 2022): \$3,105,295.02	AMOUNT ENCUMBERED/REQUISITIONS: \$ <u>891,242.14</u> .	AMOUNT OF EXPENDITURES: \$ <u>694,594.60</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.1. Academic Performance

- YEAR 1: Improve academic performance in math and reading by at least 2% from baseline on the summative assessment used by the Private, Nonpublic (PNP) school.

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	<ul style="list-style-type: none"> YEAR 1: The percent of AP students scoring 3 or above will increase by at least 2% for those PNPs offering Advanced Placement (AP). (Revision: The percentage of AP tests with scores of 3 or above will increase by at least 2% for those PNPs offering Advanced Placement.) <p>Component A.2. Specialized Events & Opportunities</p> <ul style="list-style-type: none"> YEAR 1: There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience. <p>Component A.3. Academic & Career Planning</p> <ul style="list-style-type: none"> YEAR 1: At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 20% of these students will indicate an interest in pursuing a STEAM college path/CTE path. <p>Component B.4. Professional Development</p> <ul style="list-style-type: none"> 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). <p>Component B.5. Technology Support & Technology Integration</p> <ul style="list-style-type: none"> YEAR 1: At least 98% of teachers in participating schools will report improved access to technology and online resources and increased integration of technology in the classroom. YEAR 1: At least 94% of students in participating schools will report improved access to technology and online resources and increased integration of technology in the classroom.
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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>Goal A, Component 1: Academic Performance</p> <p>Summative Assessment</p>	<p>Smarter Balanced Testing was conducted and completed in the FY '23 3rd quarter.</p> <p>Below are the OCE schools that participated in the FY '23 summative assessment, and the count of student participation for each:</p> <table> <tr> <td>FD = 104</td> <td>DCS = 76</td> </tr> <tr> <td>SFCS = 93</td> <td>SBCS = 223</td> </tr> <tr> <td>SACS = 292</td> <td>BBMCS = 343</td> </tr> </table>	FD = 104	DCS = 76	SFCS = 93	SBCS = 223	SACS = 292	BBMCS = 343
FD = 104	DCS = 76						
SFCS = 93	SBCS = 223						
SACS = 292	BBMCS = 343						

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

	<p>Total Student Participation: 1131</p> <p>Test Coordinators attended GDOE briefings and training. Practice online test sessions were administered to assist with ensuring the classroom environment was conducive to testing needs. Constant debriefings between Test Coordinators and Administration were held to revise school plans as needed to ensure a productive test environment/administration.</p> <p>SFCS, SACS, and BBMCS have received Smarter Balanced test results. These schools are still reviewing and analyzing their data to establish a data baseline to use to compare upcoming FY '24 and FY '25. FD, DCS, and SBCS have not received their test results. Their data is pending.</p> <p>Administrator and School Test Coordinator rosters are currently being validated.</p> <p>Student/Teacher roster and student demographic information for SY 24-25 are being updated.</p>
<p>Goal A, Component 1: Academic Performance:</p> <p>Advanced Placement</p>	<p>All three high schools (FDMS, NDHS and AOLG) under the OCE offer Advanced Placement courses. The number of tests conducted for each of our high schools is as follows:</p> <p>FDMS = 127 AP Students Took AP Test; 186 AP Tests Administered; 56 (30.1%) AP Tests with Scores 3+ AOLG = 104 AP Students Took AP Test; 141 AP Tests Administered; 50 (35.4%) AP Tests with Scores 3+ NDHS = 104 AP Students Took AP Test; 157 AP Tests Administered; 54 (34.3%) AP Tests with Scores 3+ Total = 335 AP Students Took AP Test; 484 AP Tests Administered; 160 (33.1%) AP Students with Scores 3+ (Please note that the percentages of AP tests with scores of 3+ may represent individual students with multiple tests with scores 3+.)</p> <p>SBCS offers AP Algebra 1 to 8th grade students. Ten students participated, but no AP tests were administered to these students. Twelve 8th grade students are currently enrolled in Algebra 1 for SY 24-25.</p>
<p>Goal A, Component 2: Specialized Events & Opportunities</p> <p>Academic Challenge Bowl</p>	<p>FDMS- No Change in Status 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-No Change in Status 15 students; no placement in island wide competition</p> <p>SBCS-No Change in Status Four students participated in the PBS televised ACB match last April 24, 2024. Students completed the survey sent by the ASE team. A total of 33 attended practice session.</p> <p>SACS-No Change in Status Completed</p>

**FFY 2023 CONSOLIDATED GRANT
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<p>Goal A, Component 2: Specialized Events & Opportunities</p> <p>MATHCOUNTS</p>	<p>SBCS-No Change in Status Completed. 18 students participated by attending practice sessions, 12 competed.</p> <p>SACS-No Change in Status Completed</p>
<p>Goal A, Component 2: Specialized Events & Opportunities</p> <p>Math Olympiad</p>	<p>SBCS-No Change in Status Completed. 12 students attended practice sessions; 4 students participated in the competition.</p>
<p>Goal A, Component 2: Specialized Events & Opportunities</p> <p>National Forensic League (NFL)</p>	<p>FDMS-No Change in Status NFL student participation-34 students</p> <p>AOLG-No Change in Status 6 students; no placement in island wide competition.</p>
<p>Goal A, Component 2: Specialized Events & Opportunities</p> <p>Mock Trial</p>	<p>AOLG-No Change in Status 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-No Change in Status 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-No Change in Status</p> <p>This activity is ongoing. To summarize, the Higher Order Thinking was facilitated by GDOE on March 17, 2024 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>

**FFY 2023 CONSOLIDATED GRANT
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<p>Goal B, Component 4: Professional Development</p> <p>AP Summer Institute (APSI)</p>	<p>FDMS-No Change in Status 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- No Change in Status One personnel (assistant principal for curriculum and grants) attended the ISTE Conference in Denver, CO, from June 23-26, 2024. She shared her learnings with the SBCS faculty during their first monthly faculty meeting for SY 24-25.</p> <p>SACS-No Change in Status Vice Principal attended the ISTE Live 2024 CONFERENCE June 21- June 29, 2024, Denver, Colorado</p>
<p>Goal B, Component 4: Professional Development</p> <p>National Art Education Association</p>	<p>SACS- No Change in Status 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-No Change in Status 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-No Change in Status 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-No Change in Status 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-No Change in Status 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-No Change in Status 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:</p>

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	<p>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>
<p>Goal B, Component 5: Technology Support and Technology Integration</p> <p>Requisition and Procurement of Additional Technology</p>	<p>SBCS 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>Requisition and procurement of additional technology – Delayed Four 3D printers under PO #20240886 were received on Sept. 17, 2024</p> <p>FDMS -No Change in Status 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>

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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 (using the new summative testing tool Smarter Balanced)</u>	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.	Target: Summative testing results released. Actual: SFCS, SACS, and BBMCS have received test results, still conducting analysis to establish baseline. Waiting for FD, DCS and SBSC test 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	<u>New Baseline data to be collected in May 2024 (using the new summative testing tool Smarter Balanced)</u>	Target: Summative testing is not done at this time. Actual: Ongoing Reading instruction. Summative testing to be conducted in the 3rd quarter.	Target: Summative testing is not done at this time. Actual: Ongoing Reading 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.	Target: Summative testing results released. Actual: SFCS, SACS, and BBMCS have received test results, still conducting analysis to establish baseline. Waiting for FD, DCS and SBSC test results.

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<p>Advanced Placement (AP)</p>	<p>At least 2% increase in the percentage of AP test results scoring 3 or better.</p>	<p>AP Test Results</p>	<p>Percentage of AP test takers who score a 3 or better</p>	<p>Yes</p>	<p>FY '22 AP Test Results: % of AP tests with a score of 3 or better = 103/213 = 48%</p>	<p>Target: AP Testing not administered at this time.</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>	<p>Target: At least 50% of AP students score 3+</p> <p>Actual: 160 of 484 (33%) of AP test scores were 3+</p>
<p>Component 2. Specialized Events & Opportunities STEAM activities, Academic Special Events (ASE), Visual Performing Arts (VPA), and Music activities</p>	<p>a) At least 5% increase in student participation in STEAM activities, ASE, VPA, and Music.</p>	<p>Events Roster</p>	<p>Percentage of students participating in specialized events and opportunities</p>	<p>Yes</p>	<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 Total: 213</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 Total: 711</p> <p>There was a 57% increase in participation from FY '22.</p>	<p>Target: At least 475 students to participate in special events</p> <p>Actual: Total participants (cum. from qtr. 1): STEAM: 495 ACB: 66 NFL: 65 MockT: 19 MathCnt: 54 MathOly: 12 Total: 711</p> <p>There was a 57% increase in participation from FY '22.</p>

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	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)	Web-based survey on STEAM events, ASE, VPA, and Music activities	Percentage of students participating in specialized events and opportunities	Yes	<p>From FY '22 APR:</p> <p>76% expressed greater engagement and 71% indicated greater confidence in handling academic work.</p>	<p>Target:</p> <p>Survey not administered at this time</p> <p>Actual:</p> <p>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>Target:</p> <p>Survey not administered at this time</p> <p>Total STEAM participants: STREAM: 514</p>	<p>Target:</p> <p>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>Actual:</p> <p>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>Target:</p> <p>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>Actual:</p> <p>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>	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	Student Survey	Percentage of students indicating College/Career Fair relevant and helpful	Yes	<p>From FY '22 APR:</p> <p>82% indicated information at College Fair was relevant and helpful.</p>	<p>Target:</p> <p>At least 70% (if Fair is held at this time)</p> <p>Actual:</p> <p>Fair was not held at this time. No survey administered, so no data collected.</p> <p>LR sponsored College Fair will</p>	<p>Target:</p> <p>At least 70% (if Fair is held at this time)</p> <p>Actual:</p> <p>Survey conducted. Data to be reported in the 3rd quarter.</p>	<p>Target:</p> <p>At least 70% (if Fair is held at this time)</p> <p>Actual:</p> <p>84% of survey respondents indicated that the event was helpful</p>	<p>Target:</p> <p>At least 70% (if Fair is held at this time)</p> <p>Actual:</p> <p>84% of survey respondents indicated that the event was helpful</p>

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	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>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>	<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'</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</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</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% - 'Frequently' (at least once a week)</p>

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					(at least once a week) 8% - 'Infrequently' (at least once a month) 18% - 'Rarely' (at least once a quarter) 13% - 'Not at all' (not yet started)	to allow time for application of learned teaching strategies in the classroom.	allow time for application of learned teaching strategies in the classroom.	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)	33% - 'Infrequently' (at least once a month) 17% - 'Rarely' (at least once a quarter)
Component 5. Technology & Technology Integration (Teacher)	At least 98% of teachers will report improved access to technology and online resources, and more technology integration in the classroom	Web-based Survey	Percentage of teachers reporting improved access to technology and online resources, and more technology integration in the classroom	Yes	From FY '22 APR: 85% - indicated greater access to technology and online resources 83% - reported more effort to incorporate technology in lessons	Target: Survey not administered at this time Actual: Survey to be administered in the 3 rd quarter. Ongoing usage of past CG-acquired technology.	Target: Survey not administered at this time Actual: Survey to be administered in the 3 rd quarter. Ongoing usage of past CG-acquired technology.	Target: Survey administration Actual: 83% indicated greater access to technology and online resources among teachers, and 84% indicated using more technology in teaching	Target: Survey administration Actual: 83% indicated greater access to technology and online resources among teachers, and 84% indicated using more technology in teaching
Technology & Technology Integration (Student)	At least 94% of students will report improved access to technology and online resources, and more technology integration in the classroom	Web-based Survey	Percentage of students reporting improved access to technology and online resources, and more technology integration in the classroom	Yes	From FY '22 APR: 89% - indicated greater access to technology and online resources 91% - reported more effort among teachers to incorporate technology	Target: Survey not administered at this time Actual: Survey to be administered in the 3 rd quarter. Ongoing usage of past CG-acquired technology	Target: Survey not administered at this time Actual: Survey to be administered in the 3 rd quarter. Ongoing usage of past CG-acquired technology	Target: Survey administration Actual: 74% indicated greater access to technology and online resources among students, and 76% indicated teachers using more technology in teaching.	Target: Survey administration Actual: 74% indicated greater access to technology and online resources among students, and 76% indicated teachers using more technology in teaching.

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. SFCS, SACS, and BBMCS have received test results, still in the analysis process to establish baseline to use in comparing with upcoming FY '24. Waiting for FD, DCS and SBCS test results.

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%**.

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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 Chromebook was compatible with the Smarter Balanced 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 all results for Smarter Balanced will be available.
- There have been delays in requisitions or purchase orders.

The second objective of Component 1: Academic Performance was not achieved. Our percentage of AP students scoring scores 3+ dropped from 48% to 33%. Possible reasons our goal was not met include:

- Improvement in teaching methodology needed.
- Lack of practice in AP test taking
- Improvement in diagnostic and formative assessment may be needed to guide lesson planning

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.

PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

DATE

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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

October 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

October 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**

October 31, 2024

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

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

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

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

PROJECT COORDINATOR: Deborah Pineda

PROJECT MANAGER: Sylvia T. Calvo, Grant Director

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana

STATE DATA OFFICER: Ana O. Aguon

AMOUNT BUDGETED (FFY 2023): <u>\$277,451.86</u>	AMOUNT ENCUMBERED/REQUISITIONS: <u>\$ 14,020.39</u>	AMOUNT OF EXPENDITURES: <u>\$ 20,393.96</u>
AMOUNT BUDGETED (FFY 2022): <u>\$3,105,295.02</u>	AMOUNT ENCUMBERED/REQUISITIONS: <u>\$ 891,242.14</u>	AMOUNT OF EXPENDITURES: <u>\$ 694,594.60</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	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

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	<p>i. Year 1: There will be at least a 2% increase in student participation in STEAM activities and other academic and non-academic special events; and at least 70% will report they are more engaged in learning and confident in handling academic work.</p> <p>b. 7.1.2: Formative and Summative Assessments</p> <p>i. Year 1: Improve academic performance in math and reading by at least 2% from baseline on the summative assessment used.</p> <p>c. 7.1.3: Supplemental Resources and Equipment Supports</p> <p>i. Year 1: At least 91% of teachers will report an increase of technology integration in the classroom strengthening students' academic performance.</p> <p>i. Year 1: At least 60% of students will indicate an improvement in technological literacy and ability to access online resources.</p> <p>Provide professional development and other supports for teachers to hone their knowledge and skills in technology integration and enhance classroom instruction.</p> <p>d. 7.2: Curriculum Instruction & Assessment</p> <p>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.</p>
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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>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: <i>Not offered this school year</i></p> <ul style="list-style-type: none"> The previous Robotics teacher resigned and relocated to the states. This school year, admin decided the newly hired Science teacher accommodated overall students' needs more by teaching two sections of Biology, two sections of Chemistry, and one section of 6th grade Science. In addition, Robotics kits have been pending the past six years under the Consolidated Grant.
<p>7.1.2: Summative Assessment</p>	<p>7.1.2: Summative Assessment: Completed</p> <p>Summative assessments were administered May 2024.</p>

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	<p>Participating grade levels:</p> <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 <p style="padding-left: 40px;">Total = 203</p>
<p>7.1.3: Supplemental Resources and Equipment</p>	<p>7.1.3: Supplemental Resources and Equipment</p> <p>Continuing use of CG-acquired technology: <i>Ongoing</i></p> <ul style="list-style-type: none"> • Students and teachers continue to use the technology equipment acquired by the school through the Consolidated Grant in past grant cycles. <p>Requisition and procurement of additional resources: <i>Ongoing</i></p> <ul style="list-style-type: none"> • No new equipment/technology has been received. Price quotes and requisitions are pending. • Awaiting quotes from vendors and will work with our Federal Programs representative to ensure documents are submitted for requisition entry.
<p>7.2.1: Professional Development</p>	<p>7.2.1: Professional Development:</p> <ul style="list-style-type: none"> • International Society for Technology in Education: <i>Completed</i> Denver, CO June 2024 <p>Two (2) teachers attended this training. Valerie Ngirchomlei conducted training at PD held on October 4, 2024. Othoniel Pineda will conduct training at the next PD.</p> <ul style="list-style-type: none"> • Get Your Teach On!: <i>Completed</i> Orlando, FL July 2024 <p>Two (2) teachers attended this training. Olda Tiozon-Quejado and Iva Ngirarois will conduct training at the next PD.</p>

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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	List of Student Participants	% of students participating in STEAM activities and other academic and non-academic special events	Yes	<u>From FY '22 APR:</u> There were thirteen (13) students who enrolled in Robotics	<u>Target:</u> Planning & Conduct of Activities <u>Actual:</u> Planning, instruction, and in-class activities ongoing 13 Participants	<u>Target:</u> Conduct of Activities <u>Actual:</u> Planning, instruction, and in-class activities ongoing 13 Participants	<u>Target:</u> Conduct of Activities <u>Actual:</u> Planning, instruction, and in-class activities completed 13 Participants	<u>Target:</u> Conduct of Activities <u>Actual:</u> Robotics not offered this school year due to personnel shortage and greater need to fill other general Science classes.
	b) By the end of SY 23-24, at least 70% of participating students will indicate they are more engaged in learning and confident in handling academic work	Student Survey	% of participating students who will indicate they are more engaged in learning and confident in handling academic work	Yes	<u>From FY '22 APR:</u> <i>92% - helps my mind to be stimulated and more receptive to academic learning</i>	<u>Target:</u> Survey not administered <u>Actual:</u> Survey not administered at this time. It will be conducted in the 3 rd quarter.	<u>Target:</u> Survey not administered <u>Actual:</u> Survey not administered at this time. It will be conducted in the 3 rd quarter	<u>Target:</u> Survey administered May 2024. <u>Actual:</u> 92% of students indicated they are more engaged in learning and confident in handling academic work.	<u>Target:</u> Survey not administered. <u>Actual:</u> Survey will not be administered in FY '24 due to no Robotic class offered this school year.
	a) By the end of SY	Spring	% of students	Yes	<u>FY '20 ACT</u>	<u>Target:</u> Ongoing	<u>Target:</u>	<u>Target:</u>	<u>Target:</u>

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<p>7.1.2: Summative Assessment</p>	<p>23-24, there will be at least a 2% increase from baseline in math in the summative assessment (grades 3-10)</p>	<p>Summative Results</p>	<p>with a 2% increase from baseline in math (grades 3-10)</p>		<p><u>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%</p>	<p>instruction <u>Actual:</u> Ongoing instruction Summative assessment to take place in the 3rd quarter.</p>	<p>Ongoing Instruction <u>Actual:</u> Ongoing instruction Summative assessment to take place in the 3rd quarter.</p>	<p>Ongoing instruction <u>Actual:</u> Ongoing instruction Summative assessment was completed in May 2024. Results are pending.</p>	<p>Ongoing instruction <u>Actual:</u> Ongoing instruction Summative assessment was completed in May 2024. Results are pending.</p>
	<p>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)</p>	<p>Spring Summative Results</p>	<p>% of students with a 2% increase from baseline in reading (grades 3-10)</p>	<p>Yes</p>	<p><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% Grade 10: 17%</p>	<p><u>Target:</u> Ongoing instruction <u>Actual:</u> Ongoing instruction Summative assessment to take place in the 3rd quarter</p>	<p><u>Target:</u> Ongoing instruction <u>Actual:</u> Ongoing instruction Summative assessment to take place May 2024.</p>	<p><u>Target:</u> Ongoing instruction <u>Actual:</u> Ongoing instruction Summative assessment took place May 2024. Results are pending.</p>	<p><u>Target:</u> Ongoing instruction <u>Actual:</u> Ongoing instruction Summative assessment took place in May 2024. Results are pending.</p>
<p>7.1.3: Supplemental Resources and Equipment Technology Services & Technology Integration</p>	<p>a) At least 91% of teachers will report greater technology integration in the classroom</p>	<p>Web-based survey</p>	<p>Percentage of teachers who report greater technology integration in the classroom</p>	<p>Yes</p>	<p><u>From FY '22 APR:</u> <i>97% of teachers indicated greater access to technology, online resources and more technology integration</i></p>	<p><u>Target:</u> Survey not administered at this time <u>Actual:</u> Survey to be administered in the 3rd quarter.</p>	<p><u>Target:</u> Survey not administered at this time <u>Actual:</u> Survey to be administered in the 3rd quarter.</p>	<p><u>Target:</u> Survey administered May 2024. <u>Actual:</u> 94% of teachers indicated greater access to technology, online resources, and more</p>	<p><u>Target:</u> Start of a new School year. <u>Actual:</u> 94% of teachers indicated greater access to technology, online resources, and</p>

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	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	<p>Target: Survey not administered at this time</p> <p>Actual: Survey not administered at this time.</p>	<p>Target: Survey not administered at this time</p> <p>Actual: Survey to be administered in the 3rd quarter.</p>	<p>technology integration.</p> <p>Target: Survey administered May 2024.</p> <p>Actual: 76% of student respondent indicated improvement in proficiency using a laptop and 73% indicated increased ability to access online resources agree to improved laptop proficiency and use of online resources/ software.</p>	<p>more technology integration.</p> <p>Target: Start of a new School year.</p> <p>Actual: 76% of student respondent indicated improvement in proficiency using a laptop and 73% indicated increased ability to access online resources agree to improved laptop proficiency and use of online resources/ software.</p>
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<p>7.2.1:</p> <p>Professional Development</p> <p>PD Training</p>	<p>At least 60% of teachers participating in PD will report or are observed implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness</p>	<p>Web-based survey</p>	<p>Percentage of participating teachers who will report implementing strategies learned and feeling more confident in their teaching effectiveness</p>	<p>Yes</p>	<p>100% of teacher participants to PD conference reported applying things learned 'frequently' in teaching (<i>At least once a week, I did incorporate in my lessons the things I learned from the training I attended.</i>)</p>	<p>Target: Planning and conduct of PD</p> <p>Actual: Ongoing – 2024 NCTM Conference February 7-9 in Seattle (2 of our teachers will be participating)</p> <p>Survey not yet administered to allow for time to apply strategies learned.</p>	<p>Target: Conduct of Activities</p> <p>Actual: Completed:</p> <ul style="list-style-type: none"> • NCTM Seattle, WA Feb. 7-9, 2024 • ITS New York NY Feb. 28-Mar. 2, 2024. <p>Ongoing:</p> <ul style="list-style-type: none"> • ISTE Denver, CO June 22-26, 2024 • 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>Target: Conduct of Activities</p> <p>Actual: Survey administered in May 2024:</p> <p>87.5% of teacher participants to PD training reported 'always', while 12.5% indicated 'frequently' applying in the classroom things learned in 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>	<p>Target: Start of a new school year.</p> <p>Actual: Survey administered in May 2024:</p> <p>87.5% of teacher participants to PD training reported 'always', while 12.5% indicated 'frequently' applying in the classroom things learned in 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>
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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>	<ul style="list-style-type: none"> • 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%. • 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’), exceeding the annual target of 60%.
<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>One of the greatest challenges has been finalizing quotes from certain vendors. Some of them either have not replied or indicate that they have been swamped with other price quotes. Will be working with administration and with our program officer to make any amendments to the CG application if/as needed by the Oct. 21, 2024 deadline that will best suit our students’ and school’s needs.</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 #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)

October 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

October 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

October 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**

October 31, 2024

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Grant Name: Consolidated Grant FFY 2023 Grant#: S403A230002

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

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

PROJECT COORDINATOR: Robert Kelley

PROJECT MANAGER: Sylvia T. Calvo, Grant Director

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana

STATE DATA OFFICER: Ana O. Aguon

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>\$524,313.85</u>	AMOUNT ENCUMBERED/REQUISITIONS: <u>\$206,950.75</u>	AMOUNT OF EXPENDITURES: <u>\$63,831.11</u>
AMOUNT BUDGETED (FFY 2022): <u>\$3,105,295.02</u>	AMOUNT ENCUMBERED/REQUISITIONS: <u>\$ 891,242.14</u>	AMOUNT OF EXPENDITURES: <u>\$ 694,594.60</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	208		27	1					
6 – 8	127		14	1					
9 - 12	181		24						

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

LIST THE PROJECT OBJECTIVES: **COMPONENT 1: College Readiness & Specialized Events**

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	<ul style="list-style-type: none"> • YEAR 1: The percent of Advanced Placement test results with a score of 3 or higher will increase 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 <ul style="list-style-type: none"> • Provide professional development and technology supports for teachers to implement effective classroom instruction to improve student’s academic performance in various content areas <p>COMPONENT 2: Increasing Academic Performance</p> <ul style="list-style-type: none"> • YEAR 1: At least 2% increase in students scoring at the “<i>Proficient/Ready</i>” and “<i>Advanced/Exceeding</i>” level in Math and ELA from baseline <p>COMPONENT 3: Improving Teacher Effectiveness</p> <ul style="list-style-type: none"> • YEAR 1: At least 70% of teachers participating in Professional Development will report implementing what was learned in the classroom and feeling more confident in their teacher effectiveness. <p>COMPONENT 4: Technology Supports and Integration</p> <ul style="list-style-type: none"> • YEAR 1: At least 80% of participating teachers will report improved access and integration of technology supports
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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 	<p>Advanced Placement (AP):</p> <p>AP courses have just begun for SY 24-25, so we have no reportable activity. AP exam results for SY 23-24 was received and evaluated, and 68% of test scores were 3 or higher.</p> <p>Academic Special Events (ASE):</p>

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<p>(ASE):</p> <p>MATHCOUNTS: MATH OLYMPIAD: ACB (middle school) ACB (high school): Did not participate in debate</p> <p>• College Fair:</p>	<p>The new school year has begun and the Special Events teams are forming and gathering players.</p> <p>MATHCOUNTS: Teams Forming MATH OLYMPIAD: Teams Forming ACB (middle school): Teams Forming ACB (high school): Teams Forming</p> <p>Teams are gathering players and beginning to practice.</p> <p>College Fair: <i>Completed</i> in the 2nd fiscal quarter (of FY '23)</p> <p>The College Fair took place on the week of March 21st, 2024. St John's participation was very limited, with only three (3) students who attended. Planning for the next college fair is under way.</p>
<p>Component 2: Increasing Academic Performance</p> <p>• Summative Assessment</p>	<p>Summative Assessment: <i>Not begun yet (for FY '24)</i></p> <p>The school year SY 24-25 has only just begun, so we do not have any data on summative testing, which will be given in the 3rd fiscal quarter of FY '24.</p> <p>Summative assessments for SY 23-24 were conducted in April and May, 2024. Test results of the <i>Measures of Academic Progress</i> (MAP) testing for the students in grades 2 through 7, the <i>Preliminary Scholastic Aptitude Test (PSAT)</i> 8/9 for students in grades 8 and 9, and the PSAT 10 for students in 10th grade were provided in the FY '23 3rd Quarter Report.</p>
<p>Component 3: Improving Teacher Effectiveness</p> <p>• Professional Development Training:</p>	<p>Teachers were sent to a Math conference in Chicago in September 2024. The <i>National Council of Teachers of Mathematics (NCTM)</i> conference in <u>Chicago</u> was attended by Mr. Mathews and Ms. Lee, while Mr. Kelley and Mrs. Petra attended the <i>National Association for College Admissions Counseling (NACAC)</i> conference in <u>Los Angeles</u> in September 2024.</p> <p>Both groups only recently returned and will have greater impact on their teaching in the near future. Additionally, teachers sent to conferences over the summer (<i>International Society for Technology in Education</i> or <i>ISTE</i>, and <i>Education of Young Children Conference</i>) were able to perform their overall training to the faculty as we returned to school in August 2024.</p>

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<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 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.
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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>Component 1: College Readiness & Specialized Events</p> <ul style="list-style-type: none"> Advanced Placement Testing 	At least 2% increase in students earning a 3 or better	Results of Advanced Placement test for participating students	Percentage of Advanced Placement test results with a score of 3 or higher	Yes	<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>	<p>Target: 65% of tests earning a three or better.</p> <p>Actual: 68.1% of AP tests achieved a score of 3 or above</p>
<ul style="list-style-type: none"> Academic Special events 	80% of students involved in activities will report feeling	Survey results	Percentage of students	Yes	<p>From FY '22 APR: 93% expressed greater</p>	<p>Target: Planning and conduct of academic special events</p>	<p>Target: Conduct of academic special events</p>	<p>Target: At least 80%</p> <p>Actual: 75% of</p>	<p>Target: Planning and conduct of academic special</p>

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	more engaged in learning and confident in handling academic work.				engagement and 87% indicated greater confidence in handling academic work.	Actual: Survey to be conducted during the 3 rd quarter.	Actual: Survey to be conducted during the 3 rd quarter.	students felt more engaged in school activities and more confident to handle school work	events for SY 24-25 Actual: Survey to be conducted during the 3 rd quarter of FY '24.
• 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%	Target: Start of a new school year Actual: Survey not conducted at this time.
Component 2: Increasing Academic Performance Summative Assessment	At least 2% increase in students scoring at the “ <i>Proficient/Ready</i> ” and “ <i>Advanced/Exceeding</i> ” level in Math and ELA from baseline	Math Summative Testing results	% of students scoring at the “ <i>Proficient/Ready</i> ” and “ <i>Advanced/Exceeding</i> ” levels in Math from baseline	Yes	SY 22-23: MAP Math Results 2 nd : 91% 3 rd : 91% 4 th : 67% 5 th : 91% 6 th : Did not finish due to typhoon 7 th : Did not finish due to typhoon PSAT Math Results 8 th :91% 9 th :88% 10 th :83%	Target: Summative testing not conducted at this time Actual: Summative testing to take place during the 3 rd quarter.	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% 5 th : 73% 6 th : 87% 7 th : 89% PSAT Math Results: 8 th : 84%	Target: 2% increase from baseline Actual: MAP Math Results: 2 nd : ↓ 9% 3 rd : same 4 th : ↑18% 5 th : ↓18% 6 th : 87% baseline 7 th : 89% baseline PSAT Math Results: 8 th : ↓ 7%

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					<p>SY 22-23 MAP ELA Results 2nd: 97% 3rd: 83% 4th: 87% 5th: 84% 6th: 91% 7th: 87%</p> <p>PSAT ELA Results 8th:83% 9th:83% 10th:87%</p>	<p>Target: Summative testing not conducted at this time</p> <p>Actual: Summative testing to take place during the 3rd quarter.</p>	<p>Target: Summative testing not conducted at this time</p> <p>Actual: Summative testing to take place during the 3rd quarter.</p>	<p>9th: 98% 10th: 94%</p> <p>Target: Summative testing conducted at this time</p> <p>Actual: MAP ELA Results: 2nd: 85% 3rd: 94% 4th: 80% 5th: 89% 6th: 90% 7th: 78%</p> <p>PSAT ELA Results: 8th: 80% 9th: 96% 10th: 100%</p>	<p>9th: ↑10% 10th: ↑11%</p> <p>Target: 2% increase from baseline</p> <p>Actual: MAP ELA Results: 2nd: ↓ 12% 3rd: ↑11% 4th: ↓ 7% 5th: ↑ 5% 6th: ↓ 1% 7th: ↓ 9%</p> <p>PSAT ELA Results: 8th: ↓ 3% 9th: ↑13% 10th: ↑13%</p>
<p>Component 3: Improving Teacher Effectiveness</p> <ul style="list-style-type: none"> Professional Development 	At least 70% of teachers participating in Professional Development will report implementing what was learned in the	Web-based survey for teachers participating in professional development activities	Percentage of teachers participating in professional development that report implementing and feeling confident in	Yes	<p>From FY '22 APR: 33.3% - 'always' (in every lesson) 33.3% - 'frequently' (at least once a</p>	<p>Target: Conduct of PD</p> <p>Actual: Still awaiting invite from the CG projects on requested PDs in SJS'</p>	<p>Target: Conduct of PD</p> <p>Actual: Six (6) teachers went off- island for PD. More</p>	<p>Target: At least 70%</p> <p>Actual: 100% of teachers report always implementing new strategies</p>	<p>Target: Start of a new school year</p> <p>Actual: Survey not conducted at this time</p>

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	classroom and feeling more confident in their teacher effectiveness.		learned concepts.		week) 33.3% - 'infrequently' (at least once a month)	approved application for FY '23.	teachers ready to attend, to be sent to summer conference. Survey to be conducted during the 3 rd quarter.	and 67% report feeling more confident in their effectiveness.	
Component 4: Technology Supports and Integration Supplemental Technology Supplies and Equipment	At least 80% of participating teachers will report improved access and integration of technology supports	Web-based survey for teachers that participate in project activity	Percentage of teachers reporting improved access and integration of technology supports	Yes	From FY '22 APR: 44% - indicated greater access to technology and online resources 70% - reported more effort to incorporate technology in lessons	Target: Survey not administered at this time Actual: Survey to be conducted during the 3 rd quarter.	Target: Survey not administered at this time Actual: Survey to be conducted during the 3 rd quarter.	Target: At least 80% Actual: 76% report more access to technology and 84% report more integration of technology into their classes.	Target: Start of a new school year Actual: Survey to be conducted during the 3 rd quarter of FY '24.

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).

- Our standardized testing scores showed a fair amount of success, including growth throughout the system from 2nd up through the 10th grade. The PSAT results for 8th, 9th, and 10th grades showed that **at least 80%** of test takers at these higher grades scored at the “*Proficient/ Ready*” and “*Advanced/ Exceeding*” levels in Math and ELA, with the 9th and 10th graders even achieving **94% and above**.

The MAP testing for 2nd to 7th grades did not consistently show the growth that we were aiming for, however we still had rather high scores overall (**73% and above**).

- **68%** of AP tests achieved a score of 3 or above, **exceeding the annual target of 65%**.
- 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, **exceeding the annual target of 60%**.
- **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.

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

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.

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<i>met, if appropriate.</i>	
<i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i>	<p>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.</p> <p>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.</p>

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.

Robert Kelley
 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

October 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

October 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**

October 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)

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: Ben Olson

PROJECT MANAGER: Sylvia T. Calvo, Grant Director

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana

STATE DATA OFFICER: Ana O. Aguon

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.
K5 – 5	383	NA	21	1					
6 – 8	218	NA	17	1					
9 - 12	286	NA	23	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

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opportunities to teachers.

Provide Enhanced Learning Experiences and Opportunities to Improve Student Academic Engagement

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

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

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

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

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

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

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>➤ <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>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> 	<p>9.1 Academic Special Events - <i>Ongoing</i></p> <p>All state-level competitions finished in the previous quarter, so our ASE coaches have started making internal preparations for competitions to start this Winter, 2024:</p> <p>National Forensic League</p> <ul style="list-style-type: none"> • Preparations made with students for upcoming season’s competitions. <p>Math Counts</p>

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<ul style="list-style-type: none"> • <i>Math Counts</i> • <i>Math Olympiad</i> 	<ul style="list-style-type: none"> • Preparations made with students for upcoming season's competitions. <p>Math Olympiad</p> <ul style="list-style-type: none"> • Preparations made with students for upcoming season's competitions.
<p>9.2. STEAM</p> <ul style="list-style-type: none"> • <i>Requisitions</i> • <i>Academics</i> 	<p>9.2. STEAM</p> <ul style="list-style-type: none"> • Requisitions - <u>Ongoing</u>: <ul style="list-style-type: none"> ○ (1) science lab equipment and graphing calculators for use in science and math classes: Two GDOE purchase orders have been issued for science lab items and we are awaiting delivery. ○ (2) musical instruments and music equipment and supplies to enhance the music programs we offer to our students: We submitted quotes and other documents to GDOE and they have begun the requisition process for these music items. We are awaiting GDOE to notify us once the PO has been issued so we can follow up with the awarded vendor. ○ (3) A laptop computer for our art classes was received at our school on September 12, 2024. Our art teacher is setting up a workflow to use creative apps on this computer. In the near future we will be working with student iPads in creating digital works using the Procreate and Adobe software programs. Using the AirDrop feature on the computer helps streamline the organization and collection of student works, and the iMovie and Photos app will help with displaying all student works at our art shows. This school year our art teacher plans to integrate more photography and video ideas using the iPads, and the computer will help with editing student work in batches at a time. • Academics - <u>Ongoing</u>: Estimated 286 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"> • Travel events <u>completed</u> this fourth quarter: <ul style="list-style-type: none"> ○ <i>FACTS Elevate Conference</i>, Atlanta, GA July 7 – 11, 2024 Four travelers attended this event. Echo training was conducted with principals and teachers on August 8, 2024. ○ <i>BJU Press Exchange Conference</i>, Greenville, SC July 16 – 18, 2024 Eight travelers attended this event. Echo training was conducted with teachers on September 20, 2024.

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<p>9.3. Sports and Athletics</p>	<p>9.3. Sports and Athletics - Ongoing</p> <ul style="list-style-type: none"> Volleyball uprights, an elliptical machine, and plyometric boxes are in requisition with GDOE. We are awaiting GDOE to notify us once the PO has been issued so we can follow up with the awarded vendor.
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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>9.1: Academic Special Events</p> <p>Math Counts, Math Olympiad, Academic Challenge Bowl, and National Forensic League</p>	<p>a) By the end of the SY 23-24, at least 66% of students participating in the ASE will indicate more engagement in learning and greater confidence in handling academic work</p>	<p>Student survey</p>	<p>Percentage of ASE student competitors who indicate more engagement in learning and greater confidence in handling academic work as a result of competing in the Academic Special Events.</p>	<p>Yes</p>	<p>From FY '22 APR: % of students reporting they are more engaged in learning and that they had a positive experience = 67%</p>	<p>Target: Survey not administered at this time.</p> <p>Actual: School awaiting invite from the LR project for students to participate in an ASE.</p> <p>Survey to be administered in the 3rd quarter.</p>	<p>Target: Survey preparation</p> <p>Actual: Students competed in the ASE final competitions .</p> <p>Survey to be administered in the 3rd quarter.</p>	<p>Target: >=66%</p> <p>Actual: 100% (15 out of 15) indicated greater engagement in learning and greater confidence in handling academic work</p>	<p>Target: >=66%</p> <p>Actual: 100% (15 out of 15)</p> <p>Data collection for the year was completed during the 3rd quarter. Start of a new school year.</p>

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	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 activity such as taking an entrance exam, regardless of performance on the exam or actual admittance to the competition rounds).	Listing of students showing initial interest in joining one or more ASE	Total combined count of all students making an effort to join one or more ASE competition.	Yes	Baseline data to be established this YEAR 1.	Target: Counts to be taken this quarter. Actual: 56 students	Target: No data taken this quarter; counts were already taken the previous quarter. Actual: 56 students	Target: Counts were taken in the first quarter. Actual: 56 students	Target: Counts were taken in the first quarter. 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	Target: ≥50% Actual: 100% (5 out of 5) Data collection for the year was completed during the 3 rd quarter. Start of a new school year.
	b) At least 10% of participating students will indicate an interest in pursuing a STEAM	Student survey	% of participating students who indicate an	Yes	No baseline data	Target: Survey not administered at this time.	Target: Survey not administered at this time.	Target: ≥10%	Target: ≥10%

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	related college degree		interest in pursuing a STEAM related college degree			<p>Actual: Ongoing STEAM instruction.</p> <p>Survey to be administered in the 3rd quarter.</p>	<p>Actual: Ongoing STEAM instruction.</p> <p>Survey to be administered in the 3rd quarter</p>	<p>Actual: 100% (5 out of 5) of participating STEAM students who are not yet in high 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.</p> <p>Again, this data collection for the year was completed during the 3rd quarter and we started a new school year this 4th quarter.</p>	<p>Actual: 100% (5 out of 5) of participating STEAM students who are not yet in high 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.</p>
9.3: Sports & Athletics	At least 50% of participating students	Student survey	% of participating	Yes	No baseline data	Target: Survey not	Target: Survey not	Target: >=50%	Target: >=50%

**FFY 2023 CONSOLIDATED GRANT
 QUARTERLY REPORT
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	will indicate greater learning engagement and confidence in handling academic work		students will indicate greater learning engagement and confidence in handling academic work			administered at this time. Actual: Ongoing sports and athletics. Survey to be administered in the 3 rd quarter.	administered at this time. Actual: Ongoing sports and athletics. Survey to be administered in the 3 rd quarter.	Actual: 87% (20 out of 23) indicated greater learning engagement and 78% (18 out of 23) felt more confident in handling academic work.	Actual: 87% (20 out of 23) indicated greater learning engagement and 78% (18 out of 23) felt more confident in handling academic work. Again, this data collection for the year was completed during the 3 rd quarter and we started a new school year this 4 th quarter.
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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).

- Third quarter data showed students indicating increased stimulation and receptiveness to academic learning and more confidence in handling academic work at a rate that exceeded our objectives. **100%** of students who participated in *Academic Special Events (ASE)* indicated greater engagement in learning and greater confidence in handling academic work, **exceeding the annual target of at least 66%**.
- Supporting this, we have seen the additional evidence of increased student engagement:
- Increased test scores
 - Decreased rate of student visits to the nurse’s office related to anxiety and depression
- In addition, through verbal discussions with teaching staff, we realize a hopeful anticipation among our teaching staff as

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

	<p>we await the delivery of requested equipment and supplies.</p> <ul style="list-style-type: none"> • Baseline data of 56 students was established in FY '23, indicating the number of students who showed initial interest in the <i>Academic Special Events</i> through pre-elimination efforts to join the competitions (effort shown through activity such as taking an entrance exam, regardless of performance on the exam or actual admittance to the competition rounds). • 100% (5 out of 5) of STEAM students surveyed indicated greater learning engagement, exceeding the annual target of at least 50%. These are students not yet in high school. Of this, only 40% (2 out of 5) felt more confident in handling academic work, which was below the target of 50%. • 100% of participating STEAM students who are not yet in high school indicated “<i>Not Applicable</i>”, 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. • 87% of students involved in Sports & Athletics indicated greater learning engagement and 78% felt more confident in handling academic work, both exceeding the annual target of at least 50%. <p>Also, the following grant activities have had a positive effect on this quarter:</p> <ul style="list-style-type: none"> • ASE competitions that were completed in the third quarter • One laptop from our requisitions, for use in the art classes • Two travel events attended by our teaching staff (professional development) <p>The key success of this quarter, though, is the improved learning experience of our students as methodologies/strategies learned from the travel events were implemented in the classroom. We have seen the following specific improvements as a direct result of our teachers applying what they learned from these professional development travel events:</p> <ul style="list-style-type: none"> • Applying the concept of “fan-ness”: being an encouragement and support in the physical, mental, social, and spiritual health of our students <ul style="list-style-type: none"> ○ Our Head of School communicated this to our students during our “Spirit Week” in September 2024. • Teachers have discussed student accomplishments in weekly department meetings. • We use social media to recognize student success.
<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</i></p>	<p>Our main challenge is the procurement timeline. Since we have only received one laptop in September, there are no equipment or supplies beyond this that would affect our students because these equipment/supplies are in requisition and we are still awaiting their delivery.</p> <p>The procurement timeline with GDOE has improved and there are a few large POs awarded. We are awaiting delivery of key equipment on these POs as we follow up with the vendors.</p>

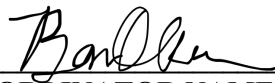
**FFY 2023 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A230002**

<p><i>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>Our main success was in being able to send our staff to the two professional development travel events, and this will have a long-term positive effect on student education as we continue to implement learned strategies in the classroom and as our school administration increases management efficiency and effective communications with students and parents.</p> <p>Specifically, we were able to send twelve total staff on these professional development travel events, and they provided ideas and inspiration for the rest of our faculty as we start a new school year.</p>
<p><i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i></p>	<p>Regular meetings with student, parents, and teachers provide useful information on the effectiveness of certain strategies.</p> <p>The surveys used for the data section of these quarterly reports is also informative and important for us to gauge how these students see their learning.</p> <p>We also continue to do as reported in the previous, third quarter report to document the procurement process and maintain internal records such as survey responses.</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

<u>Ben Olson</u> PROJECT COORDINATOR NAME (PRINT)	 PROJECT COORDINATOR NAME (SIGNATURE)	<u>October 25, 2024</u> DATE
<hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> PROJECT MANAGER NAME (PRINT)	<hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> PROJECT MANAGER (SIGNATURE)	<u>October 25, 2024</u> DATE

FEDERAL PROGRAMS DIVISION

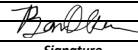


FY 2023 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Fixed Assets



October 31, 2024

CONSOLIDATED GRANT FFY '23 (4th Quarter)
FEDERALLY FUNDED FIXED ASSET INVENTORY - \$5,000.00 and ABOVE from PRESENT
 SCHOOL: **Harvest Christian Academy**

Inventory Date:	10/2/2024				
		Ben Olson		10/2/2024	
		<i>Name</i>	<i>Signature</i>	<i>Date</i>	

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
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No assets over \$5,000 received under the Consolidated Grant during this 4th quarter reporting period.

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 Joshua Taylor, Harvest Middle School Principal (GDOE Designation: Secondary Property Liaison Officer)	Telephone: (area code, number, and extension) (671) 477-6341, Ext. 216
Signature of Authorized Certifying Official: 	Email address: joshua.taylor@hbcguam.net
	Date Report Submitted: (Month, Day, Year) 10/10/2024
Type or Print Name and Title of Project Coordinator: Ben Olson, Harvest Asset Management Coordinator (GDOE Designation: Primary Property Liaison Officer)	Telephone: (area code, number, and extension) (671) 482 - 1195
Signature of Project Coordinator: 	Email address: ben.olson@hbcguam.net
	Date Report Submitted: (Month, Day, Year) 10/10/2024

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

October 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**

October 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

STATE DATA OFFICER: Ana O. Aguon

AMOUNT BUDGETED (FFY 2023): <u>\$116,680.34</u>	AMOUNT ENCUMBERED/REQUISITIONS: <u>\$ 12,392.44</u>	AMOUNT OF EXPENDITURES: <u>\$ 3,905.70</u>
AMOUNT BUDGETED (FFY 2022): <u>\$3,105,295.00</u>	AMOUNT ENCUMBERED/REQUISITIONS: <u>\$ 891,242.14</u>	AMOUNT OF EXPENDITURES: <u>\$ 694,594.60</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.

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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>
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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 <i>International Society for Technology in Education (ISTE)</i> Live conference from June 23-26, 2024, in Denver, Colorado. • The teachers shared what they learned in the conference with our faculty during our embedded school level professional development session on October 1, 2024.

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- 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 “ <i>proficient</i> ” 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 “ <i>proficient</i> ” 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

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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 in the 3rd Quarter*

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 on March 21, 2024 at UOG*

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 in 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 4th quarter on CPR Training and Certification due to staff shortage. Reporting on this goal/component not applicable for this Quarter.

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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%</p> <p>'Frequently' (at least once a week) – 50%</p> <p>'Infrequently' (at least once a month) – 12.5%</p> <p>'Rarely' (at least once a quarter) – 12.5%</p>	<p>Target: Survey not administered at this time.</p> <p>Actual: Survey to be administered in the 3rd quarter (for attendees to local training on the Promethean Board in the 1st quarter, to allow for time to apply things learned).</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>This is because the first off-island PD for FY '23 that will be attended by GAA teachers</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>	<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 the PD ISTE Live in Denver 100% indicated applying in the classroom what they learned from the PD.</p>

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	<p>b) By end of SY 23-24, there will be at least 2% increase from baseline on the MAP assessment in math, reading, 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>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>will be in June 2024 (ISTE).</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>will be in FY '24 1st or 2nd quarter to allow for time to apply the strategies</p> <p>Target: Math At least 2% increase from baseline</p> <p>Actual: Math 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>Target: Start of a new school year.</p> <p>Actual: Results were given in the 3rd quarter.</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 annual target of at least 2%</p>
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								<p>12th – 18% (↓) So all but 2 grade levels met or exceeded the annual target of at least 2% increase in Math scores in the MAP summative assessment.</p>	<p>increase in Math scores in the MAP summative assessment.</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><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: 3rd – 7% (↓) 4th – 29% (↑) 5th – 21% (↑) 6th – 12% (↓) 7th – 12% (↑)</p> <p>Following are the changes, based on actual vs. baseline: 3rd – 7% (↓) 4th – 29% (↑) 5th – 21% (↑) 6th – 12% (↓) 7th – 12% (↑)</p>	<p><u>Target:</u> Start of a new school year.</p> <p><u>Actual:</u> Results were given in the 3rd quarter.</p> <p>Following are the changes, based on actual vs. baseline: 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</p>

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								8 th – 0% (same 51%) 9 th – 30% (↑) 10 th – 8% (↓) 11 th – 3% (↑) 12 th – 10% (↑)	levels exceeded the annual target of at least 2% increase in Reading scores in the MAP summative assessment.
					Science 3 rd - 43% 4 th – 14% 5 th – 51% 6 th – 75% 7 th – 75% 8 th – 88% 9 th – 100% 10 th – 90% 11 th – Data not available for reporting due to small class size. 12 th – Data not available for reporting due to small class size.	Target: MAP test results not available at this time. Actual: MAP test results not available at this time.	Target: MAP test results not available at this time. Actual: MAP Spring summative assessment to take place in the 3 rd quarter	Target: Science At least 2% increase from baseline Actual: 3 rd - 45% 4 th – 43% 5 th – 57% 6 th – 76% 7 th – 76% 8 th – 88% 9 th – 99% 10 th – 84% 11 th – Data not available for reporting due to small class size. 12 th – Data not available for reporting due to	Target: Start of a new school year. Actual: Results were given in the 3 rd quarter. Following are the changes, based on actual vs. baseline: 3 rd – 2% (↑) 4 th – 29% (↑) 5 th – 7% (↑) 6 th – 1% (↑) 7 th – 1% (↑) 8 th – same (88%) 9 th – 1% (↓) 10 th – 6% (↓)

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							<p>small class size.</p> <p>Following are the changes, based on actual vs. baseline:</p> <p>3rd – 2% (↑) 4th – 29% (↑) 5th – 7% (↑) 6th – 1% (↑) 7th – 1% (↑) 8th – same (88%) 9th – 1% (↓) 10th – 6% (↓) 11th – indeterminate 12th – indeterminate</p> <p>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.</p> <p>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.</p>	<p>11th – indeterminate 12th – indeterminate</p> <p>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.</p>	
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	<u>FY '22 APR:</u> Six (6) middle school students participated in ACB.	<u>Target:</u> Planning and conduct of special events <u>Actual:</u> Six (6) middle school students will participate in ACB.	<u>Target:</u> Planned and conducted special events <u>Actual:</u> Six (6) middle school students participated in ACB.	<u>Target:</u> 2% increase in student participation <u>Actual:</u> 6 middle school students participated in ACB.	<u>Target:</u> 2% increase in student participation <u>Actual:</u> 6 middle school students participated in ACB.

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	b) By the end of SY23-24, at least 57% of participating students will report they are more engaged in learning and confident in handling academic work	Student survey	% of participating students who report they are more engaged in learning and confident in handling academic work	Yes	<p><u>FY '22 APR:</u> 100% of student participants to specialized events indicated being more engaged and having greater confidence to handle academic work.</p>	<p><u>Target:</u> Survey Not Administered at this Time</p> <p><u>Actual:</u> Survey will be conducted during the 3rd quarter.</p>	<p><u>Target:</u> Survey Not Administered at this Time</p> <p><u>Actual:</u> Survey will be conducted during the 3rd quarter.</p>	<p><u>Target:</u> At least 57%</p> <p><u>Actual:</u> 87% of respondents indicated more learning engagement & 81% reported greater confidence in handling academic work</p>	<p><u>Target:</u> At least 57%</p> <p><u>Actual:</u> 87% of respondents indicated more learning engagement & 81% reported greater confidence in handling academic work</p>
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	<p><u>FY '22 APR:</u> 67% - participants who indicated an interest in pursuing STEAM or CTE</p>	<p><u>Target:</u> Survey Not Administered at this Time</p> <p><u>Actual:</u> The survey will be conducted during the 3rd quarter.</p>	<p><u>Target:</u> Survey Not Administered at this Time</p> <p><u>Actual:</u> The survey will be conducted during the 3rd quarter.</p>	<p><u>Target:</u> At least 20%</p> <p><u>Actual:</u> 80%</p>	<p><u>Target:</u> At least 20%</p> <p><u>Actual:</u> 80%</p>
	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	<p><u>FY '22 APR:</u> 88% - participants who indicated the activity was helpful in providing information</p>	<p><u>Target:</u> Survey not administered at this time</p> <p><u>Actual:</u> The survey will be conducted during the 3rd quarter.</p>	<p><u>Target:</u> Survey not administered at this time.</p> <p><u>Actual:</u> Survey administered at this time; results reported in the 3rd quarter.</p>	<p><u>Target:</u> At least 78%</p> <p><u>Actual:</u> 91%</p>	<p><u>Target:</u> At least 78%</p> <p><u>Actual:</u> 91%</p>

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10.4 School Climate, Culture, and Engagement	a) By the end of SY 23-24, at least 50% of students will indicate participating in health and safety activities.	Student Survey	% of students participating in health and safety activities	Yes	No baseline data.	Target: Ongoing health and safety activities Actual: Ongoing health (P.E.) Survey indicated 80% of students participated in STEAM, and activities Survey to be conducted in the 3 rd quarter.	Target: Ongoing health and safety activities Actual: Ongoing health (P.E.) and safety activities Survey to be conducted in the 3 rd quarter.	Target: At least 50% Actual: 85%	Target: At least 50% Actual: 85%
	b) By the end of SY 23-24, at least 50% of participating students will report greater engagement in learning and confidence in handling academic work.	Student Survey	% of participating students will report greater engagement in learning and confidence in handling academic work.	Yes	No baseline data.	Target: Ongoing health and safety activities Actual: Ongoing health (P.E.) and safety activities. Survey to be conducted in the 3 rd quarter.	Target: Ongoing health and safety activities Actual: Ongoing health (P.E.) and safety activities. Survey to be conducted in the 3 rd quarter.	Target: At least 50% Actual: 81%	Target: At least 50% Actual: 81%
	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	Student, Teacher, and Staff Surveys	% of students, teachers, and staff indicating a greater sense of campus safety due to the installation of new security equipment.	Yes	No baseline data.	Target: Ongoing health and safety activities Actual: Ongoing health and safety activities Survey to be	Target: Ongoing health and safety activities Actual: Ongoing health and safety activities Survey to be	Target: At least 50% Actual: Survey to be conducted in the 4th quarter due to delay in safety equipment	Target: At least 50% Actual: Delay in safety equipment installation.

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	of new security equipment.					conducted after installation of new security eqpmt.	conducted after installation of new security equipment.	installation.	
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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>	<ul style="list-style-type: none"> • 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 on the <i>International Society for Technology in Education (ISTE) Live Conference</i>, 100% indicated applying in the classroom what they learned from the PD. • 8 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. • 6 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. • 3 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.
<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)</i></p>	<ul style="list-style-type: none"> • 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 involve. 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 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.

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were not met, if appropriate.

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 #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

Joaquina Vega

10/17/24

PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

DATE

PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGNATURE)

DATE

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FEDERAL PROGRAMS DIVISION



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

Fixed Assets

October 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

October 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**

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

PROJECT COORDINATOR: Michelle Moyer

PROJECT MANAGER: Sylvia T. Calvo, Grant Director

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana

STATE DATA OFFICER: Ana O. Aguon

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>\$19,615.06</u>	AMOUNT OF EXPENDITURES: <u>\$780.15</u>
AMOUNT BUDGETED (FFY 2022): <u>\$3,105,295.02</u>	AMOUNT ENCUMBERED/REQUISITIONS: <u>\$891,242.14</u>	AMOUNT OF EXPENDITURES: <u>\$694,594.60</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.

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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:**

FFY 2023 CONSOLIDATED GRANT
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 Grant Award #: S403A230002

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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>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 be 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 for SY 24-25: <ul style="list-style-type: none"> ○ 8 Elementary students ○ 2 Middle School students ○ 9 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 2024 under the Life Readiness (LR) project. • Students participated in planting seeds for the garden. However, the anticipated aquaponics system was not provided for students to complete their garden project.

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<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. This item may be revived in FY '25.
<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 for SY 24-25: <ul style="list-style-type: none"> ○ 8 Elementary students ○ 2 Middle school students ○ 9 High school students • Some materials have been received by PICA: a piano for use in choir, piano, and music classes. Pending additional materials 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.
<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-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.

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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>	Quarterly Performance Measures (Target vs. Actual)				
					Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
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	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 learning engagement and confidence in handling academic	Student Survey	% of participating students who report a greater sense of learning engagement and confidence in handling academic work	Yes	No baseline data	Target: Survey not administered at this time. Actual: Ongoing instruction, still awaiting STEAM kits. Survey will be	Target: Survey not administered at this time. Actual: Ongoing instruction, still awaiting STEAM kits. Survey will	Target: Survey administered at this time. Actual: 67% indicated a greater sense of learning engagement, and 33% feel	Target: Start of new school year. Actual: 67% indicated a greater sense of learning engagement, and 33% feel

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	work					conducted in the 3 rd quarter of SY 23-24	be conducted in the 3 rd quarter of SY 23-24	more confident in handling academic work	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.	Target: Survey administered at this time Actual: 67% of students surveyed indicated an interest in pursuing a STEAM-related college degree.
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 confidence in handling academic work	Student survey	% of participating students who report a greater sense of learning engagement and confidence in handling academic work	Yes	No baseline data	Target: Survey not administered at this time Actual: Ongoing instruction. Materials for use are being requisitioned. Survey will be conducted in the 3 rd quarter.	Target: Survey not administered at this time Actual: Ongoing instruction. Materials for use are being requisitioned. Survey will be conducted in the 3 rd quarter.	Target: Survey administered Actual: 86% indicated a greater sense of learning engagement, and felt more confident in handling academic work	Target: Start of new school year. Actual: 86% indicated a greater sense of learning engagement, and felt more confident in handling academic

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									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.	Target: Start of new school year. Actual: Students who requested for CTE classes are no longer attending PICA, so activity is discontinued for FY '23.
	b) By the end of SY 23-24, at least 60% of participating students in CTE classes will earn an average grade of "C" or better	Student grades	% of participating students who earn an average grade of "C" or better	Yes	No baseline data	Target: Survey not administered at this time Actual: Students who requested for CTE classes no longer attending PICA, so activity will be removed.	Target: Survey not administered at this time Actual: Students who requested for CTE classes 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.	Target: Start of new school year. Actual: Students 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	Teacher Survey	% of teachers participating in PD training who will report implementing the teaching	Yes	No baseline data	Target: Survey not administered at this time Actual: PICA awaits invite from	Target: Survey not administered at this time Actual: PICA awaits invite from	Target: Survey not administered at this time Actual: PICA awaits invite from	Target: Survey not administered at this time Actual: PICA still awaits invite

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<p>teaching strategies learned in the classroom and indicate an improvement in their planning and instructional skills</p>		<p>strategies learned in the classroom and indicate an improvement in their planning and instructional skills</p>		<p>the CIA project for FY '23 PD on <i>Classroom Instruction that Works</i>. Survey will be administered in the 3rd quarter.</p>	<p>the CIA project for FY '23 PD on <i>Classroom Instruction that Works</i>. Survey will be administered in the 3rd quarter.</p>	<p>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 strategies learned.</p>	<p>from the CIA project for FY '23 PD on <i>Classroom Instruction that Works</i>. Granting the PD takes place in the FY '24 1st Quarter, survey will be conducted in FY '24 3rd quarter to allow for time to apply strategies learned.</p>
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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 Science, Technology, Engineering, Arts, & Math (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%**.
- **67%** of surveyed students enrolled in STEAM classes indicated an interest in pursuing a STEAM-related college degree, **exceeding the annual target of 20%**.
- **86%** of PICA students who participated in Visual Performing Arts (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, **exceeding the annual target of 20%**.

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<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>Component 1. Academic Performance – Summative Assessment This activity has been removed since PICA made the decision to do summative testing through a source other than the Consolidated Grant.</p> <p>Component 2: STEAM Classes or Activities – Participation in this activity was not completed as anticipated because the equipment (aquaponics steam kit) was not received.</p> <p>Component 3: CTE Classes – This activity has been removed in FY '23 as the students who previously asked for these classes are no longer attending PICA.</p> <p>Component 4: VPA Activities – With the delay in delivery of the musical instrument, students have begun to participate in piano only towards the end of SY 23-24.</p> <p>Component 5: Professional Development— This activity was not available to teachers during this quarter.</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: Providence International Christian Academy (PICA)

- 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)

PROJECT COORDINATOR NAME (SIGNATURE)

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

October 31, 2024

CONSOLIDATED GRANT FFY '22 (4th Quarter)
FEDERALLY FUNDED FIXED ASSET INVENTORY - \$4,999.99 and BELOW from PRESENT
SCHOOL: Providence Int'l Christian Academy

Inventory Date:				
		Michelle Moyer	Michelle Moyer, PICA	10/08/24
		<i>Name</i>	<i>Signature</i>	<i>Date</i>

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
100840		Mackie Mixer Board	12	205541000EzPb	835.00	1	Rm 2	PICA	20241710-00	09/19/2024	New	10/08/24
100640		Fender Bass Amp	Rumble 100	ICT24312251	530.00	1	Rm 2	PICA	20241235-00	08/28/2024	New	10/08/24
100651		Dome Climber	N/A	N/A	1,320.00	1	Playground	PICA	20240366-01	08/23/2024	New	10/08/24

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 <p align="center">Michelle Moyer</p> <hr/> Signature of Authorized Certifying Official: <p align="center">Michelle Moyer</p>	Telephone: (area code, number, and extension) <p align="center">671-477-2222</p> Email address: <p align="center">michelle.graceacademygu@gmail.com</p> Date Report Submitted: (Month, Day, Year) <p align="center">#####</p>
Type or Print Name and Title of Project : <p align="center">Providence International Christian Academy</p>	Telephone: (area code, number, and extension) <p align="center">671-477-2222</p> Email address: <p align="center">michelle.graceacademygu@gmail.com</p> Date Report Submitted: (Month, Day, Year) <p align="center">10/08/24</p>
Signature of Project Coordinator: <p align="center">Michelle Moyer</p>	

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

October 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**

October 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: Shannon Bukikosa-Esplana

STATE DATA OFFICER: Ana O. Aguon

AMOUNT BUDGETED (FFY 2023): \$32,416.93	AMOUNT ENCUMBERED/REQUISITIONS: \$28,884.08	AMOUNT OF EXPENDITURES: \$0.00
AMOUNT BUDGETED (FFY 2022): \$3,105,295.02	AMOUNT ENCUMBERED/REQUISITIONS: \$891,242.14	AMOUNT OF EXPENDITURES: \$694,594.60

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.

LIST THE PROJECT OBJECTIVES:

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.

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	<p>12.1: By the end of year 3, the average raw score from the annual fitness test will increase by 5% over the baseline of 276.98; and there will be a 15% increase over the baseline of 60% in the participation rate of students in physical fitness activities utilizing the supplemental resources.</p> <ul style="list-style-type: none"> ▪ Year 1: The average raw score from the annual fitness test will increase by 2% over the baseline as a result of physical activities provided in addition to the physical education core program (282.5). ▪ Year 1: At least 5% increase in student participation in physical activity over the baseline (65% or more). <p>12.2: By the end of year 3, at least 60% of students will indicate greater engagement with learning and confidence in handling academic work.</p> <ul style="list-style-type: none"> ▪ Year 1: At least 50% of students will indicate greater engagement with learning and confidence in handling academic work.
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PART I: Section 1. Activities & Work Accomplished

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
<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 fourth quarter, we continued to await the delivery and installation of the portable fitness equipment. All preparatory work has been completed, including site leveling and securing necessary approvals. Follow-up with GDOE’s Procurement Office was done, as well as the vendor. The ETD is on November 5, 2024.</p> <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: <i>Ongoing</i> <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 (<i>pre-use</i>) 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.

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➤ 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. 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. Actual: Procurement and installation of portable fitness facilities are delayed because additional planning time is required. "Pre-use" Fitness test to be administered right before completion of installation.	Target: Students engaging in physical activity utilizing supplemental resources Actual: Site has been leveled and school is ready to proceed with procurement of physical equipment. "Pre-use" Fitness test to be administered right before completion of installation. This will serve as the updated baseline data.	Target: Students engaging in physical activity utilizing supplemental resources Actual: Procurement and installation of portable fitness facilities are currently being processed. "Pre-use" Fitness test to be administered right before completion of installation. This will serve as the updated baseline data.	Target: Students engaging in physical activity utilizing supplemental resources Actual: The procurement of portable fitness facilities has been completed, and the installation is anticipated to start soon (November 2024). "Pre-use" Fitness test to be administered right before completion of installation. This will serve as the updated

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									baseline data.
	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	Current baseline data of 60% student participation rate in physical activities during recess breaks	<p>Target: Procurement and installation of supplemental resources promoting physical fitness.</p> <p>Actual: Procurement and installation of portable fitness facilities are delayed because additional planning time is required.</p> <p>Logging of student use of portable physical fitness equipment to start after installation is completed.</p>	<p>Target: Students engaging in physical activity utilizing supplemental resources</p> <p>Actual: Logging of student use of portable physical fitness equipment to start after installation is completed.</p>	<p>Target: Students engaging in physical activity utilizing supplemental resources</p> <p>Actual: Procurement and installation of portable fitness facilities are currently being processed.</p> <p>Logging of student use of portable physical fitness equipment to start after installation is completed.</p>	<p>Target: Students engaging in physical activity utilizing supplemental resources</p> <p>Actual: The procurement of portable fitness facilities has been completed, and the installation is anticipated to start soon (November 2024).</p> <p>Logging of student use of portable physical fitness equipment to start after installation is completed.</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	Student survey	% of students who indicate greater engagement with learning and confidence in handling academic work	Yes	No baseline date	<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: This survey ('post-use') will be administered during the last quarter of the academic year in March 2025,</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</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</p>

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					<p>planning time is required.</p> <p>This survey will be administered during the last quarter of the academic year in March 2025, following the Japanese school calendar year, which runs from April to March.</p>	<p>following the Japanese school calendar year, which runs from April to March.</p> <p>However, a baseline student engagement survey will be administered in June, 2024 ('pre-use') to determine the portion of students who consider themselves currently engaged in learning, even without the equipment being installed yet.</p>	<p>themselves currently engaged in learning, even without the equipment 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>	<p>Japanese school calendar year, which runs from April to March.</p>
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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).

We are currently awaiting the delivery and installation of the portable fitness equipment. All preparatory work has been completed, including site leveling and securing necessary approvals.

Once the equipment is delivered, the installation will proceed as scheduled, and we anticipate that the facility will be operational by the next reporting period (FY '24 1st fiscal quarter).

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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 procurement process for the portable fitness facilities is ongoing, with delivery and installation anticipated to take place soon (November 2024). However, we are experiencing delays due to logistical challenges associated with shipping to Guam, given its remote island location.

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

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.

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).

Also, classroom logs of students utilizing equipment will be maintained.

QUARTERLY REPORT CERTIFICATION

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

PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

10/28/2024

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

October 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

October 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**

October 31, 2024

**FFY 2023 CONSOLIDATED GRANT
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Grant Name: <u>Consolidated Grant FFY 2023</u> Grant#: <u>S403A230002</u>	What quarter is this report filed? Mark an "X"																				
PROJECT TITLE: Project #13: State Administration State Educational Agency	<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></td> <td align="center">X</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: 11/22/2024</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: 11/22/2024			
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: 11/22/2024																					
PROJECT MANAGER: Sylvia T. Calvo, Grant Director																					
STATE PROGRAM OFFICER: Sean Rupley Hope Cruz																					
STATE DATA OFFICER: Ana O. Aguon																					

AMOUNT BUDGETED (FFY 2023): \$1,789,340.90	AMOUNT ENCUMBERED/REQUISITIONS: \$ 55,195.00	AMOUNT OF EXPENDITURES: \$ 167,229.39
AMOUNT BUDGETED (FFY 2022): \$1,710,378.69	AMOUNT ENCUMBERED/REQUISITIONS: \$ 53,707.22	AMOUNT OF EXPENDITURES: \$ 1,598,639.70

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	2,460			8		4920			28
6 – 8	1,204			39		6437			50
9 - 12	1,661			14		9334			47

LIST THE PROJECT GOALS:	<p>Administration/Supervision/Technical Assistance/Workshops</p> <ul style="list-style-type: none"> ✚ 13.1.1. 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 State Educational Agency (SEA). ✚ 13.1.2. 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) receipt of high quality support, guidance, consultation and technical assistance during the workshops. <p>Grant Meetings, Workshops / Grants Management Certification and Training</p>
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	<p>✚ 13.2.1. 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 planning, implementation fidelity, and developing and designing services and activities to better serve the students and teachers within the district.</p>
<p>LIST THE PROJECT OBJECTIVES:</p>	<p>Administration/Supervision/Technical Assistance/Workshops</p> <p>13.1.1. 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 SEA.</p> <p>✚ By September 2024 @ 90%, September 2025 @ 91%, and September 2026 @ 93%</p> <p>13.1.2. 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> <p>✚ By September 2024 @ 91%, September 2025 @ 92%, and September 2026 @ 93%</p> <p>Grant Meetings, Workshops / Grants Management Certification and Training</p> <p>13.2.1. 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> <p>✚ By September 2024 @ 94%, September 2025 @ 95%, and September 2026 @ 96%</p>

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

<p>COMPONENT & ACTIVITIES (including travel)</p>	<p>WORK ACCOMPLISHED & PRIMARY DATA GENERATED</p>
<p>13.1 Administration/Supervision/ Technical Assistance /Workshops</p>	<ul style="list-style-type: none"> • The Federal Programs Division (FPD) team collaborated seamlessly to successfully close out the fiscal year, ensuring that our educational initiatives remained well-funded and effective. The team maximized the resources to meet the needs of school and students. The team’s diligent efforts ensured that requisitions were accurately entered, purchase orders processed, and contracts met their deadlines. Together, the team demonstrated commitment in supporting quality education through efficient management and collaboration. • The FPD team continues to conduct onsite monitoring to ensure that federally funded activities comply with all relevant regulations and consistently meet performance standards. This oversight helps maintain accountability and alignment with Federal requirements. The following onsite monitoring visits were conducted:

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

- August 14, 2024 – B.P. Carbullido Elementary School (monitoring District and School-Based Mentors)
 - September 10, 2024 – Oceanview Middle School (monitoring Positive Learning Centers)
 - September 12, 2024 – Marcial Sablan Elementary School (monitoring Social Services and Outreach Teams)
 - September 25, 2024 – B.P. Carbullido Elementary School and L.P. Untalan Middle School (monitoring teacher assistants)
-
- From August 19-26, 2024, the FPD team held a virtual workshop on the FFY '24 Grant Award Notification, Implementation, and Accountability. This live session was designed to enhance compliance and accountability while helping participants better understand federal grants and the regulations that support educational initiatives for all students. The goal was to equip educators with the knowledge needed to effectively leverage these grants for the benefit of their communities. A *Participant's Workshop Evaluation Survey* was administered by the FPD at the end of this activity, to gather feedback from stakeholder attendees regarding the virtual workshop's effectiveness in providing current information and updates on federal grant rules, regulations, and requirements as well as an overview of goals, objectives, and activities of the FFY '24 Consolidated Grant projects.
 - Sanford Technology Group (STG) Workforce Ready Timekeeper: The existing system had caused significant inefficiencies, doubling payroll processing times, which ultimately led to the decision not to renew the contract. As part of this transition, the Timekeeper Project entered its close-out phase while we explored alternative solutions with our Financial System Vendor. Additionally, STG generously supported the team by providing new ID badges, which were successfully distributed to the FPD team and CG project staff. We also coordinated the transfer of essential equipment to the GDOE, including 50 Timekeeper clocks, Azure ID Exchange Software for badge printing, and a Fargo High-Capacity Printer Encoder. Comprehensive training was conducted for HR personnel, ensuring a smooth transition and uninterrupted operations.
 - Fixed Assets Management System: The FPD team continues to work in preparation for the annual fixed assets training. The team is pleased to announce the successful finalization of a new Standard Operating Procedure (SOP) for the Fixed Asset Management System (FAMS) in collaboration with Guam Paks, who has also developed a user-friendly website set for launch. Our focus on enhancing system capabilities has led to the preparation of new data entry forms and planned training sessions for schools from October 8 to 16, with a makeup session on October 18. Additionally, we are actively exploring the integration of FAMS data with Munis and have introduced new barcode machines and asset tags to warehouse staff. These efforts represent significant strides toward improving our asset management processes and operational efficiency.
 - Pacific Research and Evaluation, LLC (External Evaluator): The evaluation of the Guam Department of Education's Title V, Part B, Subpart 2 RLIS grant for FY '22 highlights the progress in key areas of student learning and teacher development. The reports show that students participating in Career and Technical Education (CTE) and Advanced Placement (AP) courses are exceeding academic targets, with over 83% of

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students earning a “C” or higher in CTE courses. Educators engaged in STEAM and Project-Based Learning professional development saw significant benefits, applying innovative teaching strategies in the classroom. Extracurricular activities, like Academic Special Events (ASE), helped students improve confidence and engagement, contributing to their academic success and future career interests. Additionally, teacher professional development initiatives have positively impacted instructional quality, with educators reporting enhanced teaching skills that foster critical thinking and creativity.

- McREL (External Evaluator): On August 27, 2024, McRel Presentation External Evaluation team met with the FPD team and CG projects team regarding their findings. The results indicated a strong track record in achieving referral goals, boasting a 95% success rate. This underscores an effective approach to linking students and families with essential services. Additional key successes noted include: maintaining progress in the teacher certification assistance program, with significantly improved completion rates in the two most recent years (80% and over); steadily increasing satisfaction rates with the teacher mentorship and coaching programs (70% and above); and ending the three-year FY 20-22 grant cycle with a slightly increased level of teacher retention rate (8% increase).

The FPD team continues to meet with McRel on a monthly basis to review progress, address any challenges, and refine strategies, ensuring that the support provided remains aligned with the evolving needs of the students and families they serve.

- August 26, 2024 – Meeting with CG Project #1 Life Readiness
 - August 28, 2024 – Meeting with CG Project #4 School Climate Cultural Engagement (SCCE) / CG Project #3 Classroom Supports and Interventions (CSI) / CG Project #2 Curriculum Instruction and Assessment (CIA)
 - August 29, 2024 – Meeting with Project #5 *Prugraman Tiningo*
- Effective Leadership and Communication Professional Development: the district recognized the need to enhance workplace communication through professional development, with the goal of fostering better listening, collaboration, and a gradual cultural shift to improve performance across all divisions. Led by Dr. Laura Souder and Dr. Samuel Betances, in collaboration with the Deputy of Curriculum, Instruction, and Assessment, these workshops are tailored for teacher aides, assistants, district employees, and GDOE staff, including the Federal Programs Division team. The professional development series covers effective communication, literacy development, and team collaboration, providing interactive, hands-on learning. These efforts aim not only to build practical communication skills but also to enhance accountability in grant funding and improve collaboration among stakeholders. The following are the schedule of trainings held at GDOE facility:
 - July 23-24, 2024 / July 29-30, 2024 / August 6-7, 2024 – Effective Communication Skill Building and Facilitating Literacy Development Workshop
 - August 13-15, 2024 – Communicating Effectively Workshop

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- September 12-13, 2024 / September 16-18, 2024 – Team Collaboration and Transformation Basic Workshop
- Two (2) State Administration personnel attended the 20th Anniversary National Private School Leadership Conference 2024 in Washington, DC, September 18, 2024. The conference covered topics from key stakeholders in the nonpublic school community.
- One (1) State Administration personnel and five (5) other GDOE staff attended the Edge Powerschool Conference 2024 in Seattle, Washington, July 23, 2024 to July 26, 2024. The conference covered topics from transforming learning together by empowering personalized education worldwide.
- The FPD team continues to assist in non-CG projects (Comprehensive Literacy State Development Grant (CLSD), Federal Emergency Management Agency (FEMA) – Typhoon Mawar related damages, American Rescue Plan (ARP), ED*Facts*, and Hazard Mitigation Grant Program (HMGP). The ongoing efforts ensure that these initiatives receive the necessary guidance and resources for success. Time Distribution Reports are continuously generated for these projects for time keeping.

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
13.1 Administration/ Supervision/ Technical Assistance/ Workshops	13.1.1 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	Quarterly monitoring reports Observation reports Survey results	% of LEAs indicating satisfaction with FPD administration, supervision, monitoring, consultation, and technical assistance	No	At least 84% of LEAs (public, charter and PNP) indicate that they have and continue to receive high quality support, guidance, consultation, and technical	Target: At least 84% Actual: No stakeholder survey administered at this time. Focus was on provision of	Target: At least 86% Actual: 85% of stakeholders report satisfaction with process handling and	Target: At least 88% Actual: No stakeholder survey administered at this time-	Target: At least 90% Actual: 82% of LEAs who responded to the survey reported satisfaction

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	technical assistance provided by the SEA.				assistance from the FPD.	guidance and technical assistance to all stakeholders in their beginning implementation of FY '23 activities.	implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the FPD.		with process handling and implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the FPD.
	13.1.2 At least 91% of GDOE stakeholders 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.	Quarterly monitoring reports Observation reports Survey results	% of participants reflecting better understanding of activities and comply with requirements	No	At least 88% of stakeholders report receiving effective, timely, and relevant information received, improved knowledge of grant information, programs, and requirements, and receiving high quality support, guidance, consultation and technical assistance during workshops.	Target: At least 88% Actual: No stakeholder survey administered at this time. Focus was on provision of guidance and technical assistance to all stakeholders in their beginning implementation of FY '23 activities.	Target: At least 89% Actual: 94% of stakeholders report receiving effective, timely, and relevant information received, improved knowledge of grant information, programs, and requirements, and receiving high quality support, guidance, consultation and technical assistance during workshops.	Target: At least 90% Actual: No stakeholder survey administered at this time.	Target: At least 91% Actual: 91% of GDOE stakeholders who responded to the survey reported (a) effective, timely, and relevant information received, (b) improved knowledge of pertinent grant information, programs, and requirements, and (c) receiving high quality support,

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									guidance, consultation and technical assistance during workshops.
13.2 Grant Meetings, Workshops / Grants Management Certification and Training	13.2.1 At least 94% 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 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, evaluation, 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 and designing services and activities within the district.	Target: At least 93.4% Actual: No stakeholder survey administered at this time.	Target: At least 94% Actual: 70% of key LEA/FPD personnel indicated increased understanding of proper grants management, project design, planning, evaluation, implementation, and developing and designing services and activities to better serve students and teachers within the district.

PART II: *Successes, Challenges, and Evaluation*

For the 4th quarter period (July–September, 2024), the following surveys were administered by the FPD: (1) *Participant’s Workshop Evaluation Survey* during the Virtual CG Grant Award Notification (GAN) Stakeholder’s Workshop on August 19-20, 2024; (2) FY ’23 4th Quarter *State Administration of CG Projects*; and (3) FY ’23 4th Quarter *CG Project Personnel Survey*.

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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).

Results of the above surveys indicate the following on the State’s three performance indicators for the FY ’23 4th quarter:

- **82%** of stakeholders who responded to the survey 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 8% short, and fails to meet the year’s target.** However, this is not a huge shortage, as it translates to “8 out of 10” satisfied customers instead of “9 out of 10”.
- **91%** 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 meets the annual target percentage of 91%** on this performance measure.
- **70%** 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 14% short, and falls short of the year’s target.**

This can in part be attributed to several new CG project/FPD grant personnel hires in FY ’23 who are still getting their feet wet in terms of learning about and familiarizing with federal grant rules, regulations, and requirements as well as the goals, objectives, components, and activities of the CG projects.

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.

- Although two (2) of the three (3) annual objectives for Year 1 were not met when the *stakeholders survey, project personnel survey, and grant personnel survey* were administered during the 2nd quarter (January–March, 2024) and again during the 4th quarter (July-September, 2024), the FPD will work towards improving its grant administration, coordination, and delivery of technical assistance services to all CG stakeholders, to improve on its performance for Year 2 and Year 3.
- In addition to evaluations being conducted during workshops, we intend to include multiple feedback sessions with schools to allow ample time for feedback, discussion and finalization of inputs and in turn achieve the goals by Year 3.
- Also, new project and grant personnel will necessarily grow over time in their exposure and involvement with the tasks and activities relating to implementing project activities as well as grant administration and provision of services to CG stakeholders.

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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; and*
 - c) continuing effort among teachers of integrating technology in teaching and learning and its impact on student interest and motivation to learn.*
- 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 PNP’s, 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: Project #13: State Administration | State Educational Agency (SEA)

- 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.

Sean R. Rupley

PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

DATE

Sylvia T. Calvo, Grant Director

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

October 31, 2024