

**DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION**



**FY 2025 Title V, Part B: Rural Low Income
Schools Consolidated Grant to Insular Areas
1st Quarterly Reports**

January 30, 2026

FEDERAL PROGRAMS DIVISION



FY 2025 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 Programs Division (FPD) Review

FEDERAL PROGRAMS DIVISION



FY 2025 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Finalized Quarterly Report with
Federal Programs Division (FPD) Review**

January 30, 2026

**FFY 2025 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A250002**

26-290 FPD-LR

Grant Name: Consolidated Grant FFY 2025 Grant#: S403A250002

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

PROJECT TITLE: Project #1 Life Readiness (LR)

PROJECT COORDINATOR: Joshua C. Blas

PROJECT MANAGER: Rizalina M. Liwag, Ed.D, Deputy Superintendent of Curriculum Instructional Improvement

STATE PROGRAM OFFICERS: Shannon Bukikosa-Esplana | Nely P. Punzalan

STATE DATA OFFICER: Ana O. Aguon

10/ 01/25- 12/31/25	01/01/26- 03/31/26	04/01/26- 06/30/26	07/01/26- 09/30/26
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
X			
REPORT DUE: 01/12/26	REPORT DUE: 04/10/26	REPORT DUE: 07/10/26	REPORT DUE: 10/12/26
ANNUAL REPORT DUE: 11/23/2026			

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						9708 GDOE 1059 Charter		745 GDOE 51 Charter	
6 – 8						5001 GDOE 570 Charter		897 GDOE 35 Charter	
9 - 12						8072 GDOE 303 Charter		80 GDOE 23 Charter	

LIST THE PROJECT GOALS:

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

LIST THE PROJECT OBJECTIVES:

- 1: Teachers, who participate in the professional development, will accrue the knowledge and skills to implement high-quality, relevant CTE, AP, and STEAM curricula to meet the needs of all Guam students.
 - YEAR 3: 87% 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.
- 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.

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	<ul style="list-style-type: none"> YEAR 3: 70% 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 4% from baseline data. MODIFIED YEAR 3: 81% 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 and engagement.</p> <ul style="list-style-type: none"> YEAR 3: 70% of students who participate in Academic Special Events, Visual Performing Arts (art, music, dance, theater programs), and STEAM opportunities will demonstrate increased learning engagement and confidence in handling academic work. <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"> MODIFIED: YEAR 3: 60% of participating students will be more knowledgeable about college and career options and indicate an interest in pursuing a college or career pathway, as evidenced by self-reflection surveys.
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PART I: Section 1. Activities & Work Accomplished

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
1.1 Rigorous Academic and Technical Courses with High-Quality Instruction 1.1.1 National Career Academies	<p>1.1.1 National Career Academies Training: <i>Ongoing</i></p> <p>Simon Sanchez High School & Career Tech High Academy Charter School have been identified to receive services for <i>National Career Academies Certification</i> for FY '25. Requisition #102 has been entered. The purpose of this request is to engage a consultant to review the school's current academy structures and provide targeted consultative services. This effort aims to guide the participating high schools toward achieving <i>National Career Academies Certification</i>, with the long-term goal of reaching Model Academy status, similar to what has been accomplished by Tiyan High School.</p> <p>A Cadre of three (3) teachers and counselors from Simon Sanchez was identified to participate in the <i>National Career Academy Coalition Conference</i> in Honolulu, Hawaii on October 20-22, 2025. However, this travel did not take place as Federal Programs noted that the project did not meet the timeline outlined in the Travel SOP. The project hopes to avail of other approved travel conferences <u>within</u> the application, in lieu of this conference.</p>
1.1.2 Project Based Learning (PBL) 1.1 Summer Teacher Academy	<p>1.1.2 Project Based Learning (PBL): Pre-Implementation Phase</p> <p>This activity has been entered, requisition 118 (the requisition has not yet been released in the workflow) for GDOE and participating charter schools (<i>CTech, iLearn, Mount Carmel, and SIFA Charter Schools</i>). The purpose of this activity is to train teachers on engaging students in solving complex, real world problems to promote inquiry, collaboration, and critical thinking. Topics such as <i>Problem Design, Research & Resources, and Instructional Facilitation</i> will be included.</p>

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	<p>1.1 National Association for College Admission Counseling (NACAC) Conference: <i>Not Started</i> This activity is tentatively scheduled for October 2026.</p> <p>1.1 Summer Teacher Academy: <i>Not Started</i> This activity is shared among Project 1, 2 & 3 and will take place in the summer of 2026. Planning for this usually begins in April 2026.</p>
1.1.3 Visual Communication/Video Production & Broadcasting Program with Media Camera Equipment (Visual & Video Production/Broadcasting)	<p>1.1.3 Visual Communication/Video Production & Broadcasting Program with Media Camera Equipment (Visual and Video Production/Broadcasting): Pre-Implementation Phase</p> <p>Requisition 106 (the requisition has not yet been released in the workflow) has been entered for this activity. This activity will focus on training teachers on instructional strategies on Audiovisual Broadcasting/ Communications to expand GDOE's current audiovisual curriculum. Areas of focus include, but not limited to Career & Technical Education (CTE) exposure to new jobs, gear, and inspirations and connections/explorations outside of content area(s); Basic skills about cameras and editing; Video production to enhance technical skills, such as filming and editing to name a few.</p>
1.1.4 Computer Science/Information Technology Program	<p>1.1.4 Computer Science/Information Technology Program: <i>Ongoing</i></p> <p>The Computer Science Information Professional Development (PO 20250900 FY24 funding) is scheduled for January 28-29, 2026. The Project and the vendor, Pacific Educational Consulting Co. have met to plan and coordinate the training. The focus will be integrating digital skills into teachers and applying computing concepts directly in classroom environments to improve instruction, foster student engagement, and build future-ready learning experiences.</p> <p>The scope of work is currently being reviewed for FY25 funds.</p>
1.1.5 STEAM Robotics PD	<p>1.1.5 STEAM Robotics PD: <i>On-going</i></p> <p>The STEM Robotics Professional Development (PO 20250966 FY24 funds) with Joy Consulting is scheduled for January through March 2026 and will focus on supporting schools in implementing hand-on STEM engineering, and robotics using LEGO Education. Topics will include:</p> <ul style="list-style-type: none"> • First LEGO League – K-12th • STEM Engineering & Robotics – 6th-12th • Enhancing the Elementary Classroom with LEGO WeDo 2.0 Robitics – 2nd -5th • Computer Science in Early Learning with LEGO Education in STEAM Park and Coding Express – K-1st • STEM Engineering & Robotics – K – 5th <p>The scope of work is currently being reviewed for FY25 funds.</p>
1.1.6 STEAM PD	<p>1.1.6 STEAM PD: <i>On-going</i></p> <p>The STEM Professional Development (PO 20251121 FY24 funds) with Global GreenSTEM completed November 17-21, 2025. A total of 72 teachers participated in this training. Training focused on train of trainer model to build capacity of teachers at</p>

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	<p>schools for K-12. Topics included:</p> <ul style="list-style-type: none"> • Sprockets K-8 Units - K-8th • VEX V-5 Robotics – 9th – 12th • Teaching with Drones – 6th-8th • Guam Quest Design Challenges: Train of Trainer – 6th -12th • K-12 STEM Expo for Spring 2026 – K- 12th <p>The Project is currently working with the consultant on the follow up training along with scope of work for FY25 funds.</p>
<p>1.1.7 AP and Pre-AP Summer Institute</p>	<p>1.1.7 AP and Pre-AP Summer Institute: Pre-Implementation Phase</p> <p>Services for professional development for teachers and counselors in AP curriculum for courses such as AP English, AP Math, AP Biology, AP Chemistry, and AP Literature has been entered, Requisition 103 (the requisition has not yet been released in the workflow). This PD will give teachers strategies and vertical teams to strengthen the AP curriculum. This is currently with procurement for processing. The Project has also requested to amend the FY '24 application to change verbiage to remove summer to allow flexibility to train teacher during the regular school year.</p>
<p>1.2 College, Career Oriented and Technical Programs and Assessments</p> <p>1.2 Career, Technical Education (CTE): Fieldtrips</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 CTE Fieldtrips: <i>Not Started</i> The Project will be meeting with secondary school principals to review what the best way is to proceed with this activity. Historically, bussing with local vendors has been a challenge.</p> <p>1.2.5 CTE Academies: <i>Ongoing</i> The current contract with Guam Community College (GCC) to provide CTE academies at high schools is in its 4th and final year (RFP 009-2019). This contract was amended to include a 10% increase and extension of services to December 2025. This extension was necessary to ensure continuity of Career Technical Education (CTE) programs, WorkKeys, and Career Safe Certifications in our secondary schools. These activities provide students with the technical skills, industry certifications, and workforce readiness needed for college and career pathways.</p> <p>RFP 008-2025 for GCC for the initial contract was evaluated in September 2025. In addition, cost negotiations also took place during that time and both parties had agreed on the final cost. The cost has gone up from the previous contract due to increase in overall costs throughout the island and nation. The contract is currently with the Attorney General's Office (November 2025).</p> <p>1.2.6 Skilled Labor & Trades Academy: <i>Ongoing</i> The project has entered an RFP 011-2025 for professional services to provide courses in Skilled Labor and Trades. This is currently with the Attorney General's office for review. The current contract however was extended to December 2025. The chart below indicates the enrollment by course that was held during the Christmas Break</p>

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	Course	GWHS	JFKHS	JPTSA	OHS	SHS	SSHS	THS	Charter	Total
	HVAC	5	1		1	1			1	9
	CORE	10	6	8	10	2	4	9	2	51
	CCL1	3	5	1		1		1		11
	BASIC SAFETY	3	4		5	1	3	5	9	30
	Total	21	16	9	16	5	7	15	12	101
1.2.8 Career Interest Inventory Management & Assessment: <i>Not Started</i> Project is currently working with the School Counselor Coordinator, to determine what career interest inventory will be used for elementary schools. Requisitions is pending entry										
1.2.11 Pre-AP; AP	1.2.11 Pre-AP; AP: Pre-Implementation Phase November 14, 2025 was the deadline for all high schools to order their AP exams from College Board. Schools ordered the specific subject exams based on the needs of their students. A requisition will be entered once, College Board has invoiced the schools. Exams are tentatively scheduled to be taken in April/ May 2026.									
1.2.12. College Fair	1.2.12. College Fair: Pre-Implementation Phase The Project is currently working with the Counselor Cadre who participated in the NACAC Conference in 2025 on the scope of work for the College & Career Fair. This activity will be entered into a requisition in January.									
1.2.14. Science, Technology, Engineering Arts and Math (STEAM) Mentoring	1.2.15. Science, Technology, Engineering Arts and Math (STEAM) Mentoring: Pre-Implementation Phase The Project is currently working with the Science Cadre on updating the scope of work. This will be entered into a requisition in January 2026. This activity is for teacher training on classroom instruction for grades K-12 for all schools to initiate, maintain and/or expand school-based gardens to include hydroponics/ aquaponics, through teacher workshops and student engagement activities.									
1.2.15. College Readiness Programs	a. National Technical Honor Society – <i>Not Started</i> The Project will be meeting with secondary schools to discuss how to proceed with this activity. Requisition will be entered in January to renew membership for National Technical Honor Society.									
a. National Technical Honor Society	b. National Career Academy Coalition - Pre-Implementation Phase The Project has entered Requisition 102 to initiate the process of getting Simon Sanchez High School in getting nationally certified and recognized by the National Career Academy Coalition. The professional services will prepare the school academies and personnel in this process.									
b. National Career Academy Coalition										
c. ACTE Memberships										
d. Health Certificates										

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<p>e. Health First Aid & CPR Certification Driver's License Education</p>	<p>c. ACTE Membership - <i>Ongoing</i> The Project received a purchase order (20250252 FY24 funds) for ACTE Memberships (150 teachers and admin). The Project is currently working with the Guam ACTE to have the membership set up for teachers and admin. A requisition will be entered to renew membership with FY25 funds.</p> <p>d. Health Certificates – Pre-Implementation Phase The Project will be meeting with secondary schools to discuss updates and challenges with school principals, to plan and proceed with implementation, such as scheduling of training is dependent on Department of Public Health and Social Services (DPHSS) availability and may be during the regular school day.</p> <p>e. Health First Aide & CPR Certificates – <i>Not Started</i> The Project will be meeting with secondary schools to discuss how to proceed with this activity. Requisition will be entered after the meeting.</p> <p>f. Driver's License Education – <i>Not Started</i> The Project will be meeting with secondary schools to discuss how to proceed with this activity. Requisition will be entered after the meeting.</p>
<p>1.3 Specialized Events, Skills Training and Opportunities</p> <p>1.3.1 STEAM Enrichment Planning</p> <ul style="list-style-type: none"> a. STEM Enrichment Kits b. College Readiness Math & English Camp c. Career Exploration d. Dual Enrollment 	<p>a. STEM Enrichment Kits - <i>Not Started</i> The Project will be consulting with its vendors Joy Consultants and Global GreenStem on the kits to procure to expand the current robotics kits at the school site. This will also support the training teachers are receiving.</p> <p>b. College Readiness Math & English Camp – <i>Not started</i> Project will be meeting with the University of Guam regarding services that can be offered to address this need.</p> <p>c. Career Exploration – <i>Completed</i> Please reference 1.1.8</p> <p>d. Dual Enrollment – <i>Not Started</i> Project will be meeting with the University of Guam and the Guam Community College regarding services that can be offered to address this need.</p>
<p>1.3.4 E-sports</p>	<p>1.3.4 E-sports – Pre-Implementation Phase The Project has entered Requisition 105 for professional development to train teachers on E-Sports. This is currently going through the procurement process.</p>
<p>1.3.5 Academic Special Events (ASE)</p> <ul style="list-style-type: none"> • National Forensic League 	<p>1.3.5 Academic Special Events (ASE): <i>Ongoing</i> Recruitment of Academic Special Events coaches was ongoing from October to November 2025. All participants had to submit a standard service agreement. The Project is currently reviewing the SSAs to ensure they are complete. Below are the</p>

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<ul style="list-style-type: none"> • Academic Challenge Bowl • Math Counts • Math Olympiad • Robotics 	<p>anticipated dates for each event.</p> <ul style="list-style-type: none"> • National Forensic League – November 2025 – February 2026 • Academic Challenge Bowl – February 19, 2026 (MS). February 20, 2026 (HS) • Math Counts – March 2026 • Math Olympiad – January 30, 2026 • Robotics – March 2026 									
<p>1.3.6 Visual Performing Arts (VPA)</p> <ul style="list-style-type: none"> • Music Band • Art • Dance • Theater <p>Audio/ Visual</p>	<p>Visual Performing Arts: <i>Ongoing</i></p> <p>The Visual Performing Arts activities is currently ongoing for this school year 2025-2026. There are currently three (3) VPA teachers who are providing services. Please see the chart below that indicates the teacher and schools they are servicing. The expectation is for each VPA teacher to meet with admin to agree on the identified teacher and students to be serviced and the outcome for the activity.</p> <p>VPA Schedule</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 2px;">Dance</th> <th style="text-align: center; padding: 2px;">Art</th> <th style="text-align: center; padding: 2px;">Art</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Teacher: Cesar Medina</td> <td style="padding: 2px;">Teacher: Tina Flores</td> <td style="padding: 2px;">Teacher: Gisela Guile</td> </tr> <tr> <td style="padding: 2px;"> <p>1st Semester – After School Dance Program</p> <ul style="list-style-type: none"> ▪ DL Perez Elementary School ▪ Upi Elementary School <p>Lunch Dance Program</p> <ul style="list-style-type: none"> ▪ Astumbo Middle School ▪ VS Benavente Middle School <p>High School Dance Program</p> <ul style="list-style-type: none"> ▪ Okkodo High School ▪ Simon Sanchez High School </td> <td style="padding: 2px;"> <ul style="list-style-type: none"> ▪ Agana Heights Elementary School ▪ Finegayan Elementary School ▪ Marcial Sablan Elementary School ▪ PC Lujan Elementary School </td> <td style="padding: 2px;"> <ul style="list-style-type: none"> ▪ Adacao Elementary School ▪ Astumbo Elementary School ▪ HB Price Elementary School ▪ Tamuning Elementary School </td> </tr> </tbody> </table>	Dance	Art	Art	Teacher: Cesar Medina	Teacher: Tina Flores	Teacher: Gisela Guile	<p>1st Semester – After School Dance Program</p> <ul style="list-style-type: none"> ▪ DL Perez Elementary School ▪ Upi Elementary School <p>Lunch Dance Program</p> <ul style="list-style-type: none"> ▪ Astumbo Middle School ▪ VS Benavente Middle School <p>High School Dance Program</p> <ul style="list-style-type: none"> ▪ Okkodo High School ▪ Simon Sanchez High School 	<ul style="list-style-type: none"> ▪ Agana Heights Elementary School ▪ Finegayan Elementary School ▪ Marcial Sablan Elementary School ▪ PC Lujan Elementary School 	<ul style="list-style-type: none"> ▪ Adacao Elementary School ▪ Astumbo Elementary School ▪ HB Price Elementary School ▪ Tamuning Elementary School
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		<ul style="list-style-type: none"> • Buzzing Visions Art Show was held during PTC on October 22, 2025 <ul style="list-style-type: none"> ○ Micronesia Mall, December 15, 2025 -- January 6, 2026
1.3.7 Interscholastic Sports	<p>1.3.7 Interscholastic Sports: - Pre-Implementation Phase</p> <p>The Project has entered Requisition 117 for professional development for athletic directors, coaches, and assistant coaches. The training will focus on principals of effective coaching, physical conditioning, student health and safety in sports, skills and athlete leadership development. This is currently going through the procurement process.</p> <p>Coaches are currently under a standard service agreement to coach various sports under ISA and receive a stipend payment each quarter.</p>	

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)	
					Performance Target End of September 2026	Performance Target End of June 2026
					<p>Performance Target End of December 2025</p> <p>Actual Data: Baseline <i>(Current school year or most recent)</i></p>	

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1. Rigorous Academic and Technical Courses with High Quality Instruction	By the end of SY 25-26, 87% of those who completed the self-reflection will report being more knowledgeable and increased use of the teaching strategies as a result of the CTE, AP and STEAM professional development training	Web-based survey from post PD on change in teaching practices.	Percentage of teachers who self-report as feeling “ <i>more knowledgeable</i> ”, “ <i>well prepared</i> ” or “ <i>more than well prepared</i> ” to teach the content.	Yes	FY '24 APR: 97% – average % of participants indicating they feel “ <i>well-prepared</i> ”, or “ <i>more than well-prepared</i> ”, or “ <i>more knowledgeable</i> ”	Target: 87%			
					68% – average % of participants who indicated frequent or consistent use of the learned strategies	Actual: 45% of teachers self-reported being “ <i>more knowledgeable</i> ”			

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CTE Academies, AP/Honors, STEAM	By the end of SY 25-26, 70% 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	Yes	FY '24 APR: 84% (5090/ 6033) of students in CTE Academies earned a “C” or better (SY 24-25)	Target: 70%		
					98% (1829/1859) of students in AP Classes earned a “C” or better. (SY24-25)	Actual: This will be reported 2 nd quarter after 1 st semester ends in January 2025.		
AP Testing	By the end of SY 25-26, there will be a 4% increase of AP test scores being a 3 or better from baseline of SY 22-23 AP Test	AP Test Results	Percentage of AP test takers who score a 3 or better	Yes	FY '22 APR: 29% of test takers scored a “3” or better.	Target: 4% increase from baseline Actual: This will be reported in 4 th quarter. AP testing is in April/May 2026.		
2. Career-oriented Programs and Assessments WorkKeys Assessment	By the end of SY 25-26, 81% of WorkKeys testers will score a <i>Bronze</i> or higher and achieve an NCRC certificate	District data on WorkKeys assessment results	Percentage of test takers who score “ <i>Bronze</i> ” or higher	Yes	FY '24: 63% (1353/2148) WorkKeys testers earned a <i>Bronze</i> or higher and achieved an NCRC certificate	Target: 81% Actual: Data will be provided in the 4 th quarter		

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3. Specialized Events and Opportunities Academic Special Events, Visual Performing Arts, Sports	By the end of SY 25-26, 70% of students who participate in ASE, VPA, STEAM programs will indicate being more engaged in learning and confident in their academic work	Web-based survey on post ASE, VPA, STEAM events and sports opportunities	Percentage of student participants who indicate being “ <i>more engaged</i> ” and “ <i>confident</i> ” in their work	Yes	FY '24 APR: <i>Average % of participating students who indicated greater engagement:</i> ASE – 91% VPA – 90% Sports – 93%	Target: Planning & Conduct of Events		
					<i>Average % of students who feel more confident in handling academic work:</i> ASE – 85% VPA – 81% Sports – 81%	Actual: Data will be provided in the 4 th quarter.		
4. Academic & Career Planning College Fair, Career Fair	By the end of SY 25-26, 60% of participating students will be: (a) more knowledgeable about college and career options, and (b) indicate an interest in pursuing college or career pathway	Web-based survey on College Fair	Percentage of participating students indicating more knowledge about college and career options, and indicate an interest in pursuing a college or career pathway	Yes	FY '24 APR: Survey results from <i>College Readiness Fair</i> : 95% - event increased their preparedness & understanding of “college life” 63% - indicated that presented information helped students identify a post-graduate pathway	Target: Survey not administered at this time		
					Actual: Data to be provided after College Fair survey is conducted	Actual: Data to be provided after College Fair survey is conducted		

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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>With the Life Readiness (LR) project still awaiting data for all of its performance measures, the earliest reporting of which is expected in the 2nd or 3rd fiscal quarter, reporting of quantifiable evidence of the project's successes is on hold until the data are available.</p> <p>In the meantime, below are some positive outcomes from the project's STEM professional development sessions this reporting period.</p> <p>➤ Professional Development (PD)</p> <p>STEM PD</p> <p>Approximately 72 teachers participated in the STEM PD sessions. Below are some highlights of the survey responses:</p> <ul style="list-style-type: none">• 54% of teachers indicated the overall rating of the PD as <i>Outstanding</i>, 38% of teachers indicated <i>Meets Expectation</i>, 7% <i>Neutral</i>.• 42% of teachers <i>Strongly Agree</i> that the training made them feel confident in teaching the topics trained, 43% <i>Agree</i> and 15% <i>Neutral</i>.• 58% of teachers <i>Strongly Agree</i> that the examples and strategies provided are useful for classroom instruction, 39% <i>Agree</i>, 1% <i>Neutral</i> and 1% <i>Strongly Disagree</i>.
<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>Challenges with processing procurement items in a timely manner continue; however, the Project continues to collaborate closely with the Procurement team to identify priority items and establish clear timelines for delivery. In addition to procurement challenges, the Project continues to face difficulties related to vacant personnel. Currently, three key positions remain unfilled:</p> <ol style="list-style-type: none">1. Program Coordinator IV (Project Lead)2. Program Coordinator III <p>The Project Lead, Mr. Leon Bamba, retired in June 2024, while Ms. Virginia Manglona resigned in 2024, and Mr. Dave Camacho departed on October 10, 2025. The Project has begun the process of filling these vacancies; however, the approval process now requires Guam Education Board review, and the positions have been reclassified as full-time limited-term, which may discourage experienced applicants from applying and building capacity among the project.</p> <p>Furthermore, two Visual and Performing Arts (VPA) teachers—Mr. Maximo Ronquillo (Band) and Mr. Brett Malawelming (Audio Visual)—have returned to classroom teaching. Their departure has reduced the number of VPA activities that can be offered and implemented at the secondary school level.</p>

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

The Life Readiness (LR) Project uses a variety of tools to evaluate the effectiveness of its activities and overall implementation. During this quarter, LR utilized perception surveys, project meetings, and training evaluations to gather data and feedback from participants as well as the report from the External Evaluator. The results of these evaluations will be used to inform decision-making, strengthen implementation strategies, and address any identified areas for improvement through corrective actions.

In addition, collaborative meetings with school administrators and Cadre teams have been instrumental in ensuring smooth implementation and active school participation in the design and delivery of project activities. The LR Project remains committed to maintaining open communication and transparency with administrators and stakeholders, who continue to play a vital role in the planning and execution of all project initiatives.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #1 Life Readiness

- ✓ 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.

Joshua C. Blas

PROJECT COORDINATOR NAME (PRINT)



1/27/26

DATE

Rizalina M. Liwag, Ed.D

PROJECT MANAGER NAME (PRINT)



1/28/26

DATE

FEDERAL PROGRAMS DIVISION



FY 2025 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 Programs Division (FPD) Review

FEDERAL PROGRAMS DIVISION



FY 2025 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Finalized Quarterly Report with
Federal Programs Division (FPD) Review**

January 30, 2026

FFY 2025 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A250002

26-291 FPD-CIA

Grant Name: Consolidated Grant FFY 2025 Grant#: S403A250002

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

PROJECT TITLE: Project #2 Curriculum-Instruction-Assessment (CIA)

PROJECT COORDINATOR: Kristina Ada Cade, Acting Project Lead

PROJECT MANAGER: Rizalina M. Liwag, Ed. D., Deputy Superintendent of Curriculum & Instructional Improvement

STATE PROGRAM OFFICER: Shandice D. Calano | Jennifer T. Torres

STATE DATA OFFICER: Ana O. Aguon

10/ 01/25- 12/31/25	01/01/26- 03/31/26	04/01/26- 06/30/26	07/01/26- 09/30/26
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
X			
REPORT DUE: 01/12/26	REPORT DUE: 04/10/26	REPORT DUE: 07/10/26	REPORT DUE: 10/12/26
ANNUAL REPORT DUE: 11/23/2026			

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						9,870	N/A	787	
6 – 8						5001	N/A		
9 - 12						8072	N/A	897	84

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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LIST THE PROJECT OBJECTIVES:	<p>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.</p> <ul style="list-style-type: none"> • 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. • MODIFIED Year 3: The CIA project will increase the teacher retention rate by 1% from the previous school year. <i>(Note: Year 3 annual target percentage was decreased to 5% from 1% based on the FY '23 APR which provided the latest baseline data available at the time of this application.)</i> • MODIFIED Year 3: Through web-based surveys and classroom observations, 82% of mentored or coached teachers will report or
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show improved instructional practices as a result of supports provided. *(Note: Year 3 annual target percentage was increased to 82% from 80% based on the FY23 APR which provided the latest baseline data available at the time of this application.)*

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

- 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.
- MODIFIED Year 3: 76% of teachers who participate in professional development opportunities will report increased student engagement through web based surveys. *(Note: Year 3 annual target percentage was decreased to 76% from 86% based on the FY '23 APR which provided the latest baseline data available at the time of this application.)*
- Year 3: 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 from baseline.

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

- Year 3: Students performing at Tier 1 and Tier 2 levels will in *reading* increase to 68% as a result of the interventions they received as measured by the interim assessment system.
- Year 3: Students performing at Tier 1 and Tier 2 levels in *math* will increase to 52% as a result of the interventions they received as measured by the interim assessment system.
- Year 3: Students performing at Level 3 and Level 4 in *reading* will increase by 5 percentage points across all grade levels as a result of the interventions they received as measured by the summative assessment system.
- MODIFIED Year 3: Students performing at Level 3 and Level 4 in *math* will increase by 5 percentage points from previous year across all grade levels as result of the interventions they received as measured by the summative assessment system.

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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 all the Project Components. ➤ <u>In bullet form</u>, list all the specific activities falling under each Component. ➤ <i>Insert Additional rows as needed.</i> 	<ul style="list-style-type: none"> ➤ For each activity listed in the previous column, state the status of each activity (<i>ongoing, delayed, or completed</i>), and describe the details of the work accomplished during the period. Specify the <i>what, when, where, how, how many participants (a primary data or 'count')</i>, etc. Primary data may be presented in narrative form, or as a table or graph. ➤ If there was an activity that was not implemented during this reporting period, then simply indicate “REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER”. Include the reason why the activity was not conducted for the quarter.
<p>2.1. Teacher Recruitment, Induction, and Retention</p> <ul style="list-style-type: none"> • Online teacher observation tool • Initial Teacher Certification Assistance program • Teacher mentoring • Teacher Coaching • Coaching and Mentoring • Professional Development 	<ul style="list-style-type: none"> • Online teacher observation tool <ul style="list-style-type: none"> • Status: <i>Ongoing</i> • Online teacher observation tool has been set up and is available for use. A refresher user training is being planned for all users. • Initial Teacher Certification Assistance program <ul style="list-style-type: none"> • Status: <i>Ongoing</i> • Cohort 9 started in September 2025 • Teacher Mentoring <ul style="list-style-type: none"> • Status: <i>Ongoing</i> • Two District Mentors are providing support to a total of 55 teacher mentees and 43 School Based Mentors. • Teacher Coaching <ul style="list-style-type: none"> • Status: <i>Ongoing</i> • A total of 17 coaches are assigned to school sites. Coaches are to provide direct supports to the schools by working directly with teachers on an individual basis and through Professional Learning Communities (PLC). Instructional Coaches are instrumental in helping implement District initiatives at school sites. They provide school-based professional development on various CIA topics, to include, but not limited to, effective instructional strategies, data interpretation and decision making, and literacy & numeracy strategies. • Coaching and Mentoring Professional Development <ul style="list-style-type: none"> • Status: <i>Completed</i> • A two-day virtual School Based Mentor Academy was held in September 2025, with a total of 24 mentors attending the Academy. Continuing Mentor Academy sessions are ongoing and provided by District Mentors every other month • Professional Development <ul style="list-style-type: none"> • Status: The following Professional developments are <i>ongoing</i>: <ul style="list-style-type: none"> • <i>Aimsweb</i> -Part 1 of a 2 series PD took place in October 2025 and the 2nd session taking place in February 2026. The Aimsweb training covered progress monitoring and benchmarking.

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	<ul style="list-style-type: none"> • <i>Conscious Discipline</i> - The planning phase with the Conscious Discipline trainers has been ongoing and training has been scheduled for February 2026. • <i>NGSS</i> - The first series for Elementary and Middle school teachers took place in December 2025, with a total of 56 Teachers participating. The second series of NGSS training sessions for Elementary, Middle and High school teachers will take place from January 2026 through the first week of March 2026. • <i>CITW</i> - The planning phase with CITW trainers has been ongoing and training has been scheduled for March, April and June of 2026 • <i>High Ability</i> - The planning phase with CITW trainers has been ongoing and training has been scheduled for March 2026
2.2. Effective Teaching Practices <ul style="list-style-type: none"> • Teacher and Math Science Kits • Travel to Professional Conferences • Equipment to enhance classroom instruction 	<ul style="list-style-type: none"> • Teacher and Math Science Kits <ul style="list-style-type: none"> • Status: Ongoing Requisition entered but has yet to be converted to a Purchase Order • Travel to Professional Conferences: <ul style="list-style-type: none"> • Status: The following travel to Professional conferences has been completed <ul style="list-style-type: none"> • <i>Learning Forward National Conference</i>: 1 traveler attended the conference held on December 6-9, 2025 in Boston, MA. The traveler submitted all necessary travel report documentation to the project per travel agreement. • <i>Solutions Tree: Mathematics Summit</i> - 8 travelers attended the conference held on December 8-10, 2025 in Pasadena, California. All 8 travelers submitted all necessary travel report documentation to the project per travel agreement. • Equipment to enhance classroom instruction- <ul style="list-style-type: none"> • Status: REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER
2.3. Specialized School Supports <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 	<ul style="list-style-type: none"> • Library Improvement <ul style="list-style-type: none"> • Status: REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER • PreK Academics <ul style="list-style-type: none"> • Status: Ongoing • Gifted and Talented Education <ul style="list-style-type: none"> • Status: Ongoing • Travel to Professional Conferences: <ul style="list-style-type: none"> • Status: The following travel to Professional conferences has been completed <ul style="list-style-type: none"> • <i>National Association for the Education of Young Children (NAEYC)</i>: 9 Travelers attended the conference held on November 19-22, 2025 in Orlando, FL. All 9 travelers submitted all necessary travel report documentation to the project per travel agreement. • <i>National Association for Gifted Children (NAGC)</i>: 9 travelers attended the conference held on November 13-16, 2025 in Pittsburgh, PA. All 9 travelers submitted all necessary travel report documentation to the project per travel agreement.

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	<ul style="list-style-type: none"> • Student Planners <ul style="list-style-type: none"> • Status: REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER • Bandwidth and Internet access expansion <ul style="list-style-type: none"> • Status: Ongoing Currently in the renewal stage. A Purchase Order is pending finalization.
<p>2.4. Interim and Summative Assessments</p> <ul style="list-style-type: none"> • Universal PreK and Kindergarten Screener Kits • Assessment kits • Universal Screeners • Online interim assessment • Online summative assessments • Longitudinal Assessment Database • Digital online curriculum and Assessment (SIFA) 	<ul style="list-style-type: none"> • Universal PreK and Kindergarten Screener Kits <ul style="list-style-type: none"> • Status: Completed • Kits have been provided to Pre-K and Kindergarten teachers • Assessment kits <ul style="list-style-type: none"> • Status: Ongoing • Universal Screeners <ul style="list-style-type: none"> • Status: Ongoing • Gifted and Talented teachers are currently using the online Universal Screener, Pearson's NNAT3, to screen their students for giftedness. Screening is ongoing throughout the school year • Online interim assessment <ul style="list-style-type: none"> • Status: Ongoing Currently in renewal stage. • Online summative assessments <ul style="list-style-type: none"> • Status: Ongoing Currently in renewal stage. • Longitudinal Assessment Database Digital online curriculum and Assessment (SIFA) <ul style="list-style-type: none"> • Status: REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER

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>	Quarterly Performance Measures (Target vs. Actual)		
					Performance Target End of September 2026	Performance Target End of June 2026	Performance Target End of March 2026
					Actual Data: Baseline <i>(Current school year or most recent)</i>	2025	

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2.1. Teacher Recruitment, Induction, and Retention <ul style="list-style-type: none"> Online teacher observation tool Initial Teacher Certification Assistance program Teacher mentoring Teacher Coaching Coaching and Mentoring Professional Development 	<ul style="list-style-type: none"> The CIA project will increase the number of Highly Qualified Teachers [in the classroom] by 26 teachers who complete the Initial Teacher Certification Assistance Program. 	Annual reporting of teachers who complete the Initial Teacher Certification Assistance Program.	# of teachers who complete the Initial Teacher Certification Assistance Program	Yes	<u>FY '23 APR:</u> 41 teachers <i>Note: The Initial Teacher Certification Assistance (ITCA) Program could not be offered in FY '24 due to lack of a contract.</i>	<u>Target:</u> Increase of 26 teachers <u>Actual:</u> Not reported until 4 th Quarter			
	<ul style="list-style-type: none"> The CIA project will increase the teacher retention rate by 1% from the previous school year. 	Data from Human Resources to show teacher retention	# of certified, or Highly Qualified Teachers who remain actively employed at the GDOE	Yes	<u>FY '24 APR:</u> # of certified, or Highly Qualified Teachers who remain actively employed at the GDOE = 1,695	<u>Target:</u> 1,712 <u>Actual:</u> Not reported until 4 th Quarter			
	<ul style="list-style-type: none"> Through web-based surveys and classroom observations, 82% of mentored or coached teachers will report or show improved instructional practices as a result of supports provided. 	Web-based surveys and classroom observations	% of coached or mentored teachers who report or show improved instructional practices	Yes	<u>FY '24 APR:</u> 88%	<u>Target:</u> 82% <u>Actual:</u> Not reported until 4 th Quarter			
2.2. Effective Teaching Practices <ul style="list-style-type: none"> Professional Development 	<ul style="list-style-type: none"> Through web-based surveys and classroom observations, 86% of teachers who participate in professional 	Web-based surveys and classroom observations	% of teachers observed or self-reported to increase use of research-	Yes	<u>FY '24 APR:</u> Average % = 85%	<u>Target:</u> 86% <u>Actual:</u> Not reported			

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<ul style="list-style-type: none"> • Teacher and Math Science Kits • Travel to Professional Conference • Equipment to enhance classroom instruction 	development opportunities will report or show increased use of research-proven instructional strategies used in the classroom.		proven instructional strategies used in the classroom			until 4 th Quarter			
2.3. Specialized School Supports	76% of teachers who participate in professional development opportunities will report increased student engagement through web-based surveys	Web-based surveys	% of teachers observed or self-reported to increase student engagement	Yes	FY '24 APR: 83%	Target: 76%	Actual: Not reported until 3 rd Quarter		
	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 from baseline.	Progress Monitoring	% increased caseload # of Tier 3 students in K-8 being actively monitored in Reading and Math	Yes	FY '24 APR: 9% increase in caseload of Tier 3 students monitored	Target: 5% increased caseload from previous year	Actual: Not reported until 3 rd Quarter		
2.4. Interim and Summative Assessments	Students performing at Tier 1 and Tier 2 levels will in <i>reading</i> increase to 68% as a result of the interventions they received as measured by the interim assessment	Assessment Data	% of students in Tier 1 and Tier 2 in <i>reading</i>	Yes	FY '24 APR: Tier 1+2: K - 70% (✓) 1 st - 53% (x) 2 nd - 52% (x) 3 rd - 62% (x) 4 th - 59% (x)	Target: 68%	Actual: Not reported until 3 rd		

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	system.				5 th – 64% (x) 6 th – 64% (x) 7 th – 72(✓) 8 th – 75% (✓) <u>Legend:</u> (✓) – met the FY '24 target of 66% (x) – did not meet	quarter			
	Students performing at Tier 1 and Tier 2 levels in <i>math</i> will increase to 52% as a result of the interventions they received as measured by the interim assessment system.	Assessment Data	% of students in Tier 1 and Tier 2 in Math.	Yes	FY '24 APR: Tier 1+2: K – 77% (✓) 1 st – 72% (✓) 2 nd – 58% (✓) 3 rd – 53% (✓) 4 th – 52% (✓) 5 th – 58% (✓) 6 th – 59% (✓) 7 th – 66(✓) 8 th – 51% (✓) <u>Legend:</u> (✓) – met the FY '24 target of 50% (x) – did not meet	Target: 52% Actual: Not reported until 3 rd quarter			
	Students performing at Level 3 and Level 4 in <i>reading</i> will increase by 5 percentage points across all grade levels as a result of the interventions they received as measured by the summative assessment system.	Assessment Data	% of students scoring in the Level 3 or 4 performance levels on the summative assessment in reading	Yes	FY '24 APR: 2025 reading results: 3 rd – 14% (x) 4 th – 13% (x) 5 th – 16% (x) 6 th – 11% (x) 7 th – 16% (x) 8 th – 17% (x) 11 th – 33% (✓) <u>Actual:</u> Not reported until 4 th quarter	Target: 5 percentage points increase Actual: Not reported until 4 th quarter			

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<p>Students performing at Level 3 and Level 4 in <i>math</i> will increase to by 5 percentage points across all grade levels as result of the interventions they received as measured by the summative assessment system</p>	<p>Assessment Data</p>	<p>% of students scoring in the Level 3 or 4 performance levels on the summative assessment in math</p>	<p>Yes</p>	<p>FY '24 APR: 2025 <i>math</i> results: 3rd – 11% (✓) 4th – 5% (x) 5th – 5% (x) 6th – 4% (x) 7th – 5% (x) 8th – 4% (x) 11th – 5% (x)</p>	<p>Target: 5 percentage points increase</p>	<p>Actual: Not reported until 4th quarter</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>At this time, quantifiable evidence of success is pending as performance measure data for all CIA project components are still being collected. The earliest reporting for select performance measures will occur during the 2nd fiscal quarter. Once the data becomes available, quantifiable evidence will be provided to demonstrate progress toward meeting the project's annual goals and objectives.</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> <i>At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met,</i></p>	<p>The primary challenge in implementing our current grant activities at this time is related to personnel. Although there is no longer a hiring freeze affecting the project, the Department has determined that all CG funded vacant positions be classified as limited-term appointments. As a result, the project has experienced significant difficulty in attracting qualified candidates to fill project vacancies.</p> <p>The limited-term appointment structure has also discouraged current project personnel from pursuing advancement opportunities within the project due to the lack of job security, limited career progression and in the absence of pay increments associated with limited term appointment. These staffing constraints directly impact project implementation by increasing workload demands on existing staff, who must ensure that all activities are implemented, monitored and evaluated in a timely and effective manner.</p>

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<p><i>if appropriate.</i></p> <p><i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i></p>	<p><i>Current Project Personnel Vacancies:</i></p> <p>2 PC IV</p> <p>8 School Program Consultants</p> <p>23 Instructional Coaches</p> <p>2 District Mentor</p> <p>To address these challenges, the project has strategically allocated responsibilities to existing personnel to manage workload and ensure that the project remains on track to meet annual goals and objectives.</p>
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QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project 2: Curriculum-Instruction-Assessment (CIA)

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.

Kristina Ada Cade

PROJECT COORDINATOR NAME (PRINT)

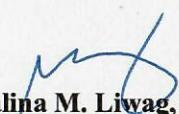


01/29/2026

DATE

Rizalina M. Liwag, Ed. D

PROJECT MANAGER NAME (SIGNATURE)



JAN 30 2026

DATE

**FFY 2025 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A250002**

FEDERAL PROGRAMS DIVISION



FY 2025 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 Programs Division (FPD) Review

FEDERAL PROGRAMS DIVISION



FY 2025 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Finalized Quarterly Report with
Federal Programs Division (FPD) Review**

January 30, 2026

**FFY 2025 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A250002**

26-292 FPD-CSI

Grant Name: Consolidated Grant FFY 2025 Grant#: S403A250002

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

PROJECT TITLE: **Project # 3 | Classroom Supports & Interventions (CSI)**

PROJECT COORDINATOR Jesse R. Pendon Jr.

PROJECT MANAGER: Rizalina M. Liwag, Ed.D, Deputy Superintendent of Curriculum & Instructional Improvement

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

STATE DATA OFFICER: Ana O. Aguon

10/ 01/25- 12/31/25	01/01/26- 03/31/26	04/01/26- 06/30/26	07/01/26- 09/30/26
1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
X			
REPORT DUE: 01/12/26	REPORT DUE: 04/10/26	REPORT DUE: 07/10/26	REPORT DUE: 10/12/26
ANNUAL REPORT DUE: 11/23/2026			

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	SSIP	SSIP	SSIP 164	SSIP 8	ESL 35 Classroom Support 799 iLearn	ESL 35 Classroom Support 80 GACS	ESL 85 Classroom Support SIFA 28 iLearn 32	ESL 1 Classroom Support ASPIRE 80 GACS
	ESL 1125	ESL	ESL 35	ESL 39				
	Classroom Support 3,000	Classroom Support	Classroom Support 1,003	Classroom Support 24				
	ASPIRE 1,400	ASPIRE	ASPIRE 150	ASPIRE 150				
	EARLY BIRD 300	EARLY BIRD	EARLY BIRD 150	EARLY BIRD 150				

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	Summer School 1,200	Summer School	Summer School	Summer School	Summer School	Summer School	Summer School	Summer School	Summer School
				165		5 GACS			
6 – 8	ESL 245 Classroom Support 1,500 ASPIRE 140 EARLY BIRD 100 Summer School 450	ESL Classroom Support ASPIRE EARLY BIRD Summer School	ESL 5 Classroom Support 275 ASPIRE 150 EARLY BIRD Summer School 165	Classroom Support 8 ASPIRE EARLY BIRD Summer School	ESL 35 Classroom Support 421 SIFA 10 GACS EARLY BIRD Summer School 5 GACS	ESL Classroom Support ASPIRE EARLY BIRD Summer School	ESL 85 Classroom Support SIFA 28 iLearn 32 ASPIRE EARLY BIRD Summer School	ESL 1 Classroom Support ASPIRE EARLY BIRD Summer School	ESL 1 Classroom Support ASPIRE EARLY BIRD Summer School
9 - 12	ESL 399 Classroom Support 3,000 SAM 100 Eskuelan Puengi 2000 Summer School	ESL Classroom Support SAM Eskuelan Puengi Summer School	ESL 5 Classroom Support SAM 35 Eskuelan Puengi 85 Summer School	ESL Classroom Support SAM Eskuelan Puengi Summer School	ESL 20 GACS Classroom Support 500 GACS SAM 50 GACS /4 CT Summer School	ESL Classroom Support SAM Eskuelan Puengi Summer School	ESL 85 Classroom Support 50 SAM Not Applicable	ESL 1 Classroom Support SAM Eskuelan Puengi Summer School	ESL 1 Classroom Support SAM Eskuelan Puengi Summer School

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	1,100 Second Chance 175 Alternative Pathways 100	Second Chance	165 Second Chance Teachers 6 Clerk 1	Second Chance 1	5 GACS / 9 CT Second Chance	Second Chance	Second Chance	Second Chance
	Not Applicable							
	Not Applicable							
	Not Applicable							
LIST THE PROJECT GOALS:	<p>During the three-year grant cycle, the project's main goal is to provide professional development opportunities for teachers to support at-risk, underrepresented, and special populations; provide tutoring and supplemental interventions in core subject areas; and apply credit recovery models of learning that will lead to improved teaching and increased student learning and achievement. The goal will meet the project need through improved teacher efficacy and student growth that will lead to student achievement.</p> <p>The Classroom Supports and Interventions project will implement 4 components to address these needs: 1. Professional Development, 2. Classroom Instructional Supports, 3. Interventions, 4. Credit Recovery.</p> <p>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.</p> <p>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.</p>							
LIST THE PROJECT OBJECTIVES:	<p><u>Providing Professional Development to teachers will support the goal in increasing teacher capacity and competency in meeting the needs of students in special populations.</u></p> <p>3.1.1 Professional Development State Systemic Improvement Plan (SSIP):</p> <ul style="list-style-type: none"> ● 23-24: 65% of teachers attending training will self-report level of feeling well-prepared implementing strategies learned in the classroom. ● 24-25: 75% of teachers attending training will self-report level of feeling well-prepared implementing strategies learned in the classroom. ● 25-26: MODIFIED 66% of teachers attending training will self-report level of feeling well-prepared implementing strategies learned in the classroom. 							

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3.1.2 Professional Development (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.
- 24-25: 75% of teachers attending training will self-report level of feeling well-prepared implementing strategies learned in the classroom.
- 25-26: 91% 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.

3.3.1 After School Program for Instructional Remediation and Enrichment (ASPIRE)

- 23-24: 50% of those in ASPIRE/EB will increase formative assessment scores by 10 points in reading and 30% of participants will increase formative assessments by 10 points in math.
- 24-25: 60% of those in ASPIRE/EB will increase formative assessment scores by 10 points in reading and 40% of participants will increase formative assessments by 10 points in math.
- 25-26: At least 68% (Elementary) and 30% (Middle) of those in ASPIRE/EB will increase formative assessment scores by at least 10 points in reading and at least 41% (Elementary) and 18% (Middle) of participants will increase formative assessments by at least 10 points in math.

3.3.2 Summer School K-8

- 23-24: 50% of those in 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.
- 24-25: 60% of those in Summer School K-8 will increase formative assessment scores by 10 points in reading and 40% of participants will increase formative assessments by 10 points in math.
- 25-26: 40% (Elementary) and 34% (Middle) of those in Summer School K-8 will increase formative assessment scores by at least 10 points in reading and 31% (Elementary) and 33% (Middle) of participants will increase formative assessments by at least 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.

3.3.3 Student Advocate & Mentor (SAM):

- 23-24: 50% of 9th and 10th grade students mentored will be on grade level.
- 24-25: 55% of 9th and 10th grade students mentored will be on grade level.

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	<ul style="list-style-type: none">● 25-26: 47% of 9th and 10th grade students mentored will be on grade level.
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PART I: Section 1. *Activities & Work Accomplished*

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
<p>Component 3.1 Professional Development</p> <p>3.1.1 State Systemic Improvement Program (SSIP) Activity 25% Complete</p> <p>3.1.2 English as a Second Language (ESL) Activity 25% Complete</p>	<p>Component 3.1 Professional Development (SSIP)</p> <ul style="list-style-type: none">○ The Classroom Supports and Interventions (CSI) Team, in collaboration with the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS), continues to support the implementation and scale-up of the State Systemic Improvement Project (SSIP) across Guam schools. This report provides updates on recent Core Team activities, the application process for new schools, supply deliveries, and upcoming steps to ensure consistent and high-quality SSIP implementation.○ The first Community of Practice (CoP) for the SSIP Core Team was held on November 20, 2025, from 1:00 p.m. to 3:00 p.m. at the GSAT Conference Room (House 19), located at the UOG Dean's Circle. During this session, participants collaborated to identify and confirm SSIP non-negotiables the key activities that define implementation and are considered "guaranteed and viable" across all SSIP schools. Establishing these core practices will ensure consistency and quality as the project continues to scale to additional schools. The expected outcome of this CoP is a shared vision for SSIP implementation and a clear framework of practices that can be applied uniformly across all schools.○ The October 2, 2025, Core Team meeting provided an opportunity to review progress and data related to SSIP implementation. Attached to the meeting were the Core Team presentation, aimswebPlus Fall 2025 data, and samples of the new aimswebPlus reports. The presentation included the August 5, 2025 evaluation data, SY24-25 aimswebPlus Fidelity Observation data, LPC Resource Room data, SSIP stakeholder roles, strategies for scaling up, and action items for the following 30 days. These discussions and data reviews informed the planning for upcoming CoP activities and ensured alignment with the overall SSIP goals.

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- The CSI Team, in partnership with CEDDERS, scheduled a meeting on February 5, 2026 meetings to review the SSIP application process for four new schools. These meetings are designed to ensure proper onboarding, clarify expectations, and support each school's alignment with SSIP objectives and implementation requirements.
- On October 8, 2025, a portion of the supplies ordered under the SSIP project was delivered. However, not all items have arrived, particularly those ordered through Lakeshore, which remain in transit and are taking longer than anticipated. The CSI Team will continue to monitor and follow up on pending orders to ensure all necessary materials are available for participating schools.
- The CSI Team conducted the November 20, 2025 CoP to finalize SSIP non-negotiables and core practices. The team will continue onboarding and supporting the four new SSIP schools, monitor pending supply orders, and implement action items identified in previous Core Team meetings. These efforts will support the consistent and high-quality implementation of SSIP across all participating schools.

3.1.2 English as a Second Language (ESL)

- The ESL Program Coordinator attended a follow-up meeting on Monday, December 15, 2025, to review the 2025 Multilingual Learner Program Procedural Manual. This session focused on the input and edits incorporated after the previous workshop sessions and addressed key areas of concern to finalize the document for submission to the Joint Board Union Curriculum Textbook Committee.
- Training session planning for a Wednesday, January 14, 2026, for non-certified ESL teachers and regular classroom teachers who were unable to attend the prior SY24-25 sessions.
- Individual school consultation on the use of the Ellevation Strategies platform to support language acquisition in instruction.

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	<ul style="list-style-type: none"> ○ Phase 2 student achievement data, including math and ELA levels, have been successfully imported into Ellevation, with further review underway to determine if additional SBAC file columns should be included to enhance data tracking.
Component 3.2 Interventions 3.2.1a ASPIRE: Activity 50% Complete 3.2.1b ASPIRE Summer School ACTIVITY will start June 2026	<ul style="list-style-type: none"> ○ Project personnel conducted meetings with school principals and ASPIRE coordinators to review instructional days and program design for ASPIRE activities, providing schools with flexibility to structure their programs based on student needs. For the Early Bird (before-school) program, registration is not required and participation is based on teacher recommendation, with a minimum of 10 students needed to open a class and class size not falling below five students. For the ASPIRE after-school program, registration is ongoing using the CSI Schoology Group template, with a minimum of 15 students required to open a class and class size maintained at no fewer than 10 students; schools are also encouraged to set registration deadlines and maintain waiting lists. Across 26 schools, the project executed 48 Coordinator Standard Service Agreements, 154 ASPIRE after-school agreements, and 149 Early Bird agreements. Student groups are created by CSI in AIMSweb, with coordinators working alongside school AIMSweb managers to roster and update students each period; this data is considered CSI district data, and additional progress measures, such as IXL, may be included to supplement student performance tracking. ○ Travel: <ul style="list-style-type: none"> ○ In November 2025, two classroom teachers and one instructional coach participated in the off-island professional development initiative, IXL Live 2025: Classic Edition and IXL Live 2025: Administrator Edition. This training provided targeted strategies and insights to enhance the use of the IXL platform at the middle school level, supporting effective implementation across all middle schools that utilize the program. The professional development experience is expected to strengthen instructional practices, improve student engagement with the platform, and foster consistent application of IXL tools to support student learning outcomes. All three travelers are designated IXL Administrators and have delivered multiple individual and small-group trainings at IXL school sites. In this role, they provide ongoing IXL administrative support, including troubleshooting and “Help Desk” assistance, to support teachers with implementation, system navigation, and effective use of the IXL platform <p>Summer School will not commence until June 2026 and is therefore not applicable for this quarter.</p>

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<p>3.2.2 Student Advocate & Mentor (SAM)</p> <ul style="list-style-type: none"> • ACTIVITY is at 50% Complete 	<p style="text-align: center;">SAM</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th><th style="text-align: center;">1st QTR</th><th style="text-align: center;">2nd QTR</th><th style="text-align: center;">3rd QTR</th><th style="text-align: center;">4th QTR</th></tr> </thead> <tbody> <tr> <td>Total Number of Teachers</td><td style="text-align: center;">23</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td></tr> <tr> <td>Total Number of Students</td><td style="text-align: center;">235</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td></tr> <tr> <td>Number of Students progressing</td><td style="text-align: center;">191</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td></tr> <tr> <td>% of student progressing to grade level</td><td style="text-align: center;">81%</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td></tr> </tbody> </table>		1st QTR	2nd QTR	3rd QTR	4th QTR	Total Number of Teachers	23	N/A	N/A	N/A	Total Number of Students	235	N/A	N/A	N/A	Number of Students progressing	191	N/A	N/A	N/A	% of student progressing to grade level	81%	N/A	N/A	N/A	<p>3.2.2 Student Advocate & Mentor</p> <ul style="list-style-type: none"> • The team successfully processed 23 Standard Service Agreements for teachers and coordinated the opening of a new school for the SAM program. Unfortunately, the new school experienced challenges in implementing the program, and as a result, participation will be suspended for the second semester with supports for 5 students. • Out of a total of 235 students supported by 23 teachers, 191 students, or 81%, are progressing to grade level, indicating a strong overall outcome for the period.
	1st QTR	2nd QTR	3rd QTR	4th QTR																							
Total Number of Teachers	23	N/A	N/A	N/A																							
Total Number of Students	235	N/A	N/A	N/A																							
Number of Students progressing	191	N/A	N/A	N/A																							
% of student progressing to grade level	81%	N/A	N/A	N/A																							
<p>3.2.3 Second Chance</p> <p>ACTIVITY is at 50% Complete</p>	<ul style="list-style-type: none"> • 3.2.3 Second Chance <p style="text-align: center;">Second Chance Seniors</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">1st QTR</th> <th style="text-align: center;">2nd QTR</th> <th style="text-align: center;">3rd QTR</th> <th style="text-align: center;">4th QTR</th> </tr> </thead> <tbody> <tr> <td>Total Number of Seniors</td> <td style="text-align: center;">27</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Total Number Progressing</td> <td style="text-align: center;">16</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>% of seniors on track to graduate</td> <td style="text-align: center;">59%</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table>		1st QTR	2nd QTR	3rd QTR	4th QTR	Total Number of Seniors	27	N/A	N/A	N/A	Total Number Progressing	16	N/A	N/A	N/A	% of seniors on track to graduate	59%	N/A	N/A	N/A	<ul style="list-style-type: none"> • 3.2.3 Second Chance <ul style="list-style-type: none"> ○ As of the end of the first quarter of FFY25, 15 students have successfully met the graduation requirements for a Guam Department of Education high school diploma. ○ Of the remaining seniors, 16 out of the 27 (59%) seniors are progressing 					
	1st QTR	2nd QTR	3rd QTR	4th QTR																							
Total Number of Seniors	27	N/A	N/A	N/A																							
Total Number Progressing	16	N/A	N/A	N/A																							
% of seniors on track to graduate	59%	N/A	N/A	N/A																							

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	Second Chance 11th, 10th, & 9th <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #667788; color: white;"></th><th style="background-color: #667788; color: white;">1st QTR</th><th style="background-color: #667788; color: white;">2nd QTR</th><th style="background-color: #667788; color: white;">3rd QTR</th><th style="background-color: #667788; color: white;">4th QTR</th></tr> </thead> <tbody> <tr> <td>Total Number of students</td><td>107</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr> <td>Total Number Progressing</td><td>59</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr> <td>% of students on track to next grade level</td><td>55%</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> </tbody> </table>			1 st QTR	2 nd QTR	3 rd QTR	4 th QTR	Total Number of students	107	N/A	N/A	N/A	Total Number Progressing	59	N/A	N/A	N/A	% of students on track to next grade level	55%	N/A	N/A	N/A		
	1 st QTR	2 nd QTR	3 rd QTR	4 th QTR																				
Total Number of students	107	N/A	N/A	N/A																				
Total Number Progressing	59	N/A	N/A	N/A																				
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	Youth Shelters <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #667788; color: white;"></th><th style="background-color: #667788; color: white;">1st QTR</th><th style="background-color: #667788; color: white;">2nd QTR</th><th style="background-color: #667788; color: white;">3rd QTR</th><th style="background-color: #667788; color: white;">4th QTR</th></tr> </thead> <tbody> <tr> <td>Total Number of students</td><td>18</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr> <td>Total Number Progressing</td><td>18</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr> <td>% of students on</td><td>100%</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> </tbody> </table>					1 st QTR	2 nd QTR	3 rd QTR	4 th QTR	Total Number of students	18	N/A	N/A	N/A	Total Number Progressing	18	N/A	N/A	N/A	% of students on	100%	N/A	N/A	N/A
	1 st QTR	2 nd QTR	3 rd QTR	4 th QTR																				
Total Number of students	18	N/A	N/A	N/A																				
Total Number Progressing	18	N/A	N/A	N/A																				
% of students on	100%	N/A	N/A	N/A																				

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		1 st QTR	2 nd QTR	3 rd QTR	4 th QTR		
Total Number of students		62	N/A	N/A	N/A		have selected and referred students to the Alternative Pathways program.
Total Number Progressing		35	N/A	N/A	N/A		Of the 62 students referred, 35 (56%) are either on track or have successfully completed their credit recovery. Several students were referred toward the end of the first quarter during Winter Break and will begin the program next quarter.
% of students on track to next grade level		56%	N/A	N/A	N/A		

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PART I: Section 2. Means of Evaluating Program Outcomes Chart (or Performance Measures Chart)							Performance Target End of September	
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>	Quarterly Performance Measures (Target vs. Actual)			
					Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2025	Performance Target End of March 2026	
Component 1. Professional Development 3.1 State Systemic Improvement Program (SSIP)	By the end of SY 25-26: 66% (SSIP) and 91% (ESL) of teachers attending training will self-report level of feeling well-prepared implementing strategies learned in the classroom and actual application 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	FY '24 APR: 96% of participating teachers in SSIP self-reported as feeling “well prepared” implementing strategies trained in the classroom to improve instruction	Target: 66% Actual: Planning of PD		
Component 1. Professional Development 3.1 English as a Second Language (ESL)					FY '24 APR: 92% of participating ESL teachers self-reported as feeling “well prepared” implementing	Target: 91% Actual: Planning of PD		

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					strategies in the classroom to improve instruction			
Component 3. <i>Interventions</i>	By end of SY 25-26: 68% (Elementary) and 30% (Middle) of those in ASPIRE will increase AIMSweb benchmark scores by at least 10 points in <i>reading</i>	AIMSweb Scores for Oral Reading Fluency	% of students that increase AIMSweb scores in ORF by 10 points.	Yes	FY '24 APR: ASPIRE <i>reading</i> : 65% (Elementary) and 50% (Middle) of students increased by at least 10 points in <i>reading</i>	Target: 68% (Elem.) 30% (Middle) Actual: ASPIRE Going on		
3.3.1 ASPIRE (<i>Math</i>)	By end of SY 25-26: 41% (Elementary) and 18% (Middle) of those in ASPIRE will increase AIMSweb benchmark scores by at least 10 points in <i>math</i>	AIMSweb Scores for Number Sense Fluency	% of students that increase AIMSweb scores in NSF by 10 points.		FY '24 APR: ASPIRE <i>math</i> : 65% (Elementary) and 50% (Middle) students increased by at least 10 points in <i>math</i>	Target: 41% (Elem.) 18% Middle Actual: ASPIRE Going on		
3.3.2 Summer School (<i>Reading</i>)	40% (Elementary) and 34% (Middle) Summer School K-8	AIMSweb Scores for Oral Reading Fluency	% of students that increase AIMSweb scores in ORF by 10 points.	Yes	FY '24 APR: Summer School <i>reading</i> : 39% (Elementary) and 34%	Target: 40% (Elem.) 34% Middle Actual: No Summer School yet		

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	will increase least 10 points AIMSweb benchmark scores by at least 10 points in <i>reading</i>				(Middle) students increased by at least 10 points in <i>reading</i>			
3.3.2 Summer School (<i>Math</i>)	By end of SY 25-26: 31% (Elementary) and 33% (Middle) of those in Summer School K-8 will increase AIMSweb benchmark scores by at least 10 points in <i>math scores</i>				FY '24 APR: ASPIRE Summer School <i>math</i> : 35% (Elementary) and 33% (Middle) of students increased by at least 10 points in <i>math</i>	Target: 31% (Elem.) 33% Middle) Actual: No Summer School yet		
Component 3. Interventions 3.3.3 Student Advocate & Mentor	By end of SY 25-26: 47% 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 '24 APR: 68% (101 out of 148) students mentored are on grade level.	Target: 47% Actual: 81% (191 out of 235) students mentored are on grade level.		
Component 4. Credit Recovery	By end of 25-26: 70% of Seniors	Graduation status report for enrolled	% of students who graduate	Yes	FY '24 APR: 69% of Seniors	Target: 50% of Seniors		

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3.4.3 Second Chance	enrolled will graduate, 45% of Freshmen, Sophomores, and Juniors will progress to the next grade level	students	and/or on track to graduate		enrolled graduated, and 55% of Lower classmen progressed to the next grade level	enrolled will graduate, 35% of Freshmen, Sophomores, and Juniors will progress to the next grade level		
	By end of SY 25-26: at least 50% 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		FY '24 APR: 100% of incarcerated students housed in Youth Shelters advanced by 1 grade level	Target: 30% of incarcerated students housed in Youth Shelters will advance by 1 grade level		

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					18 out of 18 (100%) students of incarcerated students housed in Youth Shelters will advance by 1 grade level			
3.4.1 <i>Eskuelan Puengi</i>	By end of SY 25-26: 80% of participating high school students will earn credits towards graduation with a passing rate of 70% or higher.	Teacher Gradebooks that will include grades and credits earned for each EP course	% of students that receive a passing grade of 70% or higher to earn credit	Yes	FY '24 APR: 82% weighted average of 4 sessions	Target: 80%		
3.4.2 Summer School	By end of SY 25-26: 77% of participating high school students will earn credits towards graduation with a passing rate of 70% or higher.	Teacher Gradebooks that will include grades and credits earned for each Summer School course	% of students that receive a passing grade of 70% or higher to earn credit	Yes	FY '24 APR: 70% (1464 out of 2095) of participating high school students	Target: 77%		

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					with a passing rate of 70%			
3.4.4 Alternative Pathways	By the end of SY 25-26: 70% 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	<p>FY '24 APR:</p> <p>73% (62 out of 85) of high school students ages 17-21 earned credits</p>	<p>Target: 50% of high school students ages 17-21 who are behind in credit to graduate will increase by 1 grade level</p> <p>Actual: 56% of high school students ages 17-21 who are behind in credit to graduate will increase by 1 grade level</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>For the period, the project has demonstrated measurable progress across multiple components, reflecting positive trends toward achieving its annual objectives.</p> <ul style="list-style-type: none">○ In the Alternative Pathways program, 56% of referred students are on track or have completed credit recovery, while additional students are prepared to begin next quarter.○ The Second Chance shows 55% of students in grades 9–11 progressing to the next grade level, with 15 students already meeting graduation requirements by the end of the first quarter.○ The ASPIRE program continues to provide flexible, student-centered enrichment opportunities, maintaining class sizes above minimum thresholds and offering Early Bird sessions to support participation.○ Professional development initiatives, such as IXL Live training for teachers and instructional coaches, enhance instructional capacity at the middle school level, complementing the ESL/Multilingual Learner Program's efforts to strengthen program fidelity through updated procedural manuals.○ The State Systemic Improvement Project (SSIP) has successfully engaged four new schools in a Community of Practice, supported by the University of Guam CEDDERS, to align interventions with classroom supports. Program monitoring under the SAM framework indicates an 81% student progression rate, with identified adjustments for new school implementation.⊖ The processing of ASPIRE teacher Standard Service Agreements supports retention and continued engagement. Collectively, these data points provide quantifiable evidence that the project is on track in meeting its goals, improving student outcomes, and strengthening instructional and programmatic capacity across participating schools.
<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>Stipend payments are a critical component of compensating teachers for services provided under the Consolidated Grant. This includes the following agreements:</p> <ul style="list-style-type: none">● ASPIRE Teacher Standard Service Agreement: 345● Student Advocate Mentor (SAM): 43● BOOST – High Schools – Teacher Standard Service Agreements: 35● 3.4.1 Eskuelan Puengi (EP) – High Schools – Teacher Standard Service Agreements: 99 <p>Delays in processing unfortunately impact teachers participating in these programs. This topic often arises during school site visits, and our office has received several inquiries regarding the status of stipend payments. Payments processed outside the</p>

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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>Curriculum and Instruction office can experience delays. Period 2 ASPIRE stipend payments are currently being delayed, as outlined below.</p> <p>Timeline of Actions Completed:</p> <ul style="list-style-type: none">• Thursday, 12/18/25: CSI team review of attestations cleared and routed for Program Manager's signature• Thursday, 12/19/25: Routed to Federal Programs for compliance review• Monday, 12/22/25: Tuesday, 12/23/25: Returned to the Project for corrections• Tuesday, 12/23/25: Routed to Federal Programs for compliance review• Wednesday, 12/31/25: Routed to the Budget Office for Certification of Funds <p>Next Steps:</p> <ul style="list-style-type: none">• DFAS – Review and approval• Payroll Office – Processing of payment <p>As of January 12, 2026, 1:37 p.m., feedback from the DFAS Administrative Officer and the Budget Office indicates that the request remains at status quo. For a special payroll run to occur, all approved documents must be received by Payroll no later than January 14, 2026.</p> <p>If this deadline is not met, teacher stipend payments may be delayed by an additional couple of weeks due to standard payroll processing timelines. The project continues to follow up daily, though it does not have the authority to prioritize the request.</p> <p>Personnel Actions as well, continue to experience delays, often remaining in the same offices for several weeks.</p> <p>Current example Timeline of Actions Completed:</p> <ul style="list-style-type: none">• Thursday, 12/11/25: Human Resources initiated the Personnel Action and delivered it to the Program Manager.• Thursday, 12/11/25: Routed to Federal Programs for compliance review.• Tuesday, 12/16/25: Routed back to Human Resources.• Tuesday, 12/16/25: Routed to the Budget Office for Certification of Funds. <p>Next Steps:</p> <ul style="list-style-type: none">• Review and approval by the Deputy Superintendent of Finance and Administrative Services.
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	<ul style="list-style-type: none">• Subsequent review by Human Resources.• Final review and approval by the Superintendent of Education. <p>Status (as of January 12, 2026, 1:37 p.m.): Feedback from the DFAS Administrative Officer and the Budget Office indicates that the request remains at status quo.</p>
<i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i>	<p>The project is based on a framework of methodologies, tools, and processes that support continuous monitoring and improvement. Performance data are analyzed at scheduled intervals to identify trends, assess implementation fidelity, and guide data-driven adjustments, ensuring progress toward program goals and measurable outcomes.</p> <p>Implementation is supported through meetings, attendance tracking, surveys, and stakeholder briefings. These points of engagement provide communication, allow reflection on progress, and support adjustments to improve program delivery.</p> <p>Evaluation interviews conducted during training sessions provide insights into staff performance, deliver feedback, and ensure activities remain aligned with the project's objectives.</p>

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QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project # 3 | Classroom Supports & Interventions (CSI)

To the best of my knowledge and belief, as the authorized representative of this entity, all data in this Quarterly Performance Report are true and correct.

The Quarterly Performance Report fully discloses all known weaknesses concerning the accuracy, reliability and completeness of the data.

Jesse R. Pendon Jr.
PROJECT COORDINATOR NAME (PRINT)

Jesse R. Pendon Jr.
PROJECT COORDINATOR NAME (SIGNATURE)

1/27/26
DATE

Rizalina M. Liwag, Ed.D
PROJECT MANAGER NAME (PRINT)

Rizalina M. Liwag
PROJECT MANAGER (SIGNATURE)

01/27/26
DATE

FEDERAL PROGRAMS DIVISION



FY 2025 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 Programs Division (FPD) Review

FEDERAL PROGRAMS DIVISION



FY 2025 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Finalized Quarterly Report with
Federal Programs Division (FPD) Review**

January 30, 2026

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26-292 FPD-SCCE

Grant Name: Consolidated Grant FFY 2025 Grant#: S403A250002

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

PROJECT TITLE: Project #4 School Climate Culture & Engagement Project (SCCE)

PROJECT COORDINATOR: Steven Pangelinan

PROJECT MANAGER: Jacqueline A. Quitugua, Deputy Superintendent of Educational Support & Community Learning (ESCL)

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana | Nely P. Punzalan

STATE DATA OFFICER: Ana O. Aguon

10/ 01/25- 12/31/25	01/01/26- 03/31/26	04/01/26- 06/30/26	07/01/26- 09/30/26
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
X			
REPORT DUE: 01/12/26	REPORT DUE: 04/10/26	REPORT DUE: 07/10/26	REPORT DUE: 10/12/26
ANNUAL REPORT DUE: 11/23/2026			

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						535	33	221	
6 – 8						597	35	264	
9 - 12						266	7	221	319

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.

LIST THE PROJECT OBJECTIVES:

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

1. By the end of Year 3, SSOT will maintain or exceed the current successful completion rate of 96%.
▪ Year 3: ≥96% maintain or exceed successful completion (issue(s) addressed and resolved)

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2. By the end of Year 3, SSOT will maintain or reduce the current pending cases rate of 4%.
 ▪ Year 3: $\leq 4\%$ 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, will maintain a 3% overall increase in school site TFI results
 ▪ Year 3: Maintain a 3% increase in school site TFI rate (at least 93%)

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 3: 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 3: 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 3: Increase the number of student participants in health education activities by 10% from previous year SY 24-25

2. By the end of Year 3, maintain School Safety Perception Survey rate of 82%
 ▪ Year 3: Maintain School Safety Perception Survey rate of 82%.

PART I: Section 1. Activities & Work Accomplished

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED																	
4.1 Social Support & Outreach Teams (SSOT): <ul style="list-style-type: none"> • Address referrals and conduct home visits • Student Engagement Activities • Parent Engagement Activities • Staff Development Activities • Professional Development Activities 	<p>Social Support & Outreach Teams (SSOT): <i>Ongoing</i></p> <ul style="list-style-type: none"> • SSOT closed 1,871 referrals with 166 pending this reporting period, conducting 1,107 home visits. Referral completion rate is 92%, with 8% of referrals pending. <p>Table of Referrals</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="text-align: center;">Type of Referral</th> <th colspan="2" style="text-align: center;">1st Quarter</th> </tr> <tr> <th style="text-align: center;">Closed</th> <th style="text-align: center;">Open</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Attendance</td> <td style="text-align: center;">320</td> <td style="text-align: center;">18</td> </tr> <tr> <td style="text-align: center;">Behavior</td> <td style="text-align: center;">82</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Interpreter/Translator</td> <td style="text-align: center;">6</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">Medical</td> <td style="text-align: center;">303</td> <td style="text-align: center;">18</td> </tr> </tbody> </table>	Type of Referral	1 st Quarter		Closed	Open	Attendance	320	18	Behavior	82	5	Interpreter/Translator	6	0	Medical	303	18
Type of Referral	1 st Quarter																	
	Closed	Open																
Attendance	320	18																
Behavior	82	5																
Interpreter/Translator	6	0																
Medical	303	18																

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• Travel Activities	Registration	160	23	
	School Parent Conference	147	11	
	Support Services	853	91	
	TOTALS	1,871	166	
	Home visits	1,107		
<p>SSOT conducted seven (7) Student Engagement Activities, six (6) Parent Engagement Activities, three (3) Staff Development Activities and participated in four (4) Professional Development Activities and three (3) Travel Activities.</p>				
<p>(7) Student Engagement Activities</p> <ul style="list-style-type: none"> • 09/30/25 – Marcial Sablan Elementary School (MSES) social workers distributed project brochures and spoke to parents during student orientation (125 participants). <i>This activity was not reported last quarter.</i> • 10/02/25 – Vicente S.A. Benavente Middle School (VSABMS) social worker distributed project brochures and spoke to parents during the school's <i>English as a Second Language (ESL)</i> parent and family orientation (17 participants). • 10/04/25 – Tiyan High School (THS) SSOT community program aide (CPA) coordinated and supported student volunteers during the <i>"Tower for Humanity"</i> canned food drive event (22 participants). • 10/17/25 – VSABMS social worker distributed project brochures, school supplies and hygiene kits to students during the school's <i>"Club Fair"</i> (47 participants). • 10/23/25 – SSOT personnel distributed project brochures and spoke with students during various middle school Parent Teacher Conferences (PTCs) including Agueda Johnston Middle School (AIJMS – 55 participants), As Tumbo Middle School (AMS – 63 participants), Inarajan Middle School (IMS – 35, Jose Rios Middle School (JRMS – 135 participants) and Oceanview Middle School (OMS – 21) (309 participants). • 10/24/25 – SSOT personnel distributed project brochures and spoke with students during various high school PTCs including George Washington High School (GWHS – 51), John F. Kennedy High School (JFKHS – 19), Southern High School (SHS – 16) and Okkodo High School (OHS – 50) (136 participants). • 11/25/25 – Luis P. Untalan Middle School (LPUMS) SSOT co-presented to students with the School Health Counselor and a University of Guam nursing student on various ways to maintain personal care (29 participants). 				
<p>(6) Parent Engagement Activities</p> <ul style="list-style-type: none"> • 10/02/25 – VSABMS social worker distributed project brochures and spoke with parents during the <i>ESL Parent and Family Orientation</i> (19 participants). • 10/14/25 – 10/16/25 – MSES LPUMS and Wettengel Elementary School SSOTs hosted regional <i>Parent Information Workshops</i> at the Asan Mayor's Office, the Mongmong-Toto-Maite Mayor's Office and the Ironwood Estates in Dededo. Topics included information on the <i>"Juvenile Probation Office"</i>, information on <i>"Addiction and Family Counseling"</i> and on the <i>"Supplementary Nutritional Assistance Program (SNAP) Changes"</i>. (56 participants). • 10/22/25 – SSOT personnel distributed project information and spoke to parents during the elementary school PTCs held at various schools including Adacao Elementary School (ADES – 64), B.P. Carbullido Elementary School (BPCES – 52), Captain H.B. Price Elementary School (CHBPES-64), C.L. Taitano Elementary School (CLTES-35), Finegayan Elementary School (FES-114), JQ San Miguel Elementary School (JQSMES-109), Liguan Elementary School (LES-45), Machananao Elementary School (MES-11), MSES-89, P.C. Lujan Elementary School (PCLES-28), 				

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Tamuning Elementary School (TAMES-43), and Wettengel Elementary School (WES-23)(677 participants).

- 10/23/25 – SSOT personnel distributed project brochures and spoke with parents during middle school PTCs at various schools including AMS-55, AIJMS-52, F.B. Leon Guerrero Middle School (FBLGMS-51), IMS-38, JRMS-139, LPUMS-55 and OMS-19 (409 participants).
- 10/24/25 – SSOT personnel distributed project brochures and spoke with parents during high school PTCs at various schools including GWHS-39, JFKHS-41, OHS-22, Simon Sanchez High School (SSHS-62), SHS-14 and THS-78 (256 participants).
- 11/19/25 – CHBPES SSOT distributed project brochures, managed a registration table and created and managed a passport system during the school's Math Night event (55 participants).

(3) Staff Development Activities

- 10/21/25 – CHBPES SSOT conducted training on the SSOT itself and the SSOT referral process (1 participant).
- 10/30/25 – SSOT social worker from AIJMS conducted a staff development training in the form of presentation on *“Ethical Decision-Making Practice”* (28 participants).

(4) Professional Development Activities

- 09/06/25 – 10/31/25 – SSOT social workers attended virtual presentations as part of the annual *American School Counselor Association (ASCA) Conference* (14 participants).
- 09/24/25 – CHBPES and JQSMES SSOTs and THS social worker attended a presentation on the *Referral Process for Drug and Alcohol Services* as well as on information about treatment services and processes during the Sanctuary: *“Youth Drug & Alcohol Treatment Services – Helping Youth & Families Help Themselves”* event, held at Sanctuary Incorporated building (5 participants). *This activity was not reported in the last quarterly report.*
- 09/25/25-10/30/25 & 11/20/25 – SCCE personnel received training on the following topics during the project monthly meetings: *PBIS Framework* by Dr. Erin Chaparro Ph.D. M.S.; *Ethical Decision-Making Practice* by AIJMS social worker Colleen San Agustin; *Getting to the Heart of McKinney Vento Homeless Assistance Act: Building Awareness & Charting the Course* for Compliance by Teresita Naputi (32 participants). *This activity was not reported in the last quarterly report.*
- 12/19/25 – SSOT social workers received training on *Supervision* by project lead Steven Pangelinan (14 participants).

(3) Travel Activities

- 11/01/25 – 11/04/25 – SCCE project lead, Steven Pangelinan and SSOT social worker Anna Perez attended the *National Association for the Education of Homeless Children and Youth* annual conference in Dallas, Texas. Other travelers included Teresita Naputi from Student Support Services, and Deputy Superintendent Dr. Barbara Adamos (4 participants).
- 11/20/25 – SCCE project lead, Steven Pangelinan, conducted echo training from the NAEHCY conference. The topic was *“Meeting the Transportation Requirement of the McKinney Vento Act”* (1 presenter, 28 participants).
- 12/10/25 – SCCE project lead, Steven Pangelinan, along with Teresita Naputi conducted echo training from the NAEHCY conference to principals during the principal's meeting. The topic was *“Getting to the Heart of the McKinney Vento Act: Building Awareness & Charting the Course”* (2 presenters).

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<p>4.2 Positive Behavior Intervention and Support Framework:</p> <ul style="list-style-type: none">• Student Engagement Activities• Parent Engagement Activities• Staff Development Activities• Professional Development Activities• Travel Activities• Tiered Fidelity Inventory (TFI)	<p>Positive Behavior Intervention and Support Framework (PBIS): <i>Ongoing</i></p> <p>During this reporting period, PBIS conducted four (4) Student Engagement Activities, five (5) Parent Engagement Activities, eight (8) Staff Development Activities, one (1) Professional Development Activity and no Travel Activities. Please see the Tiered Fidelity Inventory data below.</p> <p>(4) Student Engagement Activities</p> <ul style="list-style-type: none">➢ 10/22/25 – MSES PBIS coaches, Connie Santiago, distributed PBIS brochures as well as other school information to students during Elementary School PTC (130 participants).➢ 10/23/25 – WES PBIS coach, Amber Garrido distributed PBIS brochures as well as other school information to students during the AsTumbo Middle School PTC. (309 participants).➢ 10/24/25 – WES PBIS coach, Amber Garrido and THS PBIS coach, Francisco Limtiaco, distributed PBIS brochures as well as other school information to students during the Okkodo High School PTC. (86 participants).➢ 10/27/25 & 11/07/25 – PBIS coach, Connie Santiago spoke to students at AsTumbo Elementary (385 participants) and Tamuning Elementary School (610 participants) during their respective <i>PBIS Kick-Off Assemblies</i> (995 participants). <p>(5) Parent Engagement Activities</p> <ul style="list-style-type: none">➢ 10/04/25 – PBIS coach, Connie Santiago, presented information on PBIS to parents during the Division of Special Education (SPED) Parent Symposium 2025, held at the Hyatt Regency in Tumon (18 participants).➢ 10/22/25 – PBIS coaches, Connie Santiago, Amber Garrido and Francisco Limtiaco distributed PBIS information to parents during Elementary school PTCs at MSES (89) and ASTES (64) respectively (153 participants).➢ 10/23/25 – PBIS coaches, Amber Garrido and Francisco Limtiaco distributed PBIS information to parents during Middle School PTC at ASTMS (55 participants).➢ 10/24/25 – PBIS coaches, Connie Santiago, Amber Garrido and Francisco Limtiaco distributed PBIS information to parents during High School PTC at SHS (14) and OHS (22) (36 participants).➢ 11/18/25 – PBIS coach Connie Santiago presented to parents during the AIJMS Parent Teacher Organization meeting (29 participants). <p>(8) Staff Development Activities</p> <ul style="list-style-type: none">➢ 09/29/25 – PBIS coach Connie Santiago conducted training on Classroom PBIS with AIJMS faculty (1 trainer, 35 participants).— <i>This activity was not reported on the last quarterly report.</i>➢ 10/15/25 – All PBIS coaches conducted training on Implementing PBIS with Consistency to AMS faculty (3 trainers, 36 participants).➢ 10/16/25 & 10/20/25 – PBIS coach Connie Santiago conducted training on Creating a Positive Classroom Environment with AIJMS faculty (1 trainer, 38 participants) and JQSMES faculty (1 trainer, 33 participants).➢ 10/23/25 – PBIS coach Connie Santiago conducted training on Active Supervision with AIJMS staff (1 trainer, 10 participants).➢ 11/04/25 – PBIS coach Connie Santiago conducted training on Reinforcing Expected Behavior Outside the Classroom for the Haya Regional staff during the <i>“Haya Vertical Region Staff Training”</i> (1 trainer, 123 participants).
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participants).

- 11/04/25 – PBIS coach Francisco Limtiaco conducted training on “*Looking through the Lens of PBIS*” with faculty at VSABMS (1 trainer, 58 participants).
- 11/04/25 – PBIS coach Francisco Limtiaco conducted training on Systematic Supervision with staff at TAMES (1 trainer, 16 participants).
- 12/19/25 – All PBIS coaches conducted training on “*De-Escalation*” for CHBPES staff (3 trainers 17 participants).

Training Exit Surveys

- Nine (9) Trainings conducted (397 participants)
- 278 GDOE school personnel reported feeling more knowledgeable and more confident in implementing strategies learned. Seven (7) GDOE school personnel reported feeling neutral in implementing strategies learned.
- 285 Survey Respondents/397 Participants = 72% responded to the exit surveys

(1) Professional Development Activity

- 09/25/25, 10/30/25 & 11/20/25 – All PBIS coaches received training on “*Ethical Decision Making Practice*”, “*McKinney Vento Act Overview*”, “*Guam Coalition Against Sexual Assault and Family Violence*”, “*Improving Student Strategies to Learn, Interact & Communicate with Students*”, “*Best Day Ever*”, “*2025 National Association for the Education of Homeless Children and Youth*”, “*Getting to the Heart of McKinney Vento Homeless Assistance Act*” during SCCE project monthly meetings (3 participants). *This activity was not reported on the last quarterly report.*

No Travel Activities to report for this period.

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

Tiered Fidelity Inventory (TFI) Implementation Assessment
SY25-26 Elementary Schools: 1st Quarter

Elementary Schools	Tier I			Tier II			Tier III		
	SY24-25	SY25-26	SY26-27	SY24-25	SY25-26	SY26-27	SY24-25	SY25-26	SY26-27
Adacao ES	97%	100%		96%	100%		97%	100%	
Agana Heights ES	83%	87%		N/A	N/A		N/A	N/A	
Astumbo ES	100%	97%		100%	96%		100%	88%	
B.P. Carbullido ES	90%	87%		100%	100%		85%	88%	
Capt. H.B. Price ES	77%	88%		54%	81%		91%	91%	
C.L Taitano ES	N/A	23%		N/A	N/A		N/A	N/A	
D.L. Perez ES	100%	100%		96%	100%		94%	94%	
Finegayan ES	100%	100%		100%	100%		100%	100%	

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H.S. Truman ES	63%	63%		N/A	N/A		N/A	N/A	
Inarajan ES	80%	93%		N/A	N/A		N/A	N/A	
J.M. Guerrero ES	87%	90%		69%	73%		68%	65%	
J.Q. San Miguel ES	47%	83%		N/A	N/A		N/A	N/A	
Liguan ES	N/A	90%		N/A	N/A		N/A	N/A	
M.A. Ulloa ES	90%	53%		100%	N/A		97%	N/A	
M.U. Lujan ES	93%	67%		54%	N/A		65%	N/A	
Machananao ES	80%	50%		N/A	N/A		N/A	N/A	
M. Sablan ES	97%	90%		N/A	38%		N/A	N/A	
Merizo Martyrs ES	90%	93%		77%	88%		82%	88%	
Ordot-Chln Pago ES	100%	93%		N/A	N/A		N/A	N/A	
P.C. Lujan ES	N/A	N/A		N/A	N/A		N/A	N/A	
Talofofo ES	70%	63%		N/A	N/A		N/A	N/A	
Tamuning ES	73%	N/A		65%	N/A		88%	N/A	
Upi ES	77%	100%		100%	100%		100%	100%	
Wettengel ES	100%	N/A		100%	N/A		100%	N/A	

➤ **Bold font are schools that met the 93% rate.**

Tiered Fidelity Inventory (TFI) Implementation Assessment
SY25-26 Secondary Schools: 1st Quarter

Secondary Schools	Tier I			Tier II			Tier III		
	SY24-25	SY25-26	SY26-27	SY24-25	SY25-26	SY26-27	SY24-25	SY25-26	SY26-27
A.I. Johnston MS	57%	83%		N/A	N/A				
Astumbo MS	87%	100%		58%	N/A				
F.B. Leon Guerrero MS	N/A	N/A		N/A	N/A				
Inarajan MS	50%	50%		N/A	N/A				
J. Rios MS	70%	N/A		N/A	N/A				
L.P. Untalan MS	97%	97%		92%	65%				
Oceanview MS	100%	87%		N/A	N/A				
V.S.A. Benavente MS	87%	67%		N/A	N/A				
G. Washington HS	N/A	N/A		N/A	N/A				
J.F. Kenneday HS	N/A	N/A		N/A	N/A				
Okkodo HS	N/A	N/A		N/A	N/A				
Southern HS	60%	N/A		N/A	N/A				
S. Sanchez HS	N/A	70%		N/A	N/A				
Tiyan HS	93%	97%		100%	N/A				

➤ **Bold font are schools that met the 93% rate.**

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	<p>TFI Results for SY 25-26</p> <ul style="list-style-type: none"> ➤ Tier I: <ul style="list-style-type: none"> ➤ 33% of Elementary Schools met the 93% rate – (8 of 24) ➤ 25% of Middle Schools met the 93% rate – (2 of 8) ➤ 17% of High Schools met the 93% rate – (1 of 6) ➤ (20 participating schools met the 70% acceptable rate) ➤ Tier II: <ul style="list-style-type: none"> ➤ 25% of Elementary Schools met the 93% rate - (6 of 24) ➤ No Middle School met the 93% rate ➤ No High School met the 93% rate ➤ (9 participating schools met the 70% acceptable rate) ➤ Tier III: <ul style="list-style-type: none"> ➤ 17% of Elementary Schools met the 93% rate – (4 of 24) ➤ No Middle School met the 93% rate ➤ No High School met the 93% rate ➤ (8 participating schools met the 70% acceptable rate) <p>* Secondary Schools are still solidifying Tier I Universal Supports. Please note that not all the schools completed the Tiered Fidelity Inventory (TFI) due to the school's priority for SY 25-26 was preparing for the school inspections with the Department of Public Health and Social Services. Despite the circumstances, the schools that did not complete the Tiered Fidelity Inventory for SY 25-26 were factored in with the calculations.</p>
<p>4.3 Promoting Positive Behavior and Safe School Environment</p> <ul style="list-style-type: none"> • District Discipline Data • Positive Learning Center Data 	<p>Promoting Positive Behavior and Safe School Environment: <i>Ongoing</i></p> <p>District Discipline Data:</p> <p><i>Discipline Data: Discipline Infractions for the 1st quarter</i></p> <ul style="list-style-type: none"> • 2,885 infractions/22,658 = 13% (Target met so far) Maintain or Reduce Suspension Rate to 30% for the year <p><i>Discipline Data: Suspension Data for the 1st quarter</i></p> <ul style="list-style-type: none"> • 918 Suspensions/22,658 = 4% (Target met so far) Maintain or Reduce Suspension Rate to 15% for the year

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Positive Learning Center (PLC):

Table below identifies the number of participants in the Positive Learning Center Classrooms in SY25-26

School	1 st QTR	2 nd QTR	3 rd QTR	4 th QTR
VSABMS	39			
LPUMS	44			
JRMS	0			
OHS	3			

PLC Classroom teachers provided behavioral and academic interventions and supports to students who were placed in their classrooms, as well as while meeting with students during flexible blocks throughout the school week. Top infractions causing students to receive interventions from PLC classroom teachers included *Fighting* and *Use/Possession of vape/vape products*. The PLC teacher for JRMS recently started, so there is no data reported for this period.

4.4 Health and Safety

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

Health & Safety: *Ongoing*

Student Participation in Health Education Activities:

Intramural Sports: Intramural sports equipment was delivered to schools earlier this school year. The following is data on schools that have used the equipment so far.

SCHOOL	INTRAMURAL SPORT	NUMBER of STUDENTS
Adacao Elementary School	Kickball	20
L.P. Untalan Middle School	Volleyball	86
Jose Rios Middle School	Basketball	192
	TOTAL	298

First Aid & CPR:

No data reported this period.

School Climate Survey:

School Climate Survey will be administered in 3rd 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 <i>End of September 2026</i>	Performance Target <i>End of June 2026</i>	Performance Target <i>End of March 2026</i>
4.1 Social Support & Outreach Teams (SSOT)	By the end of SY 25-26, $\geq 96\%$ successful completion of referrals (issue(s) addressed and resolved)	Programmatic Data: Total# of referrals completed	Number of completed Referrals/Total # Referrals received	Yes	FY '24 APR: Completed Referrals/Total Referrals 4833/5347 = 90%	Target: $\geq 96\%$ completion rate Actual: 1,871 / 2037 = 92% completion rate		
	By the end of SY 25-26, $\leq 4\%$ pending case rate	Programmatic Data: Total # of pending referrals	Number of pending Referrals/ Total# Referrals received	Yes	FY '24 APR: No. of pending referrals/Total Referrals 514/5347 = 10%	Target: $\leq 4\%$ pending cases rate Actual: 166 / 2037 = 8% pending rate		
4.2 Positive Behavior Intervention and Support Framework	By the end of Year 3: Maintain a 3% increase in school site implementation of the PBIS Framework from SY 2024-2025	Annual Assessment Result	Tiered Fidelity Inventory (TFI) Rates	Yes	FY '24 APR: Tier I: Number of schools that met the target – ES TFI: 10 MS TFI: 4 HS TFI: 0	Target: 3% increase from SY 24-25 TFI rate (93%) Actual: Tier I: 11 schools met the target of 93% (8-)		

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					<p>Tier II: Number of schools that met the target – ES TFI: 7 MS TFI: 0 HS TFI: 0</p> <p>Tier III: Number of schools that met the target – ES TFI: 7 MS TFI: 1 HS TFI: 1</p>	<p>ES, 2-MS, 1-HS)</p> <p>Tier II: 6 schools met the target of 93% (6-ES, 0-MS, 0-HS)</p> <p>Tier III: 4 schools met the target of 93% (4-ES, 0-MS, 0-HS).</p>			
4.3 Promoting Positive Behavior and Safe School Environment	<p>By the end of Year 3, the District-wide discipline rate will be maintained or reduced at the current rate of 30%</p> <p>By the end of Year 3, the District-wide suspension rate will be maintained or reduced at the current rate of 15%</p>	<p>District Discipline Data</p> <p>District Suspension Data</p>	<p>Discipline Rate</p> <p>Suspension Rate</p>	<p>Yes</p> <p>Yes</p>	<p>FY '24 APR: Overall discipline rate = 30%</p> <p>FY '24 APR: Overall suspension rate = 11.3%</p>	<p>Target: ≤30% discipline rate</p> <p>Actual: 2,885 infractions/22,891 = 13%</p> <p>Target: ≤15% suspension rate</p> <p>Actual: 918 Suspension/22,891 = 4%</p>			
4.4 Health & Safety	Increase the number of student participants by 10% from previous year	Attendance Sheets	Attendance/Participation Rates	Yes	<p>FY '24 APR: 275 participants</p>	<p>Target: 10% increase from SY 24-25 total number</p> <p>Actual: 298 participants (intramural sports)</p>			

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	By the end of Year 3: Maintain an 82% positive response rate on the School Safety Perception Survey	Annual Assessment result	Percentage of positive responses in Safety Perception results.	Yes	<p><u>FY '24 APR:</u> Schools that met the 82% positive response rate:</p> <p><i>Elementary Schools Surveys:</i> Student – (5 schools) Family – (17 schools) Employee – (13 schools)</p> <p><i>Middle Schools Surveys</i> Student Brief – 0 Student Extended - 0 Family – (2 schools) Employee – (6 schools)</p> <p><i>High Schools Surveys:</i> Three (3) schools submitted surveys, but no schools met the goal on any of the surveys</p>	<p><u>Target:</u> 82% positive response on School Safety Perception Survey</p> <p><u>Actual:</u> School Safety Perception Survey (now called the School Climate Survey) will be administered during 3rd quarter.</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"> • 4.1 Social Support and Outreach Teams (SSOT): While we did not achieve the targeted completion rate of $\geq 96\%$ for the first quarter, the data still reflects a strong performance with a 92% success rate. It is the opinion of the project lead that the dropping completion rate is due to the changing situation in the community. There are now more families facing financial hardships and housing challenges which require the cases to remain open as there is more need for continued services. • 4.2 Positive Behavior Interventions and Supports Framework: Tiered Fidelity Inventory (TFI) data was collected and reported this quarter. 30 of 39 schools were able to complete their TFI. The project continues to work towards encouraging all 39 GDOE schools to implement the PBIS framework with high fidelity. • 4.3 Promoting Positive Behavior and Safe School Environment: The district's discipline rate (13%) and suspension rate (4%) for the first quarter remain relatively low. As the school year progresses, we strive to continue to keep the cumulative rates below the annual targets of 30% and 15%, respectively. • 4.4 Health & Safety: SCCE delivered sports equipment to interested schools for the purpose of conducting intramural sports in order to promote healthy lifestyles. Some data was collected this quarter, but we expect the numbers to grow throughout the school year.
<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>	<ul style="list-style-type: none"> • The Guam Department of Education is currently going through a leadership change with a new Superintendent and new Deputy Superintendents (Program Managers), so we anticipate a transition period to occur which may slow or change the processes of gaining approvals for various project needs. • The Guam Education Board's guidance on changing all federally funded positions from permanent to limited term may be negatively impacting the interest of employees to apply for these positions, which may impede or delay the filling of these positions.
<p><i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i></p>	<ul style="list-style-type: none"> • 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.

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QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: School Climate Culture & Engagement (SCCE)

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 V. Pangelinan
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

1/30/26
DATE

Jacqueline A. Quitugua
PROJECT MANAGER NAME (PRINT)


PROJECT MANAGER (SIGNATURE)

1/30/24
DATE

FEDERAL PROGRAMS DIVISION



FY 2025 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 5

Prugraman Tiningo'

Quarterly Report Documents:

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

January 30, 2026

FEDERAL PROGRAMS DIVISION



FY 2025 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Finalized Quarterly Report with
Federal Programs Division (FPD) Review**

January 30, 2026

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26-294 FPD-PT

Grant Name: Consolidated Grant FFY 2025 Grant#: S403A250002

What quarter is this report filed? Mark an “X”

PROJECT TITLE: *Prugrāman Tiningo'* (CHamoru Knowledge Program)

PROJECT COORDINATOR: Brandy-Jose Martinez

PROJECT LEAD: Jimmy Santos Teria

PROJECT MANAGER: Dr. Rizalina M. Liwag, E.D.,
Deputy Superintendent of Curriculum & Instructional Improvement

STATE PROGRAM OFFICERS: Shandice D. Calano | Jennifer T. Torres

STATE DATA OFFICER: Ana O. Aguon

10/ 01/25-12/31/25	01/01/26-03/31/26	04/01/26-06/30/26	07/01/26-09/30/26
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
X			
REPORT DUE: 01/12/26	REPORT DUE: 04/10/26	REPORT DUE: 07/10/26	REPORT DUE: 10/12/26
ANNUAL REPORT DUE: 11/23/2026			

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 (CLCP)					13,934	10		
Pre K-5 (Faniyåkan CHamoru Medium Immersion Program))					56	104		
6 – 8 (CLCP)					2,364			
6-8 (FCH)					2	4		
9 - 12					2,998			

LIST THE PROJECT GOALS:	By providing supplemental supports to CHamoru classroom teachers, the Prugrāman Tiningo' strives to: 1) Increase the number of CHamoru teachers and 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.
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LIST THE PROJECT OBJECTIVES:	<p>5b. Annual Objectives:</p> <p>Annual Objective 1: The Prugrāman Tiningo' project will increase the retention rate of highly qualified CHamoru teachers</p> <ul style="list-style-type: none"> ● YEAR 1: 40% of all CHamoru language teachers will obtain a certificate in CHamoru pedagogy by the end of SY 2023-2024. ● YEAR 2: 50% of all CHamoru language teachers will obtain a certificate in CHamoru pedagogy by the end of SY 2024-2025. ● MODIFIED: YEAR 3: 10% of all CHamoru language teachers will obtain a certificate in CHamoru pedagogy by the end of SY 2025-2026. (Year 3 annual target percentage was reduced to 10% from 60% based on the latest data from the FY '23 APR.)
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- YEAR 1: The number of highly qualified CHamoru language teachers who remain employed with the GDOE will increase by 3% teachers from baseline.
- YEAR 2: The number of highly qualified CHamoru language teachers who remain employed with the GDOE will increase by 5% teachers from baseline.
- YEAR 3: MODIFIED: The number of highly qualified CHamoru language teachers who remain employed with the GDOE will increase by 5% teachers from baseline. (Year 3 annual target percentage increase was maintained at 5% instead of increased to 7% based on the latest data from the FY '23 APR.)

Annual Objective 2: The *Prugåman 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, 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).
- YEAR 2: Through web-based, 45% of participating teachers will indicate an increase in the utilization of evidence-based proven instructional strategies learned from professional development opportunities or curricular resources in their classrooms.
- YEAR 3: Through web-based surveys, 50% 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 *Prugåman 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 SY20232024 as shown in proficiency assessments.
- YEAR 2: 10% of students who participate in CHamoru language classes will perform at the Limited CHamoru Speaker Level (Level 3) by the end of SY20242025 as shown in proficiency assessments.
- YEAR 3: 26% of students who participate in CHamoru language classes will perform at the Limited CHamoru Speaker Level (Level 3) by the end of SY20252026 as shown in proficiency assessments. (Year 3 annual target percentage was increased to 26% from 15% based on the latest data from the FY '23 APR.)
- YEAR 1: 15% of students who participate in Faneyåkan 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.
- YEAR 2: 20% of students who participate in Faneyåkan Sinipok (CHamoru Immersion program) will perform at the Near Fluent in CHamoru Speaker Level (Level 4) by the end of SY2024-2025 as shown in proficiency assessments.
- MODIFIED: YEAR 3: 15% of students who participate in Faneyåkan Sinipok (CHamoru Immersion program) will perform at the Near Fluent in CHamoru Speaker Level (Level 4) by the end of SY2025-2026 as shown in proficiency assessments. (Year 3 annual target percentage was lowered to 15% from 25% based on the latest data from the FY '23 APR.)

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

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	<ul style="list-style-type: none"> ● YEAR 1: Through web-based surveys, 30% of parents who attend parent classes and conference(s) will indicate they are able to assist their children with CHamoru Immersion assignments and other activities in school. ● YEAR 2: Through web-based surveys, 35% of parents who attend parent classes and conference(s) will indicate they are able to assist their children with CHamoru Immersion assignments and other activities in school. ● YEAR 3: Through web-based surveys, 40% of parents who attend parent classes and conference(s) will indicate they are able to assist their children with CHamoru Immersion assignments and other activities in school. Note: The above outcome-based performance measure starting in Year 2 (FY '24) replaced a Year 1 (FY '23) output-based measure (i.e. “count of parent attendees to weekly Parent Night CHamoru classes and forums”). ● YEAR 1: Through web-based surveys, 30% of parents who attend parent classes and conference(s) will report an increase in the utilization of CHamoru speaking at home. ● YEAR 2: Through web-based surveys, 35% of parents who attend parent classes and conference(s) will report an increase in the utilization of CHamoru speaking at home. ● MODIFIED YEAR 3: Through web-based surveys, 80% of parents who attend parent classes and conference(s) will report an increase in the utilization of CHamoru speaking at home. (Year 3 annual target percentage was increased to 80% from 40% based on the latest data from the FY '23 APR.)
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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 all the Project Components. ➤ <u>In bullet form</u>, list all the specific activities falling under each Component. ➤ <i>Insert Additional rows as needed.</i> 	<ul style="list-style-type: none"> ➤ For each activity listed in the previous column, state the status of each activity (<i>ongoing, delayed, or completed</i>), and describe the details of the work accomplished during the period. Specify the <i>what, when, where, how, how many participants (a primary data or ‘count’)</i>, etc. Primary data may be presented in narrative form, or as a table or graph. ➤ If there was an activity that was not implemented during this reporting period, then simply indicate “REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER”. Include the reason why the activity was not conducted for the quarter.
<p>5.1. Improving CHamoru Teacher Recruitment & Retention</p> <ul style="list-style-type: none"> ● 5.1.1: PD Opportunities - CHamoru Pedagogy; Language Acquisition Best Practices ● 5.1.2: Professional Development in Assessments 	<p>5.1 Status: <i>Delayed</i>. The project’s original three-year implementation plan has been severely impacted by procurement delays and the lack of CG2024 contracts. Currently, the primary focus of our project is to ensure that all activities related to CG2024 are completed efficiently. At the same time, we are also preparing for the start of CG2025 in a systematic way that ensures continuity of services, however, these activities are delayed. Supports include the time and effort of our Project Coordinator. The Project has no internal Administrative Support- taking all the time of our Project Coordinator to ensure the services continue in an immediate and seamless transition.</p>

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<ul style="list-style-type: none"> ● 5.1.3: Professional Development in Proficiency 	<p>5.1.1: Status: <i>Delayed.</i> Status: <i>Delayed.</i> The project's original three-year implementation plan has been severely impacted by procurement delays and the lack of CG2024 contracts. Currently, the primary focus of our project is to ensure that all activities related to CG2024 are completed efficiently. At the same time, we are also preparing for the start of CG2025 in a systematic way that ensures continuity of services, however, these activities are delayed. Supports include the time and effort of our Project Coordinator. The Project has no internal Administrative Support- taking all the time of our Project Coordinator to ensure the services continue in an immediate and seamless transition.</p> <p>5.1.2: Status: <i>Delayed.</i> The project's original three-year implementation plan has been severely impacted by procurement delays and the lack of CG2024 contracts. Currently, the primary focus of our project is to ensure that all activities related to CG2024 are completed efficiently. At the same time, we are also preparing for the start of CG2025 in a systematic way that ensures continuity of services, however, these activities are delayed. Supports include the time and effort of our Project Coordinator. The Project has no internal Administrative Support- taking all the time of our Project Coordinator to ensure the services continue in an immediate and seamless transition.</p> <p>5.1.3: Status: <i>Delayed.</i> The Project is in the process of creating a scope of work that will align with the training needs of the CHamoru Teachers.</p>
<p>5.2 Curriculum Development</p> <ul style="list-style-type: none"> ● 5.2.1 Professional services to revise the CHamoru Language Summative Assessment ● 5.2.2 2026 <i>Finache'cho' Antes di Binaban Eskuela</i> (Opening of School Year Professional Development) (SSA) 	<p>5.2 Status: <i>Delayed.</i> The project's original three-year implementation plan has been impacted by procurement delays and the lack of CG2024 contracts. As a result, the project is shifting to provide additional support for CG2024 applications and activities, while also exploring alternative approaches based on stakeholder feedback to improve implementation success.</p> <p>5.2.1 Status: <i>Delayed.</i> Due to the Projects CG2024 Contract not going through, the Project must work on the CG2024-funded activity. The Project is also in the process of exploring possible opportunities to better support this activity including a possible shift from contractual services to personnel.</p> <p>5.2.6: Status: <i>Ongoing.</i> Due to the Projects CG2024 Contract not going through, the Project must work on the CG2024-funded activity. The Project will implement this activity; however, the project may have to shift the implementation date from Summer 2026 to Summer 2027 in order for the project to have more success with the activity. This shift will allow our Team more time to plan to ensure that we have a more robust and effective training. In addition, with the adoption of the update content standards & performance indicators, moving the training until next summer will still align with our overall goal of providing effective Professional Development to our CHamoru Teachers.</p>
<p>5.3 Faneyakan Sinipok (CHamoru Immersion)</p> <ul style="list-style-type: none"> ● 5.3.2 <i>Faneyakan Tinalo'</i> (CHamoru Summer Camp) SSA 	<p>5.3: Status: <i>Ongoing.</i> The Project is currently working on the activities to support the successful implementation of this activity. The project continues to obtain Teacher Feedback in order to structure the deliverables of the Standard Service Agreement align with Prugraman Tiningo's goals and objectives.</p>

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<ul style="list-style-type: none"> 5.3.3 <i>Faneyakan Tinalo'</i> (CHamoru Summer Camp Coordinator) SSA 5.3.4 <i>Prugraman Despues di Faneyakan</i> (CHamoru After-School Program) 	<p>5.3.2 Status: <i>Ongoing</i>. The Project is currently working on the activities to support the successful implementation of this activity. The project continues to obtain Teacher Feedback in order to structure the deliverables of the Standard Service Agreement align with Prugraman Tiningo's goals and objectives.</p> <p>5.3.3 Status: <i>Ongoing</i>. The Project is currently working on the activities to support the successful implementation of this activity. The project continues to obtain Teacher Feedback in order to structure the deliverables of the Standard Service Agreement align with Prugraman Tiningo's goals and objectives.</p> <p>5.3.4: Status: <i>Delayed</i>. The Project had received feedback from former Teachers of the activity. The project is working to incorporate our Teacher feedback to strengthen this SSA. In addition, we are obtaining deliverable ideas that are more beneficial to student success than our current deliverables consist of. The project anticipates starting this activity in the 2nd Quarter.</p>
<p>5.4: Parent Engagement & Language Revitalization</p> <ul style="list-style-type: none"> 5.4.1 <i>Eskuelan Manaina</i> (Parent Classes for Faneyakan & the CLCP). 	<p>5.4 Status: <i>Delayed</i>. The Project had received feedback (obtained through end of activity meetings) from former Teachers of the activity. The project is working to incorporate the Teacher feedback to strengthen this SSA. In addition, we are obtaining deliverable ideas that are more beneficial to student success than our current deliverables consist of.</p> <p>5.4.1 Status: <i>Delayed</i>. After the final submission of deliverables in our CG2024 grant, the Project had to revise its deliverables (with Teacher input & feedback) to better align the activity with our Goals & Objectives in addition to student success. The project anticipates starting this activity in the 2nd Quarter.</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 <i>End of December 2025</i>	Performance Target <i>End of March 2026</i>	Performance Target <i>End of June 2026</i>	Performance Target <i>End of September 2026</i>
5.1. Improving CHamoru Teacher Recruitment & Retention	a) 10% of all participating CHamoru language teachers will	Participating CHamoru Teacher roster	% of participating teachers who complete a Certificate in	Yes	FY '24 APR: 9 CHamoru language	<u>Target:</u> 10%			

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<ul style="list-style-type: none"> 5.1.1: PD Opportunities - CHamoru Pedagogy; Language Acquisition Best Practices 5.1.2: Professional Development in Assessments 5.1.3: Professional Development in Proficiency 	<p>obtain a certificate in CHamoru pedagogy by the end of SY 2025-2026</p> <p>b) The number of highly qualified CHamoru language teachers who remain employed with the GDOE will increase by 5% from baseline.</p>	<p>CHamoru pedagogy</p> <p>Personnel records on the number of highly qualified CHamoru teachers who continue to remain employed with the GDOE.</p>	<p>% of highly qualified CHamoru Teachers who continue to the next year</p>	<p>Yes</p>	<p>teachers under the CG '23 contract received their certificate of completion in CHamoru Pedagogy.</p> <p>CG '24 contract did not go through.</p>	<p>The project continues to follow up on the CG '24 contract.</p>		
					<p>FY '24 APR: 120 teachers</p> <p><i>(Note*: The total no. of CHamoru language teachers above does not necessarily reflect how many are highly qualified, as qualification criteria are lacking at this time.)</i></p>	<p>Target: 5% increase</p> <p>Actual: No Data.</p> <p>Will be reported in 3rd or 4th qtr.</p>		
5.2 Curriculum Development <ul style="list-style-type: none"> 5.2.1 Professional services to revise the CHamoru Language Summative Assessment 	<p>MODIFIED: Through web-based surveys and/or classroom observations, at least 50% of participating teachers indicate classroom</p>	<p>Web-based surveys and/or classroom observations to determine increase of strategies learned from PD opportunities</p>	<p>% of teachers who report, or are observed to, have an increase in the utilization of research-proven</p>	<p>Yes</p>	<p>FY '24 APR: Average % who reported classroom application:</p> <p><i>a) 79% - among training participants</i></p>	<p>Target: 50%</p> <p>Actual: No Data.</p> <p>Will be reported</p>		

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<ul style="list-style-type: none"> 5.2.2 2026 <i>Finache'cho' Antes di Binaban Eskuela</i> (Opening of School Year Professional Development) (SSA) 	<p>application of evidence-based instructional strategies (learned from: a) imbedded professional development training; or b) curricular resources developed</p>		<p>instructional strategies.</p>		<p><i>who responded to the survey</i> <i>b) 77% - among training participants indicating usage of curricular resources</i></p>	<p>2nd or 3rd qtr.</p>			
<p>5.3. <i>Faneyåkan Sinipok</i> (CHamoru Immersion)</p> <ul style="list-style-type: none"> 5.3.2 <i>Faneyåkan Tinalo'</i> (CHamoru Summer Camp) SSA 5.3.3 <i>Faneyåkan Tinalo'</i> (CHamoru Summer Camp) Coordinator (SSA) 5.3.4: <i>Prugråman Despues di Faneyåkan</i> (After-School Program) 	<p>MODIFIED: a) 26% of students who participate in CHamoru language classes will perform at the Limited CHamoru Speaker Level (Level 3).</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>FY '24 APR: 29 Students were tested; 4 of 29 or 14% of students tested at Level 3.</p>	<p>Target: 26% of Students at Level 3</p>	<p>Actual: No Data.</p>		
	<p>MODIFIED: 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 SY 2025-2026 as shown in proficiency assessments.</p>	<p>Student performance on the Proficiency Assessment</p>	<p>% of students who participate in the <i>Faneyåkan Sinipok</i> program who perform at the Near Fluent in CHamoru Speaker Level (Level 4).</p>	<p>Yes</p>	<p>FY '24 APR: 29 Students were tested; 6 of 29 students or 21% tested at level 4.</p>	<p>Target: 15% of Students at Level 4</p>	<p>Actual: No Data.</p>		

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	proficiency assessments.					2 nd and/or 3 rd qtr.		
5.4 Parent Engagement & Language Revitalization ● 5.4.1 Eskuelan Manaiña(Parent Classes Faneyåkan & CLCP)	<p>MODIFIED:</p> <p>a) Through a web-based survey, 40% of parents who attend parent classes and conference(s) will indicate they are able to assist their children with CHamoru Immersion assignments and other activities in school.</p> <p>b) Through web-based surveys, 80% of parents who attend parent classes will report an increase in the utilization of CHamoru speaking at home.</p>	<p>Web-based survey</p> <p>Web-based survey</p>	<p>% of parents reporting they are able to assist their children</p> <p>% of parents reporting increased use of the CHamoru Language at home with students.</p>	<p>Yes</p> <p>Yes</p>	<p>FY '24 APR: Average percentage = 88% of participating parents indicated they are better able to assist their children</p> <p>FY '24 APR: Average percentage = 88% of participating parents indicated increased use of the CHamoru language at home with students</p>	<p>Target: 40%</p> <p>Actual: No Data.</p> <p>Will be reported 2nd and/or 3rd qtr.</p> <p>Target: 80%</p> <p>Actual: No Data.</p> <p>Will be reported 2nd and/or 3rd qtr.</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).

Since the *Prugrāman Tiningo* project is still awaiting data for all its performance measures, with the earliest reporting expected in the 2nd or 3rd fiscal quarter, the reporting of quantifiable evidence of its successes is on hold until the data are available.

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 *Prugrāman Tiningo* project is encountering its first Consolidated Grant procurement setback in securing a continuing contract for CHamoru language certification. Because of persistent delays in contract processing, the project has had to devote considerable time and resources to ensure the successful implementation of Consolidated Grant 2024, while simultaneously advancing activities for Consolidated Grant 2025.

Due to the systemic failure, the *Prugrāman Tiningo* project cannot successfully achieve its Consolidated Grant 2025 goals and objectives without completing the Consolidated Grant 2024 Professional Development deliverables. *Prugrāman Tiningo* has had to change its course from relying on a vendor to provide the services to requesting to take this activity on through Standard Service Agreements (SSAs). This request is still in the works, however, *Prugrāman Tiningo* continues to work diligently to provide services, trainings and resources to CHamoru Teachers.

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

The *Prugrāman Tiningo* project continues to conduct classroom observations to monitor the effective implementation and use of project resources, and administering surveys to gather feedback from service recipients.

It also employs proficiency assessments to track student progress in its immersion classes. Additionally, the project continues to provide professional development through avenues other than the CHamoru language certification while still striving to achieve the majority of its goals and objectives throughout the grant period.

Prugrāman Tiningo got approval from US ED to purchase cultural supplies for the CHamoru Teachers. The Project Coordinator nested a training component into the supply purchase- allowing CHamoru Teachers to receive Professional Development through a hands-on workshop, where CHamoru Teachers were able to learn how to properly handle/utilize the items and most importantly- student/user safety.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: *Prugrāman Tiningo* (Knowledge Program)

- 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.

Jimmy Santos Teria

PROJECT COORDINATOR NAME (PRINT)



diha 29 gi Ineru 2026

DATE

Dr. Rizalina M. Liwag

PROJECT MANAGER NAME (PRINT)



JAN 30 2026

DATE

FEDERAL PROGRAMS DIVISION



FY 2025 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 Programs Division (FPD) Review

January 30, 2026

FEDERAL PROGRAMS DIVISION



FY 2025 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Finalized Quarterly Report with
Federal Programs Division (FPD) Review**

January 30, 2026

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26-284 FPD-OCE

Grant Name: Consolidated Grant FFY 2025 Grant#: S403A250002

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

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

PROJECT COORDINATOR: Fr. Jeffrey C. San Nicolas, Superintendent of CS

PROJECT MANAGER: Sean Rios Rupley, Federal Programs Administrator

STATE PROGRAM OFFICER: Stephanie N. Chargualaf | Michelle I. Salanatin

STATE DATA OFFICER: Ana O. Aguon

10/ 01/25- 12/31/25	01/01/26- 03/31/26	04/01/26- 06/30/26	07/01/26- 09/30/26
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
X			
REPORT DUE: 01/12/26	REPORT DUE: 04/10/26	REPORT DUE: 07/10/26	REPORT DUE: 10/12/26
ANNUAL REPORT DUE: 11/23/2026			

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	184		17	3					
6 – 8	1319	1403	129	10					
9 – 12	988		89	11					

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: <ol style="list-style-type: none"> 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
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LIST THE PROJECT OBJECTIVES:	Component 6.1. Academic Performance <ul style="list-style-type: none"> • YEAR 1: Improve academic performance in reading and math and reading by at least 2% from baseline on the summative assessment used by the Private, Non- public (PNP) school. • YEAR 2: Improve academic performance in reading and math and reading by at least 4% from baseline on the summative assessment used by the Private, Non- public (PNP) school. • MODIFIED: YEAR 3: Improve academic performance in reading and math by at least 4% from year 2 baseline on the summative assessment (Smarter Balanced) used by the Private, Non- public (PNP) school. (Year 3 annual target percentage was decreased from 6% to 4% based on data from the FY '23 APR, which is the latest available data at the time of this application.)
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- YEAR 1: The percent of AP test results scoring 3 or above will increase by at least 2% for those OCE schools offering Advanced Placement (AP).
- YEAR 2: The percent of AP students test results 3 or above will increase by at least 4% for those OCE schools offering Advanced Placement (AP).
- YEAR 3: The percentage of AP students test 3 or above will increase by at least 6% for those OCE schools offering Advanced Placement (AP) from baseline of FY '24.

Component 6.2. Specialized Events & Opportunities

- YEAR 1: There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events and at least 70% of participating students will report they are more engaged in learning and confident in handling academic work.
- YEAR 2: There will be at least a 6% increase in student participation in STEAM activities, other academic and non-academic special events and at least 75% of participating students will report they are more engaged in learning and confident in handling academic work.
- MODIFIED: YEAR 3: There will be at least a 1% increase in student participation in STEAM activities, other academic and non-academic special events from the previous year and at least 80% of participating students will report they are more engaged in learning and confident in handling academic work. (Year 3 annual target percentage was decreased from 7% to 1% based on data from the FY '23 APR, which is the latest available data at the time of this application.)

Component 6.3. Academic & Career Planning

- YEAR 1: At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 20% of these students will indicate an interest in pursuing a STEAM college path/CTE path.
- YEAR 2: At least 75% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 25% of these students will indicate an interest in pursuing a STEAM college path/CTE path.
- YEAR 3: At least 85% 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 30% of these students will indicate an interest in pursuing a STEAM college path/CTE path. (Year 3 annual target percentage was increased from 80% to 85% based on data from the FY '23 APR, which is the latest available data at the time of this application.)

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

Component 6.4. Professional Development

- YEAR 1: At least 60% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
- YEAR 2: At least 87% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy). (Note: The annual target percentage for FY '24 or Year 2 was

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	<p>revised based on the actual percentage at the end of FY '22, which was the latest baseline data the project had available at the time of this FY '24 application submission.)</p> <ul style="list-style-type: none">YEAR 3: At least 90% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy). (Note: Consequently, the annual target percentage for FY '25 or Year 3 was modified based on the FY '24 or Year 2 change.) (Further Note/Update: Year 3 annual target percentage was increased from 88% to 90% based on data from the FY '23 APR, which is the latest available data at the time of this FY '25 application.) <p>Component 6.5. 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 2: At least 83% of teachers in participating schools will report improved access to technology and online resources and increased integration of technology in the classroom. (Note: The annual target percentage for FY '24 or Year 2 was revised based on the actual percentage at the end of FY '22, which was the latest baseline data the project had available at the time of this FY '24 application submission.)YEAR 3: At least 85% of teachers in participating schools will report improved access to technology and online resources and increased integration of technology in the classroom. (Note: Consequently, the annual target percentage for FY '25 or Year 3 had to be modified based on the FY '24 or Year 2 change.) <ul style="list-style-type: none">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.YEAR 2: At least 89% of students in participating schools will report improved access to technology and online resources and increased integration of technology in the classroom. (Note: The annual target percentage for FY '24 or Year 2 was revised based on the actual percentage at the end of FY '22, which was the latest baseline data the project had available at the time of this FY '24 application submission.)YEAR 3: At least 80% of students in participating schools will report improved access to technology and online resources and increased integration of technology in the classroom. (Note: Consequently, the annual target percentage for FY '25 or Year 3 had to be modified based on the FY '24 or Year 2 change.) (Further Note/Update: The annual target percentage for FY '25 or Year 3 was reduced from 90% to 80% based on data from the FY '23 APR, which is the latest available data at the time of this FY '25 application.)
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PART I: Section 1. Activities & Work Accomplished

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
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<p>➤ In this column, list all the Project Components.</p> <p>➤ <u>In bullet form</u>, list all the specific activities falling under each Component.</p> <p>➤ <i>Insert Additional rows as needed.</i></p> <p><u>INSTRUCTION:</u> <i>Using your project's or school's approved FY '25 CG Application, identify and list all components and the activities associated with each.</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><u>INSTRUCTION:</u> <i>Report on each component, as applicable, following the details provided above.</i></p> <p><i>Use a separate row for each component.</i></p>
<p>Component 6.1 Academic Performance</p> <p><i>6.1.1 Project Based Learning</i></p>	<p>a. Status: Ongoing</p> <p>b. Work Accomplished:</p> <ul style="list-style-type: none"> ● 10 out of the 12 kindergarten students improved letter recognition, beginning sounds, and simple sight words through daily shared guided reading. (IOPCNK) ● 10 out of the 12 kindergarten students successfully practice one to one counting and simple addition with manipulatives. (IOPCNK) ● 20 of our Pre-K- students know and are familiar with the letters of the alphabet both uppercase and lowercase, number and shapers. (IOPCNK) ● Brigance Assessment is completed for 43 Kindergarten students. (MHCNK) ● Ninety-five percent of the kindergarten students recognize the letters of the alphabet and beginning sounds, as measured by recent assessments. (MHCNK) ● Out of 44 Pre-K students, 95 percent can recognize the letters of the alphabet and the numbers 0 through 10, count from 1 to 10, create patterns, and use manipulatives to demonstrate one-to-one correspondence during the first semester. (MHCNK)
<p><i>6.1.2 STEAM Robotics</i></p>	<p>a. Status: Ongoing</p> <p>b. Work Accomplished:</p> <ul style="list-style-type: none"> ● 65 students introduced to drone flying session connected to kinematics for Physics class (AOLG). ● 10 students and 1 teacher using 1 3D printer (FDMS) ● 10 KIBO Robotics Kits provided to K-2nd grade. (BBMCS) ● 3 KIBO Robotics Kits provided to science teacher (DCS) ● 1 teacher attended STEAM Professional Development: Teaching with Drones Refresher PD on November 2025, Tiyan, Guam (SACS) ● 2 teachers attended K-12 Cadre: STEM EXPO planning for Spring 2025 on November 2025, Tiyan, Guam (SBCS) ● 260 students participated in drone aviation and coding activities in 5th-8th grade computer class. (BBMCS) ● 9 students participated in KIBO Robotics Kits provided to Kindergarten and 1st grade teachers (SFCS) ● 15 kindergarten students participated in robotics activities: Teachers set up a Robot Obstacle Course using classroom furniture items, then have the students program their Robot build with Legos, and navigate through the course. They took turns adjusting their instructions based on how well their Robot performs. Students build their Robot with LEGOS using LEGOS sets. Students create a robot character based on a shared story. After reading, students create a story involving the robot and use the robots to act out a scene. (IOPCNK) ● 23 kindergarten students participated in 3D printing activities as part of their ongoing STEAM exploration, encouraging creativity, experimentation, and problem-solving. (MHCNK)

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	<ul style="list-style-type: none"> 44 preschool students engaged in hands-on STEAM activities using LEGOs and other manipulatives to foster creativity, active learning, and early problem-solving skills. (MHCNK)
6.1.3 Visual Communication/ Video Production & Broadcasting	<ul style="list-style-type: none"> a. Status: Ongoing b. Work Accomplished <ul style="list-style-type: none"> Broadcasting class performed various projects as part of class learning. Lessons included: basis of effective visual storytelling, project using Premiere Pro and phone cameras; and, skills used to use skills in freelance marketing and used clubs on campus for project delivery. (AOLG) 13 Students participated in the after-school band activities, including music rehearsal, video recording, audio recording and posting to Obispos One Media channel on YouTube (BBMCS) 20 MS students in the Media Studies Class explored the filming process and produced holiday-themed activities during this quarter, including the utilization of equipment during SACS Christmas Production, Toy Camp. (SACS) 8 students created and produced bi-weekly broadcasts (SBCS)
6.1.4 Travel	<ul style="list-style-type: none"> a. Status: Ongoing b. Work Accomplished: <ul style="list-style-type: none"> 2 teachers (1 SACS / 1 FDMS) attended the National Council of Teachers of Mathematics Annual Conference in Atlanta, GA in October 2025. In November 2025 both teachers completed post-travel presentations with their respective schools. 1 teacher (FDMS) attended the National Career Academy Coalition Annual Conference in Honolulu, HI in October 2025. In November 2025 the teacher completed post-travel presentation with their school. 1 teacher (FDMS) attended the College Board Forum in New York City, New York in November 2025. In November 2025 the teacher completed a post-travel presentation. 2 teachers (SBCS) attended the National Association for the Education of Young Children (NAEYC) Conference in Orlando, FL in November 2025. Both teachers are scheduled to complete post-travel presentations in January 2026. 1 teacher (AOLG) attended the National Council for the Social Studies (NCSS) Annual Conference in Washington, D.C. in December 2025. The teacher is scheduled to complete a post-travel presentation in January 2026.
Component 6.2 Career Oriented Programs and Assessments	REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER
6.2.1 Modified: <i>Career and Technical Education (CTE)</i> Moved from 6.1.4	REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER
6.2.2 <i>Career Technical Education (CTE) Academics</i>	REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER
6.2.3 <i>Skilled Labor and Trades</i>	REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER
Component 6.3 Specialized Events and Opportunities	REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER
6.3.1 <i>STEAM Enrichment Kits</i>	

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6.3.2 Academic Special Events	<p>Academic Challenge Bowl</p> <p>a. Status: Ongoing</p> <p>b. Practice is taking place. Formal competition has not started.</p> <p>c. Total student participants including practice:</p> <ul style="list-style-type: none">• 12 (AOLG)• 35 (FDMS)• 14 (SACS) <p>National Forensic League</p> <p>a. Status: Ongoing</p> <p>b. Project personnel are planning the SY 24-25 competition season.</p> <p>c. Total student participants including practice:</p> <ul style="list-style-type: none">• 8 (AOLG)• 26 (FDMS) <p>Mock Trial</p> <p>a. Status: Ongoing</p> <p>b. Work Accomplished:</p> <ul style="list-style-type: none">• Regional Training and Competition October 2025 to December 2025.• Preparation of delegation to attend <i>National Mock Trial</i> <p>c. Total student participants including practice:</p> <ul style="list-style-type: none">• 14 (AOLG)• 16 (FDMS) <p>Math Counts</p> <p>a. Status: ongoing.</p> <p>b. Work Accomplished</p> <ul style="list-style-type: none">• Registration took place on December 2025• Practice sessions for <i>Math Counts</i> are held once or twice a week (SBCS)• Meetings every Monday (SACS) <p>c. Total student participants including practice:</p> <ul style="list-style-type: none">• 19 (SACS)• 14 (SBCS)• 8 (DCS) <p>Math Olympiad:</p> <p>a. Status: Ongoing</p> <p>b. Work Accomplished:</p> <ul style="list-style-type: none">• <i>Math Olympiad</i> testing for the MOEMS (<i>Math Olympiads for Elementary and Middle School</i>) took place on November 24, 2025 and December 16, 2025 with 27- 4th Grade students and 35-5th Grade students (SACS)• Practice sessions for <i>Math Olympiad</i> are held once or twice a week. (SBCS) <p>c. Total student participants including practice:</p> <ul style="list-style-type: none">• 15 (SACS)• 6 (SBCS)
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	<p>National History Day Competition REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER</p>																																																																																
6.3.3 Visual Performing Arts (VPA)	REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER																																																																																
6.3.4 Interscholastic Sports	<p>a. Status: Ongoing</p> <ul style="list-style-type: none"> ● Work Accomplished: <ul style="list-style-type: none"> ● Project continues to receive sports equipment and supplies such as sports jerseys and pinnies for soccer and basketball. One of our schools has received two (2) volleyball outdoor sets. 																																																																																
6.3.5 E-Sports	<p>a. Status: Ongoing</p> <p>b. Work Accomplished:</p> <ul style="list-style-type: none"> ● 19 MS Students from Grades 5th-8th participate with the Esports Club after school every Monday (SACS) ● 13 Elementary Students from Grades 2nd-4th participate with the Esports Club after school every Tuesday (SACS) 																																																																																
6.4 Academic, College and Career Readiness	<p>a. Status: Ongoing</p> <p>b. Work Accomplished:</p> <ul style="list-style-type: none"> ● Ongoing AP instruction. ● Testing takes place during the CG FY25 3rd Qtr. <p>c. Participation in Advanced Placement (AP) classes:</p> <table border="1"> <thead> <tr> <th></th> <th>AOLG</th> <th>FDMS</th> <th>NDHS</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Biology</td> <td>0</td> <td>14</td> <td>0</td> <td>14</td> </tr> <tr> <td>Calculus AB</td> <td>5</td> <td>22</td> <td>0</td> <td>27</td> </tr> <tr> <td>Calculus BC</td> <td>0</td> <td>10</td> <td>0</td> <td>10</td> </tr> <tr> <td>Chemistry</td> <td>17</td> <td>5</td> <td>0</td> <td>22</td> </tr> <tr> <td>English Language</td> <td>21</td> <td>0</td> <td>0</td> <td>21</td> </tr> <tr> <td>English Literature</td> <td>20</td> <td>21</td> <td>43</td> <td>84</td> </tr> <tr> <td>Human Geography</td> <td>0</td> <td>27</td> <td>0</td> <td>27</td> </tr> <tr> <td>Microeconomics</td> <td>0</td> <td>20</td> <td>0</td> <td>20</td> </tr> <tr> <td>Psychology</td> <td>37</td> <td>16</td> <td>20</td> <td>73</td> </tr> <tr> <td>Statistics</td> <td>0</td> <td>28</td> <td>0</td> <td>28</td> </tr> <tr> <td>US Gov. & Politics</td> <td>13</td> <td>28</td> <td>20</td> <td>61</td> </tr> <tr> <td>Comparative Gov. & Politics</td> <td>0</td> <td>0</td> <td>20</td> <td>20</td> </tr> <tr> <td>US History</td> <td>19</td> <td>16</td> <td>15</td> <td>50</td> </tr> <tr> <td>World History</td> <td>33</td> <td>37</td> <td>0</td> <td>70</td> </tr> <tr> <td>Total</td> <td>165</td> <td>244</td> <td>118</td> <td>527</td> </tr> </tbody> </table>		AOLG	FDMS	NDHS	Total	Biology	0	14	0	14	Calculus AB	5	22	0	27	Calculus BC	0	10	0	10	Chemistry	17	5	0	22	English Language	21	0	0	21	English Literature	20	21	43	84	Human Geography	0	27	0	27	Microeconomics	0	20	0	20	Psychology	37	16	20	73	Statistics	0	28	0	28	US Gov. & Politics	13	28	20	61	Comparative Gov. & Politics	0	0	20	20	US History	19	16	15	50	World History	33	37	0	70	Total	165	244	118	527
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6.4.2 College Exploration and Readiness Opportunities	REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER																																																																																

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6.5 Curriculum Instruction Assessments	<p>a. Status: Ongoing</p> <p>b. Work Accomplished:</p> <ul style="list-style-type: none"> ● 15 attendees from OCE attended the <i>Coaching and Mentoring for District Mentors and Instructional Coaches</i> meeting on October 15, 2025 held in GDOE Tiyan. ● 1 teacher from FDMS was accepted into the Initial Teacher Certification Assistance (ITCA) Program. Additional teachers from SACS and SBCS attended the ITCA Cohort 7 application and orientation sessions via Zoom on October 8, 2025; however, no applicants from SACS or SBCS were selected by the October 13, 2025 application deadline. 														
6.5.2 Improving Teacher Effectiveness	<p>a. Status: Ongoing</p> <p>b. Work Accomplished:</p> <ul style="list-style-type: none"> ● 105th <i>Annual National Council for the Social Studies Conference</i>, December 5-7, 2025 (1 AOLG) ● 15 teachers attended the one-day <i>Science of Reading (SOR)</i> professional development workshops held at GDOE Tiyan on different days in October and November 2025 (4 BBMCS, 3 DCS, 6 SBCS, 2 SFCS) ● National Association for the Education of Young Children Conference in Orlando, Florida from November 2025 (2 SBCS) 														
6.5.3 Specialized School Support	<p>REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER</p>														
6.5.4 Formative and Summative Assessments	<p>a. Status: Ongoing</p> <p>b. Work Accomplished:</p> <ul style="list-style-type: none"> ● 210 students, grades 3-8, participated in the Interim Assessment for ELA and Math administered November 26-27, 2025 (SBCS) ● FY '25 Summative Testing to take place between April and May 2026. <p>c. Anticipated <i>Smarter Balanced</i> participation</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding-left: 10px;">● 3rd grade</td> <td style="width: 10%; text-align: right;">137</td> </tr> <tr> <td>● 4th grade</td> <td style="text-align: right;">135</td> </tr> <tr> <td>● 5th grade</td> <td style="text-align: right;">131</td> </tr> <tr> <td>● 6th grade</td> <td style="text-align: right;">170</td> </tr> <tr> <td>● 7th grade</td> <td style="text-align: right;">208</td> </tr> <tr> <td>● 8th grade</td> <td style="text-align: right;">207</td> </tr> <tr> <td>● 11th grade</td> <td style="text-align: right;">275</td> </tr> </table>	● 3 rd grade	137	● 4 th grade	135	● 5 th grade	131	● 6 th grade	170	● 7 th grade	208	● 8 th grade	207	● 11 th grade	275
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6.5.5 Chamoru Language	<p>REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER</p>														
6.5.6 Supplemental Resources and Equipment Supports	<p>a. Status: Ongoing</p> <p>b. Work Accomplished:</p> <ul style="list-style-type: none"> ● Student Planners Received in November 2025 ● Teachers continue to use laptops daily to deliver lessons, manage lesson plans and access instructional resources. ● Interactive boards and big screen TVs are used to present multimedia lesson contents. Such as Visual Field Trips to show live videos or live feeds from different locations around the world. Teachers continue utilizing the interactive board to display PowerPoint presentations, videos or slideshows to introduce topics. 														

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6.6 Classroom Supports and Interventions	REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER
<i>6.6.1 Credit Recovery</i>	
6.7 School Climate, Culture & Engagement	<p>a. Status: Ongoing</p> <ul style="list-style-type: none"> ● Work Accomplished: <ul style="list-style-type: none"> ● Received training materials and equipment for First Aid and CPR Certifications for participating students, teachers, coaches, athletic directors, health counselors. (67 FDMS)
<i>6.7.1 Health & Safety</i>	
<i>6.7.2 Physical Fitness and Intramural Sports</i>	REPORTING ON THIS ACTIVITY 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 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>Current school year or most recent.</i>	Quarterly Performance Measures (Target vs. Actual)		
						Performance Target End of December 2025	Performance Target End of March 2026	Performance Target End of June 2026
Component 1. Academic Performance	a) At least 4% increase in students grades 3-8, and 11 scoring at the "Proficient"/ "Ready" and "Advanced/ Exceeding" level in math from baseline.	ACT Aspire Spring Summative Results or Results of any similar Summative Assessment used by the PNPs	Percentage of students in grades 3-8, and 11 scoring in the "Ready" & "Exceeding" levels in math from baseline (ACT Aspire) Or Percentage of students in appropriate grade levels scoring in the "Proficient" & "Advanced"	Yes	FY '23 APR: The Smarter Balanced (SM) assessments were first administered in May 2024. As this was the first year using the SM assessment tool, the results below form the baseline data in math: 3 rd – 24% 4 th – 19% 5 th – 22% 6 th – 22% 7 th – 25% 8 th – 22% 11 th – 24%	Target: At least 4% increase Actual: Summative testing is not done at this time.		
Component 1. Academic Performance	b) At least 4% increase in students grades 3-8, and 11 scoring at the "Proficient"/ "Ready" and "Advanced/ Exceeding" level in reading from baseline	ACT Aspire Spring Summative Results or Results of any similar Summative Assessment used by the PNPs	Percentage of students in grades 3-8, and 11 scoring in the "Ready" & "Exceeding" levels in reading from baseline (ACT Aspire) Or Percentage of students in appropriate grade	Yes	FY '23 APR: As the Smarter Balanced (SM) assessments were first administered in May 2024, the results below form the baseline data in reading: 3 rd – 42% 4 th – 44% 5 th – 60%	Target: At least 4% increase Actual: Summative testing is not done at this time.		

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			levels scoring in the <i>"Proficient"</i> & <i>"Advanced"</i>		6 th – 44% 7 th – 59% 8 th – 49% 11 th – 39%			
Component 1. Academic Performance 2. Advanced Placement (AP)	At least 6% increase in the percentage of AP test results scoring 3 or better.	AP Test Results	Percentage of AP test takers who score a 3 or better	Yes	FY '24 APR: 172 of 464 (37%) of AP test scores were 3+	Target: AP Testing not administered at this time. Actual: Ongoing AP instruction. AP testing to be conducted in the 3 rd quarter.		
Component 2. Specialized Events & Opportunities STEAM activities, Academic Special Events (ASE), Visual Performing Arts (VPA), and Music activities	a) At least 1% increase in student participation in STEAM activities, ASE, VPA, and Music.	Event Roster	Percentage of students participating in specialized events and opportunities	Yes	FY '24 APR: Total unique participants, including practices: STEAM: 828 ACB: 142 NFL: 36 MockT: 35 MathCnt: 46 Math Oly: 5 NHD: 33 <u>Total: 1,125</u> 1125/2674= 42% There was a 16% increase in participation from FY '23	Target: Promoting and planning specialized events and opportunities. Actual: Conduct and documentation of specialized events and Opportunities Counts to be provided in the 2 nd quarter.		
Component 2. Specialized Events & Opportunities STEAM activities, Academic Special Events (ASE), Visual Performing Arts (VPA), and Music activities	At least 80% of students who participate in STEAM activities, ASE, VPA, and Music activities will indicate being engaged in learning and confident in handling academic work	Web-based survey on STEAM events, ASE, VPA, and Music activities	Percentage of students participating in specialized events and opportunities	Yes	FY '24 APR: Among the survey respondents who were participants to STEAM, ASE, and/or VPA activities, 94% indicated greater learning engagement, and 88% felt more confident in	Target: Survey not administered at this time Actual: Survey to be done in the 3 rd quarter.		

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					handling academic work.											
Component 3. Academic & Career Planning College & Career Fairs	a) At least 85% 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>FY '24 APR: No federal college fairs were attended by the OCE for this period. <i>College Readiness Fair</i> was held in April 2025. OCE students did not participate due to scheduling conflict.</p>	<p>Target: At least 85% (if Fair is held at this time)</p> <p>Actual: No Fair held at this time, so no survey administered.</p>										
Component 3. Academic & Career Planning College & Career Fairs	a) At least 30% 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>FY '23 APR: 81% of survey respondents indicated an interest in pursuing STEAM careers.</p> <p><i>Note: Due to scheduling conflict, OCE students did not attend the CG-sponsored FY '24 College Readiness Fair in April 2025.</i></p> <p><i>Privately sponsored fair was later organized for OCE students. Survey was not conducted.</i></p>	<p>Target: At least 30% (if survey is administered at this time)</p> <p>Actual: No Fair held at this time, so no survey administered.</p>										
Component 4. Professional Development PD Trainings	At least 90% 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>FY '24 APR: 76.4% of teacher participants to PD training indicated varying levels in classroom application of teaching strategies learned:</p> <table> <tr> <td>Always</td> <td>17.6</td> </tr> <tr> <td>Frequent</td> <td>23.5</td> </tr> <tr> <td>Infrequent</td> <td>23.5</td> </tr> <tr> <td>Rare</td> <td>11.8</td> </tr> </table>	Always	17.6	Frequent	23.5	Infrequent	23.5	Rare	11.8	<p>Target: Survey not administered at this time</p> <p>Actual: Teacher participant survey to be administered in the 3rd quarter</p>		
Always	17.6															
Frequent	23.5															
Infrequent	23.5															
Rare	11.8															

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Component 5. Technology Support & Technology Integration Teachers	At least 85% 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	FY '24 APR: 82.7% indicated greater access to technology and online resources among teachers, and 82% indicated using more technology in teaching.	Target: Survey not administered at this time Actual: Survey to be administered in the 3 rd quarter. Ongoing usage of previous CG-acquired technology.			
Component 5. Technology Support & Technology Integration Students	At least 80% 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	FY '24 APR: 77.9% indicated greater access to technology and online resources among students, and 71.8% indicated teachers using more technology in teaching.	Target: Survey not administered at this time Actual: Survey to be administered in the 3 rd quarter. Ongoing usage of previous CG-acquired technology.			

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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).

6.4 Academic & Career Planning, College and Career Readiness

- 527 AP student enrollment number was submitted to Project #1 LR to support the requisition for AP test fees. FDMS has secured the AP exam order and is on track to administer the AP testing in May 2026.

6.6 Classroom Supports & Interventions

- FPD provided timely updates for this activity. OCE appreciates regularly emailed status summary updates and quarterly meetings between FPD and OCE.

For all the other components, the OCE has pending data on the rest of its performance measures. Since the earliest reporting will occur in the 2nd fiscal quarter (*for the participation counts in specialized events and opportunities*) and then also in the 3rd quarter (for the rest), the list of quantifiable evidence to its successes is on hold until the data are presented.

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.

- Several instructional items remain pending receipt, resulting in delays in acquiring materials needed to supplement learning. These delays are compounded by challenges in the procurement process, including delayed quote facilitation, missed requisition-to-purchase order conversion deadlines, and the temporary closure of the MUNIS system to new requisition entries, which has further limited the ability to expend remaining funds. Improved coordination, earlier submission timelines, and proactive monitoring across CSO, FPD, and DOE Property are needed to support timely implementation of planned activities.
- Many activities are currently designated as “Not Started” or “Delayed.” While the Office of Catholic Education (OCE), also referred to as the Catholic Schools Office (CSO), facilitates quotes on behalf of all CSO schools, end users have limited visibility into activity progress and rely primarily on weekly updates from FPD and notifications from DOE Property when items are ready for pickup. Schools continue to request greater inclusion and communication during the quote submission and processing stages to ensure accurate reporting, improved tracking, and timely execution of activities.
- Timely distribution of stakeholder surveys remains a challenge and may impact participation rates and the collection of meaningful data. To strengthen evaluation efforts, surveys should be distributed by the FPD Data Officer in alignment with reporting timelines.
- 6.3.2 Academic Special Events-Math Olympiad/Math Counts/National Forensic League/Academic Challenge Bowl, Mock Trial/National History Day remains pending due to the dependency on identifying overall winners aligned with national travel competitions. As a result, the ASE schedule was not finalized during this reporting period. Timely finalization is necessary to ensure all on-island competitions are completed in compliance with BP-215 Off-Island Travel Authorization requirements.
- Review of expenditure trends over the past three years indicates that approximately 75% of OCE’s contractual budget has been utilized. As planning begins for the next three-year grant cycle, careful consideration should be given to budgeted amounts under the contractual object category. Ongoing challenges in drawing down funds by specific line items, as reflected in the GSR, should inform future budget development and allocation strategies.

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<p><i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i></p>	<ul style="list-style-type: none">● <i>Smarter Balanced</i> Summative Testing● Advanced Placement (AP) Testing● Travel Reports● Participation Rosters● PD sign-in sheets● Student and Teacher Survey Result● Standard Service Agreements (SSAs)
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QUARTERLY REPORT CERTIFICATION

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

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

Jeffrey C. San Nicolas
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

1/28/26
DATE

for Sean Rios Rupley
PROJECT MANAGER NAME (PRINT)


PROJECT MANAGER (SIGNATURE)

1/30/26
DATE

FEDERAL PROGRAMS DIVISION



FY 2025 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 Programs Division (FPD) Review

January 30, 2026

FEDERAL PROGRAMS DIVISION



FY 2025 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Finalized Quarterly Report with
Federal Programs Division (FPD) Review**

January 30, 2026

**FFY 2025 CONSOLIDATED GRANT
QUARTERLY REPORT
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26-285 FPD-SPCS

Grant Name: Consolidated Grant FFY 2025 Grant#: S403A250002

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

PROJECT TITLE: Project #7: Private, Non-Public. School –
ST. PAUL CHRISTIAN SCHOOL (SPCS)

PROJECT COORDINATOR: Deborah Pineda

PROJECT MANAGER: Sean Rios Rupley, FPD Administrator

STATE PROGRAM OFFICER: Shandice D. Calano | Jennifer T. Torres

STATE DATA OFFICER: Ana O. Aguon

10/ 01/25- 12/31/25	01/01/26- 03/31/26	04/01/26- 06/30/26	07/01/26- 09/30/26
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
X			
REPORT DUE: 01/12/26	REPORT DUE: 04/10/26	REPORT DUE: 07/10/26	REPORT DUE: 10/12/26
ANNUAL REPORT DUE: 11/23/2026			

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	156		9	--					
6 – 8	112		18	--					
9 - 12	150		18	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

MODIFIED: Year 3: There will be at least a 3% increase in student participation in STEAM activities and other academic and non-academic special events; and at least 80% will report they are more engaged in learning and that they had a positive experience and confident in handling academic work.

(Note: Year 3 annual target percentage was decreased from 5% to 3%, based on data from the FY '23 APR, which is the latest available data at the time of this application.)

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b) 7.1.2: Formative and Summative Assessments

MODIFIED: Year 3: Improve academic performance in math and reading by at least 3% from baseline on the summative assessment used from year.

(Note: Year 3 annual target percentage was decreased from 5% to 3% based on data from the FY '23 APR, which is the latest available data at the time of this application.).

c) 7.1.3: Supplemental Resources and Equipment Supports

Year 3: At least 95% of teachers will report an increase of technology integration in the classroom strengthening students' academic performance.

(Note: Year 3 annual target percentage was increased from 93% to 95%, based on data from the FY '23 APR, which is the latest available data at the time of this application.)

Year 3: Through a student technology assessment, at least 70% of students will indicate an improvement in technological literacy and ability to access online resources.

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

d) 7.2: Curriculum Instruction & Assessment

Year 3: At least 80% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).

(Note: Year 3 annual target percentage was increased from 70% to 80%, based on data from the FY '23 APR, which is the latest available data at the time of this application.)

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PART I: Section 1. Activities & Work Accomplished	
COMPONENT & ACTIVITIES (including travel)	
<ul style="list-style-type: none"> ➤ In this column, list all the Project Components. ➤ <u>In bullet form</u>, list all the specific activities falling under each Component. ➤ <i>Insert Additional rows as needed.</i> <p>7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction</p> <ul style="list-style-type: none"> • Engineering/Robotics • STEAM Activities 	<ul style="list-style-type: none"> ➤ For each activity listed in the previous column, state the status of each activity (<i>ongoing, delayed, or completed</i>), and describe the details of the work accomplished during the period. Specify the <i>what, when, where, how, how many participants (a primary data or 'count')</i>, etc. Primary data may be presented in narrative form, or as a table or graph. ➤ If there was an activity that was not implemented during this reporting period, then simply indicate “REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER”. Include the reason why the activity was not conducted for the quarter. <p>7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction</p> <p>Engineering/Robotics: <i>Not offered this school year.</i> In previous grant cycles, although Robotics was included, grant funds did not procure robotics kits or equipment, resulting in the school and parents having to provide the necessary materials. Given these limitations and the need to meet student demand for general secondary science courses, the administration prioritized the hiring of qualified general science teachers over the continuation of Robotics.</p> <p>Thus, this activity is cancelled for SY '25-26. However, SPCS will attempt to order Robotics kits now that the Munis system is open for requisitions for possible use by 4th and/or 5th grade teachers/students. Pending successful procurement, the administration will try to implement an Engineering/Robotics lessons for 4th and/or 5th grade teachers and students in the 2026-2027 school year.</p> <p>STEAM Activities: Classes <i>Ongoing</i></p> <ul style="list-style-type: none"> • There are classes for <i>Band, Orchestra and Art</i> (middle/high school grade levels) in SY 25-26. These classes are going to be administered the Student Engagement Survey during the 3rd quarter. • Requisitions for band/music equipment and supplies for Art class will be submitted this month.

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7.1.2: Summative Assessment	<p>7.1.2: Summative Assessment: Classes <i>Ongoing</i></p> <p>Instruction on core subjects is ongoing until May 2026, and the summative assessment will take place in the 3rd fiscal quarter, in April 2026.</p> <p>Anticipated <i>Smarter Balanced</i> participation:</p> <ul style="list-style-type: none">• 3rd Grade = 18• 4th Grade = 23• 5th Grade = 22• 6th Grade = 42• 7th Grade = 36• 8th Grade = 32• 11th Grade = 32
7.1.3: Supplemental Resources and Equipment <ul style="list-style-type: none">• Continuing use of CG-acquired technology• Requisition and procurement of additional resources	<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">• Teachers and students continue to use the technology equipment acquired by the school through the Consolidated Grant in previous grant cycles. <p>Requisition and procurement of additional resources: <i>Ongoing</i></p> <p>New equipment/technology (9 interactive whiteboards) have been requested and are pending delivery, installation, and training January/February 2026.</p> <p>The tools/technology will be utilized to enhance teaching effectiveness, support technology integration in the classroom, and increase student engagement in learning activities. Student and faculty laptops will also be requested this year to replace old ones that are more than 6+ years old.</p>
7.2.1: Curriculum Instruction & Assessment <ul style="list-style-type: none">• Professional Development Training	<p>7.2.1: Professional Development: <i>Completed</i></p> <p>During the 1st fiscal quarter, the following Professional Development opportunities occurred:</p>

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	<ol style="list-style-type: none">1. <i>Ron Clark Academy Admin Conference</i><ul style="list-style-type: none">• Atlanta, GA October 9-10, 2025• Two (2) administrators/teachers attended this training: Othoniel Pineda and Jon Vincent Pineda• PD will be conducted in spring 2026.2. <i>National Association for the Education of Young Children (NAEYC) Conference</i><ul style="list-style-type: none">• Orlando, FL November 19-22, 2025• Two (2) teachers attended this training: Iva Ngirarois and Indira West• PD will be conducted spring 2026.3. <i>Mathematics SUMMIT</i><ul style="list-style-type: none">• Pasadena, CA December 8-10, 2025• Two (2) teachers attended this training: Lelean Sigrah and Rowena Candolada• PD will be conducted in spring 2026.4. <i>Learning Forward Conference</i><ul style="list-style-type: none">• Boston, MA December 7-10, 2025• Two (2) teachers attended this training: Genalin Joy Arellano and Valerie Ngirchomlei• PD training will be conducted spring 2026.
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Participants will be finalized for upcoming professional development opportunities in summer and fall 2026. Admin has decided to opt out of the *Get Your Teach On! Conference* in 2026.

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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)	
					Performance Target End of September 2026	Performance Target End of June 2026
STEAM activities & Other academic and non-academic special events	a) By the end of SY 25-26, there will be at least a 3% 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	FY '24 APR: No baseline data.	Target: Planning and Conduct of Music and Art Activities Actual: Ongoing instruction.
	b) By the end of SY 25-26, at least 80% of anticipating 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	FY '24 APR: No baseline data.	Target: Survey not Administered at this time. Actual: Survey not administered at this time.

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Summative Assessment	a) By the end of SY 25-26, there will be at least a 3% increase from baseline in <i>math</i> in the summative assessment (grades 3-8, 11 th)	Spring Summative Results	% of students in grades 3-10 scoring in the “Ready” & “Exceeding” levels in <i>math</i> from baseline in the summative assessment	Yes	FY '24 APR: Results of the <i>math</i> summative assessments are as follows, for the % of test takers who ‘met’ or ‘exceeded’ the standard: • 3rd Grade= 10% • 4th Grade= 20% • 5th Grade= 27% • 6th Grade= 29% • 7th Grade= 30% • 8th Grade= 5% • 11th Grade=18%	Target: Ongoing instruction. Actual: Test not administered until April/May 2026.		
	b) By the end of SY 25-26, there will be at least a 3% increase from baseline in <i>reading</i> in the summative assessment (grades 3-8, 11 th)	Spring Summative Results	% of students in grades 3-10 scoring in the “Ready” & “Exceeding” levels in <i>reading</i> from baseline in the summative assessment	Yes	FY '24 APR: Results of the <i>reading</i> summative assessments are as follows, for the % of test takers who ‘met’ or ‘exceeded’ the standard:	Target: Ongoing instruction. Actual: Test not administered until April/May 2026.		

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					<ul style="list-style-type: none"> • 3rd Grade = 24% • 4th Grade = 30% • 5th Grade = 50% • 6th Grade = 35% • 7th Grade = 39% • 8th Grade = 27% • 11th Grade = 35% 			
7.1.3: Supplemental Resources and Equipment Technology Services and Technology Integration	<p>a) At least 95% of teachers will report greater technology integration in the classroom</p> <p>b) At least 70% of students will report an improvement in technological literacy and ability to access online resources</p>	<p>Web-based Survey</p> <p>Student Technology Assessment</p>	<p>Percentage of teachers who report greater technology integration in the classroom</p> <p>Percentage of students indicating improvement in technological literacy and skill in accessing online resources</p>	<p>Yes</p> <p>Yes</p>	<p>FY '24 APR: 83% of teachers indicated more technology integration</p> <p>FY '24 APR: 76% indicated improvement in proficiency 73% - indicated increased ability to access online resources</p>	<p>Target: Survey not administered at this time.</p> <p>Actual: Survey not administered at this time.</p>		

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7.2.1: Curriculum Instruction and Assessment	At least 80% of Teachers participating in PD will report or are observed implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness.	Web-Based survey	Percentage of participating teachers who will report implementing strategies learned and feeling more confident in their teaching effectiveness	Yes	FY '24 APR: 100% of teacher participants had classroom application in varying levels: 25% -- <i>Always</i> 50% -- <i>Frequently</i> 25% -- <i>Infrequently</i> Likewise, 100% also indicated greater confidence in teaching efficacy: 33.3% -- <i>Strongly Agree</i> 66.7% -- <i>Agree</i>	Target: Survey not administered at this time.			
						Actual: Survey not administered at this time.			

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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).

Since the SPCS has pending data on all of its performance measures for this period, the earliest reporting of which will occur in the 3rd fiscal quarter, the list of quantifiable evidence to its successes is on hold until the data are presented.

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.

New technology/equipment will be delivered, installed, and training will be conducted January/February 2026. The SPCS will be requesting quotes and submitting documents for entry requisition this month as Munis has recently reopened.

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

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

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QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: PROJECT #7: PNP – ST. PAUL CHRISTIAN SCHOOL (SPCS)

- 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.

Deborah Pineda

PROJECT COORDINATOR NAME (PRINT)



January 12, 2026

DATE

for Sean Rios Rupley

PROJECT MANAGER NAME (PRINT)



PROJECT MANAGER (SIGNATURE)

01/30/26

DATE

FEDERAL PROGRAMS DIVISION



FY 2025 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 Programs Division (FPD) Review

January 30, 2026

FEDERAL PROGRAMS DIVISION



FY 2025 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Finalized Quarterly Report with
Federal Programs Division (FPD) Review**

January 30, 2026

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26-286 FPD-SJS

Grant Name: Consolidated Grant FFY 2025 Grant #: S403A250002

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

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

PROJECT COORDINATOR: J. Robert Kelley

PROJECT MANAGER: Sean Rios Rupley, FPD Administrator

STATE PROGRAM OFFICER: Neil A. Rochelle

STATE DATA OFFICER: Ana O. Aguon

10/ 01/25- 12/31/25	01/01/26- 03/31/26	04/01/26- 06/30/26	07/01/26- 09/30/26
1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
X			
REPORT DUE: 01/12/26	REPORT DUE: 04/10/26	REPORT DUE: 07/10/26	REPORT DUE: 10/12/26
ANNUAL REPORT DUE: 11/23/2026			

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	223		25	1				
6 – 8	127		14	1				
9 - 12	189		23	1				

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:

A. Expand student access to college readiness supports and academic special events

COMPONENT 1: College Readiness & Specialized Events

- YEAR 1: The percent of Advanced Placement test results with a score of 3 or higher will increased by at least 2% from the Year 1 baseline.
- YEAR 2: The percent of Advanced Placement test results with a score of 3 or higher will increased by at least 4% from the Year 1 baseline.
- YEAR 3: The percent of Advanced Placement test results with 3 or higher will increased by at least 6% from the Year 1 baseline.

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- 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 2: At least 85% of students who participate in Academic Special Events activities will indicate being more engaged in learning and confident in their academic work.
- MODIFIED: YEAR 3: 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.

(Note: Year 3 annual target percentage was decreased from 90% to 80%, based on data from the FY '23 APR, which is the latest available data at the time of this application.)

- YEAR 1: At least 60% of senior students will report increased awareness and confidence in applying to post-secondary education.
- YEAR 2: At least 70% of senior students will report increased awareness and confidence in applying to post-secondary education.
- YEAR 3: At least 80% of senior students will report increased awareness and confidence in applying to post-secondary education.

B. Provide professional development and technology supports for teachers to implement effective classroom instruction to improve student's academic performance in various content areas

COMPONENT 2: Increasing Academic Performance

- YEAR 1: At least 2% increase in students scoring at the "Proficient/Ready" and "Advanced/Exceeding" level in Math and ELA from baseline.
- YEAR 2: At least 4% increase in students scoring at the "Proficient/Ready" and "Advanced/Exceeding" levels in Math and ELA from baseline.
- MODIFIED: YEAR 3: At least 4% increase in students scoring at the "Proficient/Ready" and "Advanced/Exceeding" levels in Math and ELA from baseline. *(Note: Year 3 annual target percentage was decreased from 6% to 4%, based on data from the FY '23 APR, which is the latest available data at the time of this application.)*

COMPONENT 3: Improving Teacher Effectiveness

- 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.
- YEAR 2: At least 80% of teachers participating in Professional Development will report implementing what was learned in the classroom and feeling more confident in their teacher effectiveness.
- YEAR 3: At least 90% of teachers participating in Professional Development will report implementing what was learned in the classroom and feeling more confident in their teacher effectiveness.

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COMPONENT 4: Technology Supports and Integration

- YEAR 1: At least 80% of participating teachers will report improved access and integration of technology supports in the classroom.
- MODIFIED: YEAR 2: At least 50% of participating teachers will report improved access and integration of technology supports in the classroom. (*Note: The annual target percentage for FY '24 had to be revised based on the actual percentage at the end of FY '22, which was the latest baseline data the project had available at the time of this FY '24 application submission.*)
- MODIFIED: YEAR 3: At least 80% of participating teachers will report improved access and integration of technology supports in the classroom. (*Note: Consequently, the annual target percentage for FY '25 or Year 3 had to be modified based on the FY '24 or Year 2 change.*) (*Further Note/Update: Year 3 annual target percentage was increased from 55% to 80%, based on data from the FY '23 APR, which is the latest available data at the time of this application.*)

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 all the Project Components. ➤ In bullet form, list all 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. 																		
COMPONENT 1: College Readiness & Specialized Events <ul style="list-style-type: none"> ● AP Program ● Special Events ● College Fair 	Advanced Placement (AP) Courses: <i>AP US History, Comparative Government, Chemistry, Psychology, Physics 1, Physics E&M</i> are in place for the academic year, classes are currently on-going, testing will be in May 2026. Ongoing <p>Student participation in Advanced Placement (AP) classes:</p> <table border="0"> <tbody> <tr> <td>● AP US History</td> <td>31</td> </tr> <tr> <td>● Comparative Government</td> <td>12</td> </tr> <tr> <td>● Chemistry</td> <td>2</td> </tr> <tr> <td>● Psychology</td> <td>20</td> </tr> <tr> <td>● Physics I</td> <td>1</td> </tr> <tr> <td>● Physics E&M</td> <td>5</td> </tr> <tr> <td>● Physics Mech</td> <td>5</td> </tr> <tr> <td>● Biology</td> <td>2</td> </tr> <tr> <td>● Calculus AB</td> <td>16</td> </tr> </tbody> </table>	● AP US History	31	● Comparative Government	12	● Chemistry	2	● Psychology	20	● Physics I	1	● Physics E&M	5	● Physics Mech	5	● Biology	2	● Calculus AB	16
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	<ul style="list-style-type: none"> • Calculus BC 7 • Chinese 6 • Computer Science 1 • English Language 1 • Environmental Science 1 • Japanese 4 • Macroeconomics 2 • Microeconomics 4 • Music Theory 1 • Statistics 7 • World History 1 <p>Academic Special Events (ASE) teams: <i>Academic Challenge Bowl (ACB)</i>, and <i>Math Count</i> are forming and contests will begin in the second quarter. <i>Ongoing</i></p> <p>FY '25 College Fair planning for September 2026 has begun. The fair date for September of 2026 has not yet been set. <i>Ongoing</i></p>
COMPONENT 2: Increasing Academic Performance. <ul style="list-style-type: none"> • Summative Assessments 	<p>Regular instruction for K-12th grades are ongoing. Summative testing will take place in April and May, 2026.</p> <p>Anticipated participation in <i>Measures of Academic Progress (MAP)</i> summative assessment:</p> <ul style="list-style-type: none"> • 2nd grade 28 • 3rd grade 29 • 4th grade 41 • 5th grade 42 • 6th grade 43 • <u>7th grade</u> 41 <p style="text-align: center;">Total MAP Testing: 224</p> <p>Anticipated participation in <i>Preliminary Scholastic Aptitude Test (PSAT)</i> summative assessment:</p> <ul style="list-style-type: none"> • 8th grade 43 • 9th grade 47 • <u>10th grade</u> 54 <p style="text-align: center;">Total PSAT: 144</p> <p style="text-align: center;">Grand Total 368</p>

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COMPONENT 3: Improving Teacher Effectiveness <ul style="list-style-type: none"> Professional Development training 	<p>No current professional development activities at this time. <i>Ongoing</i></p> <p>St. John's has requested for our teachers to participate in <i>Mental Health</i>, <i>CITW</i>, and <i>ESL</i> professional development. Awaiting invites from the Consolidated Grant (CG) projects.</p>
COMPONENT 4: Technology Supports and Integration <ul style="list-style-type: none"> Continuing use of CG-acquired technology Requisition and procurement of additional resources 	<p>Technology integration remains ongoing, with continued use of classroom technology equipment acquired from previous CG cycles by teachers and students. Over the Christmas Break, our Technology Specialist led some voluntary classes for teachers. Our tech specialist also sends out emails twice a month with topics of interest to the faculty. Additionally, the teachers who attended the ISTE conference over the summer have been working on a one on one capacity with other faculty to address new topics.</p> <p>We are waiting on 18 laptops from the vendor. There was a problem fulfilling the specifics in the PO, so a new PO is being generated.</p> <p>New technology items that are being requested for FY '25 will be reported as they are entered into requisition.</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>	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)			
					Performance Target End of September 2026	Performance Target End of March 2026	Performance Target End of June 2026	Performance Target End of December 2025
Advanced Placement	The percent of Advanced Placement (AP) test results scoring	Results of Advanced Placement test for participating	Percentage of Advanced Placement test results with a	Yes	FY '24 APR: AP test results: 74%	Target: Advanced Placement (AP)		

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	3 or higher will increase by at least 6% from the Year 1 baseline.	students	score of 3 or higher		of students had scores of 3 or better	test results not available at this time			
Academic Special Events	At least 80% of students who participate in Academic Special Events activities will indicate being more engaged in learning and confident in academic work	Web-based survey for students participating in Academic Special Events	Percentage of students that indicate being more engaged in learning and confident in academic work	Yes	FY '24 APR: 89% of students reported increased academic engagement and 83% indicated greater confidence in handling academic work	Target: Planning and conduct of academic special events Actual: Special events teams are forming and contests will begin in the 2 nd quarter			

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College Fair	At least 80% of senior students will report increased awareness and confidence in applying to postsecondary education	Web-based Student survey for 12th grade students	Percentage of students reporting increased awareness and confidence.	Yes	FY '24 APR: <i>(With limited participation due to conflict in scheduling)</i> 85% of senior students report increased awareness and 100% felt more confident in applying to postsecondary education	Target: 80%			
Professional Development (PD) training	At least 90% of teachers participating in Professional Development will report implementing what was learned in the classroom and feeling more confident in their teacher effectiveness	Web-based survey for teachers participating in professional development activities	Percentage of teachers participating in professional development that report implementing things learned and feeling confident in learned concepts	Yes	FY '24 APR: 100% of teacher participants reported classroom application and feeling more confident with teaching efficacy	Target: Survey not administered at this time	Actual: Survey not administered at this time. Survey will be administered in the 3 rd quarter.		

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Continuing use of CG-acquired technology Requisition and procurement of additional resources	At least 80% of participating teachers will report improved access and integration of technology supports in the classroom.	Web-based survey for teachers participating in the project activity	Percentage of teachers reporting improved access and integration of technology supports	Yes	FY '24 APR: 81% of teachers reported more access to technology and 75% report they have integrated more technology into their classes	Target: Survey not administered at this time			
						Actual: Survey not administered at this time.			
Summative Assessments	a) At least 4% increase in students scoring at the "Proficient/Ready" and "Advanced/Exceeding" levels in <i>math</i> from baseline	Math Summative Test Results	% of students scoring at the "Proficient/Ready" and "Advanced/Exceeding" levels in Math from baseline	Yes	SY 24-25: MAP math Results 2 nd : 96% 3 rd : 81% 4 th : 91% 5 th : 84% 6 th : 83% 7 th : 90% PSAT math Results 8 th : 75% 9 th : 87% 10 th : 89%	Target: Summative testing not conducted at this time			

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<p>b) At least 4% increase in students scoring at the "Proficient/Ready" and "Advanced/Exceeding" levels in ELA from baseline</p>	<p>ELA Summative Test Results</p>	<p>% of students scoring at the "Proficient/Ready" and "Advanced/Exceeding" levels in ELA from baseline</p>	<p>Yes</p>	<p>MAP ELA Results 2nd: 93% 3rd: 89% 4th: 91% 5th: 91% 6th: 89% 7th: 93%</p> <p>PSAT ELA Results 8th: 98% 9th: 89% 10th: 98%</p>	<p>Target: Summative testing not conducted at this time</p> <p>Actual: Summative testing to take place during the 3rd quarter</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>Our activities are underway, but we have not had any assessments or surveys done at this time. Teacher observations by administrators are underway. Formal evaluations of teachers will not occur until later this year. Currently, administration is meeting with teacher for conversations about the observations and focusing on skills and techniques learned in professional development.</p> <p>Since the SJS is still awaiting data on all of its performance measures for this period—with the earliest reporting expected in the 3rd fiscal quarter—the reporting of quantifiable evidence of its successes is on hold until the data are available.</p>
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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>The biggest challenge we have had so far is with teacher turnover. Almost 10% of our teachers have moved on to other positions, thus we need to keep bringing on new staff and training them as quickly as we can. We have been able to shift personnel and class assignments to result in no changes to classroom size, but bringing new faculty on-board is a time-consuming process.</p>
<p><i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i></p>	<p>Currently, the most effective tool to monitor the programs is with administrative observations and discussions with teachers. We have met with faculty and discussed the past academic year's success and lessons for improvement. We have set goals with the teachers to achieve this year, and have monthly meetings to assess the progress. We have informal observations throughout the year, seeing each teacher's teaching at least twice a month, and conversations once per month. A formal evaluation takes place at the end of each academic year.</p>

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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.

J. Robert Kelley

PROJECT COORDINATOR NAME (PRINT)



PROJECT COORDINATOR NAME (SIGNATURE)

1/9/2026

DATE

for Sean Rios Rupley

PROJECT MANAGER NAME (PRINT)



PROJECT MANAGER (SIGNATURE)

1/30/26

DATE

FEDERAL PROGRAMS DIVISION



FY 2025 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 Programs Division (FPD) Review

January 30, 2026

FEDERAL PROGRAMS DIVISION



FY 2025 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Finalized Quarterly Report with
Federal Programs Division (FPD) Review**

January 30, 2026

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26-287 FPD-HCA

Grant Name: Consolidated Grant FFY 2025 Grant#: S403A250002

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

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

PROJECT COORDINATOR: Ben Olson

PROJECT MANAGER: Sean Rios Rupley, Federal Programs Administrator

STATE DATA / PROGRAM OFFICER: Ana O. Aguon

10/ 01/25- 12/31/25	01/01/26- 03/31/26	04/01/26- 06/30/26	07/01/26- 09/30/26
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
X			
REPORT DUE: 01/12/26	REPORT DUE: 04/10/26	REPORT DUE: 07/10/26	REPORT DUE: 10/12/26
ANNUAL REPORT DUE: 11/23/2026			

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	364	NA	20	1					
6 – 8	222	NA	18	1					
9 - 12	277	NA	22	1					

LIST THE PROJECT GOALS:	By the end of the three-year grant program, Harvest Christian Academy will have achieved the following overall goal: a) Increase student academic engagement through provision of extended opportunities for students to challenge themselves academically-as well as enhanced and expanded learning experience in the classroom and beyond, and b) Enhance instructional delivery in the classroom through provision of professional development opportunities to teachers.
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LIST THE PROJECT OBJECTIVES:	<p><u>9.1. Academic Special Events:</u> Extended opportunities for students to challenge themselves academically and excel academically, emotionally, and socially</p> <ul style="list-style-type: none"> • YEAR 3 (Oct. 2025 – Sept. 2026): <ul style="list-style-type: none"> a) At least 70% of students competing in the Academic Special Events (ASE) will indicate more engagement in learning and greater confidence in handling academic work. b) Count of student involvement and effort to join the ASE competitions will increase by 1% in YEAR 3 as compared with YEAR 2. <p><u>9.2. STEAM (Science, Technology, Engineering, Arts, and Mathematics) Support:</u> Enhanced and expanded learning in the classroom and beyond</p> <ul style="list-style-type: none"> • YEAR 3 (Oct. 2025 – Sept. 2026): <ul style="list-style-type: none"> a) At least 70% of participating students will indicate greater learning engagement and confidence in handling academic work. <i>MODIFIED: Based on data from the FY'23 APR, the latest updated date available during the FY'25 application submission period.</i> b) At least 14% of participating students will indicate an interest in pursuing a STEAM related college degree.
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MODIFIED: Based on data from the FY'23 APR, we raise the expectation to anticipate increased interest over time.

9.3. MODIFIED Enhanced and expanded learning outside the classroom

- YEAR 3 (Oct. 2025 – Sept. 2026):
At least 60% of participating students will indicate greater learning engagement and confidence in handling academic work.

9.4. Professional Development (PD): Enhanced instructional delivery in the classroom

- YEAR 3 (Oct. 2025 – Sept. 2026):
 - a) At least 65% of participating teachers will indicate classroom application of PD-learned teaching strategies.
 - b) Improve summative assessment performance by at least 2% from baseline in Reading and Math on the Iowa standardized tests, per grade levels 7 through 11 (within each of these grade levels, the % of students scoring at the “*Proficient/Ready*” or higher level in each of the two testing categories Reading and Math”).
- YEAR 3 (Oct. 2025 – Sept. 2026):
 - a) At least 12 Cardio-Pulmonary Resuscitation (CPR)-certified teachers (*at least one per grade level K5-12th*) will be maintained.
Note: In order to maintain this, it may involve re-certification of some teaching staff counted in previous baseline as well as some newly certified staff, as a certification is valid for 2 years and the certification expiration dates are staggered.

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 all the Project Components. ➢ In bullet form, list all 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>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>National Forensic League</p> <ul style="list-style-type: none"> • Weekly practices were conducted with 22 students. Coaches are waiting on coaching competition guidelines and schedule. <p>Math Counts</p> <ul style="list-style-type: none"> • Weekly practices were conducted with 22 students. Coaches are waiting on coaching competition guidelines and schedule. <p>Math Olympiad</p> <ul style="list-style-type: none"> • Weekly practices were conducted with 15 students. Coaches are waiting on coaching competition guidelines and schedule.

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<ul style="list-style-type: none"> • <i>Math Counts</i> • <i>Math Olympiad</i> 	<p>Total number of participants: 59 Total of all students who had an opportunity to participate in the ASE (5th through 12th graders): 633</p>
<p>9.2. STEAM</p> <ul style="list-style-type: none"> • <i>Requisitions</i> • <i>Academics</i> 	<p>9.2. STEAM - <i>Ongoing</i></p> <ul style="list-style-type: none"> • Requisitions: <ul style="list-style-type: none"> ○ In general, the status remains the same as last reporting quarter (FY '24 4th quarter) and no new activity. We are awaiting GDOE to inform us their requisition system is reopened for activity. Details of requisition status follow, reiterated from the FY '24 4th quarter report. <ul style="list-style-type: none"> ○ (1) Science lab microscopes for use in science classes: <ul style="list-style-type: none"> ▪ We had been awaiting conversion to PO but were most recently informed to seek quotes again for re-entry of the requisition. We plan to seek fresh quotes as soon as we are informed that the GDOE requisition system has reopened. ○ (2) PC with video editing software: <ul style="list-style-type: none"> ▪ The status remains the same from the previous quarterly report; we are still awaiting vendor to deliver the computer with video editing software for use in digital art classes. ○ (3) Musical instruments and equipment: <ul style="list-style-type: none"> ▪ These were requested on a previous requisition but due to timing, these might need to be submitted in a new requisition. The items were in a requisition that had not converted to PO, so quote revalidation may be necessary as soon as GDOE's requisition system reopens. ○ (4) Laser cutter, HD printer, and related accessories: <ul style="list-style-type: none"> ▪ The paperwork will be submitted to GDOE upon revalidation of initial vendor quote and reopening of GDOE's requisition system. • Academics: Estimated 277 students are participating in STEAM courses/activities, grades 9 through 12, during this reporting quarter of FY '25, which marks the beginning of school year 2025-2026.
<p>9.3. Enhanced and expanded learning outside the classroom</p> <ul style="list-style-type: none"> • <i>Requisitions</i> 	<p>9.3. Enhanced and expanded learning outside the classroom – <i>Ongoing</i></p> <ul style="list-style-type: none"> • Requisitions: <ul style="list-style-type: none"> ○ Regarding the request for additional sports and athletics items listed in our grant narrative, we could not submit the request for FFY '24 as that financial year was about to close. As soon as the vendor quotes are revalidated and GDOE opens their requisition system for the new FFY '25, we can submit the request under FFY '25 of this Consolidated Grant cycle.

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<p>9.4 Professional Development (PD)</p> <p><i>Travel</i></p>	<p>9.4. Professional Development (PD) – <i>Ongoing</i></p> <ul style="list-style-type: none">• Travel completed during this first quarter reporting period:<ul style="list-style-type: none">○ <i>2025 American Association of School Librarians National Conference</i>, St. Louis, MO October 16 – 18, 2025 One (1) traveler attended this event: Stephanie Jensen.○ Learned strategies implemented this SY '25 – '26 include the following:<ul style="list-style-type: none">▪ library programming evaluative techniques to find and express library needs and improve library services for our students,▪ use of AASL standards in conjunction with school data and curricular planning to inform the selection of new library resources,▪ tighter collaboration with teachers, and▪ “<i>passive programming</i>” to help make the library more enjoyable for middle and high school students.○ <i>2025 Midwest Band and Orchestra Conference</i>, Chicago, IL December 17 – 19, 2025 Two (2) travelers attended this event: Kelly Schlarb and Caroline Beadles.○ Teaching strategies acquired at the Midwest Band and Orchestra Clinic have already been implemented in HCA music classes during the first week of this semester. In addition, our conference attendees gained skills in music conducting technique, classroom management, and curriculum selection. They have already networked with nationally recognized experts in instrumental instruction that they met at the conference. They look forward to using those relationships to connect music educators on Guam with other experts in the music field. <ul style="list-style-type: none">• Upcoming travel preparations (FFY '25, 2nd quarter):<ul style="list-style-type: none">○ <i>2026 (NAEA) National Art Educators Association National Convention</i>, Chicago, IL March 5 – 7, 2026 One (1) traveler to attend this event: Hope Holloway.
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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 <i>(Target vs. Actual)</i>		Performance Target End of September 2026
					Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2025	
9.1: Academic Special Events National Forensic League, Math Counts, Math Olympiad, and Academic Challenge Bowl	a) By the end of the SY 25-26, at least 70% of students competing in the ASE will indicate more engagement in learning and greater confidence in handling academic work.	Student survey	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.	Yes	FY '24 APR: 96% (22 out of 23) indicated greater engagement in learning and greater confidence in handling academic work	Target: Survey not administered at this time. Actual: School awaiting invite from the LR project for students to participate in an ASE. Survey to be administered in the 3 rd quarter.	Performance Target End of June 2026
	b) Count of student involvement and effort to join the ASE competitions will increase by 1% in YEAR 3 as compared with YEAR 2.	Listing of students showing initial interest in joining one or more ASE	Total combined count of all students who made an effort to join one or more ASE	Yes	FY '24 APR: 67 students <i>Note: out of a total of 636</i>	Target: 68 students Actual: 59 students	

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			competition		<i>(no. of students that could join ASE activities in SY 24-25), so rate of initial interest =10.53% (67/636)</i>	<i>Note: out of a total of 633 (no. of students that could join ASE activities in SY 25-26), so rate of initial interest =9.32% = (59/633)</i>		
9.2: STEAM	a) At least 70% 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	FY '24 APR: 88% (66 out of 75) indicated greater learning engagement and 83% (62 out of 75) indicated greater confidence in handling academic work	Target: Survey not administered at this time.		
	b) At least 14% of participating students will indicate an interest in pursuing a STEAM related college degree.					Actual: Ongoing STEAM instruction		

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					school students indicated an interest in pursuing a STEAM-related college degree	Survey to be administered in the 3 rd quarter.			
9.3: MODIFIED Enhanced and expanded learning outside the classroom	At least 60% 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	FY '24 APR: 100% (45 out of 45) indicated greater learning engagement and 87% (39 out of 45) indicated greater confidence in handling academic work.	Target: Survey not administered at this time. Actual: Ongoing extracurricular activities.			
9.4: Professional Development (PD) <i>(Note: This is a new added component to the HCA's Year 2 application.)</i>	a) At least 65% of participating teachers will indicate classroom application of PD-learned teaching strategies.	Teacher survey	% of teachers who indicate classroom application of PD-learned teaching strategies	Yes	FY '24 APR: 100% (10 out of 10) indicated classroom application of PD-	Target: Survey not administered at this time. Actual: Ongoing PD travel.			

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b) Improve summative assessment performance by at least 2% from baseline in <i>reading</i> and <i>math</i> on the Iowa standardized tests, per grade levels 7 through 11 (within each of these grade levels, the percentile in each of the two testing categories <i>reading</i> and <i>math</i>).	Summative assessment data	Iowa standardized scoring percentiles in <i>reading</i> and <i>math</i> per grade levels 7 through 11	Yes	learned teaching strategies.	<p>Survey to be administered in the 3rd quarter.</p> <p><u>From SY '24-'25 Iowa Statewide Assessment of Student Progress (ISASP) reading and math scores:</u></p> <p><i>reading:</i> 7th – 59% 8th – 50% 9th – 62% 10th – 66% 11th – 79%</p> <p><i>math:</i> 7th – 60% 8th – 65% 9th – 74% 10th – 75% 11th – 76%</p>	<p><u>Target:</u> SY '25-'26 ISASP tests scores not available at this time.</p> <p><u>Actual:</u> ISASP testing to be administered in the 2nd reporting quarter, with scores available in the 3rd or 4th reporting quarter.</p>			

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CPR-certification	<p>At least 12 Cardio-Pulmonary Resuscitation (CPR)-certified teachers (<i>at least one per grade level K5-12th</i>) will be maintained.</p> <p><i>Note: In order to maintain this, it may involve re-certification of some teaching staff counted in previous baseline as well as some newly certified staff, as a certification is valid for 2 years and the certification expiration dates are staggered.</i></p>	School listing of Certified CPR Trainees	Count of CPR-certified teachers per grade levels K5-12 th	Yes	<p>From FY '24 APR: 23 CPR certified</p> <p><i>(Note: These CPR certifications were not funded under the CG.)</i></p>	<p>Target: >=1 CPR-certified teacher per grade levels K5-12th</p> <p>Actual:</p> <p>K5: 0 (x) 1st: 0 (x) 2nd: 2 (✓) 3rd: 0 (x) 4th: 0 (x) 5th: 0 (x) 6th: 2 (✓) 7th: 0 (x) 8th: 2 (✓) 9th: 1 (✓) 10th: 1 (✓) 11th: 1 (✓) 12th: 1 (✓)</p> <p><i>(NoteI: These CPR certifications were not funded under the CG.)</i></p> <p><i>The total above is less than 23 since the counting method in FFY '24 included an <u>overall</u> count of CPR-certified school staff working with students in</i></p>			
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						<p>some capacity even if not over a specific grade level. Also, during this reporting quarter, the <u>overall</u> count of CPR-certified HCA school staff was 20, and 10 of those 20 specifically over a grade level.</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>Successes/Progress:</p> <ul style="list-style-type: none"> • Component 9.1 – Academic Special Events: With the 1st quarter count of 59 students who expressed interest and made efforts to join one or more academic special events (ASE) for FY '25, this shows a 1.21 percentage points decrease (10.53% to 9.32%) from the previous year's count of 67. The largest factor is the significant drop in <i>National Forensic League (NFL)</i> participants, from 33 students the previous school year to 22 students this school year. However, the participation counts in the <i>Math Olympiad</i> and the <i>Math Counts</i> remain steady. • Component 9.4 – Professional Development: Baseline percentages from SY '24 – '25 were established from test results on the Iowa summative assessments. These test results show that our students are already performing at a high level, with all grade level percentiles above the national average in <i>reading</i> and in <i>math</i>. <p>Evaluation:</p> <p>No additional data was collected during the first quarter; however, we initiated preparations and practice sessions for students interested in Academic Special Events (ASE). While we did not achieve our target of a 1% increase over last year's interest level, participation declined by only 1.26%, primarily due to a single competition. This variance is not considered significant. We anticipate that the participant group may shift slightly in the second quarter, and we will continue to monitor and evaluate participation trends accordingly.</p> <p>Also, for the upcoming conferences for professional development of our school staff over the next three reporting quarters, we anticipate being able to detail the knowledge, skills, and strategies that our travelers will gain from these conferences and</p>
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apply effective echo training of our teaching staff.

Other activity details that support the school's tracking towards progress in meeting its annual objectives this year:

• Component 9.1: Academic Special Events

Teachers report that students participating in ASE consistently bring enthusiasm and contribute high-quality input during classroom group activities, which in turn supports elevated academic performance.

Student involvement in the Academic Special Events (ASE) is tied directly to our overall goal to *“Increase student academic engagement through provision of extended opportunities for students to challenge themselves academically.”* The key performance measures we are tracking are indicators of how engaged students are in their academics, and the ASE are a key opportunity for our students to challenge themselves academically.

As we try to evaluate the academic health of our students, we chose to specifically look at our students' confidence with and engagement in academics. Because of what we have seen last school year, we anticipate seeing sustained high percentages indicating both the academic engagement of students and their confidence in handling academic work.

• Component 9.2: STEAM

As we look ahead, our first goal regarding STEAM activities this year is that at least 70% of the students participating in STEAM will indicate greater learning engagement and confidence in handling academic work. While this is much higher than the previous year's goal of 52%, we anticipate exceeding this year's goal since the previous year's goal was exceeded at 88% -- or 66 out of 75 students -- indicating greater learning engagement and 83% -- or 62 out of these same 75 students -- indicating confidence in handling academic work. Our outlook is that an overall healthy level of student engagement and confidence in handling academic work will be maintained this year as was indicated the previous year.

Our second goal regarding STEAM activities this year is that at least 14% of participating students will indicate an interest in pursuing a STEAM related college degree. Considering the baseline coming from the previous academic year, 65% -- 64 out of 98 students -- indicating interest in pursuing a STEAM-related college degree, we anticipate that this year's goal will also be significantly exceeded. To reiterate from previous reporting, this highlights the importance of providing for our students in areas of STEAM, and so the requisition of the STEAM items described in our grant narratives greatly helps in providing the opportunities our students are seeking with their education.

• Component 9.3: Enhanced and expanded learning outside the classroom

Our goal with our sports and athletics activities is that at least 60% of participating students will indicate greater learning engagement and confidence in handling academic work. Since this goal was met in the previous year, with 100% (45 out of 45) indicated greater learning engagement and 87% (39 out of 45) indicated confidence in handling academic work, we anticipate this level of interest to be maintained this year.

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	<ul style="list-style-type: none">Component 9.4: Professional Development We were able to complete two professional development travel events for our school staff over this reporting quarter. Our librarian attended the 2025 American Association of School Librarians National Conference and learned strategies to be implemented to improve internal communications with teaching staff to improve library services to students. Two of our music faculty, who traveled to the 2025 Midwest Band and Orchestra Conference, have already started implementing newly learned skills in music conducting technique, classroom management, and curriculum selection. Also, preparations were begun this quarter for the following travel event to take place in the second quarter: the 2026 National Art Educators Association National Convention in Chicago, IL (March 5 – 7).
<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>Challenges: The main challenge this quarter continues to be the requisition and receiving of several items as we follow up with vendors and with GDOE.</p> <p>No requisition has been entered for CPR because since establishing the CPR goal, HCA Administration found it to work better to handle CPR activities/needs internally as a school, independent of this CG funding source. However, we are tracking coverage of grade levels with CPR-certified teaching staff in our objectives to continue to monitor whether this need is sufficiently being met internally.</p> <p>Observations: Apart from the above challenges, we are very thankful for the significant value provided through continued opportunities with the Academic Special Events and professional development travel.</p> <p><i>Special note on professional development:</i> The professional development of our teaching staff is one of the most vital, if not the most vital component, of this grant funding. We believe the academic and overall well-being of our students depends more on the quality of their interactions with teachers than on any new equipment or supplies. Technology and materials may change, but the knowledge gained and shared among educators endures—and its impact will benefit students for years to come.</p> <p>Each time staff attend professional development events and share what they learn, we see tangible improvements in teaching strategies and student outcomes. Past training continues to shape our classrooms, and with this quarter's travel to the 2025 American Association of School Librarians National Conference and the 2025 Midwest Band and Orchestra Conference, we are implementing new enhancements. We look forward to the continued growth these opportunities will bring.</p>

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Strategies employed to track and meet objectives:

We continue documenting communications with the GDOE in order to develop a picture of the procurement timeline.

We are tracking the status of the procurement process per activity in our school's internal records to help ensure we follow through with the items we initially identified in our budget narrative.

As it was in the previous year, the following will be key to evaluating the outcomes and quality of implementation this year:

- Internal records of data sources (staff and student counts per category, survey instruments, survey results) used in these quarterly reports.
- Surveys conducted among participants to CG-sponsored Professional Development training or a coaching clinic to be informed on whether the research-proven teaching strategies gained are applied in the classroom or if things learned at a coaching clinic effectively improves coaching and enhances athletes' performance and teamwork.
- Surveys conducted among student participants in CG project activities to help the school in evaluating the impact of these undertakings on student learning and engagement.
- Sharing strategies learned and knowledge gained from professional development travel with school staff through Echo training.

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

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QUARTERLY REPORT CERTIFICATION

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

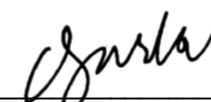
- To the best of my knowledge and belief, as the authorized representative of this entity, all data in this Quarterly Performance Report are true and correct.
- The Quarterly Performance Report fully discloses all known weaknesses concerning the accuracy, reliability and completeness of the data.

Ben Olson
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

January 12, 2026
DATE

for Sean Rios Rupley
PROJECT MANAGER NAME (PRINT)


PROJECT MANAGER (SIGNATURE)

01/30/26
DATE

FEDERAL PROGRAMS DIVISION



FY 2025 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 Programs Division (FPD) Review

January 30, 2026

FEDERAL PROGRAMS DIVISION



FY 2025 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Finalized Quarterly Report with
Federal Programs Division (FPD) Review**

January 30, 2026

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26-288 FPD-JSOG

Grant Name: Consolidated Grant FFY 2025 Grant#: S403A250002

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

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

PROJECT COORDINATOR: Saeko Tokito

PROJECT MANAGER: Sean Rios Rupley, Federal Programs Administrator

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana | Nely P. Punzalan

STATE DATA OFFICER: Ana O. Aguon

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ANNUAL REPORT DUE: 11/23/2026			

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	49			TOTAL 18	TOTAL 3				
6 – 8	8								
9 - 12	2								

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.

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.

• MODIFIED: Year 3: The average raw score from the annual fitness test will increase by 3% over the baseline as a result of physical

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activities provided in addition to the physical education core program (285.3).

(Note: Based on data from the FY '23 APR, the target annual percentage was lowered from 5% to 3%.)

MODIFIED: Year 3: At least 10% Increase in student participation in physical activity over the baseline (70% or more).

(Note: Based on data from the FY '23 APR, the target annual percentage was lowered from 15% to 10%.)

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.

• **MODIFIED:** Year 3: At least 55% of students will indicate greater engagement with learning and confidence in handling academic work.

(Note: Based on data from the FY '23 APR, the target annual percentage was lowered from 60% to 55%.)

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 all the Project Components. ➤ In bullet form, list all 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>Health & Safety</p> <p>12.1 Student Physical Fitness</p> <ul style="list-style-type: none"> • Installation of supplemental physical fitness resources • Continued utilization of previously installed portable playground equipment 	<ul style="list-style-type: none"> • Installation of supplemental physical fitness resources <p>A second batch of supplemental physical fitness equipment was fully installed in November 2025.</p> <p>Selection and procurement of a third batch of new supplemental physical fitness equipment for SY 2025 is currently ongoing. Installation is planned for completion by April 2026, prior to the start of the new school year.</p> • Continued utilization of installed portable playground and fitness equipment: <i>Ongoing</i> <p>To support physical activity and overall student wellness, students continue to have access to the first batch of portable playground and fitness equipment installed in January 2025. This playground equipment consists of a slide as well as other equipment such as monkey bars and a jungle gym.</p> <p>The “pre-use” fitness test, given to students in Kindergarten through 9th grade in April 2025 at the start of JSOG’s new</p>

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	<p>school year, resulted in an average score of 302.8. Six months later, after using the first batch of equipment, the same students completed a “<i>post-use</i>” fitness test in November 2025, which yielded an average score of 278.3.</p> <p>The lower average score may reflect temporary effects of Guam’s heat and humidity, as well as daily factors such as sleep, hydration, and overall physical condition, which can cause short-term fluctuations in fitness performance (based on the FY ’24 APR).</p> <p>With the start of a new academic year in April 2026, the school will continue its physical assessment of students, establishing a baseline of students’ <i>‘initial’</i> physical fitness at the start of the year. Then a <i>‘continuing’</i> fitness test will be conducted in September 2026, following six months of access to both the first and second batches of playground equipment.</p>
12.2 Student Learning Engagement Survey on student learning engagement	<ul style="list-style-type: none"> Survey on student learning engagement: The school will administer another survey in September 2026 to assess the continuing impact of physical activity on student academic engagement. 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. The previous student engagement survey was administered in October 2025 to the current batch of JSOG students indicated that 77% of student respondents believe that using the school’s playground during breaks keeps their minds active, helps them think, and makes them want to learn more, and that 73% of student respondent feel more confident in managing their school work.

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 September 2026	Performance Target End of June 2026
						Performance Target End of March 2026	Performance Target End of December 2025		
Health and Safety Promoting	a) By the end of the SY 25-26 the average raw	Results of Physical Education Annual	Average raw score points from the annual fitness	Yes	Baseline average raw score from	Target: Students continuing to engage in			

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Student Participation in Physical Activities & Performing Arts	score from the annual fitness test will increase by 3% over the SY 21-22 (285.3)	Fitness Test	test		SY 21-22 Annual Fitness Test = 276.98	<p>physical activity utilizing supplemental physical fitness equipment</p> <p><u>Actual:</u> Results of a fitness test conducted in November 2025 indicated an average post-use average fitness score of 278.3 for the current batch of students.</p> <p>For the incoming batch of students in April 2026, an '<i>initial</i>' fitness test will be conducted that month, and a '<i>follow-up</i>' in September 2026 to continue assessment of students' physical fitness.</p>
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<p>b) By the end of the SY 25-26 student participation rate in physical activities utilizing supplemental resources will increase by at least 10% over the SY 21-22 (70% or more)</p>	<p>Classroom logs of students utilizing equipment</p>	<p>Percentage of participation in physical activities utilizing supplemental resources</p>	<p>Yes</p>	<p>SY21-22 baseline data of 60% student participation rate in physical activities during recess breaks</p>	<p>Target: Students continuing to engage in physical activity utilizing supplemental physical fitness equipment</p> <p>Actual: From a student engagement survey conducted in October 2025:</p> <p><i>Results indicate that 85% of JSOG students utilize the supplemental physical fitness resources during breaks.</i></p> <p>A student engagement survey to be administered in September 2026 will include a question designed to estimate the <i>updated</i> percentage of</p>		
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						students utilizing the physical fitness equipment.		
	c) By the end SY 25-26, at least 55% 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	Student Engagement Survey results in June 2024 (prior to portable playground facility installation): <i>77% consider themselves to be engaged in learning, and 91% feel confident in handling academic work</i>	Target: Students continuing to engage in physical activity utilizing supplemental physical fitness equipment Actual: Results of October 2025 survey indicate the following: <i>77% of survey respondents believe that using the school's playground during breaks keeps their minds active, helps them think, and makes them want to learn more.</i> <i>73% of student respondents</i>		

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						<p><i>reported feeling more confident in managing their school work.</i></p> <p>A student engagement survey to be administered in September 2026 will provide an updated status of how the promotion of increased physical activity among students impacts their learning engagement</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).

With physical activity participation rising from 60% in FY '21 to 85% in FY '24 and academic engagement exceeding the FY '24 target (77% vs. 55%), efforts to sustain these gains continue. A third batch of supplemental equipment is being selected for FY '25 based on student needs, engagement, and safety considerations.

The school community continues to utilize the portable physical fitness equipment, and students are expected to benefit from reduced physical inactivity. These benefits may support improved alertness and focus in the classroom, helping to sustain higher levels of academic engagement and confidence. A student engagement survey scheduled for September 2026 is anticipated to reflect these continued positive outcomes.

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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.

Because of limited equipment availability in Guam, campus space constraints, the April academic year-end, and current teacher workload, additional time is needed to carefully select the equipment.

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

Evaluation is carried out through semiannual student fitness assessments, continuous staff monitoring of outcomes, participation, and implementation quality, and administration of a student engagement survey.

QUARTERLY REPORT CERTIFICATION

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

- 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.

Saeko Tokito
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

1/26/2026
DATE

for **Sean Rios Rupley**
PROJECT MANAGER NAME (PRINT)


PROJECT MANAGER (SIGNATURE)

01/30/26
DATE

FEDERAL PROGRAMS DIVISION



FY 2025 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 Programs Division (FPD) Review

FEDERAL PROGRAMS DIVISION



FY 2025 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

**Finalized Quarterly Report with
Federal Programs Division (FPD) Review**

January 30, 2026

**FFY 2025 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A250002**

26-289 FPD-STATE

Grant Name: Consolidated Grant FFY 2025 Grant#: S403A250002

What quarter is this report filed? Mark an “X”

PROJECT TITLE: State Administration | State Educational Agency (SEA)

10/ 01/25- 12/31/25	01/01/26- 03/31/26	04/01/26- 06/30/26	07/01/26- 09/30/26
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
X			
REPORT DUE: 01/12/26	REPORT DUE: 04/10/26	REPORT DUE: 07/10/26	REPORT DUE: 10/12/26
ANNUAL REPORT DUE: 11/23/2026			

PROJECT COORDINATOR: Rhea Taitano | Christopher Surla

PROJECT MANAGER: Sean Rios Rupley | Federal Programs Administrator

STATE DATA OFFICER: Ana O. Aguon

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	Teachers
Pre-K – 5	2,274			8		12,523			28
6 – 8	1,197			39		5,855			50
9 - 12	1,659			14		9,028			47

LIST THE PROJECT GOALS:

During the 3-year cycle, by the end of the grant period (2025), the following goals will be met:

Administration/Supervision/Technical Assistance/Workshops

13.1.1. 85% of LEAs (public, charter, PNP) will report satisfaction with process handling and implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the SEA.

(Note: The objective is modified to align with available FY '23 Year 1 baseline data, ensuring that the performance target is realistic and attainable based on current project capacity and implementation progress.)

13.1.2. 93% of 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.

Grant Meetings, Workshops / Grants Management Certification and Training

13.2.1. 86% of GDOE and project personnel (GDOE Chief State School Officer, Project Managers, and key LEA/SEA 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

(Note: The objective is modified to align with available FY '23 Year 1 baseline data, ensuring that the performance target is realistic and attainable based on current project capacity and implementation progress.)

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LIST THE PROJECT OBJECTIVES:	<p>During the 3-year cycle, by the end of the grant period (2025), the following goals will be met:</p> <p>Administration/Supervision/Technical Assistance/Workshops</p> <p>13.1.1. 85% of LEAs (public, charter, PNP) will report satisfaction with process handling and implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the SEA. <i>(Note: The objective is modified to align with available FY '23 Year 1 baseline data, ensuring that the performance target is realistic and attainable based on current project capacity and implementation progress.)</i></p> <p>13.1.2. 93% of 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> <p>Grant Meetings, Workshops / Grants Management Certification and Training</p> <p>13.2.1. 86% of GDOE and project personnel (GDOE Chief State School Officer, Project Managers, and key LEA/SEA 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 <i>(Note: The objective is modified to align with available FY '23 Year 1 baseline data, ensuring that the performance target is realistic and attainable based on current project capacity and implementation progress.)</i></p>
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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 all the Project Components. ➢ <u>In bullet form</u>, list all 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.
13.1 Administration/Supervision/Technical Assistance/Workshops	<p>Effective as of October 6, 2025, Sean Rios Rupley was selected as the Federal Programs Division Administrator for the Guam Department of Education (GDOE). On October 13, 2025, Mr. Rupley devised a new organizational chart and staff listing to reflect the reassignment of personnel and job duties in the GDOE- Federal Programs Division. Status: <i>Completed</i></p> <p>The GDOE is also under new leadership. Effective as of December 30, 2025, Dr. Judith Won Pat now joins GDOE as our newly appointed Superintendent. Won Pat is joined by her senior management deputies, which include:</p> <p>Deputy of Finance and Administrative Services: Franklin Leon Guerrero Deputy of Educational Support and Community Learning: Ms. Jackie Quitugua Deputy of Curriculum & Instructional Improvement: Dr. Rizalina Liwag</p>

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	<p>Deputy of Assessment & Accountability: Dr. Julie Ulloa-Heath Status: <i>Completed</i></p> <p>The FPD continues to conduct check-in meetings and 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. Status: <i>Ongoing</i></p> <p>Monthly professional development (PD) sessions are conducted amongst STATE Administration personnel. This includes sharing knowledge gained at off-island conferences to ensure the team remains aligned with the latest standards and creates a culture of conscious learning. The following PD sessions occurred during the 1st QTR:</p> <ul style="list-style-type: none">• TESOL 2025 International Convention & Expo (October 30, 2025)• Needs Assessment Presentation (November 10, 2025)• National Association for College Admission Counseling (NACAC) Presentation (November 13, 2025)• Emergency Response Plan Presentation (December 15, 2025) <p>Status: <i>Ongoing</i></p> <p>Plans are also underway to facilitate the FFY 2026 Consolidated Grant Stakeholders Input and Consultative Workshop for all our GDOE stakeholders, scheduled to begin on January 21, 2026, and ending on Monday, January 26, 2026. More information on this workshop to be reported in 2nd Quarter. Status: <i>Ongoing</i></p>
13.2 Grant Meetings/Workshops/Grants Management Certification and Training	<p>• Fixed Assets Management System:</p> <p>In-person and zoom trainings were facilitated for School Property Liaisons on October 6, October 8, October 10, October 13, & October 15. A delivery of FAMS equipment was made on October 31 and on December 17 (reference P.O.# 20241663-02). Contract renewal took place effective November 1, 2025. Biweekly status meetings were held November 4 and November 14. On November 17, GPX met with Property regarding the equipment.</p> <p>Biweekly status meetings were then held on December 2, 2025. GPX facilitated a presentation on December 11, 2025 relative to their Year in Review and accomplishments. Status: <i>Completed</i></p> <p>Work continues with vendor addressing refinement of the FAMS website. For example, GDOE has requested a dashboard to be added for quick access and viewing to current information regarding assets.</p> <p>School Property Liaisons access a helpdesk with our vendor for support. This quarter, all helpdesk requests were met by personal visits to schools. Contract Year was ending 9/30/2025, which resulted in GDOE and vendor entering into a No-Cost Extension for delivery of remaining tablets and scanners. All equipment to date has been received.</p> <p>Status: <i>Ongoing</i></p>

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• Pacific Research and Evaluation (PRE), LLC (External Evaluator):

Year 5 Scope of Work includes the review of pre-existing data collection instruments, mapping of the FFY'24 performance measures to existing sources and identify primary data collection needs, preparing for primary data collection of each project (LR and CIA), continuing to work with FPD to gain relevant information and summative student achievement data, tentatively conducting site visits for primary data collection and cleaning, monitoring and analysis of pre-existing data and primary data.

Final year of contract with final evaluation of the two (2) projects for final deliverables. Final report included strengths, weaknesses, and areas for improvement. Final report has been received. A supplemental document was with engaging infographics to illustrate the strengths and weaknesses. GDOE and PRE entered into a No-Cost Extension in order to give PRE a little more time to receive data needed to incorporate into the final assessment.

Status: *Ongoing*

• McRel/NORC (External Evaluator):

McRel was acquired by the National Opinion Research Center (NORC). This was the last quarter and final year of the External Evaluation of our Consolidated Grant Projects. The following activities occurred in Quarter 1, allowable by a no cost extension for additional time. The additional time was granted due to delays in receiving final data from projects in order to complete the evaluation

September Project Management Activities

- 9/3/25 - Evaluation project management meeting
- 9/10/25 - Evaluation project management meeting

No-Cost Extension Project Management Activities (October to December 2025)

- 10/1/25 - Evaluation project management meeting
- 10/8/25 - Evaluation project management meeting
- 11/5/25 - Evaluation project management meeting
- 11/12/25 - Evaluation project management meeting
- 12/3/25 - Evaluation project management meeting
- 12/16/25 - Evaluation project management meeting
- 12/17/25 – Final Report Submission
- 12/22/25 – Final Evaluation Findings Presentation

The Final evaluations were submitted 12/17/25 followed by a presentation by the consultant (Dr. Mark Yu) to Federal Programs Staff and the Project Leads. Status: *Ongoing*

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• Tyler Munis Timekeeper:

Ongoing consultation during scheduled meeting times for HR, FSAIS, and Payroll to configure the timekeeper module for implementation. Challenges in completing work due (on the part of GDOE) due to various priorities taking precedence has resulted in having to adjust the timeline for going live with the time in/time out for federally funded employees.

Working with our Project Consultant, videos to be used in conjunction with staff training were completed and edited for final use. Training of employees will be by the Turn-Key Training method. Our consultant provided the core team with training, enabling them to, in turn, train our timekeepers and supervisors. The timekeepers will, in turn, provide training to the federally funded employees in their school.

We have begun parallel testing with a small group of federally funded employees to assess the system's readiness and address any other errors that may occur. We want to be confident when we launch the module for school personnel, there are no errors at all.

On December 5, 2025, tasks were assigned to assist the project. GDOE will provide a list of all employees categorized by funding code and FSAIS will collaborate with the vendor to discuss adjusting the number of participants for the initial training. Expanding the training to include more participants would be ideal and it will be confirmed if there are any associated costs. The test launch for FPD personnel is scheduled to take place on Tuesday, January 20, 2026. Status: *Ongoing*

• Effective Leadership and Communication:

GDOE Effective Leadership and Communication vendor continued implementing a series of workshop events focused on improving collaboration and leadership. Initiatives included effective workplace communication, team collaboration and organizational transformation. This contract did expire on September 30, 2025. As part of close out of this contract, our consultant provided copies of all handouts and all participant survey results for each session that occurred through the contract period.

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, and ED Facts data submissions. 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. Status: *Ongoing*

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• Travel Activities:

No travel activities occurred during this period. However, preparations were made for the upcoming *National Association of Elementary and Secondary Act (ESEA) Conference*, scheduled to take place February 10-12, 2026 in Denver, Colorado. Two (2) of our new Deputies and two (2) project personnel are to participate in this travel activity. Status: *Ongoing*

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)			Performance Target End of September 2026
					2025	Performance Target End of December	Performance Target End of March 2026	
13.1 Administration/ Supervision/ Technical Assistance/ Workshops	13.1.1 At least 85% of LEAs (public, charter and PNP) will report satisfaction with process handling and implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the SEA.	Quarterly monitoring reports Observation Reports Survey Results	% of LEAs indicating satisfaction with SEA administration, supervision, monitoring, consultation, and technical assistance	No	<u>FY '24 APR:</u> On average, 85% of stakeholders reported satisfaction with the State Administration's handling and implementation of grant requirements, including administration, supervision, monitoring, consultation, and technical assistance this grant year.	<u>Target:</u> At least 85%	<u>Actual:</u> No stakehold er survey administe red during this time. Focus was on provision of guidance and technical assistance to all	

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						■ stakeholders in their beginning implementation of FY'25 activities.		
	13.1.2 – At least 93% of stakeholders reporting effective, timely, and relevant information received, improved knowledge of grant information, programs, and requirements, and receiving high quality support, guidance, consultation and technical assistance during workshops.	Quarterly monitoring reports Observation Reports Survey Results	% of LEAs indicating satisfaction with SEA administration, supervision, monitoring, consultation, and technical assistance during workshop	No	FY '24 APR: On average, 95% 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	Target: At least 93% Actual: No stakeholder survey administered during this time. Focus was on provision of guidance and technical assistance to all stakeholders in their beginning implementation of FY'25 activities.		

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13.2 Grant Meetings/ Workshops/ Grants Management Certification and Training	13.2.1 – At least 86% of key LEA/SEA grant/project personnel reflecting better understanding of proper grant management, project design, planning, evaluation, developing and designing services and activities to better serve students and teachers within the district.	Quarterly monitoring reports	% of key LEA/SEA grant/project personnel reflecting better understanding of proper grant management, project design, planning, evaluation, developing and designing services and activities to better serve students and teachers within the district.	No	<u>FY '24 APR:</u> On average, 85% of key LEA/SEA grant/project personnel indicated improved understanding of proper grant management, project design, planning, evaluation, developing and designing services and activities to better serve students and teachers within the district.	<u>Target:</u> At least 86%	<u>Actual:</u> No stakeholder survey administered during this time. Focus was on provision of guidance and technical assistance to all stakeholders in their beginning implementation of FY'25 activities.		
		Observation Reports	Reduction in grant application errors						

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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).

The FPD coordinated the completion and submission of the Consolidated Grant (CG) FFY '24 Annual Performance Report (APR) and Federal Financial Report (FFR) on December 30, 2025.

At this time, no stakeholder survey was administered, as efforts were focused on providing guidance and technical assistance to support stakeholders during the initial implementation of FY '25 activities.

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?

The FPD is committed to the continuous improvement of its grant administration, coordination, and delivery of technical assistance services for all CG stakeholders.

Beyond conducting evaluations during workshops, the FPD will implement multiple feedback sessions with schools to ensure sufficient time for input, discussion, and refinement, thereby supporting the successful achievement of its objectives.

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

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<p><i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i></p>	<p>The FPD routinely monitors all requisitions, purchase orders, invoices, and activity completion on a weekly, monthly, and quarterly basis. The FPD ensures that all stakeholder project funds, purchase orders, and activities are fully expended and closed out before the end of the performance period. In addition, the FPD conducts monitoring site visits and interviews to assess the effectiveness of project implementation at school sites.</p> <p>Lastly, the FPD administers surveys to Consolidated Grant (CG) technical staff to assess growth in their knowledge and understanding of key grant processes, as well as their level of satisfaction with the monitoring and review of CG projects.</p>
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QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: 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.

Rhea Taitano / Christopher B. Surla
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

1/28/2026
DATE

for Sean Rios Rupley
PROJECT MANAGER NAME (PRINT)


PROJECT MANAGER (SIGNATURE)

01/30/26
DATE