

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



**FY 2024 Title V, Part B: Rural Low Income
Schools Consolidated Grant to Insular Areas
3rd Quarterly Reports**

July 10, 2025

FEDERAL PROGRAMS DIVISION



FY 2024 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 1

Life Readiness (LR)

Quarterly Report Documents:

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

July 10, 2025

FEDERAL PROGRAMS DIVISION



FY 2024 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

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

July 10, 2025

**FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002**

FPD-LR 25-409

Grant Name: <u>Consolidated Grant FFY 2024</u> Grant#: <u>S403A240002</u>					What quarter is this report filed? Mark an“ X”																							
PROJECT TITLE: Project #1 Life Readiness (LR)					<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">10/ 01/24- 12/31/24</td> <td style="text-align: center;">01/01/25- 03/31/25</td> <td style="text-align: center;">04/01/25- 06/30/25</td> <td style="text-align: center;">07/01/25- 09/30/25</td> </tr> <tr> <td style="text-align: center;">1st Qtr</td> <td style="text-align: center;">2nd Qtr</td> <td style="text-align: center;">3rd Qtr</td> <td style="text-align: center;">4th Qtr</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td style="text-align: center;">REPORT DUE: 01/10/25</td> <td style="text-align: center;">REPORT DUE: 04/10/25</td> <td style="text-align: center;">REPORT DUE: 07/10/25</td> <td style="text-align: center;">REPORT DUE: 10/10/25</td> </tr> <tr> <td colspan="4" style="text-align: center;">ANNUAL REPORT DUE: 11/21/2025</td> </tr> </table>				10/ 01/24- 12/31/24	01/01/25- 03/31/25	04/01/25- 06/30/25	07/01/25- 09/30/25	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr			X		REPORT DUE: 01/10/25	REPORT DUE: 04/10/25	REPORT DUE: 07/10/25	REPORT DUE: 10/10/25	ANNUAL REPORT DUE: 11/21/2025			
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PROJECT COORDINATOR: Joshua C. Blas																												
PROJECT MANAGER: Joseph L.M. Sanchez, DS C&II																												
STATE PROGRAM OFFICER: Shandice J. Calano																												
STATE DATA OFFICER: Ana O. Aguon																												

GRADE LEVEL(S) and NUMBER of <u>TARGETED</u> POPULATION to RECEIVE SERVICES									
Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K – 5						11,464 + 1,059 = 12,523		795 + 51 = 846	98 + 9 = 107
6 – 8						5,455 + 670 = 6,125		486 + 35= 521	
9 - 12						8,729 + 303 = 9,032		539 + 23 = 562	

LIST THE PROJECT GOALS:	During the 3-year cycle, the main goal of Project Life Readiness is to better prepare all learners to be successful in higher education or a career by providing them high quality, engaging instruction, additional academic & non-academic learning experiences & opportunities, and rigorous, meaningful and relevant curriculum through professional development and curriculum development opportunities for teachers and college and career readiness activities and supports for students. The goal gives students the chance to explore, identify, and build their competencies for a successful transition to college or the workplace.
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 2: 86% 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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	- YEAR 2: 65% 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 3% from baseline data. - YEAR 2: 86% of test takers pass the WorkKeys Assessment with a bronze score or higher and achieve a NCRC certificate. 3: Students, who are exposed to Opportunities and Experiences in academic, visual performing arts, and sports events, will demonstrate increased academic confidence and engagement. - YEAR 2: 65% 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. 4: Opportunities and Experiences in College/Career Readiness events to help guide their decision about the path they want to pursue after high school. - YEAR 2: 35% 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
➤ 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>	➤ 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.
1.1 Rigorous Academic and Technical Courses with High-Quality Instruction 1.1.1 National Career Academies	1.1.1 National Career Academies Training: <i>Not Started</i> Simon Sanchez High School & Career Tech High School have submitted a request under Requisition #25000702 for National Career Academies Certification services for FY ‘24. 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. The project is tentatively scheduled to begin by School Year 2025-2026. This is currently with Procurement.

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	The Project will be sending a team t of 32 teachers, administrators, and project staff to participate in the 2025 Society for Human Resource Management (SHRM) Annual Conference, themed AdaptGRs - Discover Your Superpowers. The conference will be on August 15, 2025. Participation in the 2025 SHRM Guam Annual Conference will provide educators and school leaders with valuable tools and insights to strengthen school operations, improve staff engagement, and support teacher retention. As education environments evolve with new technologies and generational shifts, the conference sessions—focused on topics such as workplace culture, recruitment and retention strategies, employee well-being, and policy compliance—will help educators better manage school teams and foster a more positive and productive work environment. Attending will also support professional growth by connecting educators with HR experts and practices that can be adapted to meet the unique challenges within schools and the broader educational system. National Charter School Association Conference Two school administrators from iLearn Academy Charter School attended the 2025 National Charter School Conference in Orlando, FL from June 29, 2025 to July 2, 2025. The conference was sponsored by the National Alliance for Public Charter Schools and is the largest national gathering of top charter school educators, advocates and leaders from around the country to share their best practices, The National Charter School Conference offered the best learning and networking for shaping K-13 education; and the participants will be able to connect and collaborate with people, resources, and expertise that empower and inspires their work.
1.1.2 Project Based Learning (PBL)	1.1.2 Project Based Learning (PBL): <i>Not Started</i> This activity has been entered, requisition 25000084, currently with Procurement for processing. Once a purchase order has been issued, the Project can coordinate training for next school year 2025-2026.
1.1.3 Visual Communication/Video Production & Broadcasting Program with Media Camera Equipment (Visual & Video Production/Broadcasting)	1.1.3 Visual Communication/Video Production & Broadcasting Program with Media Camera Equipment (Visual and Video Production/Broadcasting): <i>Not Started</i> The Audio-Visual Communication and Video Production professional development activity has been submitted as a Request for Proposal (RFP) under Requisition #25000407. This initiative seeks to procure professional services to expand and enhance audiovisual broadcasting programs across secondary schools. The proposed services include training on all phases of video production—pre-production, production, and post-production—as well as filming, editing, and integration with Career and Technical Education (CTE) objectives. The RFP is currently with the AG’s Office for pre-publication review. The project anticipates execution of a contract for School Year 2025–2026. On June 4, 2026 USED has approved a late liquidation of FY22 activities for a six (6) month period (PO 20240507 Greenlight Media Production for Audio Visual Communication). Empowering Educators: Integrating AV Tools & Podcasting in the Classroom will be held during the Summer Teacher Academy on July 7, 14, & 18. Trainers include Greenlight Production, Dr. Jacquelyn Cyrux (retired UOG School of Ed. Professor) & Stephen McCarthy (Emmy Award winning network TV news producer and documentary filmmaker). The course will equip educators with the skills to effectively integrate audio-visual tools and

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	podcasting into their classroom instruction. Participants will learn the fundamentals of podcast creation—from planning and recording to publishing—as well as the ethical considerations of filming in educational settings. The training will also cover basic AV techniques, storytelling strategies, and ways to enhance student engagement through multimedia learning experiences. Approximately 21 teachers have registered for the class. In addition to Greenlight will procure podcasting equipment for each participating school.
1.1.4 Computer Science/Information Technology Program	1.1.4 Computer Science/Information Technology Program: <i>Not Started</i> The Computer Science Information Professional Development (Requisition 25000161) has been entered. This is to have professional services to facilitate the development and training of computer science programs for secondary schools. This is currently with Procurement for review and processing.
1.1.5 STEAM Robotics PD	1.1.5 STEAM Robotics PD –<i>Delayed</i> The STEM Robotics Professional Development (Requisition 25000792) has been entered. This is to have professional services to develop beginner to intermediate level elementary and secondary teachers in Robotics/ STEM Engineering for K-12 students. This is currently with Procurement for review and processing. The Project will be offering a session in the Summer Teacher Academy, Robotics in the Secondary Classroom. This session will be led by Mr. Jude Mesa, a teacher at Southern High School and Winner of the 2025 Robotics Competition. The 2-day hands-on session is designed for 6–12 grade math and science teachers who are new to teaching robotics or those seeking a refresher. Participants will explore the basics of using LEGO Education SPIKE™ Prime kits, including hardware setup, programming fundamentals, and task-based challenges. Through guided practice, teachers will learn how to support students in designing, building, and coding their own robots. As a result of completing the session, participants will receive LEGO kits. Approximately 25 teachers have signed up.
1.1.6 STEAM PD	1.1.6 STEAM PD – <i>Not Started</i> The STEM Professional Development has been entered as an RFP (Requisition 25000118). This activity is for contractual services to conduct a train of trainer series of training for elementary and secondary teachers to strengthen and increase teacher capacity in science and STEM. Some activities include training on robotics, and engineering design challenge. The project is hopeful this will be a Purchase Order in time for School Year 2025-2026. This is currently with Procurement for review and processing.
1.1.7 AP and Pre-AP Summer Institute	1.1.7 AP and Pre-AP Summer Institute: <i>Not started</i> 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 25000162. This PD will give teachers strategies and vertical teams to strengthen the AP curriculum. This is currently with procurement for processing. The Project anticipates this being a purchase order for next school 2025-2026.

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1.1.8 Career and Technical Education (CTE) Workshop—Career Exploration	1.1.8 Career and Technical Education (CTE) Workshop—Career Exploration: <i>Complete</i> <u>CTE Career Exploration Lesson Plan Development</u> The <i>Career & Technical Education Career Exploration Lesson Plan Development</i> professional development was held on February 18, 22, and March 8, 2025. This Professional Development had elementary and secondary teachers develop lessons related to different career pathways. The PD also integrated artificial intelligence (AI). A total of 29 participants completed the series of PD. 80 CTE Career Exploration Lessons were developed lesson from primary and intermediate to high school grade levels. <u>CTE Teacher Cadre</u> The Project was approved to fund teacher stipends to participate in the CTE Teacher Cadre. The goal of this activity is to foster teacher collaboration with the District and school leaders to build capacity at the school level for developing and implementing CTE programs and activities. This is a two-part activity. The first part, teachers participated in the Guam CTE Summit, hosted by the Guam ACTE Association. This was a three-day summit held on February 27 – March 1, 2025. A total of 130 teachers participated in the summit. The second part of the activity is teachers working with the school CTE Cadre to develop school level CTE plans. This is set to take place in August 2025. <u>Summer Teacher Academy</u> The Project was approved to fund the 2025 Summer Teacher Academy. This is a shared activity among Projects 1, 2, and 3. The Summer Academy is currently ongoing (June 9 – July 25, 2025). The Summer Teachers Academy brings together PreK-12 grade teacher leaders, administrators, project personnel, teacher assistants, consultants, and more. This is a great opportunity for educators to participate in professional development that are not often feasible during the regular school year. Educators will be immersed in in-depth sessions that focus on core content areas, innovative instructional practices, NGSS science standards, and student engagement strategies, to name a few. An average of 15-30 participants have been attending each session.
1.2 College, Career Oriented and Technical Programs and Assessments 1.2.5 CTE Academies	1.2.5 CTE Academies: <i>Ongoing</i> The contract with Guam Community College (GCC) to provide CTE academies at high schools is in its 4th and final year. An RFP (Requisition #25000405) is currently in process to continue these services. The RFP is currently with the AG’s Office for pre-publication review. For the academic school year 2024-2025 a total of 303 students in CTE courses earned certificates of completion and a total of 417 earned a certificate of mastery for completing coursework, internships, and completing 90–180 hours of work experience across

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1.2.6 Skilled Labor &
Trades Academy

1.2.8 Career Interest Inventory
Management & Assessment

various sectors such as retail, hospitality, food service, and healthcare. Health Careers & Science and ProStart being the top two CTE courses.

Certificate of Completion	GWHS	JFKHS	OHS	SHS	SSHS	THS	TOTAL
Automotive Service Technology	3	6	5	2	0	7	23
Collision Repair & Refinishing Technology	5	0	0	11	0	0	16
Construction Trades – Carpentry	2	3	0	0	0	0	5
Construction Trades – AutoCAD	6	0	0	0	0	0	6
Early Childhood Education	3	0	0	0	0	0	3
Health Careers & Science	19	18	0	13	10	7	67
Hospitality & Tourism Management Program (HTMP)	7	5	11	6	7	7	43
Information Technology (formerly Electronics)	14	0	13	6	9	0	42
Marketing	6	7	13	1	6	6	39
ProStart	7	4	8	11	2	11	43
Telecommunication	0	0	0	0	0	4	4
Visual Communications	2	0	0	0	0	10	12
TOTAL	74	43	50	50	34	52	303

Certificate of Completion	GWHS	JFKHS	OHS	SHS	SSHS	THS	TOTAL
Automotive Service Technology	23	1	4	0	0	0	28
Collision Repair & Refinishing Technology	0	0	0	0	0	0	0
Construction Trades – Carpentry	0	0	0	0	2	0	2
Construction Trades – AutoCAD	0	0	0	0	0	0	0
Early Childhood Education	1	0	0	0	0	0	1
Health Careers & Science	3	6	0	1	23	0	33
Hospitality & Tourism Management Program (HTMP)	1	2	1	0	5	2	11
Information Technology (formerly Electronics)	0	0	3	2	3	0	8
Marketing	2	2	9	1	5	0	19
ProStart	2	9	7	0	12	2	32
Telecommunication	0	0	0	0	0	0	0
Visual Communications	0	0	0	0	0	1	1
TOTAL	11	20	24	4	50	5	135

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WorkKeys Assessment

The Work Keys assessment was administered during school year 2024-2025 for Juniors and Seniors. A total of 996 students in the class of 2025 cohort earned NCRC certificates. A total of 378 student in class of 2026 cohort earned NCRC certificates. The data below is the breakdown for Juniors and Seniors with the NCRC certificate level earned.

Seniors (Class of 2025)

School	Assessment Group Population	Total Students Assessed	Bronze	Silver	Gold	Platinum	Total NCRC Achieved
GWHS	382	287	102	45	12	13	172
JPTSA	136	74	19	2	0	0	21
JFKHS	437	377	107	83	37	22	249
OHS	400	202	34	41	20	9	104
SSHS	358	289	106	66	40	21	233
SHS	332	147	65	23	9	6	103
THS	215	142	48	39	17	4	108
Guahan Academy Charter School	43	27	4	1	1	0	6
Total	2303	1545	485	300	136	75	996

Juniors (Class of 2026)

School	Assessment Group Population	Total Students Assessed	Bronze	Silver	Gold	Platinum	Total NCRC Achieved
GWHS	N/A	N/A	-	-	-	-	-
JPTSA	N/A	N/A	-	-	-	-	-
JFKHS	396	349	86	64	23	12	185
OHS	383	281	91	63	18	6	178
SSHS	N/A	N/A	-	-	-	-	-
SHS	N/A	N/A	-	-	-	-	-
THS	N/A	N/A	-	-	-	-	-
Guahan Academy Charter School	47	39	13	2	0	0	15
Total	2303	1545	485	300	136	75	996

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	1.2.6 Skilled Labor & Trades Academy: <i>Delayed</i> The project has entered an RFP for professional services to provide courses in Skilled Labor and Trades (Requisition 2500406). This is currently going through the pre-publication process with procurement. The Project anticipates this activity being implement in December 2025. 1.2.8 Career Interest Inventory Management & Assessment: <i>Ongoing</i> GDOE schools are currently using Paws in Jobland as a career interest inventory (Purchase Order 20250062 (FY23). Project personnel, in collaboration with the School Counselor Coordinator, distributed program login information to access the program. Project personnel will check in with elementary counselors regarding the effectiveness of the program and implementation during 2nd quarter. Requisition 25000095 has been entered for FY24 funds. iLearn Academy Charter School (iLACS) and Guahan Charter Academy School (GACS) are currently using Xello for their career interest inventory. Requisitions 25000455 & 25000795 have been entered and currently going through the procurement process.
1.2.11 Pre-AP; AP	1.2.11 Pre-AP; AP: <i>Complete</i> The Project is pending information on the number of students that took and passed the AP exams. And estimated 1,613 AP exams were expected to be administered. This included PNP and Charter schools (PO 20250357: College Board).
1.2.12. College Fair	1.2.12. College Fair: <i>Ongoing</i> The Project held a College Readiness event on April 22-23, 2025 at the University of Guam (PO 20250181). Approximately 129 high school students participated. The goal of the event was to engage in workshops led by college representatives, professionals, and educators focused on the college application process, financial aid and scholarship opportunities, and essential soft skills for success in higher education. Students rotated throughout the day to informational sessions to include: • Free Application for Federal Student Aid (FAFSA) • The Language of College • College Life • WICHE, or the Western Interstate Commission for Higher Education • Choosing the Right College The Project will be hosting a College Fair tentatively scheduled for September 12, 2025. This event is intended for Juniors and Seniors. The Project is collaborating with Father Duenas Memorial School on the event. Topics will include: ○ Stages for College Preparation (such as Pre application, acceptance, post acceptance) ○ Backup Plan, What happens when I don't get into college

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	○ Online Universities ○ Financial Aide A challenge the project is facing is procuring transportation services for students to the event.
1.2.14. Science, Technology, Engineering Arts and Math (STEAM) Mentoring	1.2.15. Science, Technology, Engineering Arts and Math (STEAM) Mentoring: <i>Delayed</i> The Project has entered an RFP (Requisition 25000166) for professional services to provide yearlong mentoring program for students in 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. The Project hopes to begin implementation over the summer during the Summer Teacher Academy or next school year SY25-26. On June 4, 2026⁵ USEd has approved a late liquidation of FY22 activities for a six (6) month period (PO 20240385). These are contracts with the University of Guam College of Applied Sciences to provide 4H year long mentoring and summer mentoring. The Project made several attempts to reach out to the University for a response, however we are currently pending a response. The Project had proposed under PO20232941 to services to students in the K–5 summer school program through engaging workshops focused on Team Building, Financial Literacy, STEAM & Robotics and Time Management. Additionally, the Project welcomed the opportunity to offer these sessions to teachers as part of the Summer Teacher Academy providing professional development on the same topics. As for PO20232943, the Project proposed servicing schools during the start of school year 2025-2026 to provide mentoring K–8 students in targeted schools, on the same topics mentioned above.
1.2.15. College Readiness Programs a. National Technical Honor Society b. National Career Academy Coalition c. ACTE Memberships d. Health Certificates e. Health First Aid Certification f. Driver’s License Education	a. National Technical Honor Society – <i>Complete</i> The will be working with School Counselors and administrators in renewing the membership for National Technical Honor Society (PO 2025139). Approximately 150 students will be inducted this school year. b. National Career Academy Coalition - - <i>Completed</i> The Project has entered Requisition 25000702 to being 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 academics and personnel in this process. The Project anticipates beginning the process next school year SY25-26. c. ACTE Membership - <i>Ongoing</i> The Project received a purchase order (20250252) for ACTE Memberships (150 teachers and admin). The number of memberships increased to provide resources for the secondary CTE Cadre’s in their development of school based CTE program at the school site (1.1.8 Career and Technical Education (CTE) Workshop). The Project is currently working with the Guam ACTE to have the membership set up for teachers and admin. d. Health Certificates – <i>Ongoing</i>

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	Project is currently working with schools to identify students to take the health certificate course with the Department of Public Health and Social Services (DPHSS) PO 20250141. The challenge is DPHSS has a limited number of trainers and the availability to train our students is limited due to DPHSS also servicing other food industry employees throughout the island. On June 4, 2026 USEd has approved a late liquidation of FY22 activities for a six (6) month period (PO20232627). This is a contract with DPHSS to provide Health Certificates to students. Approximately 400 licenses are available for student to earn, however the challenge is DPHSS has a limited number of trainers and the availability to train our students is limited due to DPHSS also servicing other food industry employees throughout the island. e. Health First Aide Certificates – <i>Ongoing</i> The Project has identified a vendor to provide the Health First Aid Certification. Once procurement has established the vendor. Requisition 25000171 is currently going through the procurement process. The Project anticipates implementing this school year SY25-26. f. Driver’s License Education – <i>Ongoing</i> Requisition 25000380 is going through the procurement process. This is for 25 students in all high schools to take driver’s education classes towards getting a driver’s license classes. The Project anticipates implementing this school year SY25-26.
1.3 Specialized Events, Skills Training and Opportunities 1.3.1 STEAM Enrichment Planning a. STEAM Mentoring b. Year-Long Requisition . c. College Readiness Math & English Camp d. Career Exploration e. Dual Enrollment	a. STEAM Mentoring Please reference 1.2.14 b. Please reference 1.2.14 c. College Readiness Math & English Camp – <i>Not started</i> Requisition 25000182 has been entered. This activity will commence once a purchase order was received. d. Career Exploration - <i>Ongoing</i> Please reference 1.1.8 e. Dual Enrollment – <i>Not Started</i>
1.3.4 E-sports	1.3.4 E-sports – Planning: <i>Ongoing</i> The Project has entered Requisition 24000025 for professional development to train teachers on E-Sports. This is currently going through the procurement process with legal providing the team with clarifying questions. On June 4, 2026 USEd has approved a late liquidation of FY22 activities for a six (6) month period (PO 20232941). This is a contract with the University of Guam to provide ESports training. Introduction to ESports for Educators will be held during the Summer Teacher Academy on July 22-23, 2025 Trainers include University of Guam and Ken San Nicolas, President & Founder: Latte ESports. The Guam ESports Federation is will support the integration of ESports into high school programs by

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	offering a structured training opportunity for GDOE teachers. This 2-day “Introduction to ESports” course provides participants with a foundational understanding of the ESports ecosystem and its potential as an educational and student development tool. Sessions will cover the basics of ESports, its role in fostering teamwork and discipline, and practical considerations for incorporating ESports into school activities. To further build capacity, participants will also have the option to enroll in the ESports Coaching Development and Certification Program, a comprehensive 20-hour training based on the internationally recognized FITGMR curriculum. This program includes presentations, case studies, quizzes, and assignments to prepare educators to coach and mentor student ESports teams effectively. Participating schools will receive ESports equipment. Registration is currently ongoing, approximately 4 schools have signed up to participate.				
1.3.5 Academic Special Events (ASE) • National Forensic League • Academic Challenge Bowl • Math Counts • Math Olympiad • Robotics	1.3.5 Academic Special Events (ASE): <i>Complete</i> The Academic Special Events have officially ended with the close of the school year, 2024-2025. Below are the competition dates and or timeframes for each activity. All coaches for the ASE events have completed a standard service agreement to a stipend. Judges for the National Forensic League have also completed a standard service agreement to a stipend National Forensic League The winners of the NFL competition which was held throughout the months of March 8 – April 26, 2025, represented Guam at the 2025 National Speech and Debate Tournament in Des Moines, IA from June 15-20, 2025. Below is the list of participants. ○ Antonio Watley, Chaperone – John F. Kennedy High School ○ Jovita Manzanilla, Chaperone. – Father Duenas Memorial School ○ Noelle Camacho, Student – Harvest Christian Academy ○ Angelica Espaldon, Student – Harvest Christian Academy ○ Helen Chen, Student – Harvest Christian Academy ○ Harper Jones, Student – Harvest Christian Academy ○ Koren Espia, Student – Harvest Christian Academy ○ Lauren Smith, Student – Harvest Christian Academy ○ Johnpaul Pascua, Student – Father Duenas Memorial School Academic Challenge Bowl The winner of the Academic Challenge Bowl completions (High School – April 2 – 12, 2025 and Middle Schools – March 8 -31, 2025) represented Guam in the 2025 National Academic Championship in Chicago, IL from May 31, 2025 to June 1, 2025. Below are the participants for both middle and high school. <table><tr><th>Middle School</th><th>High School</th></tr><tr><td> ○ Andre Mathews, Chaperone – St. John’s School ○ Denise Mathews, Chaperone – St. John’s School ○ Carmel Mariano, Student – St. John’s School </td><td> ○ Ismael Perez, Principal – Father Duenas Memorial School ○ Jovita Manzanilla, Chaperone - Father Duenas Memorial School </td></tr></table>	Middle School	High School	○ Andre Mathews, Chaperone – St. John’s School ○ Denise Mathews, Chaperone – St. John’s School ○ Carmel Mariano, Student – St. John’s School	○ Ismael Perez, Principal – Father Duenas Memorial School ○ Jovita Manzanilla, Chaperone - Father Duenas Memorial School
Middle School	High School				
○ Andre Mathews, Chaperone – St. John’s School ○ Denise Mathews, Chaperone – St. John’s School ○ Carmel Mariano, Student – St. John’s School	○ Ismael Perez, Principal – Father Duenas Memorial School ○ Jovita Manzanilla, Chaperone - Father Duenas Memorial School				

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- Kennedy Fulkerson-Smith, Student – St. John’s School
- Katherine Jang, Student – St. John’s School
- Mayumi Haruna, Student – St. John’s School
- Dexter Huynh, Student – St. John’s School
- Lya Kobayashi, Student – St. John’s School

- Francisco Egurrola, Student - Father Duenas Memorial School
- Brandon Hernandez, Student - Father Duenas Memorial School
- Ryan O’Conner, Student - Father Duenas Memorial School
- Mikhel Lijo, Student - Father Duenas Memorial School
- Brayden Blas, Student - Father Duenas Memorial School

Math Counts

Math Counts is a national math competition and enrichment program for middle school students. It aims to foster enthusiasm for math and improve problem-solving skills through engaging activities and competitions. The program features local, state, and national level competitions, as well as online resources and training materials. Mathcounts develops problem-solving skills and a positive attitude towards mathematics among middle school students.

The competition was held on February 22, 2025 at the Holiday Resort and Spa Guam. 9 schools participated with a total of 82 students (minus McCool and Home School Assoc. the total is 64 students). iLearn Academy (12), SJS (10), HCA (12), SBCS (14), SACS (10), DOMINICAN CS (6), McCool (14), Home School Assoc.(4)

Below are the winners of the event.

- 1st Place – Haoming Chen, Harvest Christian Academy, Grade-8
- 2nd Place – Sion (Joshua) Kwon, Harvest Christian Academy, Grade-7
- 3rd Place – Derrick Yan, St John’s School, Grade-7
- 4th Place – Donggeon Kim, St John’s School, Grade-8

Math Olympiad

Math Olympiads are competitive exams that challenge students' mathematical abilities and problem-solving skills. They provide a platform for students to showcase their talents and compete with peers, often on a global scale. These competitions aim to foster a love for mathematics and develop critical thinking and analytical skills. Math Olympiads are designed to go beyond standard curriculum learning, offering a deeper understanding of mathematical concepts and their real-world applications.

Olympiad questions often require creative problem-solving approaches, pushing students to think critically and develop innovative solutions. Participating in math Olympiads can boost students' confidence, and enhance their problem-solving skills.

A total of 13 schools participated in the Math Olympiad activity. Math Olympiad was held on April 11, 2025 at the Guam Department of Education 1st floor Conference Room hosting 6 students per school, totaling 78 students.

The Math Olympiad activities took place throughout the month of April 2025. Below are the winning schools.

Overall Team Score Round

- 1st Place - Harvest Christian Academy (HCA)

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- 2nd Place - Tamuning Elementary School
- 3rd Place - iLEARN Academy Charter School (iLACS)
- 4th Place - Santa Barbara Catholic School

Individual Score

- 1st Place - Jonathan Murday (HCA)
- 2nd Place - Kensei Fujibayashi (HCA)
- 3rd Place - Yoog Yum Kim (HCA)
- 3rd Place - Francis Luya (Tamuning ES)
- 4th Place - Rhys Macapinlac (HCA)

Robotics

STEM Robotics Competition completed on March 26, 2025 at Tiyan High School Gym.

VEX Robotics World Championship

The Project was approved to send a team of 6 students from George Washington High School to participate in the 2025 VEX Robotics World Championship in Dallas, Texas from May 6-14, 2025. George Washington High School had participated in January in the VEX Robotics competition ins San Diego, CA under ROTC and had placed 1st in the Skills Assessment/ Challenge. They have been invited to participate in the championship to represent GDOE. This opportunity gave our students a life changing experience and open doors to future opportunities in STEM fields, college scholarships, and career pathways that might not have them considered without this exposure. Below are the participants.

- Jessica De Vera, Teacher – George Washington High School
- Eric Dela Cruz, Assistant Principal - George Washington High School
- Lauren Dizon, Student - George Washington High School
- Zayden Asprer, Student - George Washington High School
- Christopher Debrum, Student - George Washington High School
- Koby Sablan, Student - George Washington High School
- Jaden Indalecio, Student - George Washington High School

Other Activities

National Mock Trial Championship

Okkodo High School was named the 2025 Guam High School Mock Trial Competition champion. The team represented Guam at the 2025 Phoenix National High School Mock Trial Championship in Phoenix, Arizona, from May 7–10, 2025. This prestigious event will provided students with the opportunity to compete against top teams from across the country, enhancing their legal knowledge, critical thinking, and advocacy skills. Below is the list of participants.

- Gene Dydasco, Assistant Principal – Okkodo High School
- Shaiana Mendiola, Teacher – Okkodo High School
- Coleen Concepcion, Student - Okkodo High School
- Jordan Calimlim, Student - Okkodo High School
- Myka Imbat, Student - Okkodo High School

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- Techall Muchu, Student - Okkodo High School
- Vaegha Bass, Student - Okkodo High School
- Joseph Ordones, Student - Okkodo High School

National History Day Competition

Guam History/ National History Day (NHD) competition participants completed a year-long academic program which focused on historical research. It is a student-led, teacher guided program. This year's theme is "Rights and Responsibilities in Guam's History." There are 5 different format options: Documentary, Exhibit, Research Paper, Performance, and Websites. Student projects are evaluated by a team of three judges (community volunteers; professional from business, schools, UOG community) per category. These judges evaluated the projects based on a rubric sheet developed by the NHD. To qualify to participate in the NHD contest, 1st place student winners must meet or surpass an 85% threshold. That score is based on the rubric the judges use to evaluate the projects. Winners were announced in March 2025. This year's winners of the Guam History/ National History Day represent Guam at the National History Day contest in College Park, MD from June 8 – 12, 2025. Below are the participants from both middle and high schools. It should be noted that Mr. Jorge Emmanuel from Luis P. Untalan Middle School was also nominated for National History Day 2025 Teacher of the Year.

Middle School	High School
○ Jorge Emmanuel, Teacher - Luis P. Untalan MS ○ Valerie Tanayan, Teacher – Luis P. Untalan MS ○ Rechsanne Cesar, Student - Luis P. Untalan MS ○ Mayanna Yolormar, Student - Luis P. Untalan MS ○ Racel Asistores, Student - Luis P. Untalan MS ○ Anya Fernandez, Student - Luis P. Untalan MS ○ Arya Ulloa, Student - Luis P. Untalan MS ○ Inatan Dunn, Student - Luis P. Untalan MS	○ Lazaro Quinata, Teacher – Father Duenas Memorial School ○ Florence Camacho, Asisstant Administrator – John F. Kennedy HS ○ Francisco Egurrola, Student – Father Duenas Memorial School ○ Christopher Tamayo, Student – Father Duenas Memorial School ○ Matthew Camacho, Student – Father Duenas Memorial School ○ Reine Sangcao, Student – John F. Kennedy HS ○ Ryan Kong, Student – John F. Kennedy HS ○ Shance Camaganancan, Student – Father Duenas Memorial School

1.3.6 Visual Performing Arts (VPA)

- Music Band
- Art
- Dance
- Theater

Visual Performing Arts

The Project held a Visual Performing Arts Fine Arts Festival which was the culminating activity of the year. The event was held from May13-18, 2025 at the Agana Shopping Center. This showcased all the VPA groups from the various schools. It featured, Choir, Dance, theater, Concert Band, Rock Band, Art static displays, and more.

- May 13, 2025 featured VPA elementary and secondary schools
- May 17, 2025 featured Concert & Rock Bands, and Dance with a musical Theater Broadway Tribute

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• Audio/ Visual

- May 18, 2025 featured Choir, Dance, Theater and Arts displays from the following schools and a Theater Broadway tribute to Wicked.
 - Agueda Johnston MS
 - George Washington HS
 - John F Kennedy HS
 - Okkodo HS

The Visual Performing Arts itinerant teachers completed the school year in May 2025. Below are the list of discipline and the activities associated with the teacher. The Project is currently analyzing the services the VPA teacher provide to see how to expand more service to the schools. These changes will be implemented for next school year SY25-26.

Discipline & Teacher	Activity/ Progress
Visual Arts Guisela Guile	Visual Arts this quarter was provided at Maria Ulloa Elementary School 210 students (approximately 7 teachers). Maria Ulloa ES held art shows displaying all student artwork at the following events. • Micronesia Mall – April 14-29, 2025 • Student Artwork selected to be displayed at the Guam Museum on the “<i>I Famagu'on-ta</i>” Growing Up on Guam exhibit from May 2-31, 2025.
Audio Visual Brett Maluwelmeng	AV was implemented at GWHS, JFKHS, OHS, SSSH, and THS. Approximately 29 students (4 teachers). Communication with JP Torres Success Academy on getting teachers involved in audiovisual. • Student’s showcased their final films at the Fine Arts Festival on May 17-18, 2025.
Dance Cesar Medina	Dance was implemented at the following schools this quarter. Astumbo MS, John F. Kennedy, JQ San Miguel, FB Leon Guerrero MS, Guahan Academy Charter School, Luis P. Untalan MS, Machananao, Okkodo HS, PC Lujan, Santa Barbara Catholic School, Southern HS and VS Benavente MS. Approximately 4938 students and 28 teachers participated in this activity. Below are the Dance events that happened this quarter. • GATE Day at Agana Shopping Center (April 4) • JQ San Miguel ES VPA Dance Award Showcase at JQSM Cafeteria (April 30) • Machananao ES school assembly at MES Cafeteria (May 12) • Machanano ES VPA Award Dance Showcase at MES Cafeteria (May 13) • SBCS Spring Play Matilda at Petrie Gymnasium (April 11) • ISA ADF Dance Competition Solo & Small group Competition May 3 at OHS gymnasium

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		• ISA ADF Dance Competition Large Group Competition May 10 at THS The Throne Gymnasium • ISA ADF Dance Competition Production Group & Championship May 17 at THS The Throne Gym • VPA Day May 18 at Agana Shopping Center Major accomplishments include first ADF Island-wide Dance Competition under ISA with a very good review and great outcome and the advancement from dancers in jazz technique. The students embraced the jazz fundamentals well and pushed themselves to excel in their turns, leaps, footwork, and lines.
	Music Band Maximo Ronquillo, Jr.	Band was implemented at two high schools (GWHS and OHS) with approximately 133 students and 3 teachers participated. The challenge with implementing Band at the schools are schools not having the equipment needed to teach students. Below are the major events that happened this quarter. • April 4 – GATE DAY Agana Shopping Center • April 20 – EASTER Sunday Performance Micronesia Mall • April 25 – GWHS/Okkodo Spring Concert GWHS Gym • May 3 – Bulldog Day Micronesia Mall • May 9 – FBLG Micronesia Mall Concert Micronesia Mall • May 14 and 15 – In school Concert Okkodo High School • May 10 – Senior Palooza Day Okkodo High School Field • May 17 – GDOE Fine Arts Festival Agana Shopping Center • May 29 – Okkodo 2025 Commencement UOG Field House Major accomplishments this quarter include both beginning bands from Okkodo and GW were able to perform at least once concert in front of their peers. All students in the band programs were able to earn service learning hours which counted towards their graduation requirements.
	Theater Miren Ramirez	Theater performances were implemented this quarter at two schools Adacao ES, DL Perez ES, Marcial Sablan ES, and Upi ES with approximately 104 students participating. • Adacao elementary school performed on GATE Day on April 4th and the Fine Arts Festival on May 14th, both held at Agana Shopping Center. • DL Perez elementary school had 2 performances on April 2nd at their school cafeteria. They performed 4 plays that we worked on in class and 3 musical theatre songs. They also performed one of the songs during GATE Day on April 4th. I began teaching here in the previous quarter.

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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; height: 300px;"></td><td style="width: 50%; padding: 10px;"> • Marcial A. Sablan elementary school had a performance on May 9th at their school cafeteria. They performed a play that we worked on in class that incorporated bucket drumming, a few songs that they created a melody for, and 1 song that they chose. They also performed on GATE Day on April 4th. • UPI elementary school had their performance in the GATE teacher's classroom since the cafeteria had no air conditioning on May 13th. They performed 5 plays that we worked on in class. Major accomplishments included students coming up with the concept for the plays and worked together to write scrips. Fulfilling to see the confidence of the students build by the time of the final performance. Throughout the practices, I observe more students speaking their minds and engaging with others. </td></tr> </table> The Pickled Papaya Calendar which features elementary student artwork is current being printed. The Project anticipates delivery of the calendars by August 2025. These will be distributed to stakeholders and elementary schools.		• Marcial A. Sablan elementary school had a performance on May 9th at their school cafeteria. They performed a play that we worked on in class that incorporated bucket drumming, a few songs that they created a melody for, and 1 song that they chose. They also performed on GATE Day on April 4th. • UPI elementary school had their performance in the GATE teacher's classroom since the cafeteria had no air conditioning on May 13th. They performed 5 plays that we worked on in class. Major accomplishments included students coming up with the concept for the plays and worked together to write scrips. Fulfilling to see the confidence of the students build by the time of the final performance. Throughout the practices, I observe more students speaking their minds and engaging with others.
	• Marcial A. Sablan elementary school had a performance on May 9th at their school cafeteria. They performed a play that we worked on in class that incorporated bucket drumming, a few songs that they created a melody for, and 1 song that they chose. They also performed on GATE Day on April 4th. • UPI elementary school had their performance in the GATE teacher's classroom since the cafeteria had no air conditioning on May 13th. They performed 5 plays that we worked on in class. Major accomplishments included students coming up with the concept for the plays and worked together to write scrips. Fulfilling to see the confidence of the students build by the time of the final performance. Throughout the practices, I observe more students speaking their minds and engaging with others.		
1.3.7 Interscholastic Sports	1.3.7 Interscholastic Sports: - <i>Complete</i> The Project has completed the Interscholastic Sports Association (ISA) school year in May, paying the additional stipend amount to secondary head coaches and assistant coached. The Project is currently reviewing the Standard Service Agreement and payment process to address challenges and issues. Please note that the SSA that was utilized for the close out of the school year was a joint one between local and federal deliverable requirements. After much reflection and feedback from stakeholder, a meeting is scheduled for July to propose the changes. Changes include, but not limited to support to CG and Project through the locally funded Athletic Directors playing a key role un reviewing SSAs for completion and deliverables for payment.		

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

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence -Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2023	Performance Target End of March 2025	Performance Target End of June 2025	Performance Target End of September 2025
1. Rigorous Academic and Technical Courses with High Quality Instruction Professional Development Training	By the end of SY 24-25, 86% 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 “more knowledgeable”, “well prepared” or “more than well prepared” to teach the content.	Yes	FY '23 APR: 100% <u>Breakdown:</u> 43% of teachers self-reported that they were “well-prepared” and 7% indicated that they are “more than well prepared” after the completion of the PD; 50% self-reported that they are “More knowledgeable”.	Target: Planning Phase for the Training Actual: Survey to be administered in the 3 rd quarter.	Target: Conduct of the training Actual: 43% of teachers reported they were “well-prepared” 13% teachers reported they were “more than well prepared” 44% of teachers reported they are “More knowledgeable”.	Target: Conduct of the training Actual: From a follow-up survey done by the project (since the usage question was missed in the 2 nd qtr.): Among those who indicated learning a new strategy from the training attended, 96% reported classroom application in varying levels of frequency: 17% - always 39% - at least once a week 24% - at least once a month 16% - at least once a quarter	

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								Among those who indicated that the training attended helped to reinforce a familiar strategy, 100% reported classroom application in varying levels of frequency: 13% - <i>always</i> 50% - <i>at least once a week</i> 26% - <i>at least once a month</i> 11% - <i>at least once a quarter</i>	
CTE Academies, AP/Honors, STEAM	By the end of SY 24-25, 65% 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	<u>FY '23 APR:</u> Of the data collected for CTE, 83% scored C or better.	<u>Target:</u> 60% (1st semester of academic year) <u>Actual:</u> Data will be reported next quarter. Requested information from schools.	<u>Target:</u> Academic semester ongoing <u>Actual:</u> 94.3% of students in CTE Academies earned a “C” or better	<u>Target:</u> Academic year ends <u>Actual:</u> 94.3% of students in CTE Academies earned a “C” or better (SY 24-25) 93.7% of students in AP Classes earned a “C” or	

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								better. (SY 24-25)	
AP Testing	By the end of SY 24-25, there will be a 3% 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	<u>FY '23 APR:</u> 28% of AP test scores were at least a “3” or higher.	<u>Target:</u> AP Testing not administered at this time <u>Actual:</u> Data will be provided in the 4 th quarter	<u>Target:</u> AP Testing not administered at this time <u>Actual:</u> Data will be provided in the 4 th quarter	<u>Target:</u> AP Testing administered at this time <u>Actual:</u> Data will be provided in the 4 th quarter	
2. Career-oriented Programs and Assessments WorkKeys Assessment	By the end of SY 24-25, 86% 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	<u>FY '23 APR:</u> 80% (1335 out of 1673) WorkKeys testers earned a <i>Bronze</i> or higher and achieved an NCRC certificate	<u>Target:</u> WorkKeys testing not administered at this time <u>Actual:</u> Data will be provided in the 4 th quarter	<u>Target:</u> WorkKeys testing not administered at this time <u>Actual:</u> Data will be provided in the 4 th quarter.	<u>Target:</u> WorkKeys testing administered at this time <u>Actual:</u> 62% (1374 out of 2214) WorkKeys testers earned a <i>Bronze</i> or higher and achieved an NCRC certificate	

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3. Specialized Events and Opportunities	By the end of SY 24-25, 65% 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	<u>FY '23 APR:</u> ASE: 68% of participants surveyed indicated being more engaged in learning 74% of participants surveyed indicated greater confidence in handling academic work VPA: 89% of respondents Indicated being more engaged in learning 83% of respondents indicated positive responses towards confidence in academic work	<u>Target:</u> Planning & Conduct of Events <u>Actual:</u> Data will be provided in the 4 th quarter.	<u>Target:</u> Conduct of Events <u>Actual:</u> ASE: 89.6% of students indicated being more engaged in learning 81.4% of students indicated greater confidence in handling academic work VPA: 83.3% of students indicated being more engaged in learning 77.1% of students indicated greater confidence in handling academic work Sports: 90.5% of students indicated	<u>Target:</u> Conduct of Events <u>Actual:</u> ASE: 92.9% of students indicated being more engaged in learning 88.2% of students indicated greater confidence in handling academic work VPA: 96.3% of students indicated being more engaged in learning 85.2% of students indicated greater confidence in handling academic work Sports: 96.4% of students indicated	
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							being more engaged in learning	being more engaged in learning	
							81% of students indicated greater confidence in handling academic work	80.1% of students indicated greater confidence in handling academic work	
4. Academic & Career Planning College Fair, Career Fair	By the end of SY 24-25, 35% 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	<u>FY '23 APR:</u> 85% of those surveyed indicated greater interest in pursuing College after graduation	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Data to be provided after College Fair survey is conducted	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Data to be provided after College Fair in April 2025	<u>Target:</u> Survey not administered at this time <u>Actual:</u> College Fair will be held in September 2025. 7/31/25. Data will be reported in 4 th quarter.	

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).

➤ Professional Development

Based on the findings from two surveys conducted by the project—one in the second quarter and another in the third quarter—over 95% of teacher participants who responded to the FY 2024 Teacher Professional Development Survey indicated that they either gained new knowledge from the training or reinforced existing strategies, and subsequently applied this learning in their classroom practice.

Specifics:

The data below are from the CTE Career Exploration Lesson Plan Development professional development held in February-March 2025. The survey was provided to all participants. A total of 23 teachers responded. Below are some of the highlights from the survey; the third bullet refers partially to a performance measure on this component (“will report being more knowledgeable”), and the rest are additional supporting statements:

- 87% of teacher respondents “*Strongly Agree*” that the content and materials presented in the PD were relevant and helpful to them as a teacher, 13% “*Agree*”.
- 78% of teacher respondents “*Strongly Agree*” that they gained new teaching strategies, insight, or ideas from the PD, 22% “*Agree*”.
- 43% of teachers self-reported they are “*Well Prepared*” on the strategies trained as a result of participation, 13% teachers reported they were “*more than well prepared*”, 44% of teachers reported they are “*More knowledgeable*”.
- 91% of teacher respondents “*Strongly Agree*” that the instructor’s lessons and activities were engaging, 9%.

➤ CTE Academies, AP Classes

- 94.3% of students in CTE Academies earned a “C” or better for the School Year 2024-2025.
- 93.7% (798 of 851) of students taking AP courses passed with a “C” or better for SY 24-25.

➤ Specialized Events & Opportunities

Findings from surveys conducted in the second and third quarters indicate that over 75% of student participants in specialized events (*ASE, VPA, and Sports*) during FY 2024 found these activities beneficial in enhancing their engagement with learning and boosting their confidence in managing academic tasks.

Specifics:

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The data below are from the 3rd quarter student perception survey. This survey was provided to all students who participated in any of these activities; \ *Visual Performing Arts (arts, dance, music, theater)*, *Academic Special Events (NFL, ACB, Math Counts, Math Olympiad)*, and *Sports*. There was a total of 478 responses.

Below are some of the highlights from the survey; two bullets refer to the performance measures on this component, and the rest are additional supporting statements:

Visual Performing Arts (VPA) – 113 Responses

- 96.3% of students “*Agree*” that the work/ activity done while participating was engaging, 3.7% “*Disagree*”.
- 14.8% of students “*Strongly Agree*” that students who participated in the activity were more engaged in learning. 66.7% “*Agree*”, 14.8% “*Neutral*”, and 3.7% “*Disagree*”.
- 18.5% of students “*Strongly Agree*” that what they learned can be applied to what they do in class. 63% “*Agree*”, and 18.5% “*Neutral*.”
- 14.8% of students “*Strongly Agree*” that students who participated in the activity were confident in completing school work, 70.4% “*Agree*”, and 14.8% “*Neutral*.”
- 25.9% students rated the overall activity “*Outstanding*”, 66.7% “*Satisfactory*”, and 7.4% “*Neutral*.”

Academic Special Events – 170 Responses

- 66.5% of students “*Strongly Agree*” that the work/ activity done while participating was engaging, 26.5% “*Agree*”, and 14.8% “*Neutral*.”
- 63.3% of students “*Strongly Agree*” that students who participated in the activity were more engaged in learning. 30.2% “*Agree*”, and 6.5% “*Neutral*.”
- 65.3% of students “*Strongly Agree*” that what they learned can be applied to what they do in class. 27.1% “*Agree*”, and 7.1% “*Neutral*.”
- 59.4% of students “*Strongly Agree*” that students who participated in the activity were confident in completing school work, 28.8% “*Agree*”, and 11.8% “*Neutral*.”
- 62.9% students rated the overall activity “*Outstanding*”, 29.4% “*Satisfactory*”, 6.5% “*Neutral*,” 0.6% “*Unsatisfactory*,” and 0.6% “*Needs Improvement*”

Sports - 195 Responses

- 69.7% of students “*Strongly Agree*” that the work/ activity done while participating was engaging, 26.7% “*Agree*”, and 3.1% “*Neutral*.”
- 60% of students “*Strongly Agree*” that students who participated in the activity were more engaged in learning. 31.8% “*Agree*”, and 8.2% “*Neutral*.”
- 20.5% of students “*Strongly Agree*” that what they learned can be applied to what they do in class. 53.5% “*Agree*”, 20.5% “*Neutral*,” and 5.4% “*Disagree*.”
- 51.5% of students “*Strongly Agree*” that what they learned can be applied to what they do in class. 28.6% “*Agree*”, 16.8% “*Neutral*,” and 3.1% “*Disagree*.”
- 68.7% students rated the overall activity “*Outstanding*”, 26.7% “*Satisfactory*”, and 4.6% “*Neutral*.”

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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.

Challenges with processing procurement items in a timely manner continue; however, the Project continues to work with the Procurement team to identify priority items and dates its needed by. Biweekly email follow ups from the Project help this process in addition to the weekly procurement meetings by our State Program Officers. A potential challenge will be the number of procurement Buyer IIs who help review and process contractual items.

Additional challenges with the two (2) vacant personnel positions Program Coordinator IV (Project Lead) and Program Coordinator III has also added to the Project implementing activities in a timely manner. The Project Lead, Mr. Leon Bamba had retired in June 2024. The Project had also proceeded to fill the vacant, PCIII position in August 2024, however a hiring freeze across the department was implemented. As of April 2025 the Board of Education put a freeze on all hiring. This was later clarified in May, however all vacant positions have been approved as full time limited term, which means, less qualified pool of applicants and possibly individuals looking for short term employment. This also burdens the Project with having funds unspent/undrawn in salaries. Please note the Interim Project Lead, Joshua Blas, was effective in January 2025, and this is in addition to his regular duties.

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

LR uses a variety of tools to evaluate the effectiveness of the Project and activities being implemented. This quarter LR has used perception surveys, project meetings and training evaluations. Evaluation results will be used to improve the implementation of the project along with doing any recommended corrective actions. Also, collaborative meetings with administrators help ensure smooth implementation and school involvement in the design. LR is committed to maintaining communication with school administrators and all stakeholders. Stakeholders have been involved in planning the implementation of activities.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Life Readiness (LR)

- ☐ 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)



PROJECT COORDINATOR

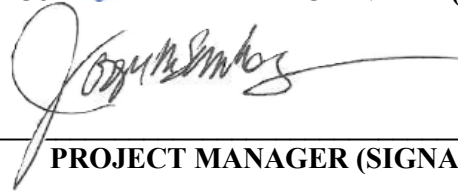
NAME (SIGNATURE)

07/31/25

DATE

Joseph L.M. Sanchez

PROJECT MANAGER NAME (PRINT)



PROJECT MANAGER (SIGNATURE)

07/31/25

DATE

FEDERAL PROGRAMS DIVISION



FY 2024 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas Quarterly Report

Project No. 2

Curriculum Instruction Assessments (CIA)

Quarterly Report Documents:

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

July 10, 2025

FEDERAL PROGRAMS DIVISION



FY 2024 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

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

July 10, 2025

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FPD-CIA 25-410

Grant Name: Consolidated Grant FFY 2024 **Grant#:** S403A240002

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

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

PROJECT COORDINATOR: Frank Leon Guerrero

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Christopher Surla

STATE DATA OFFICER: Ana O. Aguon

10/ 01/24- 12/31/24	01/01/25- 03/31/25	04/01/25- 06/30/25	07/01/25- 09/30/25
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
		X	
REPORT DUE: 01/10/25	REPORT DUE: 04/10/25	REPORT DUE: 07/10/25	REPORT DUE: 10/10/25
ANNUAL REPORT DUE: 11/21/2025			

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	1311		99	66		12037		600	100
6 – 8	711					5957			
9 - 12	1154					8773			

LIST THE PROJECT GOALS:

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

LIST THE PROJECT OBJECTIVES:

Annual Objective 1: The CIA project will increase teacher recruitment, induction, and retention rates with services that support the teacher certification process, mentor new teachers, and coach seasoned teachers.
 Year 1: The CIA project will increase the number of Highly Qualified Teachers [in the classroom] by 20 teachers from the previous school year as shown by the number of teachers who complete the Initial Teacher Certification Assistance Program.
 •Year 2: The CIA project will increase the number of Highly Qualified Teachers [in the classroom] by 24 teachers from the previous school year as shown by the number of teachers who complete the Initial Teacher Certification Assistance Program.
 •Year 3: The CIA project will increase the number of Highly Qualified Teachers [in the classroom] by 26 teachers from the previous school year as shown by the number of teachers who complete the Initial Teacher Certification Assistance Program.
 •Year 1: The CIA project will increase the teacher retention rate by 5% from previous baseline of 1,910.

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

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

- Annual Objective 2: The CIA project will increase teacher effectiveness by providing professional development opportunities, instructional supports, resources and materials, and technology tools.**
- Year 1: Through web-based surveys and classroom observations, 80% of teachers who participate in professional development opportunities will report or show increased use of research-proven instructional strategies used in the classroom.
- Year 2: Through web-based surveys and classroom observations, 83% of teachers who participate in professional development opportunities will report or show increased use of research-proven instructional strategies used in the classroom.
- Year 3: Through web-based surveys and classroom observations, 86% of teachers who participate in professional development opportunities will report or show increased use of research-proven instructional strategies used in the classroom.

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

- Year 1: Teachers will demonstrate increased capacity to use the interim and formative assessment tool to monitor Tier 3 students in Reading and Math, and a baseline will be established at the end of SY 23-24.
- Year 2: Teachers will demonstrate increased capacity to use the interim and formative assessment tool to monitor an increased student caseload of 3% of Tier 3 students in Reading and Math from baseline.
- 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 1: Students performing at Tier 1 and Tier 2 levels in Reading will increase to 64% as a result of the interventions they received as measured by the interim assessment system.
- Year 2: Students performing at Tier 1 and Tier 2 levels in reading will increase to 66% as a result of the interventions they received as

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measured by the interim assessment system.

- Year 3: Students performing at Tier 1 and Tier 2 levels will in reading increase to 68% as a result of the interventions they received as measured by the interim assessment system.
- Year 1: Students performing at Tier 1 and Tier 2 levels in Math will increase to 48% as a result of the interventions they received as measured by the interim assessment system.
- Year 2: Students performing at Tier 1 and Tier 2 levels in Math will increase to 50% as a result of the interventions they received as measured by the interim assessment system.
- Year 3: Students performing at Tier 1 and Tier 2 levels in Math will increase to 52% as a result of the interventions they received as measured by the interim assessment system.
- Year 1: Students performing at Level 3 and Level 4 in Reading will increase to 16% as a result of the interventions they received as measured by the summative assessment system.
- Year 2: Students performing at Level 3 and Level 4 in Reading will increase to 18% as a result of the interventions they received as measured by the summative assessment system.
- Year 3: Students performing at Level 3 and Level 4 in Reading will increase to 20% as a result of the interventions they received as measured by the summative assessment system.
- Year 1: Students performing at Level 3 and Level 4 in Math will increase to 9% as result of the interventions they received as measured by the summative assessment system.
- Year 2: Students performing at Level 3 and Level 4 in Math will increase to 11% as result of the interventions they received as measured by the summative assessment system.
- Year 3: Students performing at Level 3 and Level 4 in Math will increase to 13% as result of the interventions they received as measured by the summative assessment system.

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

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

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2.1. Teacher Recruitment, Induction, and Retention

- Online teacher observation tool
- Initial Teacher Certification Assistance program
- Teacher mentoring
- Teacher Coaching
- Coaching and Mentoring Professional Development

- **Online teacher observation tool:**
 - Status: Completed
 - The observation tool, Power Walkthrough, is used by administrators, district mentors, school-based mentors, and coaches to provide feedback to teachers.
- **Initial Teacher Certification Assistance Program**
 - Status: Delayed
 - The new ITCA RFP was published in the 2nd Quarter. However, the multi-year contract has hit a snag with in the procurement process due to a procurement error. The project is attempting to re-enter a new requisition for a single-year contract in hopes it will be converted to a purchase order and contract before September 30.
- **Teacher mentoring:**
 - Status: On summer break
 - Initial Teacher mentoring services and School based mentor Professional Development were conducted this quarter. 76 new teachers (Mentees) were mentored at various GDOE schools throughout the island by 51 School-based mentors. 3 *District* mentors and 51 *school-based* mentors provided services to these 76 mentees. Services provided were: School Based Mentor workshops were conducted this quarter on April 10, May 1 and May 16, New Teacher Professional Learning Sessions were conducted on May 6 & 7, 2025. 2 Charter Schools also opted to participate in mentoring: 1 district mentor is providing support to the Charter Schools.
- **Teacher coaching:**
 - Status: On summer break
 - Instructional Coaches provided direct services to their school sites daily. 19 coaches were assigned to assist 41 schools and support various numbers of teachers at each school, depending on the needs of each school. Instructional coaches were assigned to schools to provides the following supports:
 - Promoted and assisted with the implementation of district initiatives
 - Helped to facilitate discussions on using data to drive instruction
 - Conducted or assisted with professional development opportunities for teachers
 - Some schools needed more professional development; others focused on professional learning communities (PLCs), and some others need direct 1:1 coaching support for some teachers. This past year, the coaches were assigned to assist several schools. Coaching was done, as needed, or often in group settings, and sometimes as 1-to-1 support. In the next school year, we hope to increase the number of coaches providing supports to schools from 20 (1 currently on military leave) to 40, as approved in the FFY'25 CG Application for Project #2.
 - A workshop was conducted by coaches and mentors to update our Priority Standards Skills and Topics (PSSTs) from March 31 – April 3, 2025.
- **Coaching and Mentoring Professional Development:**
 - Status: Completed
 - Coaching and Mentoring Professional Development workshops were completed and conducted by the vendor, University of Guam, who sub-contracted *Learning Forward*, a leading organization dedicated to advancing professional learning for K-12 educators. The last session was conducted on April 14-17, 2025.

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2.2 Effective Teaching Practices ● Professional Development ● Teacher and Math Science Kits ● Travel to Professional Conference ● Equipment to enhance classroom instruction	● Professional Development: ○ Conference on Island Sustainability: (Completed) April 7-12, 2025. The project paid for 20 teachers and students to attend this local workshop. ● Summer Teacher Academy: ○ Status: Ongoing ○ The Summer Teachers Academy brings together PreK-12 grade GDOE and Charter School teachers, administrators, project personnel, teacher assistants, and consultants in a six-week professional development initiative running from June 9 through July 25. . It provides opportunities for teachers to enhance instructional practices, deepen professional knowledge, and cultivate classroom environments that foster student engagement, critical thinking, and improved learning outcomes. ● Teacher and Math Science Kits: ○ Status: Ongoing ○ To procure Math and Science enrichment kit materials for GDOE teacher participants. The STEAM Science Education Kits will include resources such as: Full Options Science Systems, Aquaponics and other science supplies @\$500/teacher (GDOE: 200 teachers) ● Travel to Professional Conferences: ○ ASCD (Association for Supervision and Curriculum Development): June 29-July 2, 2025 San Antonio, TX. (Completed) The project coordinated the travel and registration for various GDOE, Charter School, and PNP schools to attend this school leadership conference. ○ ISTE (International Society for Technology in Education): June 29-July 2, 2025 San Antonio, TX. (Completed) The project coordinated the travel for various GDOE, Charter, and Private School teachers and instructional coaches to attend this educational technology conference. ● Equipment to enhance classroom instruction: ○ Status: Ongoing, ○ Glowforge for libraries – (4) Glowforge machines are currently being procured and are still in the procurement queue. ○ Makerspace equipment – (11) Makerspace equipment were requisitioned and a PO was converted in March. Delivery is pending. ○ Supplemental Equipment – (5) Digital projectors were procured and converted at the end of March, awaiting delivery. ○ Supplemental Supplies – Testing supplies for District-Wide Assessments – PO was converted in February. Office supplies: index cards, sticky flags, permanent markers, batteries, and aerosol dusters. were requisitioned and a PO was converted in March and pending delivery.
2.3. Specialized School Supports ● Library Improvement ● PreK Academics ● Gifted and Talented Education ● Travel to Professional Conference	● Library Improvement: ○ Status: Completed ○ SY 24-25 School Library Conference was conducted on April 7-11, 2025 ○ Subscription services (completed) for a library tracking system and a media subscription service are ongoing, as well as requisitions for supplies and equipment (ongoing).

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● Student Planners ● Bandwidth and Internet access Expansion	● PreK Academics ○ Status: Ongoing ○ GDOE continues to collaborate with the Department of Public Health and the Guam Early Learning Council to provide training to early childhood education teachers and staff. ● Gifted and Talented Education: ○ Status: On summer break ○ GATE Day showcased the accomplishments and activities of our Gifted and Talented students on April 11. ○ Gifted and Talented Education (GATE) teachers are being provided with supplies and materials for their classrooms. ○ A Professional Development was held for teachers of High Ability Students by vendor UOG, who contracted Fable Vision. This PD was held on April 28 – May 2, 2025. ● Travel to Professional Conference: ○ Status: None this quarter ● Student Planners ○ Status: Ongoing ○ In procurement. ● Bandwidth and Internet access Expansion: ○ Status: Ongoing ○ The project continues to pay for bandwidth expansion services with a local vendor to increase bandwidth to 41 schools by adding 500Mbps with 50% bursting symmetrical data.
2.4. Interim and Summative Assessments: ● Universal PreK and Kindergarten Screener Kits ● Online Interim Assessments ● Assessment kits ● Universal Screeners ● Online interim assessment ● Online summative assessments ● Longitudinal Assessment Database ● Digital online curriculum and assessment (SIFA)	● Universal Screeners: ○ Status: Completed ○ Gifted and Talented teachers are currently using an online Universal Screener, Pearson’s NNAT3, to screen their students for giftedness. ● Online Interim & Summative Assessments: ○ Status: Ongoing ○ GDOE went live with the District Wide Summative Assessment (DWA): Smarter Balanced Assessment Consortium last April 2024, which included participation from various Charter and Private schools. New Interim Assessments were conducted this December 2024 and March 2025, and the results will be reported soon. Training was provided to School Test Coordinators to plan for the spring district-wide summative assessments. Project personnel have been working with the vendor and schools to gear up for the spring summative assessment. On April 21 – May 16, 2025 the Guam DOE schools, GACS, iLearn, SIFA, Bishop, Dominican, St. Anthony, St. Francis, St. Paul, St. Barbara, Academy, FD, ND, ST. Paul, took part in the Summative Assessments. Results are pending. ○ Alternate Assessments: (Completed) This activity is to support special education students that require additional services/supports to participate in district assessment efforts. ● Assessment Kits ○ Status: Completed

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- **Universal PreK and Kindergarten Screener Kits:**
 - Status: Completed
 - Assessment kits for Gifted and Talented Education were procured: The most updated Slosson cognitive ability assessment kits and Naglieri Nonverbal Ability Test (NNAT3) assessment kits were procured for Gifted and Talented Education teachers.
- **Longitudinal Assessment Database:**
 - Status: Ongoing
 - The Project is procured a license for the longitudinal database, Linkit!, and is working with the vendor to implement services.
- **Digital online curriculum and assessment (SIFA Charter School)**
 - Status: Completed.
 - This assessment has been procured and the digital subscription was made available to the charter school. They will provide onboarding to their teachers when school starts in the fall semester.

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

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2024	Performance Target End of March 2025	Performance Target End of June 2025	Performance Target End of September 2025
2.1. Teacher Recruitment, Induction, and Retention • Online teacher observation tool • Initial Teacher Certification Assistance program • Teacher mentoring • Teacher Coaching • Coaching and	The CIA project will increase the number of Highly Qualified Teachers [in the classroom] by 24 teachers from the previous school year as shown by the number of teachers who complete the Initial Teacher Certification Assistance program.	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</u> <u>APR:</u> 26 teachers <u>Correction:</u> 41 teachers	<u>Target:</u> Not reported until the 4 th quarter <u>Actual:</u> Not reported until the 4 th quarter	<u>Target:</u> Not reported until the 4 th quarter <u>Actual:</u> Not reported until the 4 th quarter	<u>Target:</u> Not reported until the 4 th quarter <u>Actual:</u> Not reported until the 4 th quarter	

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Mentoring Professional Development	The CIA project will increase the teacher retention rate by 5% from the baseline of 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 '23</u> <u>APR:</u> 1,685 teachers	<u>Target:</u> Not reported until the 4th quarter <u>Actual:</u> Not reported until the 4 th quarter	<u>Target:</u> Not reported until the 4th quarter <u>Actual:</u> Not reported until the 4 th quarter	<u>Target:</u> Not reported until the 4th quarter <u>Actual:</u> Not reported until the 4 th quarter	
	Through web-based surveys and classroom observations, 75% of mentored or coached teachers will report or show improved instructional practices as a result of support provided.	Web-based surveys and classroom observations	% of coached or mentored teachers who report or show improved instructional practices	Yes	<u>FY '23</u> <u>APR:</u> 81%	<u>Target:</u> 55% <u>Actual:</u> No survey administered . Survey will be done in the 4 th Quarter	<u>Target:</u> 60% <u>Actual:</u> No survey administered. Survey will be done in the 4 th Quarter	<u>Target:</u> 65% <u>Actual:</u> 88%	
2.2. Effective Teaching Practices • Professional Development • Teacher and Math Science Kits • Travel to Professional	Through web-based and classroom observations, 83% of teachers who participate in professional development opportunities will report or show increased use of	Web-based surveys and classroom observations	% of teachers observed or self-reported to increase use of research-proven instructional strategies used in the classroom.	Yes	<u>FY '23</u> <u>APR:</u> 100%	<u>Target:</u> 65% <u>Actual:</u> No survey administered . Survey will be done in the 3 rd	<u>Target:</u> 70% <u>Actual:</u> No survey administered. Survey will be done in	<u>Target:</u> 75% <u>Actual:</u> 84%	

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Conference • Equipment to enhance classroom instruction	research-proven instructional strategies used in the classroom.					Quarter	the 3 rd Quarter		
2.3. Specialized School Supports • Library Improvement • PreK Academics • Gifted and Talented Education • Travel to Professional Conference • Student Planners • Bandwidth and Internet access Expansion	83% 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 '23 APR: 75%	Target: 65% Actual: No survey administered. Survey will be done in the 3 rd Quarter	Target: 70% Actual: No survey administered. Survey will be done in the 3 rd Quarter	Target: 75% Actual: 63%	
2.4. Interim and Summative Assessments •Universal PreK and Kindergarten Screener Kits •Online Interim Assessments •Assessment kits •Universal Screeners •Online interim assessment	Teachers will demonstrate increased capacity to use the interim and formative assessment tools to monitor an increased student caseload of 3% of Tier 3 students in Reading and Math.	Progress Monitoring data	% of increased caseload of Tier 3 students in K-8 being actively monitored in Reading and Math	Yes	FY '23 APR: 15% increased caseload on Tier 3 students (baseline)	Target: 18% Actual: AimsWeb Interim Assessments ongoing. (New pilot) <i>Smarter Balanced</i> Interim Assessment is still optional for	Target: 18% Actual: AimsWeb Interim Assessments ongoing. (New pilot) <i>Smarter Balanced</i> Interim Assessment is still optional for	Target: 18% Actual: AimsWeb Interim Assessments complete. 48% (New pilot) <i>Smarter Balanced</i> Interim Assessment is still optional for	

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	Students performing at Tier 1 and Tier 2 levels in <i>Reading</i> will increase to 66% 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 Reading	Yes	<u>FY '23</u> <u>APR:</u> Below are the Spring 2024 AIMsWeb <i>Reading</i> results: K - 71% (√) 1st - 47% (x) 2nd - 50% (x) 3rd - 53% (x) 4th - 59% (x) 5th - 67% (√) 6th - 63% (x) 7th - 70% (√) 8th - 78% (√) Legend: (√) – met the FY '23 target of 64%	schools <u>Target:</u> Not reported until the 3 rd quarter <u>Actual:</u> Not reported until the 3 rd quarter	schools <u>Target:</u> Not reported until the 3 rd quarter <u>Actual:</u> Not reported until the 3 rd quarter	schools <u>Target:</u> 66% <u>Actual:</u> Tier 1+2: K - 70% (√) 1st - 53% (x) 2nd - 52% (x) 3rd - 62% (x) 4th - 59% (x) 5th - 64% (x) 6th - 64% (x) 7th - 72(√) 8th - 75% (√) Legend: (√) – met the FY '24 target of 66%	
	Students performing at Tier 1 and Tier 2 levels in <i>Math</i> will increase to 50% 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	<u>FY '23</u> <u>APR:</u> Below are the Spring 2024 AIMsWeb <i>Math</i> results: K - 78% (√) 1st - 67% (√) 2nd - 56% (√) 3rd - 45% (x) 4th - 50% (√) 5th - 56% (√) 6th - 49% (√)	schools <u>Target:</u> Not reported until the 3 rd quarter <u>Actual:</u> Not reported until the 3 rd quarter	schools <u>Target:</u> Not reported until the 3 rd quarter <u>Actual:</u> Not reported until the 3 rd quarter	schools <u>Target:</u> 50% <u>Actual:</u> Tier 1+2: K - 77% (√) 1st - 72% (√) 2nd - 58% (√) 3rd - 53% (√) 4th - 52% (√) 5th - 58% (√) 6th - 59% (√) 7th - 66(√)	

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•Online summative assessments •Longitudinal Assessment Database •Digital online curriculum and assessment (SIFA)	Students performing at Level 3 and Level 4 in <i>Reading</i> will increase to 18% 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	7th – 61% (√) 8th – 46% (x) Legend: (√) – met the FY '23 target of 48% <u>FY '23 APR:</u> Below are the Spring 2024 Smarter Balanced <i>Reading</i> results: 3rd – 10% 4th – 13% 5th – 14% 6th – 11% 7th – 18% 8th – 16% 11th – 21% <i>As FY '23 is the first year for the district's use of the Smarter Balanced assessment tool, the above will form the baseline data in Reading.</i>	<u>Target:</u> Not reported until the 4th quarter <u>Actual:</u> Not reported until the 4th quarter	<u>Target:</u> Not reported until the 4th quarter <u>Actual:</u> Not reported until the 4th Quarter	8th – 51% (√) Legend: (√) – met the FY '24 target of 50% <u>Target:</u> Not reported until the 4th quarter <u>Actual:</u> Not reported until the 4th Quarter	
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**FFY 2024 CONSOLIDATED GRANT
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	Students performing at Level 3 and Level 4 in <i>Math</i> will increase to 11% 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 Math	Yes	<u>FY '23</u> <u>APR:</u> Below are the Spring 2024 Smarter Balanced <i>Math</i> results: 3rd – 8% 4th – 7% 5th – 4% 6th – 2% 7th – 3% 8th – 2% 11th – 5% <i>As FY '23 is the first year for the district's use of the Smarter Balanced assessment tool, the above will form the baseline data in Math.</i>	<u>Target:</u> Not reported until the 4th quarter <u>Actual:</u> Not reported until the 4th quarter	<u>Target:</u> Not reported until the 4th quarter <u>Actual:</u> Not reported until the 4th quarter	<u>Target:</u> Not reported until the 4th quarter <u>Actual:</u> Not reported until the 4th Quarter	
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PART II: *Successes, Challenges, and Evaluation*

Evidence of Success/Progress

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

- Exceeding the target goal of 65%, 88% of teachers who received mentoring or coaching reported that their instructional practices improved as a direct result of the support provided by the project.
- Eighty-four percent (84%) of teachers who participated in professional development training reported an increased use of research-based instructional strategies in the classroom, slightly surpassing the target goal of 83%.
- Forty-eight percent (48%) of teachers showed improved ability to use interim and formative assessment tools to track a 3% increase in Tier 3 students in *Reading* and *Math*—well above the target goal of 18%.
- All K–8 grade levels surpassed the target goal of 50% of students performing at Tier 1 and Tier 2 levels in *Math*, as measured by the interim assessment system. Only three of the nine K–8 grade levels met or surpassed the 66% target goal in *Reading*.

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 of our contracts experienced delayed implementation. We completed most professional development using Consolidated Grant Fiscal Year 2023 funds, as some of purchase orders were issued near the end of the fiscal year (September 30, 2024) and a few P.O.s required modifications to change ~~some~~ funding sources, which caused additional delays in implementation.

The ongoing hiring freeze for Central Office program coordinators has greatly affected the project's ability to provide timely and effective support to stakeholders. As a result, several critical positions remain vacant, including two District Mentor roles, one School Program Consultant position, and one Program Coordinator IV (PC IV) role. These staffing gaps continue to limit the project's capacity to achieve its goals and deliver sufficient support across schools.

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

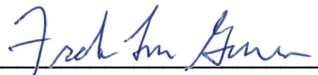
Web-based surveys, on-site monitoring, observations, and meetings with schools were conducted; district mentors and coaches provided support; and the use of the AIMSweb formative assessment tool was also monitored and tracked.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #2: CURRICULUM-INSTRUCTION-ASSESSMENTS (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.

Frank Leon Guerrero
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

7/15/25
DATE

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


PROJECT MANAGER (SIGNATURE)

07/31/25
DATE

FEDERAL PROGRAMS DIVISION



FY 2024 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas Quarterly Report

Project No. 3

Classroom Supports & Interventions (CSI)

Quarterly Report Documents:

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

July 10, 2025

FEDERAL PROGRAMS DIVISION



FY 2024 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

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

July 10, 2025

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
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FPD-CSI 25-411

Grant Name: Consolidated Grant FFY 2024 Grant#: S403A240002

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

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

PROJECT COORDINATOR: Jesse R. Pendon

PROJECT MANAGER: Joseph L.M. Sanchez, DS C&II

STATE PROGRAM OFFICER: Shandice Calano / Nely Punzalan

STATE DATA OFFICER: Ana O. Aguon

10/ 01/24- 12/31/24	01/01/25- 03/31/25	04/01/25- 06/30/25	07/01/25- 09/30/25
1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
		X	
REPORT DUE: 01/10/25	REPORT DUE: 04/10/25	REPORT DUE: 07/10/25	REPORT DUE: 10/10/25
ANNUAL REPORT DUE: 11/21/2025			

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

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

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

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LIST THE PROJECT GOALS:	The project's three-year goal is to enhance teaching and learning by supporting at-risk, underrepresented, and special populations through teacher professional development, tutoring, core subject interventions, and credit recovery. These efforts aim to improve teacher efficacy and boost student achievement. The Classroom Supports and Interventions project will implement 4 components to address these needs: 1. Professional Development, 2. Classroom Instructional Supports, 3. Interventions, 4. Credit Recovery. Professional development opportunities will allow teachers to build teacher capacity to better support at-risk, underrepresented, and special population students. Providing teachers with instructional resources will aid in enhancing teaching and learning. Training will focus on Plan, Do, Study, Act (PDSA) and the continuous improvement of best practices. Remediation and credit recovery will provide opportunities for students to recover learning loss to get students to the next grade level or be on track to graduate. Instruction will focus on student needs based on formative assessments and/or graduation status to close learning gaps.
LIST THE PROJECT OBJECTIVES:	<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> 3.1 Professional Development (State Systemic Improvement Plan (SSIP)/ English as a Second Language (ESL): 24-25: 75% of teachers attending training will self-report level of feeling well-prepared implementing strategies learned in the classroom. <u>Providing after school activities support the goal in giving students opportunities for remediation to close deficiency gaps.</u> 3.2.1 After School Program for Instructional Remediation and Enrichment (ASPIRE) 24-25: 60% of those in ASPIRE/Summer School K-8 will increase formative assessment scores by 10 points in reading and 30% of participants will increase formative assessments by 10 points in math. <u>Student Advocate& Mentors support the project goal by providing opportunities for students to understand graduation requirements and interventions afforded to them.</u> 3.2.2 Student Advocate & Mentor (SAM): 24-25: 55% of 9th and 10th grade students mentored will be on grade level. <u>Second Chance supports the project goal by providing credit recovery opportunities to students in alternative settings.</u> 3.2.3 Second Chance: 24-25: 50% of Seniors enrolled will graduate; 40% of Freshmen, Sophomore, and Juniors will progress to the next grade level; and 30% of incarcerated students in Youth Shelter will advance by 1 grade level. <u>Credit recovery supports the goals of the project by giving students opportunity to earn credit towards graduation.</u> 3.3.1 Credit Recovery (EP/ Summer): 24-25: 75% (EP) & 75% (Summer) of participating high school students will earn credits towards graduation with a passing rate of 70% or higher. <u>Alternative Pathways supports the project goal by providing credit recovery opportunities to students in alternative settings, outside the traditional classroom environment.</u> 3.3.2 Alternative Pathways: 24-25: 70% of high school students ages 17-21 who are behind in credit to graduate will increase by 1 grade level.

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

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED																														
➤ In this column, list all the Project Components. ➤ In bullet form, list all the specific activities falling under each Component. ➤ <i>Insert Additional rows as needed.</i>	➤ 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 3.1 Professional Development 3.1.1 State Systemic Improvement Program (SSIP) Activity Complete 3.1.2 English as a Second Language (ESL) Activity 70% Complete	3.1.1 State Systemic Improvement Program (SSIP) - Final data from the close of the SSIP will be reported in the fourth quarter. The project is currently awaiting final results from the District-Wide Assessment in order to complete its report. 3.1.2 English as a Second Language (ESL) - Professional Development incorporated in the Summer Teacher Academy and will be reported in 4th quarter																														
Component 3.2 Interventions 3.2.1a ASPIRE: Activity 100% Complete	Component 3. ASPIRE Benchmark Tier Details: Tier Score Ranges <table border="1"> <thead> <tr> <th></th><th>Tier 1</th><th>Tier 2</th><th>Tier 3</th></tr> </thead> <tbody> <tr> <td>Math</td><td>163-304</td><td>152-162</td><td>0-151</td></tr> <tr> <td>Reading</td><td>347-660</td><td>328-346</td><td>0-327</td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>TOTAL ELM</th><th>Tier 1</th><th>Tier 2</th><th>Tier 3</th></tr> </thead> <tbody> <tr> <td>Total Elementary Reading Fall Testing</td><td>465 33%</td><td>247 18%</td><td>679 49%</td></tr> <tr> <td>Total Elementary Reading</td><td>471</td><td>273</td><td>647</td></tr> </tbody> </table>		Tier 1	Tier 2	Tier 3	Math	163-304	152-162	0-151	Reading	347-660	328-346	0-327					TOTAL ELM	Tier 1	Tier 2	Tier 3	Total Elementary Reading Fall Testing	465 33%	247 18%	679 49%	Total Elementary Reading	471	273	647	3.2.1 ASPIRE: ON TARGET - AIMSweb testing of current ASPIRE students based on their Spring 24 and Winter 24 AIMSWEB Testing 5 Middle Schools and 26 Elementary Schools chose to participate in the ASPIRE Program this year. 40 Coordinator Standard Service Agreements were issued as well as 135 Teacher Standard Service Agreements are being processed. 3.2.1 ASPIRE: Of the 1391 elementary students who participated in ASPIRE <i>Reading</i> for the 2nd quarter of SY 24-25:	
	Tier 1	Tier 2	Tier 3																												
Math	163-304	152-162	0-151																												
Reading	347-660	328-346	0-327																												
TOTAL ELM	Tier 1	Tier 2	Tier 3																												
Total Elementary Reading Fall Testing	465 33%	247 18%	679 49%																												
Total Elementary Reading	471	273	647																												

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Winter Testing	34%	20%	47%
Number of students who increased at least 10 points	329	227	342
Percentage of students who increased at least 10 points	24%	16%	25%
TOTAL ELM	Tier 1	Tier 2	Tier 3
Total Elementary Math Fall Testing	450	316	625
	32%	23%	45%
Total Elementary Math Winter Testing	471	273	647
	34%	20%	47%
Number of students who increased at least 10 points	352	225	327
Percentage of students who increased at least 10 points	25%	16%	24%

- 471 out of 1391 (34%) of the students tested Tier 1. Out of this 471, 329 increased score by at least 10 points (24% overall).
- 273 out of 1391 (20%) of the students tested Tier 2. Out of this 273, 227 increased score by at least 10 points (16% overall).
- 647 out of 1391 (47%) of the students tested Tier 3. Out of this 647, 342 increased score by at least 10 points (25% overall).
-

**Overall % of students who increased score by at least 10 points:
898 out of 1391 (65%)**

3.2.1 ASPIRE: Of the 1391 elementary students who participated in ASPIRE *Math* for the 2nd quarter of SY 24-25:

- 471 out of 1391 (34%) of the students tested Tier 1. Out of this 471, 352 increased score by at least 10 points (25%).
- 273 out of 1391 (20%) of the students tested Tier 2. Out of this 273, 225 increased score by at least 10 points (16%).
- 647 out of 1391 (47%) of the students tested Tier 3. Out of this 647, 327 increased score by at least 10 points (24%).

**Overall % of students who increased score by at least 10 points:
904 out of 1391 (65%)**

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TOTAL MIDDLE	Tier 1	Tier 2	Tier 3
Total Middle School Reading Fall Testing	24 18%	24 19%	75 62%
Total Middle School Reading Winter Testing	29 12%	53 23%	129 65%
Number of students who increased at least 10 points	14	28	63
Percentage of students who increased at least 10 points	7%	13%	30%

TOTAL MIDDLE	Tier 1	Tier 2	Tier 3
<u>Total Middle School Math Fall Testing</u>	21 17%	22 20%	71 63%
Total Middle School Math Winter Testing	29 11%	53 22%	129 66%
Number of students who increased at least 10 points	17	36	53
Percentage of students who increased at least 10 points	8%	17%	25%

3.3.1 ASPIRE: Of the 211 Middle School students who participated in ASPIRE *Reading* for the 2nd quarter of SY 24-25:

- 29 out of 211 (19.5%) of the students tested Tier 1. Out of this 29, 14 increased score by at least 10 points. (7%).
- 53 out of 211 (23%) of the students tested Tier 2. Out of this 53, 28 increased score by at least 10 points (13%).
- 129 out of 211 (65%) of the students tested Tier 3. Out of this 129, 63 increased score by at least 10 points (30%).

**Overall % of students who increased score by at least 10 points:
105 out of 211 (50%)**

3.3.1 ASPIRE: Of the 211 Middle School students who participated in ASPIRE *Math* for the 2nd quarter of SY 24-25:

- 29 out of 211 (14%) of the students tested Tier 1. Out of this 29, 17 increased score by at least 10 points (8%).
- 53 out of 211 (25%) of the students tested Tier 2. Out of this 53, 36 increased score by at least 10 points (17%).
- 129 out of 211 (61%) of the students tested Tier 3. Out of this 129, 53 increased score by at least 10 points (25%).

**Overall % of students who increased score by at least 10 points:
106 out of 211 (50%)**

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3.2.1b ASPIRE Summer School: • ACTIVITY is at 50% Complete	○ GDOE’s SY 24-25 Summer School is scheduled to be conducted during the period of June 9, 2025 to July 11, 2025. High School end date is June 30, 2025. <table><tr><th colspan="2">Summer School (High)</th></tr><tr><td>Number of Students attending Summer School</td><td>2095</td></tr><tr><td>Number of Students earning credit with at least 70%</td><td>1464</td></tr><tr><td>% of student earning credit with at least 70%</td><td>70%</td></tr></table>	Summer School (High)		Number of Students attending Summer School	2095	Number of Students earning credit with at least 70%	1464	% of student earning credit with at least 70%	70%																						
Summer School (High)																															
Number of Students attending Summer School	2095																														
Number of Students earning credit with at least 70%	1464																														
% of student earning credit with at least 70%	70%																														
3.2.2 Student Advocate & Mentor (SAM) • ACTIVITY is at 100% Complete	<table><tr><td></td><th colspan="4">SAM</th></tr><tr><td></td><th>1st QTR</th><th>2nd QTR</th><th>3rd QTR</th><th>4th QTR</th></tr><tr><td>Total Number of Teachers</td><td>15</td><td>15</td><td>15</td><td>15</td></tr><tr><td>Total Number of Students</td><td>148</td><td>148</td><td>148</td><td>148</td></tr><tr><td>Number of Students at grade level</td><td>37</td><td>69</td><td>83</td><td>101</td></tr><tr><td>% of student at grade level</td><td>25%</td><td>47%</td><td>56%</td><td>68%</td></tr></table> • 3.2.2 Student Advocate & Mentor (SAM): TARGET MET ○ The Student Advocate & Mentor activity is currently on target, with 101 out of 148 students (68%) reported at grade level. ○ For the remaining students, targeted interventions are currently being implemented to address their academic and behavioral needs. These include one-on-one mentoring sessions (as needed), academic support services, and increased collaboration with teachers, parents, and support staff to ensure a more coordinated approach to student success. ○ However, progress has been hindered in part by the operational structure of three high schools that are currently running on half-day double sessions due to shared campus arrangements. This has resulted in reduced instructional time and limited student access to vital support services, presenting additional challenges in meeting students' needs effectively.		SAM					1st QTR	2nd QTR	3rd QTR	4th QTR	Total Number of Teachers	15	15	15	15	Total Number of Students	148	148	148	148	Number of Students at grade level	37	69	83	101	% of student at grade level	25%	47%	56%	68%
	SAM																														
	1st QTR	2nd QTR	3rd QTR	4th QTR																											
Total Number of Teachers	15	15	15	15																											
Total Number of Students	148	148	148	148																											
Number of Students at grade level	37	69	83	101																											
% of student at grade level	25%	47%	56%	68%																											
3.2.3 Second Chance • ACTIVITY is at 100% Complete	• 3.2.3 Second Chance <table><tr><td></td><th colspan="4">Second Chance Seniors</th></tr><tr><td></td><th>1st QTR</th><th>2nd QTR</th><th>3rd QTR</th><th>4th QTR</th></tr><tr><td>Total Number of Seniors</td><td>38</td><td>60</td><td>64</td><td>n/a</td></tr></table> • 3.2.3 Second Chance TARGET MET ○ 44 out of the 64 (69%) seniors graduated in the Second Chance program.		Second Chance Seniors					1st QTR	2nd QTR	3rd QTR	4th QTR	Total Number of Seniors	38	60	64	n/a															
	Second Chance Seniors																														
	1st QTR	2nd QTR	3rd QTR	4th QTR																											
Total Number of Seniors	38	60	64	n/a																											

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Total Number Progressing	22	41	44	n/a
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Second Chance 11th, 10th, & 9th

	1st QTR	2nd QTR	3rd QTR	4th QTR
Total Number of students	117	126	126	n/a
Total Number Progressing	62	65	69	n/a
% of students on track to next grade level	53%	52%	55%	n/a
% of seniors on track to graduate	58%	68%	69%	n/a

Youth Shelters

	1st QTR	2nd QTR	3rd QTR	4th QTR
Total Number of students	21	28	19	n/a
Total Number Progressing	21	28	19	n/a
% of students on track to next grade level	100%	100%	100%	n/a

- 69 students out of the 126 enrolled in the 11th, 10th, and 9th grades (55%) progressed to the next grade level.
- Continued use of flexible instructional models and credit recovery options support the underclassmen.

- 19 out of the 19 (100%) of the students at the Youth Shelters ~~are~~ progressed to the next grade level.

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Component 3.3 Credit Recovery 3.3.1 Eskuelan Puengi ACTIVITY is 100 % Complete	3.3.1 Eskuelan Puengi <table><tr><td></td><th colspan="4">Eskuelan Puengi</th></tr><tr><td></td><th>Session A</th><th>Session B</th><th>Session C</th><th>Session D</th></tr><tr><td>Total Number of students</td><td>709</td><td>766</td><td>728</td><td>649</td></tr><tr><td>Number of students earning a Passing Rate</td><td>613</td><td>682</td><td>592</td><td>453</td></tr><tr><td>Percentage of students earning a Passing Rate</td><td>86%</td><td>89%</td><td>81%</td><td>70%</td></tr></table>		Eskuelan Puengi					Session A	Session B	Session C	Session D	Total Number of students	709	766	728	649	Number of students earning a Passing Rate	613	682	592	453	Percentage of students earning a Passing Rate	86%	89%	81%	70%	-3.3.1 Eskuelan Puengi: TARGET MET From the 2nd quarter, which concludes the <i>Eskuelan Puengi</i> program for the year: - The project completed Session C and Session D of the <i>Eskuelan Puengi</i> spring program. 592 out of 728 (81%) of students enrolled in Session C earned credit, while 453 out of 649 (70%) of students earned credit in Session D.
	Eskuelan Puengi																										
	Session A	Session B	Session C	Session D																							
Total Number of students	709	766	728	649																							
Number of students earning a Passing Rate	613	682	592	453																							
Percentage of students earning a Passing Rate	86%	89%	81%	70%																							
	<table><tr><td></td><th colspan="4">BOOST</th></tr><tr><td></td><th>1st QTR</th><th>2nd QTR</th><th>3rd QTR</th><th>4th QTR</th></tr><tr><td>Total Number of students</td><td>246</td><td>234</td><td>220</td><td>n/a</td></tr><tr><td>Total Number Progressing</td><td>168</td><td>163</td><td>175</td><td>n/a</td></tr></table>		BOOST					1st QTR	2nd QTR	3rd QTR	4th QTR	Total Number of students	246	234	220	n/a	Total Number Progressing	168	163	175	n/a	175 out of 220 students (80%) in the BOOST program are moved on to the next grade level using this after school credit recovery activity.					
	BOOST																										
	1st QTR	2nd QTR	3rd QTR	4th QTR																							
Total Number of students	246	234	220	n/a																							
Total Number Progressing	168	163	175	n/a																							

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	<table><tr><td>% of students on track to next grade level</td><td>68%</td><td>70%</td><td>80%</td><td>n/a</td></tr></table>	% of students on track to next grade level	68%	70%	80%	n/a																					
% of students on track to next grade level	68%	70%	80%	n/a																							
3.3.2 Alternative Pathways ACTIVITY is 100 % Complete	<table><tr><td></td><th colspan="4">Alternative Pathways</th></tr><tr><td></td><th>1st QTR</th><th>2nd QTR</th><th>3rd QTR</th><th>4th QTR</th></tr><tr><td>Total Number of students</td><td>50</td><td>67</td><td>85</td><td>n/a</td></tr><tr><td>Total Number Progressing</td><td>n/a</td><td>41</td><td>62</td><td>n/a</td></tr><tr><td>% of students on track to next grade level</td><td>n/a</td><td>61%</td><td>73%</td><td>n/a</td></tr></table>		Alternative Pathways					1st QTR	2nd QTR	3rd QTR	4th QTR	Total Number of students	50	67	85	n/a	Total Number Progressing	n/a	41	62	n/a	% of students on track to next grade level	n/a	61%	73%	n/a	All high schools within the Guam Department of Education, along with the <i>Guahan Academy Charter School</i>, have selected and referred students to the Alternative Pathways program. Of the 85 students referred, 62 (73%) are either on track or have successfully completed their credit recovery.
	Alternative Pathways																										
	1st QTR	2nd QTR	3rd QTR	4th QTR																							
Total Number of students	50	67	85	n/a																							
Total Number Progressing	n/a	41	62	n/a																							
% of students on track to next grade level	n/a	61%	73%	n/a																							

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

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
Component 3.1 <i>Professional Development</i> 3.1.1 State Systemic	By the end of SY 24-25: 75% of teachers attending training will self-report level of feeling well prepared	Surveys from post professional development on types of strategies implemented in	% of teachers who self-report as feeling “well prepared” implementing	Yes	FY '23 APR: SSIP 72% of teachers self-report level of feeling well	Target: 55% Actual: No data available at	Target: 65% Actual: No data available at	Target: 75% Actual: 96% (48 out of	

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Improvement Program (SSIP)	implementing strategies learned in the classroom.	the classroom.	strategies trained in the classroom to improve instruction.		prepared implementing strategies learned in the classroom.	this time. Survey to be administered in the succeeding quarter.	this time. Survey to be administered in April 2025	50)	
3.1.2 English as a Second Language (ESL)/	By the end of SY 24-25: 75% of teachers attending training will self-report level of feeling well prepared implementing strategies learned in the classroom.	Surveys from post professional development on types of strategies implemented in the classroom.	% of teachers who self-report as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.	Yes	FY '23 APR: ESL 90% of teacher participants report that training was beneficial to their work	Target: 55% Actual: No data available at this time. PD in planning phase and will be executed in the succeeding quarters	Target: 65% Actual: No data available at this time. PD scheduled at the Summer Teacher Academy 2025	Target: 75% Actual: 94% (15 out of 16)	
Component 3.2 Interventions 3.2.1a ASPIRE	By end of SY 24-25: 60% of those in ASPIRE K-8 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 at least 10 points	Yes	FY '23 APR: Below is the % of ASPIRE students K-8 th who increased their scores in <i>Reading</i> by at least 10 points: Elem: 67% Mid: 29%	Target: 40% of students will increase by at least 10 points in <i>Reading</i> Actual: Elem: 38% (534 out of 1391) of students increased by at least 10 points in <i>Reading</i> Middle:	Target: 50% of students will increase by at least 10 points in <i>Reading</i> Actual: Elem: 65% (898 out of 1391) of students increased by at least 10 points in <i>Reading</i> Middle:	Target: 60% of students will increase by at least 10 points in <i>Reading</i> Actual: Same data as in the 2 nd quarter	

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	By end of SY 24-25: 40% of participating students K-8 will increase AIMSweb benchmark scores by 10 points in <i>Math</i>	AIMSweb Scores for Number Sense Fluency	% of students that increase AIMSweb scores in NSF by at least 10 points	Yes	FY '23 APR: Below is the % of ASPIRE students K-8th who increased their scores in <i>Math</i> by at least 10 points: Elem: 40% Mid: 17%	43% (53 out of 123) of students increased by at least 10 points in <i>Reading</i> Target: 20% of students will increase by at least 10 points in <i>Math</i> Actual: Elem: 33% (460 out of 1391) of students increased by at least 10 points in <i>Math</i> Middle: 32% of (36 out of 114) students increased by at least 10 points in <i>Math</i>	50% (105 out of 211) of students increased by at least 10 points in <i>Reading</i> Target: 30% of students will increase by at least 10 points in <i>Math</i> Actual: Elem: 65% (904 out of 1391) of students increased by at least 10 points in <i>Math</i> Middle: 50% of (106 out of 211) students increased by at least 10 points in <i>Math</i>	Target: 40% of students will increase by at least 10 points in <i>Math</i> Actual: Same data as in the 2nd quarter	
3.2.1b ASPIRE Summer School	60% of those in Summer School K-8 will increase AIMSweb benchmark scores by 10 points in <i>Reading</i>	AIMSweb Scores in <i>Reading</i>	% of students that increase AIMSweb scores in <i>Reading</i> by at least 10 points	Yes	FY '23 APR: % of Summer School students K-8th increased their scores in <i>Reading</i> by at least 10	Target: N/A Actual: No data yet. Summer School to be	Target: N/A Actual: No data yet. Summer School to be	Target: N/A Actual: No data yet. Last day of Summer	

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					points: Elem: 39% of students increase score by at least 10 points in <i>Reading</i> Middle: 33% of students increase score by at least 10 points in <i>Reading</i>	done in the 3 rd quarter.	done in the 3 rd quarter.	School for Elem/Mid is July 11, 2025.	
	40% of those in Summer School K-8 will increase AIMSweb benchmark scores by 10 points in <i>Math</i>	AIMSweb Scores in <i>Math</i>	% of students that increase AIMSweb scores in <i>Math</i> by at least 10 points	Yes	FY '23 APR: % of Summer School students K-8 th increased their scores in <i>Math</i> by at least 10 points: Elem: 30% of students increase score by at least 10 points in <i>Math</i> Middle: 32% of students increase score by at least 10 points in <i>Math</i>	Target: N/A Actual: No data yet. Summer School to be done in the 3 rd quarter.	Target: N/A Actual: No data yet. Summer School to be done in the 3 rd quarter.	Target: N/A Actual: No data yet. Last day of Summer School for Elem/Mid is July 11, 2025.	

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<i>Interventions</i> 3.2.2 Student Advocate & Mentor	By end of SY 24-25: 55% 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	<u>FY '23 APR:</u> 46% (75 out of 164) students mentored were on grade level	<u>Target:</u> 35% <u>Actual:</u> 25% (37/148)	<u>Target:</u> 45% <u>Actual:</u> 47% (69/148)	<u>Target:</u> 55% <u>Actual:</u> 68% (101 out of 148)	
3.2.3 Second Chance	By end of SY 24-25: 50% of Seniors enrolled will graduate, 50% of Freshmen, Sophomores, and Juniors will progress to the next grade level	Graduation status report for enrolled students	% of students who graduate and/or on track to graduate	Yes	<u>FY '23 APR:</u> 66% of Seniors enrolled graduated; 40% of Freshmen, Sophomores, and Juniors progressed to the next grade level	<u>Target:</u> 30% of Seniors enrolled will graduate, and 30% of Freshmen, Sophomores, and Juniors will progress to the next grade level <u>Actual:</u> 58% (22 out of 38) of Seniors enrolled are on track to graduate, and 53% (62 out of 117) of Freshmen, Sophomores, and Juniors are on track to progress to the next grade level	<u>Target:</u> 40% of Seniors enrolled will graduate, and 40% of Freshmen, Sophomores, and Juniors will progress to the next grade level <u>Actual:</u> 68% (41 out of 60) of Seniors enrolled are on track to graduate, and 52% (65 out of 126) of Freshmen, Sophomores, and Juniors are on track to progress to the next grade level	<u>Target:</u> 50% of Seniors enrolled will graduate, and 50% of Freshmen, Sophomores, and Juniors will progress to the next grade level <u>Actual:</u> 69% (44 out of 64) Seniors enrolled are on track to graduate, and 55% (69 out of 126) Freshmen, Sophomores, and Juniors are on track to progress to the next grade level	
	By end of SY 24-25: 40% of incarcerated	Graduation status report for enrolled students	% of students who graduate and/or on track	Yes	<u>FY '23 APR:</u> 100% of incarcerated	<u>Target:</u> 30%	<u>Target:</u> 35%	<u>Target:</u> 35%	

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	students in Youth Shelter will advance by one grade level		to graduate		students in Youth Shelter advanced by one grade level	Actual: 100% (21 out of 21) are on track to progress to the next grade	Actual: 100% (28 out of 28) are on track to progress to the next grade	Actual: 100% (19 out of 19) progressed to the next grade	
Component 3.3 <i>Credit Recovery</i> 3.3.1 <i>Eskuelan Puengi</i> (EP)	By end of SY 24-25: 75% of EP-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 '23 APR: Session A – 79.3% passing rate Session B – 77.5% passing rate Session C – 76.5% passing rate Session D – 77.9% passing rate	Target: 65% Actual: Session A – 86% (613 out of 709) Session B – 89% (682 out of 766)	Target: 70% Actual: Session C – 81% (592 out of 728) Session D – 70% (453 out of 649)	N/A Activity Completed	
Component 3.3 <i>Credit Recovery</i> 3.3.1 Summer School	By end of SY 24-25: 75% of Summer School-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 '23 APR: 76% (853 out of 1123) of participating high school students earned credits towards graduation with a passing rate of 70%	Target: N/A Actual: No data yet. Summer School to be done in the 3 rd quarter.	Target: N/A Actual: No data yet. Summer School to be done in the 3 rd quarter.	Target: 75% Actual: 70% (1464 out of 2095) of participating high school students earned credits towards graduation	
3.3.2 Alternative Pathway	By end of SY 24-25: 70% of high school students ages 17-21 who are behind in	Graduation status report for enrolled students	% of students that graduate and/ or on track to	Yes	FY '23 APR: The Alternative Pathways	Target: 50% Actual:	Target: 60% Actual: 61%	Target: 70% Actual: 73%	

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	credit to graduate will increase by 1 grade level.		graduate		activity did not take place in FY '23 due to the lack of a contract. FY '22 APR: 68% (76 out of 111) of the students earned credits	N/A Not enough time to measure progress; will report 2 nd quarter	(41 out of 67) of the students earned credits	(62 out of 85) of the students earned credits	
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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 vast majority of teachers who took part in professional development training for FY '24 reported feeling well-prepared to apply the strategies they learned in the classroom—96% of those who attended the State Systemic Improvement Program training and 94% of those who participated in the English as a Second Language training.
- During the implementation of the ASPIRE/EARLY BIRD program, participating students at both the elementary and middle school levels showed significant academic improvement. In reading, 65% of elementary students (exceeding the annual target by 5%) and 50% of middle school students (close to the 60% target) increased their scores by at least 10 points, demonstrating a strong positive impact from the reading interventions. Similarly, students made progress in math, with notable score increases of at least 10 points. These outcomes highlight the effectiveness of the targeted instructional support and underscore the importance of continuing to invest in supplemental academic programs like ASPIRE/EARLY BIRD.
- The *Eskuelan Puengi* program was largely successful, achieving or surpassing its 75% student success rate target in three of the four sessions (Sessions A, B, and C). Although Session D fell slightly short—missing the goal by just 5%—the program still met most of its objectives. This was accomplished despite the logistical challenges of running double sessions across three high school campuses. In context the Spring session is actually a combination of Session C and D, so the overall success is still 76%. Each campus maintained high levels of student engagement and performance, ultimately achieving or surpassing the target outcomes in three out of four sessions.
- The Alternative Pathways activity was not implemented in FY '23 due to delays in securing a contract, which prevented the program from launching as planned. In FY '24, the necessary contract was secured, allowing for the successful rollout of the activity. Despite the previous setback, the program surpassed its intended objective of 70%, achieving a 73% success rate of students successfully earning credits towards graduation. This milestone reflects the program's effectiveness in re-engaging students and providing them with a structured route toward credit recovery and academic progress.
- The Second Chance program offers high school students an opportunity to complete their graduation requirements through personalized support. Selection is based on past academic performance, attendance patterns, and overall credit accumulation. Forty-four (44) students successfully completed their graduation requirements, with all high school grade levels exceeding their target goals (69% vs. 50% *target for seniors*, 55% vs. 50% *target for underclassmen*, and 100% vs. 40% *target for*

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	<i>incarcerated students).</i> ○ The Student Advocate and Mentor (SAM) activity performed strongly this year, surpassing its target of 55% by 13%, with 68% of participating students reaching grade level.
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, if appropriate.</i>	Challenges in Project Support and Staffing One of the most significant challenges during this reporting period has been the lack of support from the assigned Program Coordinator IVs. As noted in the previous quarterly report, the Superintendent of Education’s failure to provide consistent oversight left the Project Lead solely responsible for managing all project activities for the majority of the period. There has been little to no meaningful engagement from the previous Program Coordinator IVs assigned to the project. Communication and collaboration have been minimal to nonexistent. Fortunately, the current Project Lead brings over 14 years of experience managing departmental projects and working with various State Program Officers. It was this professional experience, combined with extended hours and a focused prioritization of tasks, allowed the project to stay on course and achieve its objectives. To provide context, the original staffing plan for this project included: ● PC IV (40 hrs/week) – Project Management ● PC IV (40 hrs/week) – ESL / Alternate Lead (<i>Vacant</i>) ● PC III (40 hrs/week) – Interventions Program (<i>On Maternity Leave</i>) ● PC III (40 hrs/week) – Teacher Assistants / Budget Management (<i>Vacant</i>) ● PC II (40 hrs/week) – Requisitions / Data Management (<i>Vacant</i>) In reality, nearly all responsibilities across these roles were managed by a single individual – the Project Lead – throughout the reporting period. A specific instance highlighting the lack of experience and technical guidance was the refusal to certify funds for overtime payment to hourly School Aides who provided essential services to special needs students in the After School Program. This decision directly impacted the program’s ability to meet the needs of students requiring one-on-one support and demonstrated a significant gap in understanding the operational and compliance requirements of the project. Moreover, the project followed the appropriate approval process. The team identified the issue, conducted an internal investigation, reviewed the budget, and submitted a formal memorandum with justification for the overtime request. At that stage, the project required the State Program Officers to validate the availability of funds and formally acknowledge the funding source. Instead, the request was passively denied with the reasoning that “the process was not followed” — despite the fact that it was, and the project had already flagged the irregularity. In prior, similar situations, skilled staff members with direct access to the Superintendent of Education were able to quickly resolve such

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issues. This highlights the gap in technical capacity and responsiveness among the current support personnel assigned to the project.

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

The project is guided by a comprehensive framework of methodologies, tools, and processes designed to ensure effective monitoring and continuous improvement. Project data is systematically reviewed at scheduled intervals to track performance trends, assess implementation fidelity, and inform data-driven adjustments. Key data sources include AIMSweb benchmark assessments, student progress reports, mid-program exit surveys, and end-of-program evaluations. This approach supports sustained progress toward program goals and measurable outcomes.

Ongoing implementation is reinforced through regular meetings, attendance tracking, surveys, and stakeholder briefings. These engagement points promote consistent communication, enable real-time reflection on progress, and support timely course corrections to strengthen program delivery. Meetings are held twice before the start of each activity with participating schools, two to three times during implementation, and once after the activity concludes to review end-of-program reports.

Additionally, evaluation interviews conducted during project trainings help monitor staff performance, provide targeted feedback, and ensure alignment with overall program objectives.

QUARTERLY REPORT CERTIFICATION

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

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

JESSE PENDON
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

July 10, 2025
DATE

Joseph L.M. Sanchez, DS C&II
PROJECT MANAGER NAME (PRINT)


PROJECT MANAGER (SIGNATURE)

07/31/25
DATE

FEDERAL PROGRAMS DIVISION



FY 2024 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas Quarterly Report

Project No. 4

School Climate Culture and Engagement (SCCE)

Quarterly Report Documents:

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

July 10, 2025

FEDERAL PROGRAMS DIVISION



FY 2024 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

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

July 10, 2025

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FPD-SCCE 25-412

Grant Name: Consolidated Grant FFY 2024 **Grant#:** S403A240002

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

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

PROJECT COORDINATOR: Steven Pangelinan

PROJECT MANAGER: Dr. Barbara Adamos, DS ESCL

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

STATE DATA OFFICER: Ana O. Aguon

10/ 01/24- 12/31/24	01/01/25- 03/31/25	04/01/25- 06/30/25	07/01/25- 09/30/25
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
		X	
REPORT DUE: 01/10/25	REPORT DUE: 04/10/25	REPORT DUE: 07/10/25	REPORT DUE: 10/10/25
ANNUAL REPORT DUE: 11/21/2025			

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						344	39	166	220
6 – 8						283	17	98	
9 - 12						126	17	81	

LIST THE PROJECT GOALS:

Overall GOAL: By the end of the three years, there will be a decline in 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.

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

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- Year 1: ≤4% maintain or reduce pending cases rate
- Year 2: ≤4% maintain or reduce pending cases rate
- Year 3: ≤4% maintain or reduce pending cases rate

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

1. By the end of Year 3, of all who completed the Tiered Fidelity Inventory, there will be a 10% in school-site TFI results
 - Year 1: 2% increase in school-site TFI rate
 - Year 2: 3% increase in school-site TFI rate
 - Year 3: 5% increase in school-site TFI rate

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

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

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

1. Increase the number of students participating in health education activities by 10% annually
 - Year 1: Increase the number of student participants in health education activities by 10% from 204 for SY2021-22 from previous year
 - Year 2: Increase the number of student participants by 10% from previous year
 - Year 3: Increase the number of student participants by 10% from previous year
2. By the end of Year 3, 5% overall increase in the School Safety Perception Survey rate of 80%
 - Year 1: Maintain School Safety Perception Survey rate of 80%
 - Year 2: Increase School Safety Perception Survey rate to 82%
 - Increase School Safety Perception Survey rate to 85%

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

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED																																
➤ 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>	➤ 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.																																
4.1 Social Support & Outreach Teams (SSOT): • Address referrals and conduct home visits • Student Engagement Activities • Parent Engagement Activities • Staff Development Activities • Professional Development Activities • Travel Activities	<u>Social Support & Outreach Teams:</u> <i>Ongoing</i> ➤ SSOT closed 1,073 referrals with 125 pending this reporting period, conducted 1,129 home visits. Table of Referrals <table><tr><th rowspan="2">Type of Referral</th><th colspan="2">1st Quarter</th></tr><tr><th>Closed</th><th>Open</th></tr><tr><td>Attendance</td><td>223</td><td>15</td></tr><tr><td>Behavior</td><td>56</td><td>0</td></tr><tr><td>Interpreter/Translator</td><td>1</td><td>0</td></tr><tr><td>Medical</td><td>93</td><td>15</td></tr><tr><td>Registration</td><td>107</td><td>32</td></tr><tr><td>School Parent Conference</td><td>72</td><td>3</td></tr><tr><td>Support Services</td><td>521</td><td>60</td></tr><tr><td>TOTALS</td><td>1,073</td><td>125</td></tr><tr><td>Home visits</td><td colspan="2">1,198</td></tr></table> <u>Student Engagement Activities (5):</u> ➤ 04/25/24: Positive Behavioral Interventions & Supports (PBIS) Coach spoke to students about test taking tips at Astumbo Elementary School (AES) Assisted by Finegayan Elementary School (FES) Social Worker (SW) & the Wettengel Elementary School (WES) Social Services and Outreach Team (SSOT). (200 participants). ➤ 04/26/25: Juan Q. San Miguel (JQSMES) SSOT supported Jose L.G. Rios Middle School (JRMS) parent fair, set up project display table, distributed project brochures and school related information (30 participants). ➤ 05/09/25 - 05/21/25: Agueda I. Johnston Middle School (AIJMS) SW conducted a brief presentation on School Climate Culture & Engagement Project (SCCE) & provided step by step instructional training on how to plan and execute a uniform drive for AIJMS National Junior Honor Society students (8 participants).	Type of Referral	1 st Quarter		Closed	Open	Attendance	223	15	Behavior	56	0	Interpreter/Translator	1	0	Medical	93	15	Registration	107	32	School Parent Conference	72	3	Support Services	521	60	TOTALS	1,073	125	Home visits	1,198	
Type of Referral	1 st Quarter																																
	Closed	Open																															
Attendance	223	15																															
Behavior	56	0																															
Interpreter/Translator	1	0																															
Medical	93	15																															
Registration	107	32																															
School Parent Conference	72	3																															
Support Services	521	60																															
TOTALS	1,073	125																															
Home visits	1,198																																

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- 05/16/25: AIJMS & Luis P. Untalan Middle School (LPUMS) SWs conducted a presentation on SCCE program services and the partnership with Be Heartfelt Inc. for the Meal Pack Program. Project brochures were provided (35 participants).
- 05/24/25: John F. Kennedy High School (JFKHS) SW presented information about the SCCE and social support services available in Guam to participants of the UOG TUB Program (32 participants).

Parent Engagement Activities (6):

- 03/24/25 (*note: this is being reported here because it missed the cut-off date for the 2nd quarter*): Tiyan High School (THS) SSOT supported Parent Teacher Conference, set up display table, distributed project brochures, and school information (33 participants).
- 04/10/25: Captain Henry B. Price Elementary School (CHBPES), Upi Elementary School (UES), and THS SSOTs coordinated the Parent Information Workshops with the support of all project personnel. Workshop topics: Project PATH (Preventing Addiction Through Health Empowerment) by Audrey Benavente, Guam Behavioral Health & Wellness Center (GBHWC); Budgeting and Emergency Tool Kit and How To: Reading Nutrition Facts Labels by Brian Capindo & Elaine de Leon, UOG; Tobacco Prevention and Control Program by Grace Bordallo and Pete Cruz, Department of Public Health & Social Services (DPHSS); and Housing Programs (Informational Table) displayed by Atrin Saladien, Shirley Rogolofoi, Maedale Cruz, Sky Gabayeron, Mary Grace Santiago, Kristen Mendiola & Talia Pablo, Guam Housing & Urban Renewal Authority (GHURA). (26 Participants: CHBPES- 3; UES- 18; THS- 5).
- 04/25/25: THS SSOT, along with other SSOTs set up display tables and distributed project information, as well as, provided donations (clothing, toys, shoes) during the Guam Homeless Coalition “Passport to Services.” (79 participants).
- 04/26/25: JQSMES SSOT supported JRMS parent fair, set up project display table, distributed project brochures and school related information (38 participants).
- 05/03/25: UES SSOT set up a table display, provided brochures and information about the project at the Alle 10th Annual Children Fair event held by Catholic Charities of the Diocese of Agana, Inc DBA: Catholic Social Services (CSS) Aleo Shelter (53 participants).
- 06/06/25: FES SW supported FES Summer School Parent Orientation, distributed project brochure and provided school information (14 participants).

Staff Development Activities (4):

- 03/27/25 (*note: this is being reported here because it missed the cut-off date for the 2nd quarter*): SCCE personnel received training on the following topics during the monthly meetings: Exempt and Nonexempt Employees, Chapter 18: Home visits, (1 trainer, 37 participants)
- 04/04/25: PBIS Coach conducted a Student Discipline Procedures (For Elementary Teachers/Staff) Student Conduct Procedural Manual: SOP 1200-018 training to the faculty members of UES on the Elementary Office Discipline Referral and District Data Dictionary. (1 trainer, 34 participants)
- 04/14/25: PBIS Coach conducted a Systematic (Active) Supervision: Creating a Safer and Positive School Environment training to the support staff of UES. (1 trainer, 20 participants)
- 06/06/25: PBIS Coaches presented the PBIS Overview to the personnel of the Division of Special Education (SpEd), Behavior Support Unit. (2 trainers, 14 participants)

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Professional Development Activities (4):

- 03/27/25 (*note: this is being reported here because it missed the cut-off date for the 2nd quarter*): SCCE project personnel received training on the following topics during the monthly meetings: Exempt and Nonexempt Employees, Chapter 18: Home visits (28 participants)
- 05/01/25 - 05/02/25: SCCE personnel attended various sessions during the local Guam National Association of Social Workers Conference (15 participants).
- 05/15/25: CHBPES SW, SCCE Project Lead & SSS, Program Coordinator, and PBIS Coach received training: Federal Grant Workflow Process by Stephanie Chargualaf & Sean Rupley, SSPO - FPD. This comprehensive training session focused on key administrative and financial processes related to federal grant management. The training covered all phases of the grant award lifecycle: grant award procedures, preparation for closeout, requisition entry, and the issuance of purchase orders and invoices. The session provided detailed guidance on essential procedures and compliance requirements, supporting the successful implementation of the project (5 participants).
- 05/17/25 - 05/18/25: SSOT CPA attended various sessions during the Guam Coalition Against Sexual Assault & Family Violence (GCASAF) (1 participant).

Travel Activities (4):

- 03/20/25 - 03/23/25 (*note: this is being reported here because it missed the cut-off date for the 2nd quarter*): SCCE personnel attended various sessions during the 2025 Innovative Schools Summit in Orlando, Florida (4 participants).
- 03/27/25, 04/29/25 & 05/27/25: SCCE personnel provided "echo-training" on the following topics during the monthly meetings: Common Challenges for PBIS Tier I Implementation by Social Service Supervisor (SSS); Professional Boundaries and Ethical Decision Making, Educator Strong: Innovative Schools Summit (ISS) Orlando 2025 by AIJMS SW; Building Blocks by FES SW; Through Mindfulness: Enhancing Well-being & Learning by Marcial Sablan Elementary School (MSES) SW; Supporting Students Experiencing Homelessness by WES SW; The Game Ain't The Same...You Down With O.P.P? by JFKHS SW; Bridging the Connection Gap by Chief Brodie Memorial Elementary School (CBMES) SW.; Association for Positive Behavior Support 2025 Conference "Together Towards Tomorrow. Uniting Positive Behavior Support Across The Lifespan by PBIS Coach. (4 trainers, 37 participants).
- 04/09/25 - 04/12/25: SCCE personnel attended various sessions during the 28th Annual National School Social Work Conference, held in Atlanta Georgia (4 participants).
- 04/23/25 - 04/25/25: SCCE personnel attended various sessions during the Northwest Positive Behavior Interventions and Supports (NWPBIS) Annual Conference, Better Together, Transforming Schools with Integrated MTSS, held in Portland, Oregon (4 participants).

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4.2 Positive Behavior Intervention and Support Framework: • Student Engagement Activities • Parent Engagement Activities • Staff Development Activities • Professional Development Activities • Travel Activities • Tiered Fidelity Inventory (TFI)	Positive Behavior Intervention and Support Framework – Ongoing. PBIS coaches conducted (1) Student Engagement activity, (0) Parent Engagement activity, (4) Staff Development activities, (4) Professional Development activities and (1) Travel activity. <u>Student Involvement:</u> ➤ 04/25/25 - Positive Behavioral Interventions & Supports (PBIS) Coach spoke to students about test taking tips at Astumbo Elementary School (AES) Assisted by Finegayan Elementary School (FES) Social Worker (SW) & the Wettengel Elementary School (WES) Social Services and Outreach Team (SSOT). (200 students) <u>Parent Involvement:</u> ➤ None during this reporting quarter. <u>Staff Development/Training:</u> ➤ 05/27/25: PBIS Coach presented on the <i>Association for Positive Behavior Support 2025 Conference "Together Towards Tomorrow. Uniting Positive Behavior Support Across the Lifespan</i> by PBIS Coach. (4 trainers, approximately 37 participants) ➤ 04/04/25: PBIS Coach conducted a <i>Student Discipline Procedures (For Elementary Teachers/Staff) Student Conduct Procedural Manual: SOP 1200-018</i> training to the faculty members of UES on the Elementary Office Discipline Referral and District Data Dictionary. (1 trainer, 34 participants) ➤ 4/14/25: PBIS Coach conducted a <i>Systematic (Active) Supervision: Creating a Safer and Positive School Environment</i> training to the support staff of UES. (1 trainer, 20 participants) ➤ 06/06/25: PBIS Coach presented on the <i>Overview of PBIS</i> with emphases on critical implementation features in the school environment. (2 trainers, 14 participants) <u>Professional Development:</u> ➤ 03/27/25 (<i>note: this is being reported here because it missed the cut-off date for the 2nd quarter</i>), 04/23/25 & 05/27/25: PBIS Coaches received training on the following topics during the monthly meetings: <i>Exempt and Nonexempt Employees, Chapter 18: Home visits and Common Challenges for Positive Behavioral Interventions & Supports (PBIS) Tier I Implementation</i> by SSS; <i>Attendance and Truancy</i> by School Attendance Officers; <i>Professional Boundaries and Ethical Decisions and Educator Strong: ISS Orlando 2025</i> by AIJMS SW; <i>The Game Ain't The Same...You Down With O.P.P?</i> by JFKHS SW; <i>Building Blocks</i> by FES SW; <i>Transforming Education Through Mindfulness: Enhancing Well-being & Learning</i> by MSES SW; <i>Bridging the Connection Gap</i> by CBMES SW; Project Operations: Travel, Requisitions, Procurement Activities and Project Monitoring/On-site Visit by Stephanie Chargualaf, State Program Officer, Federal Programs Division (FPD); <i>Supporting Students Experiencing Homelessness</i> by WES SW; and <i>Together Towards Tomorrow: Uniting Positive Behavior Support Across the Lifespan</i> by PBIS Coach. (3 participants) ➤ 05/15/25: PBIS Coach along with the CHBPES SW, SCCE Project Lead & SSS and Program Coordinator received training: <i>Federal Grant Workflow Process</i> by S. Chargualaf & Sean Rupley, SSPO - FPD. This comprehensive training
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session focused on key administrative and financial processes related to federal grant management. The training covered all phases of the grant award lifecycle: grant award procedures, preparation for closeout, requisition entry, and the issuance of purchase orders and invoices. The session provided detailed guidance on essential procedures and compliance requirements, supporting the successful implementation of the project. (1 participant)

Travel:

- 04/23/25 – 04/25/25: SCCE personnel attended various sessions during the Northwest Positive Behavior Interventions and Supports (NWPBIS) Annual Conference, Better Together, Transforming Schools with Integrated MTSS, held in Portland, Oregon (4 participants).

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

Tiered Fidelity Inventory (TFI) Implementation Assessment
SY24-25 Elementary Schools: 3rd 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	None			None			None		
Agana Heights ES	83%			N/A			N/A		
Astumbo ES	100%			100%			100%		
B.P. Carbullido ES	83%			100%			85%		
Capt. H.B. Price ES	80%			73%			71%		
Chief Brodie ES	None			None			None		
C.L Taitano ES	None			None			None		
D.L. Perez ES	100%			96%			94%		
Finegayen ES	100%			100%			100%		
H.S. Truman ES	None			None			None		
Inarajan ES	77%			N/A			N/A		
J.M. Guerrero ES	90%			65%			65%		
J.Q. San Miguel ES	57%			N/A			N/A		
Liguan ES	N/A			88%			N/A		
L.B. Johnson ES	100%			100%			100%		
M.A. Ulloa ES	100%			100%			97%		
M.U. Lujan ES	93%			54%			65%		
Machananao ES	77%			N/A			N/A		
M. Sablan ES	93%			N/A			N/A		
Merizo Martyrs ES	87%			85%			85%		
Ordot-Chln Pago ES	83%			N/A			N/A		

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P.C. Lujan ES	None			None			None		
Talofofo ES	None			None			None		
Tamuning ES	100%			100%			100%		
Upi ES	92%			77%			97%		
Wettengel ES	87%			42%			85%		

- **Bold font are schools that met the 90% rate.**
- **Yellow highlighted cells are participating schools that met the 70% acceptable rate. (as per P.B.I.S. App on the P.B.I.S. website)**

**Tiered Fidelity Inventory (TFI) Implementation Assessment
SY24-25 Secondary Schools: 3rd 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	63%			N/A			N/A		
Astumbo MS	97%			N/A			N/A		
F.B. Leon Guerrero MS	None								
Inarajan MS	37%			N/A			N/A		
J. Rios MS	90%			77%			91%		
L.P. Untalan MS	93%			81%			N/A		
Oceanview MS	90%			N/A			N/A		
V.S.A. Benavente MS	67%			N/A			N/A		
G. Washington HS	None			None			None		
J.F. Kenneday HS	None			None			None		
Okkodo HS	None			None			None		
Southern HS	None			None			None		
S. Sanchez HS	None			None			None		
Tiyan HS	N/A			N/A			97%		

- **Bold font are schools that met the 90% rate.**
- **Yellow highlighted cells are participating schools that met the 70% acceptable rate (as per P.B.I.S. App on the P.B.I.S. website)**

TFI Results for SY 24-25

Tier I:

- 38% (10 out of 26) of Elementary Schools met or exceeded the 90% rate
- 50% (4 out of 8) of Middle Schools met the 90% rate
- No High Schools met the 90% rate
- 44% (18 out of 41) participating schools overall met the 70% acceptable rate

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Tier II:

- 27% (7 out of 26) of Elementary Schools met the 90% rate
- None of the Middle Schools met the 90% rate
- None of the High Schools met the 90% rate
- 27% (11 out of 41) participating schools overall met the 70% acceptable rate

Tier III:

- 27% (7 out of 26) of Elementary Schools met the 90% rate
- 13% (1 out of 8) Middle Schools met the 90% rate
- 17% (1 out of 6) High Schools met the 90% rate
- 24% (10 out of 41) participating schools met the 70% acceptable rate

Tier I:

- **Target met:** 10 Elementary Schools, 4 Middle Schools and 0 High School
- **Target not met:** 16 Elementary Schools; 4 Middle Schools and 6 High Schools.

Tier II:

- **Target met:** 7 Elementary Schools, 0 Middle School and 0 High School
- **Target not met:** 19 Elementary Schools; 8 Middle Schools and 6 High Schools.

Tier III:

- **Target met:** 7 Elementary Schools, 1 Middle School and 1 High School
- **Target not met:** 19 Elementary Schools; 7 Middle Schools and 5 High Schools.

** Secondary Schools are still solidifying Tier I Universal Supports, so their scores may be low.*

Please note that not all schools completed the Tiered Fidelity Inventory (TFI) for SY 2023–2024, as their primary focus was preparing for inspections by the Department of Public Health and Social Services for SY 2024–2025. Nevertheless, the schools that did not complete the TFI were still included in the overall calculations.

4.3 Promoting Positive Behavior and Safe School Environment

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

Promoting Positive Behavior and Safe School Environment. Ongoing

Discipline Data: Discipline Infractions for the 3rd quarter

Maintain or Reduce Discipline Rate to $\leq 30\%$ for the year

➤ $1,599 \text{ infractions} / 22,943 = 7\%$ -- this is the discipline rate for the 3rd quarter

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Note: GDOE's SY 24-25 official student enrollment count = 22,943

Discipline Data: Suspension Data for the 3rd quarter

Maintain or Reduce Suspension Rate to $\leq 15\%$

➤ 761 Suspensions / 22,943 = 3.3% -- this is the suspension rate for the 3rd quarter

Note: GDOE's SY 24-25 official student enrollment count = 22,943.

Positive Learning Center Data:

Table below identifies the number of participants in the Positive Learning Center Classrooms in SY24-25:

School	1 st QTR	2 nd QTR	3 rd QTR	4 th QTR
VSABMS	13	24	12	
OMS	1	0	0	
JRMS	1	5	2	
LPUMS	0	0	0	

LEGEND:

Vicente S.A. Benavente Middle School (VSABMS)

Oceanview Middle School (OMS)

Jose Rios Middle School (JRMS)

Luis P. Untalan Middle School (LPUMS)

About 72% of GDOE school personnel who attended the *Positive Behavioral Interventions and Supports (PBIS)* training report feeling more knowledgeable and more confident in implementing strategies learned. Three (3) trainings were conducted with a total of 68 participants, and 49 of the 68 participants submitted exit surveys.

Training Exit Surveys

- 04/04/25: PBIS Coach conducted a *Student Discipline Procedures (For Elementary Teachers/Staff) Student Conduct Procedural Manual: SOP 1200-018* training to the faculty members of UES on the Elementary Office Discipline Referral and District Data Dictionary. (1 trainer, 34 participants)
- 4/14/25: PBIS Coach conducted a *Systematic (Active) Supervision: Creating a Safer and Positive School Environment* training to the support staff of UES. (1 trainer, 20 participants)
- 06/06/25: PBIS Coach presented on the *Overview of PBIS* with emphases on critical implementation features in the school environment. (2 trainers, 14 participants)

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4.4 Health and Safety

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

Student Participation in Health Education Activities (3):

No data reported this quarter.

First Aid & CPR:

No data reported this quarter.

School Climate Survey:

Maintain School Safety Perception Survey rate to 82% (for Year 2 or FY '24).

Elementary Schools (Enrollment) 3 rd to 5 th Grade	# of STUD	AVG	# of FAM	AVG	# of EMP	AVG
Adacao ES (197)	113	81%	74	89%	57	86%
Agana Heights ES (169)	47	85%	12	87%	21	84%
Astumbo ES (195)	None				None	
B.P. Carbullido ES (179)	131	79%	31	87%	38	82%
Capt. H.B. Price ES (401)	None		None		None	
Chief Brodie ES (117)	42	75%	None		11	86%
C.L. Taitano ES (201)	None		None		None	
D.L. Perez ES (322)	220	78%	42	85%	52	81%
Finegayen ES (425)	253	81%	98	85%	94	81%
H.S. Truman ES (115)	65	81%	29	90%	6	84%
Inarajan ES (114)	102	80%	16	84%	31	78%
J.M. Guerrero ES (181)	121	78%	40	90%	14	88%
J.Q. San Miguel ES (247)	112	83%	20	87%	38	75%
Liguan ES (174)	98	80%	26	92%	27	95%
*L.B. Johnson ES (229)	Not required		26	85%	38	88%
M.A. Ulloa ES (272)	None		None		None	
M.U. Lujan ES (231)	213	83%	42	87%	63	88%
Machananao ES (203)	124	80%			56	79%
M. Sablan ES (144)	120	83%	42	87%	25	80%
Merizo Martyrs ES (95)	69	80%	12	87%	21	87%
Ordot-Chln Pago ES (170)	146	81%	23	87%	47	75%
P.C. Lujan ES (170)	None		None		None	

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Talofofo ES (103)	None		None		None	
Tamuning ES (319)	103	81%	20	87%	25	85%
Upi ES (232)	192	84%	None		48	83%
Wettengel ES (294)	111	79%	77	83%	45	84%

- **Bold font are schools that met the target rate of $\geq 82\%$.**

➤Elementary Schools

- Student Survey: 5 schools (19%) met the $\geq 82\%$ target rate
- Family Survey: 17 schools (65%) met the $\geq 82\%$ target rate
- Employee Survey: 13 schools (50%) met the $\geq 82\%$ target rate

Middle Schools (Enrollment)	# of STUD (BRIEF)	AVG	# of STUD (EXT)	AVG	# of FAM	AVG	# of EMP	AVG
AIJMS (535)			314	73%	85	79%	41	86%
AMS (404)	190	80%					22	87%
FBLGMS (860)			636	75%	45	69%	47	79%
IMS (415)			198	73%			38	75%
JRMS (599)			401	77%	31	85%	44	88%
LPUMS (911)			483	76%	93	80%	75	83%
OMS (336)			235	74%			51	83%
VSABMS (906)			518	76%	12	82%	75	83%

- **Bold font are schools that met the target rate of $\geq 82\%$.**

➤Middle Schools

- Student Brief Survey: No school met the $\geq 82\%$ target
- Student Extended Survey: No school met the $\geq 82\%$ target
- Family Survey: 2 schools (25%) met the $\geq 82\%$ target
- Employee Survey: 6 schools (75%) met the $\geq 82\%$ target

High Schools (Enrollment)	# of STUD (BRIEF)	AVG	# of STUD (EXT)	AVG	# of FAM	AVG	# of EMP	AVG
GWHS (1,211)			26	75%	101	75%	None	
JFKHS (1,617)	None						None	
OHS (1,458)	None						None	
SHS (1,038)	None				24	73%	None	
SSHS (1,434)	None						None	

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THS (950)	None						79	77%
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- **Bold font are schools that met the target rate of $\geq 82\%$.**

➤ High Schools

- Student Brief Survey: No school met the $\geq 82\%$ target
- Student Extended Survey: No school met the $\geq 82\%$ target
- Family Survey: No school met the $\geq 82\%$ target
- Employee Survey: No school met the $\geq 82\%$ target

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

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
4.1 Social Support & Outreach Teams (SSOT)	By the end of SY 24-25, $\geq 96\%$ successful completion of referrals (issue(s) addressed and resolved)	Programmatic Data: Total # of referrals completed	Number of completed Referrals/Total # Referrals received	Yes	FY'23 APR: Completed referrals/Total referrals received 96%	Target: $\geq 96\%$ completion rate Actual: 95.1% (2,151 out of 2,263)	Target: $\geq 96\%$ completion rate Actual: 85% (1,609 out of 1,886)	Target: $\geq 96\%$ completion rate Actual: 90% (1,073 out of 1,198)	
	By the end of SY 24-25, $\leq 4\%$ pending cases rate	Programmatic Data: Total # of pending referrals	Number of pending referrals/Total # Referrals received	Yes	Pending referrals/Total referrals received	Target: $\leq 4\%$ pending rate Actual: 4.9%	Target: $\leq 4\%$ pending rate Actual:	Target: $\leq 4\%$ pending rate Actual:	

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					4%	(112 out of 2,263)	15% (277 out of 1,886)	10% (125 out of 1,198)	
4.2 Positive Behavior Intervention and Support Framework	By the end of Year 2: 3% increase in school site implementation of the PBIS Framework from SY 2023-2024	Annual Assessment Result	Tiered Fidelity Inventory (TFI) Rates	Yes	FY'23 APR: No. of Schools where Target of ≥87% TFI was met: Tier I: 15 ES, 4 MS, and 2 HS Tier II: 10 ES, 1 MS Tier III: 11 ES	Target: 3% increase from SY'23-24 TFI rate (TFI≥90%) Actual: Tier I: ES TFI: 11 schools met the target MS TFI: 2 schools met the target HS TFI: 0 schools met the target TIER II: ES TFI: 8 schools met the target. MS TFI: 1 school met the target HS TFI: 1 school met the target TIER III: ES TFI: 8 schools met the target	Target: 3% increase from SY'23-24 TFI rate (TFI≥90%) Actual: Results will be reported in the 3 rd Quarter Report. Assessments are being conducted this quarter and the beginning of next.	Target: 3% increase from SY'23-24 TFI rate (TFI≥90%) Actual: Tier I: ES TFI: 10 schools met the target MS TFI: 4 schools met the target HS TFI: 0 schools met the target TIER II: ES TFI: 7 schools met the target. MS TFI: 0 school met the target	

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						MS TFI: 0 schools met the target HS TFI: 0 schools met the target		HS TFI: 0 school met the target TIER III: ES TFI: 7 schools met the target MS TFI: 1 schools met the target HS TFI: 1 schools met the target	
4.3 Promoting Positive Behavior and Safe School Environment	By the end of Year 2, the District-wide discipline rate will be maintained or reduced at the current rate of 30%	District Discipline Data	Discipline Rate	Yes	<u>FY'23 APR:</u> Overall discipline rate = 22%	<u>Target:</u> ≤30% discipline rate <u>Actual:</u> (2,277 infractions / 22,943 enrollment) = 10%	<u>Target:</u> ≤30% discipline rate <u>Actual:</u> (2,986 infractions 22,943 enrollment) = 13%	<u>Target:</u> ≤30% discipline rate <u>Actual:</u> (1,599 infractions 22,943 enrollment) = 7%	
	By the end of Year 2, the District-wide suspension rate will be maintained or reduced at the current rate of 15%	District Suspension Data	Suspension Rate	Yes	<u>FY'23 APR:</u> Overall suspension rate = 10%	<u>Target:</u> ≤15% suspension rate <u>Actual:</u>	<u>Target:</u> ≤15% suspension rate <u>Actual:</u>	<u>Target:</u> ≤15% suspension rate <u>Actual:</u>	

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						(822 suspensions /22,943 enrollment) = 3.6%	(1,012 suspensions /22,943 enrollment) = 4.4%	(761 suspensions /22,943 enrollment) = 3.3%	
4.4 Health & Safety	Increase the number of student participants by 10% from previous year	Attendance Sheets	Attendance/ Participation	Yes	<u>FY'23</u> <u>APR:</u> 137 student participants	<u>Target:</u> 10% increase from SY'23-24 total number <u>Actual:</u> Data to be collected next quarter	<u>Target:</u> 10% increase from SY'23-24 total number <u>Actual:</u> 275 students participants	<u>Target:</u> 10% increase from SY'23-24 total number <u>Actual:</u> No activities reported this quarter	
	By the end of Year 2: obtain an 82% positive response rate on the School Safety Perception Survey	Annual Assessment result	Percentage of positive responses in Safety Perception survey results.	Yes	<u>FY'23</u> <u>APR:</u> 14 out of 41 total GDOE schools met the 80% target. 25 out of 41 total GDOE schools had at least 76%	<u>Target:</u> 82% positive response on School Safety Perception Survey <u>Actual:</u> The School Safety Perception Survey will be conducted in	<u>Target:</u> 82% positive response on School Safety Perception Survey <u>Actual:</u> The School Safety Perception Survey will be conducted	<u>Target:</u> 82% positive response on School Safety Perception Survey <u>Actual:</u> <i>Elementary Schools</i> Student Survey – 5 Family	

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					of their students with positive ratings.	Spring of 2025.	in Spring of 2025, and results reported next quarter.	Survey – 17 Employee Survey – 13 <i>Middle Schools</i> Stu Brief Survey – 0 Stu Extended Survey - 0 Family Survey – 2 Employee Survey – 6 <i>High Schools</i> No schools met the goal on any of the surveys	
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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).

- **4.1 Social Support and Outreach Teams (SSOT):** While we did not achieve the targeted completion rate of $\geq 96\%$ for the third quarter, the data still reflects a strong performance with a 90% success rate.
- **4.2 Positive Behavior Interventions and Supports Framework:** Tiered Fidelity Inventory (TFI) data and School Climate Survey data were collected and reported this quarter. The project continues to work towards encouraging all 41 GDOE schools to implement the PBIS framework with high fidelity.
- **4.3 Promoting Positive Behavior and Safe School Environment:** The district's discipline rate (7%) and suspension rate (3.3%) for the third quarter remain relatively low—lower than in the first two quarters—and are on track to stay below the annual targets of 30% and 15%, respectively.

Observations and/or Challenges

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

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

- At times, the simultaneous receipt of multiple items and purchase orders can cause delays in distribution. Our current strategy is to store the items temporarily until we are able to secure sufficient manpower to support the distribution process.

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

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

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #4: School Climate Culture & Engagement

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



Steven Pangelinan
PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

7/10/25
DATE

Dr. Barbara Adamos
PROJECT MANAGER NAME (PRINT)


PROJECT MANAGER (SIGNATURE)

7/11/25
DATE

FEDERAL PROGRAMS DIVISION



**FY 2024 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas Quarterly Report**

Project No. 5

Prugrãman Tiningo'

Quarterly Report Documents:

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

July 10, 2025

FEDERAL PROGRAMS DIVISION



FY 2024 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

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

July 10, 2025

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Grant Award #: S403A240002**

FPD-TININGO' 25-413

Grant Name: Consolidated Grant FFY 2024 Grant#: S403A240002

PROJECT TITLE: Project #5 PRUGRÅMAN TININGO' (KNOWLEDGE PROJECT)

PROJECT COORDINATOR: Jimmy S. Teria

PROJECT MANAGER: Joseph L.M. Sanchez, DS C&II

STATE PROGRAM OFFICER: Stephanie N. Chargualaf / Rhea Taitano

STATE DATA OFFICER: Ana O. Aguon

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

10/ 01/24- 12/31/24	01/01/25- 03/31/25	04/01/25- 06/30/25	07/01/25- 09/30/25
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
		X	
REPORT DUE: 01/10/25	REPORT DUE: 04/10/25	REPORT DUE: 07/10/25	REPORT DUE: 10/10/25
ANNUAL REPORT DUE: 11/21/2025			

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K – 5						13,986	50	133/1 SIFA/ 2 Career Tech.	100
6 – 8						2,364			
9 - 12						2,998			

LIST THE PROJECT GOALS:

5a. Goal Statement: 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.

LIST THE PROJECT OBJECTIVES:

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

YEAR 1: 40% of all CHamoru language teachers will obtain a certificate in CHamoru pedagogy by the end of SY2023-2024. YEAR 2: 50% of all CHamoru language teachers will obtain a certificate in CHamoru pedagogy by the end of SY2024-2025. YEAR 3: 60% of all CHamoru language teachers will obtain a certificate in CHamoru pedagogy by the end of SY2025-2026.

YEAR 1: The number of highly qualified CHamoru language teachers who remain employed with the GDOE will increase by 3% from baseline.

YEAR 2: The number of highly qualified CHamoru language teachers who remain employed with the GDOE will increase by 5% from baseline.

YEAR 3: The number of highly qualified CHamoru language teachers who remain employed with the GDOE will increase by 7% from baseline.

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

YEAR 1: Through web-based surveys, 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 *Prugrâman Tiningo*’ project will provide CHamoru Language teachers tools that measure and monitor the proficiency level of CHamoru speakers in the district and encourage the use of formative and summative assessment data to assess students’ CHamoru language proficiency.

YEAR 1: 5% of students who participate in CHamoru language classes will perform at the Limited CHamoru Speaker Level (Level 3) by the end of SY 2023-2024 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 SY 2024-2025 as shown in proficiency assessments.

YEAR 3: 15% of students who participate in CHamoru language classes will perform at the Limited CHamoru Speaker Level (Level 3) by the end of SY 2025-2026 as shown in proficiency assessments.

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 of SY2024-2025 as shown in proficiency assessments.

YEAR 3: 25% of students who participate in *Faneyåkan Sinipok* (CHamoru Immersion program) will perform at the Near Fluent in CHamoru Speaker Level (Level 4) by the of SY2025-2026 as shown in proficiency assessments.

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

YEAR 1: 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.

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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.

YEAR 3: Through web-based surveys, 40% of parents who attend parent classes and conference(s) will report an increase in the utilization of CHamoru speaking at home.

PART I: Section 1. Activities & Work Accomplished

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
➤ 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.	➤ 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.
5.1. Improving CHamoru Teacher Recruitment & Retention 5.1.1 PD Opportunities - CHamoru Pedagogy; Language Acquisition Best Practices 5.1.1 a CHamoru teacher recruitment initiative	5.1: Improving CHamoru Teacher Recruitment & Retention Status: On-Going – Requisition has been input in the procurement system (Munis) on April 12, 2025. As of the end of this reporting period, the requisition was in Procurement's que as of May 2, 2025. 5.1.1 Professional Development (PD) Opportunities – CHamoru Pedagogy; Language Acquisition Best Practices Status: On-Going – Requisition has been input in the procurement system (Munis) on January 31, 2025. As of the end of this reporting period, the requisition was in Procurement's que as of March 25, 2025. 5.1.1.a CHamoru Teacher Recruitment Initiative Status: On-Going – Requisition has been input in the procurement system (Munis) on April 12, 2025. As of the end of this reporting period, the requisition was in Procurement's que as of May 2, 2025.
5.2 Curriculum Development 5.2.1 CHamoru Immersion Curriculum Development 5.2.3 CHamoru Summative	5.2 Curriculum Development Status: On-going. We had PD on curriculum development with the vendor on Feb.10 & 11, 2025 at UOG. There was a total of 11 CHamoru Language & Culture (CLCP) Teachers, 7 Division Staff and 1 Federal Programs Division individual that attended day 1. On day 2, there were only 10 attendees (Federal Programs Division did not attend day 2). Vendor has provided a draft of the curriculum. The vendor is in the process of finalizing the curriculum for submission.

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Assessments 5.2.4 Traditional Arts Curriculum/Assessment Development (SSA) 5.2.5 Visual Performing Arts (VPA) CHamoru Songs/Dance (SSA) Professional Printing Services	5.2.1 CHamoru Immersion Curriculum Development This activity is to develop Curricula, Modules and Support services for grades 4-12. In addition, this activity also supports the instruction of the native language of CHamoru to include proficiency assessments. Status: On-going. We had PD on curriculum development with the vendor on Feb.10 & 11, 2025 at UOG. There was a total of 5 Immersion Classroom Teachers and 3 Division Staff that attended this both days. Vendor has provided a draft of the curriculum. The vendor is in the process of finalizing the curriculum for submission. 5.2.3 CHamoru Summative Assessments This activity is to procure professional services to develop and create assessments that measure speaking proficiency for all CHamoru Language & Culture Program students in grades Pre-K to 12. Status: On-Going: Requisition has been input in the procurement system (Munis) on April 14, 2025. At the end of this reporting period, the requisition has been in Procurement's que since May 2, 2025. 5.2.4 Traditional Arts Curriculum/Assessment Development This activity was developed to assist with the Traditional Arts Curriculum, Materials and assessment development in order to support supplemental indigenous education goals and objectives. Status: On-going. We currently have 10 CHamoru Teachers who are creating a traditional arts curriculum inclusive of materials and assessments. The project anticipates this activity will be complete by next quarter. Teachers have submitted their 1st draft of the curriculum and assessments. The payment process for those deliverables has been initiated and is currently going through the process. Teachers will be compensated based on the approved amounts. 5.2.5 Visual Performing Arts (VPA) This activity provides After-School supports to CHamoru Teachers to further enhance arts i.e. <i>Kantan CHamoru/Bailan CHamoru</i> (CHamoru Song & Dance) Status: Complete. The project had a total of 9 teachers sign up, however, 1 Teacher passed away during implementation and 1 Teacher had to resign due to personal reasons, leaving 7 teachers to teach/implement. The 7 CHamoru Teachers (1 at Southern High School and 6 at Finagayan Elementary School) have submitted all deliverables and the payment process has been complete. Teachers were compensated based on the approved amounts. 5.2.6 Professional Printing Services Professional printing services to print locally-developed CHamoru resources for Teachers & Students Status: In progress. The project has received the necessary Purchase Orders to support this activity. The project actively working with the vendors to fulfill the purchase orders. The project anticipates completion within the next quarter.
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**5.3. *Faneyåkan Sinipok*
(CHamoru Immersion)**

5.3.2 *Eskuelan*

Tiempon Somnak
(Summer School)

5.3.3 *Prugråman*

Despues di Eskuela
(After School
Program)

5.3.4 *Mapoksai* CHamoru

5.3.5 CHamoru Cultural
Experts

5.3: CHamoru Immersion Supports for *Faneyåkan Sinipok* (CHamoru Immersion School). Instruction in the CHamoru Language is currently ongoing in grades K-5th. There are currently 29 students enrolled in *Faneyåkan Sinipok* CHamoru Immersion Program. Supports below are all geared to assist students currently enrolled. The overarching goal of this activity aims to support student achievement in proficiency in all subjects which are taught in the CHamoru Language. The project continues to provide support via the activities below.

Status: On-Going.

5.3.1: Teacher Assistants for *Faneyåkan Sinipok* are hired and placed in the classrooms to provide supports to the students in the Immersion School. There are 4 TA positions currently filled. One TA (C.C) resigned 2/14/2025 and the termination Personnel Action (required for the Request to Fill) had taken approximately 1 month to be signed.

Status: Staffing is incomplete. One TA (C.C) resigned on 2.14.25 and the project is in the process of back-filling the position. Termination Personnel Action was received by Project and a Request to Fill is currently at Federal Programs pending approval. The Guam Department of Education's Human Resources Division (HRD) had announced the position, accepted applications while the announcement was active and closed. The project had to recall the Request to Fill on June 5, 2025 due to guidance from the Federal Programs Division changing the position from a Full-Time Classified position to a Full-Time Limited Term appointment. The new request to fill was routed and as of writing this quarterly report made its way back to HRD for position announcement and application acceptance.

5.3.2: Standard Service Agreement for *Eskuelan Tiempon Somnak* is currently being implemented. Activity dates are from June 09, 2025 to July 18, 2025. There are currently 2 teachers implementing this activity.

Status: On-Going

5.3.3: Standard Service Agreement for *Despues di Eskuela* are complete. CHamoru Teachers have completed the activity. There was a total of 21 students who participated in this activity.

Status: Complete. Teachers have submitted deliverables and compensation made based on the budget approval.

5.3.4: This activity was designed for High School CHamoru Educators to provide CHamoru Language & Culture Mentorship to students in 10th-12th grade who aspire to become future CHamoru Educators. The activity will assist the Project in possibly recruiting additional CHamoru Language Educators- filling the dire need for additional CHamoru Language Educators across the Guam Department of Education.

Status: Unsuccessful. We had one teacher implement this activity during the 2nd semester of SY2024-2025. The Teacher had submitted the deliverables; however, the project rejected the deliverables as they did not align with what was written on the contract. In addition, the project attempted to work with the CHamoru Teacher to ensure satisfactory submission, however, the project was still unsuccessful.

5.3.5: Standard Service Agreement for Cultural Experts is currently being implemented. Activity dates are from June 09, 2025 to July 18, 2025. There is currently 1 CHamoru Teacher implementing the activity.

Status: On-Going

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5.4 Parent Engagement & Language Revitalization

5.4.1 a *Eskuelan Manaiña* (Parent Classes *Faneyåkan*)

5.4.1 b *Eskuelan Manaiña* (Parent Classes CHamoru Language & Culture Program)

5.4.2 *Komferensian Manaiña* (Parent Revitalization Conference)

5.4: Parent Engagement & Revitalization. This activity was designed to assist parents with students in *Faneyåkan Sinipok*. The goal behind this was to ensure that parents are able to continue conversations with their students in the CHamoru Language-ensuring minimal regression as the conversations in the CHamoru Language would boost Proficient Speakers. There are 29 students currently enrolled at *Faneyåkan Sinipok*. All 29 students' parents (58) had signed commitment letters; however, the project still experiences lack of participation from parents for activities hosted by the project.

Status: Delayed. Due to issues (State of Emergency/Sanitation Inspections/Delayed opening of SY24-25) the Project had to move activities that were originally scheduled for September 2024 (utilizing CG23 Funding). With the delay in the CG 23, this has caused delays in the implementation of the CG 24 activities.

5.4.1a: This Standard Service Agreement was designed for Parents in the *Faneyåkan Sinipok* Immersion School to be able to continue the conversations with their children in the CHamoru Language outside of the school setting. This activity was also geared to assist parents with increasing their proficiency levels- ensuring additional proficient speakers are added to such a unique and small community.

Status: Complete. During 2nd Semester of SY2024-2025 (Jan-May 2025), we had decreased the number of CHamoru Teachers from 3 at the Immersion School to 1 due to the low-turnout of parents. On average (the total number of attendees divided by the number of weeks taught), approximately 5 parents/night attended *Eskuelan Manaiña*. 29 Students' Parents signed a commitment letter in the beginning of the School Year. Part of the commitment was parental involvement in the activity, however, the project still experienced low turnout throughout the school year.

5.4.1b: This Standard Service Agreement is a Pilot Program that the project wanted to test with the CHamoru Language & Culture Program. Agana Heights Elementary School (AHES) & L.B.J/Tamuning Elementary School (TAMES). The project aimed at piloting the activities at 2 schools, however, only 1 school met the sign-up requirement of 10 parents- AHES. The project had piloted a required sign up/registration portal and 10 parents had to register in order for the Project to allow an SSA to be effectuated w/ the school. Unfortunately, even with AHES having 10 parents registered, they too faced the same issue as *Faneyåkan Sinipok* w/ low turn-out. AHES averaged (the total number of attendees divided by the number of weeks taught) 1 parent per night.

Status: Complete.

5.4.2: *Komferensian Manaiña* (Parent Conference) focus is to hold mini language revitalization conferences for parents. The conference aims at bridging the gap between beginning, intermediate, and proficient speakers.

Status: Delayed. Due to the State of Emergency, CG23 activity was moved to FY 2025. CG23 activity was successfully completed on 2.28.2025. The Project is currently in the process of scheduling and planning the next *Komferensian Manaiña* (CG24 activity).

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

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2024	Performance Target End of March 2025	Performance Target End of June 2025	Performance Target End of September 2025
5.1. Improving CHamoru Teacher Recruitment & Retention 5.1.1 PD Opportunities- CHamoru Pedagogy; Language Acquisition Best Practices	a) 50% of all participating CHamoru language teachers will obtain a certificate in CHamoru pedagogy by the end of SY 2024-2025.	CHamoru class Roster	% of teachers who complete a Certificate in CHamoru pedagogy	Yes	<u>FY '23</u> <u>APR:</u> No baseline data was established in FY '23. This activity was not implemented due to a delayed purchase order (received on 09/29/24).	<u>Target:</u> Reported at the end of SY 24-25 <u>Actual:</u> CG '23 now has a contract for nine (9) CHamoru Teachers to obtain Pedagogy Certificates. There are currently 20 registered CHamoru Teachers who will be taking advantage of this course under CG '24. CG '24 contracts are	<u>Target:</u> Reported at the end of SY 24-25 <u>Actual:</u> CG '23 is currently being implemented with nine (9) CHamoru teacher participants. CG '24 requisition was entered by project 1.31.25 and we are currently awaiting approval	<u>Target:</u> Reported at the end of SY 24-25 <u>Actual:</u> The 9 teacher participants under the CG '23 contract are not yet done with the course. CG '24 requisition was entered by project 1.31.25 and we are still awaiting approval.	

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5.1.1a CHamoru teacher Recruitment initiative	b) The number of highly qualified teachers who remain employed with the GDOE will increase by 5% from baseline.	Personnel records on the number of highly qualified	% of highly Qualified CHamoru	Yes	<u>FY '23 APR:</u> 114 CHamoru language teachers	pending purchase order at this time. <u>Target:</u> Reported at the end of SY 24-25. <u>Actual:</u> CHamoru instruction being conducted by 114 CHamoru language teachers	<u>Target:</u> Reported at the end of SY 24-25. <u>Actual:</u> CHamoru instruction being conducted by 114 CHamoru language teachers	<u>Target:</u> Reported at the end of SY 24-25. <u>Actual:</u> CHamoru instruction was conducted by 120 CHamoru language teachers at the end of SY24-25.	
5.2 Curriculum Development 5.2.1 CHamoru Immersion Curriculum Development 5.2.2 Revision of the CHamoru Content Standards & Performance Indicators 5.2.3 CHamoru Summative	Through web-based surveys and/or classroom observations, 45% of participating teachers indicate classroom application of evidence-based instructional strategies (learned from: a) imbedded professional development training; or b) curricular resources developed	Web-based surveys and/or classroom observations to determine increase of strategies learned from PD opportunities	% of teachers who report, or are observed to, have an increase in the utilization of research-proven Instructional strategies	Yes	<u>FY '23 APR:</u> Among PD-participating teachers who responded to the survey, as far as classroom implementation of learned teaching strategies:	<u>Target:</u> 25% <u>Actual:</u> No survey administered at this time. Project is lining up relevant PD training on curriculum	<u>Target:</u> 35% <u>Actual:</u> CG '23 is currently being implemented CG '24 requisition was entered by project 1.31.25 and we are currently	<u>Target:</u> 45% <u>Actual:</u> a) Among training participants: 95% of all training participants said the training helped them refine a familiar teaching strategy. 100% of this	

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Assessments 5.2.5 Traditional Arts Curriculum/Assessment Development (SSA) 5.2.6 Visual Performing Arts (VPA) CHamoru Songs/Dance (SSA)					39% indicated 'always' (every lesson); 49% indicated 'frequently' (at least once a week); 6% indicated 'infrequently' (at least once a month); and another 6% indicated 'never'.	m development, summative assessments, and traditional arts curriculum. CG '23 currently has a contract for CHamoru Teachers to develop CHamoru Curriculum. There are approximately 20 CHamoru Teachers who are actively participating in this activity. CG '24 contracts are pending quotations at this time.	awaiting approval from Procurement.	group also reported classroom application: 53% said they use it always, 32% use it frequently (at least once a week), and 16% use it infrequently (once a month). 65% of all training participants indicated having learned a new strategy and 95% of this group reported classroom implementation of the new strategy they learned as follows: 59% (always), 29% (at least once a week), and 12% (at least once a month). b) among those who indicated usage of a Chamorro curricular resource developed or updated with the support of the project,	
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								91% reported classroom application, as follows: 61% (<i>always</i>), 17% (<i>at least once a week</i>), 13% (<i>once a month</i>).	
5.3. <i>Faneyåkan Sinipok</i> (CHamoru Immersion)	10% of students who participate in CHamoru language classes will perform at the Limited CHamoru Speaker Level (Level 3) by the end of SY 2024- 2025 as shown in proficiency assessments	Student Performance on the Proficiency Assessments	% of students who perform at the Limited CHamoru Speaker Level (Level 3)	Yes	<u>FY '23APR:</u> 25% (13 out of 52)	<u>Target:</u> Reported at the end of SY 24-25 <u>Actual:</u> Supplemental Supports (Teacher Assistants/Supplies/Resources provided by the project) are currently in place to assist <i>Faneyåkan Sinipok</i> students to attain the overarching goal.	<u>Target:</u> Reported at the end of SY 24-25 <u>Actual:</u> Supplemental supports continue for students in <i>Faneyåkan Sinipok</i> .	<u>Target:</u> Reported at the end of SY 24-25 <u>Actual:</u> 29 Students were tested; 4 of 29 or 14% of students tested at Level 3.	
5.3.2 <i>Eskuelan Tiempon Somnak</i> (Summer School)									
5.3.3 <i>Prugråman Despues di Eskuela</i> (After School Program)									
5.3.4 <i>Mapoksai CHamoru</i>									
5.3.5 CHamoru Cultural Experts	b) 20% of students who participate in the <i>Faneyåkan Sinipok</i> program will perform at the Near Fluent in CHamoru Speaker Level (Level 4) by the end of SY2024- 2025 as shown in proficiency assessments	Student performance on the Proficiency Assessment	% of students who participate in the <i>Faneyåkan Sinipok</i> program who perform at the Near Fluent in CHamoru Speaker Level	Yes	<u>FY '23 APR:</u> The breakdown of levels was as follows: Level 1: 29% Level 2: 38% Level 3: 25% Level 4:	<u>Target:</u> Reported at the end of SY 24-25 <u>Actual:</u> Supplemental Supports (Teacher	<u>Target:</u> Reported at the end of SY 24-25 <u>Actual:</u> Supplemental supports	<u>Target:</u> Reported at the end of SY 24-25 <u>Actual:</u> 29 Students were	

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			(Level 4).		8% FY '24 Testing (29 students): Level 1: 25.9% Level 2: 33.3% Level 3: 14.8% Level 4: 22.2% Level 5: 3.7%	Assistants/Supplies/Resources provided by the project) are currently in place to assist <i>Faneyåkan Sinipok</i> students to attain the overarching goal.	continue for students in <i>Faneyåkan Sinipok</i>	tested. 6 of 29 students or 21% tested at level 4.	
5.4 Parent Engagement & Language Revitalization	a) Through a web-based survey, 35% of parents who attend parent classes and conference(s) will indicate they are able to assist their children with CHamoru	Web-based surveys	% of parents who indicate they are able to assist their children with their CHamoru assignments and other activities in school Note: The above new FY '24 outcome-based indicator is replacing the old FY '23 output-based indicator (i.e. # of parents attending weekly CHamoru classes).	Yes	No baseline data – will be available at the end of SY 24-25	Target: 25% Actual: On-going active communication and engagement with parents regarding the revitalization of the language through the Parent classes and conferences. Survey to be administered in the 2nd quarter.	Target: 30% Actual: 92% of parents surveyed said they have assisted their child(ren).	Target: 30% Actual: 79% of participating parents indicated they are better able to assist their children	
5.4.1 <i>Eskuelan Manaiña</i> (Parent Classes <i>Faneyåkan</i>)									
5.4.1 <i>Eskuelan Manaiña</i> (Parent Classes CHamoru Language & Culture Program)	Immersion assignments and other activities in school								
5.4.2 <i>Komferensian Manaiña</i> (Parent Revitalization Conference)									
	b) Through web-based surveys, 35% of parents who	Web-based surveys	% of parents reporting increased use of	Yes	FY '23 APR: 100% of the	Target: 25%	Target: 25%	Target: 25%	

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	attend parent classes and conference(s) will report an increase in the utilization of CHamoru		the CHamoru Language at home with students		53 parents who attended have shown increases based on the Teacher observations and verbal testing	Actual: On-going active communication and engagement with parents regarding the revitalization of the language through the Parent classes and conferences. Survey to be administered in the 2nd quarter.	Actual: 92% of parents surveyed said they increased the utilization of CHamoru Speaking at home.	Actual: 79% of participating parents indicated an increase in CHamoru speaking at home	
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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).	- A survey of CHamoru teachers participating in professional development (PD) through the <i>Prugrâman Tiningo</i> project shows that 95% are likely to implement a teaching strategy in the classroom when it is a familiar strategy that has been refined. In comparison, newly acquired strategies are used about 61% of the time. Likewise, teachers who adopt strategies from CHamoru curricular resources developed or updated under the project also report a 61% implementation rate. All of these figures exceed the target goal of 45%. - Proficiency assessment tools indicated that by the end of SY 2024–2025, 14% of students enrolled in CHamoru language classes achieved the Limited CHamoru Speaker Level (Level 3), surpassing the target goal of 10%. - By the end of SY 2024–2025, 21% of students who participated in the <i>Faneyâkan Sinipok</i> program reached the Near Fluent in CHamoru Speaker Level (Level 4), slightly surpassing the target goal of 20%. - Among surveyed participating parents who attended parent classes and/or conferences, 79% reported feeling more capable of supporting their children in their CHamoru assignments and other school activities, and an equal percentage observed increased use of the CHamoru language at home—both figures significantly exceeding the target goal of 35%.
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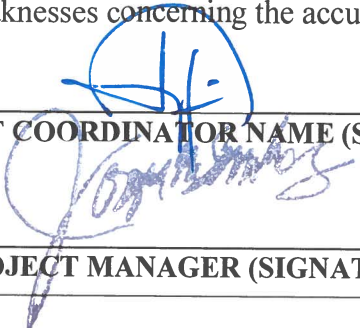
Observations and/or Challenges <i>List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?</i> <i>At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.</i>	During the third quarter, the project encountered challenges with the implementation of the FFY2024 Consolidated Grant award. Notably, the CG ‘24 award does not include contractual services for the Professional Development of CHamoru Language Educators. The project will proceed with the completion of CG ‘23 activities; however, at this time, no purchase orders have been issued for the continuation of services under CG ‘24.
<i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i>	The project has conducted site visits to monitor and support classroom instruction across all program activities, including <i>Despues di Eskuela</i>, <i>Eskuelan Manaiña</i>, <i>Eskuelan Tiempon Somnak</i>, and sessions facilitated by Cultural Experts. These visits help ensure program fidelity and instructional quality. In addition, the project has held regular meetings with participating teachers to review the implementation of activities, address challenges, and share successes. Ongoing communication with implementation staff has contributed positively to program outcomes. The Project Coordinator continues to conduct quarterly meetings with Teacher Assistants to proactively identify and address any concerns. Furthermore, the Project Coordinator maintains regular engagement with CHamoru Language Teachers implementing activities under Standard Service Agreements to gather feedback and recommendations that support continuous program improvement. Additionally, the project utilizes surveys to collect feedback from participants receiving services, in order to assess progress toward the achievement of program goals and objectives.

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PROJECT TITLE: Prugråman Tiningo (Knowledge Project)

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

JIMMY C. TERIA
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

7/29/25
DATE

JOSEPH L.M. SANCHEZ
PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGNATURE)

DATE

FEDERAL PROGRAMS DIVISION



**FY 2024 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas Quarterly Report**

Project No. 6

Office of Catholic Education (OCE)

Quarterly Report Documents:

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

July 10, 2025

FEDERAL PROGRAMS DIVISION



FY 2024 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

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

July 10, 2025

Grant Name: Consolidated Grant FFY 2024 Grant#: S403A240002

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: Sylvia T. Calvo, Grand Director

STATE PROGRAM OFFICER: Michelle Salanatin

STATE DATA OFFICER: Ana O. Aguon

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

10/ 01/24- 12/31/24	01/01/25- 03/31/25	04/01/25- 06/30/25	07/01/25- 09/30/25
1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
		X	
REPORT DUE: 01/10/25	REPORT DUE: 04/10/25	REPORT DUE: 07/10/25	REPORT DUE: 10/10/25
ANNUAL REPORT DUE: 11/21/2025			

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	1196		87	13					
6 – 8	580		60	10					
9 - 12	1007		99	10					

LIST THE PROJECT GOALS:

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

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

LIST THE PROJECT OBJECTIVES:

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

Component 6.1. Academic Performance

- 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.

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- **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.
- **YEAR 3:** Improve academic performance in reading and math and reading by at least 6% from baseline on the summative assessment used by the Private, Non- public (PNP) school.

- **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 percent of AP students test 3 or above will increase by at least 6% for those OCE schools offering Advanced Placement (AP).

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.
- **YEAR 3:** There will be at least a 7% increase in student participation in STEAM activities, other academic and non-academic special events and at least 80% of participating students will report they are more engaged in learning and confident in handling academic work.

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 80% 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.

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

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Component 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 revised from 63% to 87% based on the actual percentage at the end of FY '22, which was the latest baseline data at the time of this FY '24 application submission.)
- **YEAR 3:** At least 88% 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 had to be modified from 65% to 88% based on the Year 2 change.)

Component 6.5. Technology Support & Technology Integration

- **YEAR 1:** At least 98% of teachers in participating schools will report improved access to technology and online resources and increased integration of technology in the classroom.
- **YEAR 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 from 99% to 83% based on the actual percentage at the end of FY '22, which was the latest baseline data 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 from 100% to 85% based on the Year 2 change.)
- **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 from 95% to 89% based on the actual percentage at the end of FY '22, which was the latest baseline data at the time of this FY '24 application submission.)
- **YEAR 3:** At least 90% 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 from 96% to 90% based on the Year 2 change.)

PART I: Section 1. Activities & Work Accomplished

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

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**Component 6.1
Academic Performance**

- Project Based Learning (PBL)
- STEAM Robotics
- Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP) Summer Institute
- Career and Technical Education
- Visual Communication / Video Production & Broadcasting Program with Media Camera Equipment
- Travel

Component 6.1 Academic Performance



Project Based Learning (PBL)-On-Going

- STEAM: Drone and Lego Robotic activities completed in school.
- Summative Assessments: 46 students completed the Brigance Testing in May 2025; 46 completed the Ages and Stages Questionnaire (ASQ)
- In collaboration with Life Readiness Project (1.1.2) requisition 2500084 is currently with procurement for processing per CG24 2Q report. PD titles, # of teachers participating will be identified next reporting period.

STEAM Robotics-On-Going

- STEAM: Drone and Lego Robotic activities completed in school.
- 4 students and 1 advisor participated in drone activities; 4 students and 1 advisor participated in Lego robotics. No activities held outside of school.
- Students engaged in various activities with drones and lego robotics including:
Coding and STEM Skills: Students learned to code, analyze data, and develop critical thinking and problem-solving skills.
- 85% of the kindergarten students participated in the Annual Science Fair at the school level to enhance their understanding of basic scientific concepts

Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP) Summer Institute (APSI)-Not Started

- Status: Not Started
- Schools completed testing from May through June 2025.
- 383 students enrolled in AP and 356 students completed. Scores will be available by the annual report and/or next reporting period.
- 37 students completed Pre-AP courses in May 2025. No assessments were administered.
- In collaboration with Life Readiness (1.1.7) Project CG24 2Q report indicated Requisition 25000162-Not Started. No information provided to OCE for this reporting period.

Career and Technical Education (CTE)

- No CTE to report at this time.

Visual Communications/ Video Production & Broadcasting Program with Media Camera Equipment (Visual and Video Production/ Broadcasting)

- 1 student participated in a media live stream and commentated on sports home games throughout the year. Media members photographed most of the major events throughout the school year and contributed to the yearbook layout for SY24-25.
- 1 student covered the DYA Oratorical Contest last April 2, 2025 at the Guam Congress
- 17 students participated in broadcasting activities, using and setting up broadcasting equipment, and creating visually appealing broadcasts that were shown to the school and posted on the school's YouTube channel

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- one student hosted the Proclamation Signing as part of her duties as Communication Director during the Island Leadership Day last April 25, 2025

✓✓

Summer Teacher Academy

- 4 teachers participated in the “*Empowering Educators: Integrating AV Tools and Podcasting in the Classroom*” from July 7, 14, and July 18, 2025. Professional development offered to PNP teachers to enhance teacher effectiveness in classroom technology and

Completed Travel:

- **American Library Association Conference, Philadelphia, Pennsylvania:** June 26- June 30, 2025.
1 teacher participant.
Knowledge gained will enhance job performance. New programs learned such as Wonder Media, AI Advances, and Library of Congress will be used in the classroom.
- **International Society for Technology in Education:** San Antonio, Texas. June 29 -July 2, 2025.
4 teacher participants.
Knowledge gained will empower student voice and choice by using programs such as Seesaw, a program designed to allow students make meaningful choices, foster motivation, confidence and enhance student engagement. Conference provided tools and strategies to create customized learning journeys that meet the needs of diverse learners.
- **Association for Supervision and Curriculum Development Conference:** San Antonio, Texas. June 29-July 2, 2025.
5 teacher participants.
Teachers and School Administrators will participate in off-island training and conferences annually to assist in improving STEAM and CTE, as well as identifying methods for improving services to students, learn about innovative methods for infusing technology in the STEAM and CTE classrooms and build content knowledge and skills.

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Component 6.2 Career Oriented Programs and Assessments • Career Technical Education (CTE) Academies • Skilled Labor and Trades Academy	✓ Component 6.2 Career Oriented Programs and Assessments Career Technical Education (CTE) Academies • Nothing to report at this time Skilled Labor and Trades Academy • Nothing to report at this time																		
Component 6.3 Specialized Events and Opportunities • STEAM Enrichment Kits • Academic Special Events • Visual Performing Arts • Interscholastic Sports • E-Sports	Component 6.3 Specialized Events and Opportunities STEAM Enrichment Kits - Ongoing S.T.E.A.M. instruction. - Total unique participants in this FY '24 3rd quarter: <table border="0" style="margin-left: 40px;"> <tr><td>• Drone Activity</td><td style="text-align: right;">4</td></tr> <tr><td>• Oratorical Contest</td><td style="text-align: right;">11</td></tr> <tr><td>• Broadcasting</td><td style="text-align: right;">28</td></tr> <tr><td>• Music Performance</td><td style="text-align: right;">33</td></tr> <tr><td>• Science Fair</td><td style="text-align: right;">121</td></tr> <tr><td>• Island Leadership Hosting</td><td style="text-align: right;">1</td></tr> <tr><td>• Preforming Arts</td><td style="text-align: right;">60</td></tr> <tr><td>• Dance Club</td><td style="text-align: right;">23</td></tr> <tr><td>• Art Contest</td><td style="text-align: right;">6</td></tr> </table> Total Qtr. 3: 287 Academic Special Events Academic Challenge Bowl (ACB) • Status: COMPLETED (In Collaboration with Life Readiness 1.3.5) • Off-Island Travel: June 2025 in Chicago, Illinois- National Academic Competition, 43rd Annual Academic Championship • Travel forms signed and submitted to DOE Life Readiness Project • Group Travel Dates: May 29-June 3, 2025 • TA NO. T2500290-Chaperones-2, Students-6 • SOP900-011-Clearing Travel ▪ June 3 Return Date-Travelers will submit travel clearance within ten(10) business days. DUE Jun 17, 2025-Travel clearance completed on June 5, 2025. Please see LR or DOE business office for a copy of the report. • Formal competition concluded.	• Drone Activity	4	• Oratorical Contest	11	• Broadcasting	28	• Music Performance	33	• Science Fair	121	• Island Leadership Hosting	1	• Preforming Arts	60	• Dance Club	23	• Art Contest	6
• Drone Activity	4																		
• Oratorical Contest	11																		
• Broadcasting	28																		
• Music Performance	33																		
• Science Fair	121																		
• Island Leadership Hosting	1																		
• Preforming Arts	60																		
• Dance Club	23																		
• Art Contest	6																		

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- High School – April 2 – 12, 2025
- Middle Schools – March 8 -31, 2025
- Total participants (including Practice) in this FY 3rd quarter 63 participants.
- Coaches are selected by school Principals to prepare students for competitions on and off-island. Students prepare after school and on Saturdays. Coaching and competitions are held outside regular school days.

National Forensic League (NFL)

- **Status: COMPLETED (In Collaboration with Life Readiness 1.3.5)**
- Off-Island Travel: June 15-20, 2025 National Speech & Debate Tournament held at Des Moines Area, IA
- TA NO. (Still pending copy from advisor/coach) Coach/Advisor-2, Students-7
- SOP900-011-Clearing Travel
 - Please see LR or DOE Business Office for travel clearance submitted.
- NFL concluded.
- Total participants (Including Practice) in FY 3rd quarter
- 6 participants
- Coaches are selected by school Principals to prepare students for competitions on and off-island. Practices are
 - held after school and on Saturdays. Competitions are held outside regular school days.

Mock Trial

- Mock Trial season concluded in the 2nd Qtr.
- Total participants (including Practice) in FY 3rd quarter:
- 0 participants
- Nothing to report at this time

MathCounts

- MathCounts season concluded in the 2nd Qtr.
- Total participants in FY 3rd Qtr.
- 0 participant
- Nothing to report at this time

Math Olympiad

- **Status: COMPLETED**
- Total participants in FY 3rd Qtr:
- 5 students and 1 coach
- SBCS team won 4th place

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	√✓ National History Day • Status: COMPLETED (In collaboration with Life Readiness 1.3.6) • Off-Island Travel: June 8-12, 2025 2025 National History Day College Park, MD • TA NO. T2500261-Chaperones/Coach-2, Students-6 • SOP900-011-Clearing Travel ▪ Please see LR or DOE Business Office for travel clearance submitted. • NHD season concluded in this 3rd Qtr. • 2025 National History Day Xfinity Center University of Maryland • June 6-13, 2025 • Total participants in FY 3rd Qtr. ▪ 4 participants and 1 Chaperone Visual Performing Arts • Ongoing • Nothing to report at this time Interscholastic Sports • Ongoing • Nothing to report at this time E-Sports • Ongoing • Nothing to report at this time
Component 6.4 Academic, College, and Career Readiness • Pre-Advanced Placement / Advanced Placement • College Exploration and Readiness Opportunities	Component 6.4 Academic, College, and Career Readiness Pre-Advanced Placement Advanced Placement- • The testing took place between May 6th to 16th. • Advanced Placement Tests Administered ▪ FD = 240 ▪ AOLG =127 ▪ NDHS = 118 • Scores will be available by the annual report and/or next reporting period. • Pre-Advanced Placement Test Administered ▪ BBMCS = 25 • No assessments were administered

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	√ ✓ College Exploration and Readiness Opportunities College Fair - No activities to report during this quarter Travel National Association for College Admission Counseling - Nothing to report during this quarter - Travel did not commence due to a delay in application with FPD. Science, Technology, Engineering, Arts, and Math (STEAM) Mentoring - No activities conducted during this quarter Math and English Camp - No activities conducted during this quarter Career Fairs - No activities conducted during this quarter Health Certifications - No activities conducted during this quarter Driver's License Education - No activities conducted during this quarter
Component 6.5 Curriculum-Instruction-Assessments - Teacher and Administrator Induction, Recruitment, and Retention - Improving Teacher Effectiveness - Specialized School Support - Formative and Summative Assessments - CHamoru Language - Supplemental Resources and Equipment Supports	Component 6.5 Curriculum-Instruction-Assessments Teacher and Administrator Induction, Recruitment, and Retention Initial Teacher Certification Assistance - Nothing to report at this time Professional Development - Nothing to report during this quarter Improving Teacher Effectiveness UOG Global Learning and Engagement Practices in Early Childhood Education: - No participation to report during this quarter UOG Building Language and Literacy Part 1: - No participation to report during this quarter UOG Building Language and Literacy Part 2: - No participation to report during this quarter Specialized School Support - Status: Ongoing, Delayed, or Completed - Describe Details of work accomplished for this activity Formative and Summative Assessments Summative Assessment: <i>Ongoing</i> - Ongoing instruction in the core subject areas.

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	• Summative Testing took place between April 10th to May 7th. • <i>Smarter Balance</i> summative assessments administered ▪ FD =93 ▪ AOLG=50 ▪ SFCS=91 ▪ SBCS=212 ▪ SACS=250 ▪ BBMCS=346 ▪ DCS=59 • Brigance Test Administrated = 64 ▪ ASQ Test Administrated = 46 CHamoru Language • <i>Prugrâman Tiningo'</i> • Completed • Chamoru ORTHOGRAPHY • (1 Teacher). • February 23 – June 2, 2025 • Guam Community College Supplemental Resources and Equipment Supports • Ongoing • Continued use of acquired technology • 702 Student Laptops • 21 Teacher Laptops • 8 iPads • Student laptops supported completion of <i>Smarter Balance</i> • Survey conducted – Student Engagement (218 responses), Teacher PD Survey (5 responses), Teacher Technology Survey (38 responses)
Component 6.6 Classroom Supports & Interventions • After School Intervention • Credit Recovery	Component 6.6 Classroom Supports & Interventions After-School Intervention • Nothing to report at this time Credit Recovery • Nothing to report at this time

√ ✓

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Component 6.7 School Climate, Culture, & Engagement - Health & Safety - Mental Health and Wellness - Physical Fitness and Intramural Sports	Component 6.7 School Climate, Culture, & Engagement Health & Safety - Nothing to report during this quarter Mental Health and Wellness - Nothing to report during this quarter Physical Fitness and Intramural Sports - Nothing to report during this quarter	√✓
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PART I: Section 2. Means of Evaluating Program Outcomes Chart (or Performance Measures Chart) √✓

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
Comp. 6.1 Academic Performance 1. Summative Assessment	At least 4% increase in number of students who “Met” or “Exceeded” grade level standards in math from baseline.	Smarter Balanced	Percentage of students who “Met” or “Exceeded” grade level standards in math .	Yes	<u>From FY ‘23</u> <u>APR:</u> 3 rd - 24% 4 th - 19% 5 th - 22% 6 th - 22% 7 th - 25% 8 th - 22% 11 th - 24%	<u>Target:</u> Summative testing is not administered at this time. <u>Actual:</u> Ongoing math instruction. Summative testing to be conducted in the 3 rd quarter.	<u>Target:</u> Summative testing is not administered at this time. <u>Actual:</u> Ongoing math instruction. Summative testing to be conducted in the 3 rd quarter.	<u>Target:</u> Summative testing is conducted at this time, but results are reported in the next quarter. <u>Actual:</u> Summative testing is complete. Waiting for results.	

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	At least 4% increase in number of students who “Met” or “Exceeded” grade level standards in reading from baseline.	Smarter Balanced	Percentage of students who “Met” or “Exceeded” grade level standards in reading .	Yes	From FY ‘23 APR: 3 rd - 42% 4 th - 44% 5 th - 60% 6 th - 44% 7 th - 59% 8 th - 49% 11 th - 39%	Target: Summative testing is not administered at this time. Actual: Ongoing reading instruction. Summative testing to be conducted in the 3 rd quarter.	Target: Summative testing is not administered at this time. Actual: Ongoing reading instruction. Summative testing to be conducted in the 3 rd quarter.	Target: Summative testing is conducted at this time, but results are reported in the next quarter. Actual: Summative testing is complete. Waiting for results.	
2. Advanced Placement (AP)	At least 4% 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	From FY ‘23 APR: 160 of 484 (33.1%) 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.	Target: AP Testing not administered at this time. Actual: Ongoing AP instruction. AP testing to be conducted in the 3 rd quarter.	Target: AP Testing given at this time, but results are reported next quarter. Actual: AP Testing is complete. Waiting for results.	
Component 6.2 Specialized Events & Opportunities STEAM activities, Academic Special Events (ASE), Visual Performing Arts	a) At least 6% increase in student participation in STEAM, ASE, VPA, and Music activities.	Events Roster	Percentage of students participating in specialized events and opportunities	Yes	From FY ‘23 APR: Total participants (cum. from qtr. 1): STEAM: 495 ACB: 66 NFL: 65	Target: Promoting and planning for specialized events and opportunities Actual: Total unique participants, including	Target: Participation in specialized events and opportunities Actual: Total unique participants, including	Target: At least 6% increase in student participation in STEAM activities, ASE, VPA, and Music Actual: Total unique participants, including	

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(VPA) and Music Activities					MockTrial: 19 MathCount: 54 <u>MathOlym: 12</u> Total: 711 There was a 57% increase in participation from FY '22.	practices for the FY Qtr 1: STEAM: 431 ACB: 74 NFL: 36 MockTr.: 35 <u>MathCnt.: 46</u> Total: 622	practices for the FY Qtr 2: STEAM: 541 ACB: 142 NFL: 19 MockTr.: 20 MathCnt.: —39 <u>NHD 33</u> Total: 794	practices for the FY Qtr 3: STEAM: 828 ACB: 142 NFL: 36 MockTr.: 35 MathCnt: 46 Math Oly: 5 <u>NHD: 33</u> Total: 1,125 There was a 58% increase in participation from FY '23.	
	b) At least 75% of students who participate in STEAM, ASE, VPA, and Music activities will indicate being engaged in learning and confident in their academic work (as applicable to each PNP school)	Web-based survey on STEAM, ASE, VPA, and Music activities	Percentage of students indicating engagement and academic confidence.	Yes	<u>From FY '23</u> <u>APR:</u> Among the survey respondents who were participants to STEAM, ASE, and VPA activities, 97% indicated greater learning engagement, and 94% felt more confident in handling academic work	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Survey to be done in the 3 rd quarter.	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Survey to be done in the 3 rd quarter.	<u>Target:</u> At least 75% of students who participate in STEAM activities, ASE, VPA, and Music activities will indicate being engaged in learning and confident in their academic work <u>Actual:</u> 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 handling academic work.	

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Component 6.3 Academic & Career Planning College & Career Fairs	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	Student Survey	Percentage of students indicating College/Career Fair relevant and helpful	Yes	From FY '23 APR: 84% of survey respondents indicated that the event was helpful	Target: At least 75% (if Fair is held at this time) Actual: The fair was not held at this time. No survey administered, so no data collected. LR-sponsored College Fair will be held in the 2 nd quarter and to be participated in by OCE students.	Target: At least 75% (if Fair is held at this time) Actual: Fair was not held at this time. No survey administered, so no data collected. LR-sponsored College Fair is pending.	Target: At least 75% (if Fair is held at this time) Actual: No federal college fairs attended by OCE students during this period.	
	At least 25% 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	From FY '23 APR: 81% of survey respondents indicated an interest in pursuing STEAM careers	Target: At least 25% (if survey is administered at this time) Actual: Fair was not held at this time. No survey administered, so no data collected. Survey will be conducted during the College Fair.	Target: At least 25% (if survey is administered at this time) Actual: Fair was not held at this time. No survey administered, so no data collected. Survey will be conducted during the College Fair.	Target: At least 25% (if Fair is held at this time) Actual: <i>College Readiness Fair</i> was held in April 2025. OCE students did not participate.	

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Component 6.4 Professional Development PD Trainings	At least 87% 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 who are observed, implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness	Yes	<u>From FY '23 APR:</u> 100% of teacher participants in PD indicated varying levels in classroom application of teaching strategies learned: Always 33% Freq. 17% Infreq. 33% Rare 17%	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Teacher participant survey to be administered in the 3 rd quarter	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Teacher participant survey to be administered in the 3 rd quarter	<u>Target:</u> 87% of teachers participating in PD implanted strategies learned. <u>Actual:</u> 76.4% of teacher participants to PD training indicated varying levels in classroom application of teaching strategies learned: <i>Always 17.6 Frequently 23.5 Infrequently 23.5 Rarely 11.8</i>	
Comp 6.5. Technology & Technology Integration Teacher	At least 87% 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	<u>From FY '23 APR:</u> 83% indicated greater access to technology and online resources among teachers, and 84% indicated using more technology in teaching	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Survey to be administered in the 3 rd quarter. Ongoing usage of past CG-acquired technology.	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Survey to be administered in the 3 rd quarter. Ongoing usage of past CG-acquired technology.	<u>Target:</u> At least 87% of teachers will report improved access to technology <u>Actual:</u> 82.7% indicated greater access to technology and online resources among teachers, and 82% indicated using more technology in teaching	
Student	At least 89% of students will report improved access to technology and	Web-based Survey	Percentage of students reporting improved access to	Yes	<u>From FY '23 APR:</u> 74% indicated	<u>Target:</u> Survey not administered at this time	<u>Target:</u> Survey not administered at this time	<u>Target:</u> At least 89% of students will report improved	

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online resources, and more technology integration in the classroom		technology and online resources, and more technology integration in the classroom		greater access to technology and online resources among students, and 76% indicated teachers using more technology in teaching	Actual: Survey to be administered in the 3 rd quarter. Ongoing usage of past CG-acquired technology.	Actual: Survey to be administered in the 3 rd quarter. Ongoing usage of past CG-acquired technology.	access to technology Actual: 77.9% indicated greater access to technology and online resources among students, and 71.8% indicated teachers using more technology in teaching	
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PART II: Successes, Challenges, and Evaluation

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>	Component 6.1: Academic Performance - Smarter Balanced summative testing was successfully completed at BBMCS, DCS, SACS, SFCS, SBCS, FD, and AOLG. Similarly, Advanced Placement (AP) testing was successfully administered at AOLG, ND and FD. The results will be reported in the next quarter. Component 6.2: Specialized Events & Opportunities - Participation in <i>STEAM</i> and <i>Academic Special Events (ASE)</i> rose by 58% in FY '24 compared to FY '23, significantly exceeding the target increase of 6%. - Of the survey respondents who participated in <i>STEAM</i>, <i>ASE</i>, and/or <i>VPA</i> activities, 94% reported increased engagement in learning, and 88% felt more confident in managing academic tasks—both surpassing the target goal of 75%.
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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.

1. There is a significant amount of technological equipment such as laptops, smartboards, interactive panels that are highly needed to be replaced and acquired for both teachers and students. Lacking such resources limits the ability to explore more learning opportunities that can be critical to classroom lessons.
2. More technology upgrades in the schools needed; replace old student/teacher laptops and software updates to improve teaching strategies and student performance in the classroom.
3. There are only 3 interactive whiteboards which limit access for teachers/students who would benefit for an interactive board in classrooms to promote technology, instruction, learning, and engagement of students.
4. More than half of federally funded laptops are 5 years or older and need to be replaced or updated to accommodate software updates and improve security and performance
5. Not all classrooms are equipped with interactive boards; 2 units are no longer interactive and are simply projectors.
6. Individual Student Reports (ISR) for SY 23-24 were never made available; the assistant principal for curriculum and grants had to sort through the spreadsheet provided to create reports for the students and identify individual performances. Hopefully, results for SY 24-25 will be made available in a more timely manner as the test results affect curriculum planning.
7. Need to replace robotic kits; current kits are 6 to 7 years old.
8. ACB/NFL-Scheduling of ASE Events-SY2425 the schedule extended into the 3rd quarter (March-April) leaving it difficult for students to participate in games, due to other commitments with sports and/or other clubs. Recommendation: SE events begin 1st or the latest during the 2nd quarter of the SY. This will allow ACB-multiple games scheduled and NFL-Student will have enough time to prepare, adjust, and practice scripts for the next meet/event.
9. SOP#812-205-Consultation, Communication with Private Non-Public Schools. (3. Requisition entry to ensure availability of services) OCE is kindly requesting that a weekly or biweekly requisition log is provided so primary liaison can track internally of all going through procurement.
10. Requisition and Procurement of Additional Technology
11. Student laptops used successfully for *Smarter Balanced* and *AP assessments* for SY'24-25. (Laptops used were funded under FY20CG PO20210356(Procured-3/4/2021) and ESFI PO20210096(Procured-2/4/2021)-PER Fixed

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OCE/CSO GRANT HISTORY ALIGNED TO TECHNOLOGY-LAPTOPS		
Grant Year	Quantity Approved	Notes
CG22	20-TABLETS	MODIFIED: 5.2.6: Supplemental Resources and Equipment Supports OCE: Tablets for Teachers
CG22	0-LAPTOPS	5.3.2 Kinder Learn-ONLY activity approved with 60 laptops-not aligned with HS activity.
CG23	10-MOBILE CARTS	6.5.6 MOBILE CARTS-10 approved carts with NO laptops aligned to storage cabinets.-----0 LAPTOPS approved in CG23
CG24	5-Mobile Carts	6.5.6 Mobile Carts-5 approved carts-DELAYED IN REQUISITIONS AND/OR NO PO-No updates or a distribution PLAN on how many FD will be receiving
CG24	700-LAPTOPS	6.5.6 Laptops for STUDENTS-FDMS requested for 325 Replacement Laptops=No Updates or a distribution PLAN on how many FD will be receiving.
CG24	2-OCE STAFF	6.5.6 Supplemental Resources and Equipment Supports-Laptops for Office of Catholic Education Staff to Support Daily Operations, Data Collection and Compliance Reports Preparation
CG24	100-TABLETS	6.5.6 Supplemental Resources and Equipment Supports-Tablets for Student Use-NOT ALIGNED WITH FD NEEDS
CG24	150-LAPTOPS	6.5.6 Supplemental Resources and Equipment Supports Laptops (for Mobile Laptop Carts) and PoE Injector for each mobile cart-CTE/PREAP, AP, HONORS, STEAM-No updates or a distribution PLAN on how many FD will be receiving. BUDGET SHOWS 3 OCE SCHOOLS-FD?
OCE/CSO GRANT HISTORY ALIGNED TO TECHNOLOGY-INTERACTIVE WHITE BOARD		
Grant Year	Quantity Approved	Notes
CG23	12	6.5.6 Interactive White Boards-12 approved-DELAYED IN REQUISITIONS AND/OR PO-No updates or a distribution PLAN on how many FD will be receiving.
CG23	12-Smart Table	6.5.6 Horizontal Smart Table-12 approved-DELAYED IN REQUISITIONS AND/OR PO-No updates or a distribution PLAN on how many FD will be receiving.
CG24	11	6.5.6 Interactive White Boards-11 approved-DELAYED IN REQUISITIONS AND/OR PO-No updates or a distribution PLAN on how many FD will be receiving.
CG24	6(2perHS)	6.5.6 Supplemental Resources and Equipment Supports-Tablets for Student Use
CG24	11	6.5.6 Interactive White Boards-11 approved-DELAYED IN REQUISITIONS AND/OR PO-No updates or a distribution PLAN on how many FD will be receiving.

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

The OCE evaluates outcomes through:(1) administering *Smarter Balanced* testing; (2) administering *Advanced Placement* testing; and (3) distributing surveys to students and teachers. The resulting aggregate data from the surveys is shared with GDOE Federal Programs Department as well as the administration of each of our schools.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #6: Private, Non-Public School – 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)

7/31/25

DATE

Sylvia T. Calvo

PROJECT MANAGER NAME (PRINT)



PROJECT MANAGER (SIGNATURE)

7-31-25

DATE

FEDERAL PROGRAMS DIVISION



**FY 2024 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas Quarterly Report**

Project No. 7

St. Paul's Christian School (SPCS)

Quarterly Report Documents:

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

July 10, 2025

FEDERAL PROGRAMS DIVISION



FY 2024 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

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

July 10, 2025

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FPD-SPCS 25-402

Grant Name: Consolidated Grant FFY 2024 **Grant#:** S403A240002

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: Sylvia T. Calvo, FPD Grant Director

STATE PROGRAM OFFICER: Hope Cruz

STATE DATA OFFICER: Ana O. Aguon

10/ 01/24- 12/31/24	01/01/25- 03/31/25	04/01/25- 06/30/25	07/01/25- 09/30/25
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
		X	
REPORT DUE: 01/10/25	REPORT DUE: 04/10/25	REPORT DUE: 07/10/25	REPORT DUE: 10/10/25
ANNUAL REPORT DUE: 11/21/2025			

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	3					
6 – 8	112		18	3					
9 - 12	150		18	3					

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**
Year 2: 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 75% will report they are more engaged in learning and confident in handling academic work
 - b) 7.1.2: Formative and Summative Assessments**
Year 2: Improve academic performance in math and reading by at least 3% from baseline on the summative assessment used.
 - c) 7.1.3: Supplemental Resources and Equipment Supports**
Year 2: At least 92% of teachers will report an increase of technology integration in the classroom strengthening students' academic performance.

Year 2: Through a student technology assessment, at least 65% of students will indicate an improvement in

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- technological literacy and ability to access online resources.
- d) 7.2: Curriculum Instruction & Assessment**
Year 2: At least 65% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).

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

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction	7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction ✓ Engineering/Robotics: <i>Not offered this school year.</i> ✓ - The previous Robotics teacher resigned and relocated to the states. This school year, the school’s administration decided that the newly hired Science teacher would accommodate overall students’ needs more by teaching two (2) sections of Biology, two (2) sections of Chemistry, and one (1) section of 6th grade Science. In addition, Robotics kits have been pending the past few years under the Consolidated Grant. - Thus, this activity is cancelled for FY ’24. STEAM Activities - There were STEAM classes for <i>Band, Orchestra</i> and <i>Art</i> (middle/high school grade levels) in SY 24-25, however, there was no CG-sponsored STEAM activity conducted by the school. Requisitions for band/music equipment were submitted, but nothing has been received yet. Moving forward we will include supplies for Art class in the upcoming grant cycle/school year.
7.1.2: Summative Assessment 7.1.3: Supplemental Resources and Equipment	7.1.2: Summative Assessment: Instruction on core subjects were ongoing until May 2025, and the summative assessment took place in the 3rd fiscal quarter, on April 2025. Results are pending. ✓ 7.1.3: Supplemental Resources and Equipment ✓ Continuing use of CG-acquired technology: <i>Completed</i> Until the close of school in May 2025, students and teachers continued to use the technology equipment acquired by the school through the Consolidated Grant in past grant cycles. Requisition and procurement of additional resources: <i>Ongoing</i>

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- New equipment/technology have been requested and have not been received yet. Still awaiting processing.
- Some quotes have been received from vendors and have been submitted for review and requisition entry.

7.2.1: Curriculum Instruction & Assessment

Professional
Development Training

7.2.1: Professional Development:

- *Get Your Teach On!*
Dallas, TX | June 29-July 2, 2025

One (1) administrator attended this training. PD will be conducted in August/Fall 2025.
Jon Vincent Pineda

- *International Society for Technology in Education (ISTE)*
San Antonio, TX | June 29-July 2, 2025

Two (2) teachers attended this training. PD training will be conducted in August/Fall 2025.
Irene Maratita
Anthony Martin

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

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate : Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
7.1.1: Rigorous Academic and Technical	a) By the end of SY 24-25, there will be at least a 3%	List of Student Participants	% increase of students participating	Yes	<u>From FY '23</u> <u>APR:</u> There were	<u>Target:</u> 3% increase in	<u>Target:</u> 3% increase in	<u>Target:</u> 3% increase in	

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Courses with High Quality Instruction	increase in student participation in STEAM activities and other academic and non-academic special events.		in STEAM activities and other academic and non-academic special events		thirteen (13) students who enrolled in Robotics	Actual: Robotics not offered this school year. So, this activity is cancelled.	Actual: Robotics not offered this school year. So, this activity is cancelled.	Actual: Robotics not offered this school year. So, this activity is cancelled.	
STEAM and Other academic and non-academic special events	b) By the end of SY 24-25, there will be at least a 75% of participating students will indicate they are more engaged in learning and confident in handling academic work.	Student Survey	% of participating students who will indicate they are more engaged in learning and confident in handling academic work	Yes	From FY '23 APR: 92% - helps my mind to be stimulated and more receptive to academic learning	Target: Survey not administered at this time. Actual: Robotics not offered this school year. So, this activity is cancelled. SPCS' participation is limited only to STEAM classes, but no activity under the CG '24.	Target: Survey not administered at this time. Actual: Robotics not offered this school year. So, this activity is cancelled. SPCS' participation is limited only to STEAM classes, but no activity under the CG '24.	Target: Survey not administered at this time. Actual: Robotics not offered this school year. So, this activity is cancelled. SPCS' participation is limited only to STEAM classes, but no activity under the CG '24.	
7.1.2: Summative Assessment	a) By the end of SY 24-25, there will be at least a 3% increase from	Spring Summative Results	% of students in grades 3-8 and 11th,	Yes	Results of the FY '23 math summative	Target: Ongoing Instruction	Target: Ongoing Instruction	Target: Ongoing Instruction	

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	baseline in math in the summative assessment (grades 3-8, 11 th).		scoring in the “Ready” & “Exceeding” levels in math in the summative assessment		assessments are as follows, for the % of test takers who ‘met’ or ‘exceeded’ the standard: • 3rd Grade = 18% • 4th Grade = 39% • 5th Grade = 13% • 6th Grade = 14% • 7th Grade = 24% • 8th Grade = 3% • 11th Grade = 18% These form the baseline for math, as this is the first year using the <i>Smarter Balanced</i> assessment tool.	Actual: Summative assessment to take place in April 2025.	Actual: Summative assessment to take place in April 2025.	Actual: Summative assessment took place in April 2025. Results are pending.	
7.1.2: Summative Assessment	b) By the end of SY 24-25, there will be at least a 3% increase from baseline in reading in the summative assessment (grades 3-8, 11 th).	Spring Summative Results	% of students in grades 3-8 and 11 th , scoring in the “Ready” & “Exceeding” levels in reading in the summative assessment		Results of the FY ’23 reading summative assessments are as follows, for the % of test takers who ‘met’ or ‘exceeded’ the standard: • 3rd Grade = 12% • 4th Grade = 6% • 5th Grade = 27% • 6th Grade = 14% • 7th Grade = 24% • 8th Grade = 13% • 11th Grade = 41% These form the baseline for math, as this is the first year using the <i>Smarter Balanced</i>	Target: Ongoing Instruction Actual: Summative assessment to take place in April 2025.	Target: Ongoing Instruction Actual: Summative assessment to take place in April 2025.	Target: Ongoing Instruction Actual: Summative assessment took place in April 2025. Results are pending.	

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					assessment tool.				
7.1.3: Supplemental Resources and Equipment Technology Services & Technology Integration	a) At least 92% of teachers will report greater technology integration in the classroom.	Web-based Survey	Percentage of teachers who report greater technology integration in the classroom	Yes	From FY '23 APR: 94% of teachers indicated greater access to technology, online resources and more technology integration	Target: Survey not administered at this time. Actual: Survey to be administered in the 3 rd quarter.	Target: Survey not administered at this time. Actual: Survey to be administered in the 3 rd quarter.	Target: Survey administered in May 2025. Actual: 87% of teachers indicated greater access to technology and online resources and 83% reported putting more effort integrating technology in the classroom.	
	b) At least 65% of students will report an improvement in technological literacy and ability to access online resources.	Web-based Survey	Percentage of students indicating improvement in technological literacy and skill in accessing online resources	Yes	From FY '23 APR: 76% of student respondent indicated improvement in proficiency using a laptop and 73% indicated increased ability to access online resources	Target: Survey not administered at this time. Actual: Survey to be administered in the 3 rd quarter.	Target: Survey not administered at this time. Actual: Survey to be administered in the 3 rd quarter.	Target: Survey administered May 2025. Actual: 75% of student respondent indicated improvement in proficiency using a	

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								laptop and 77% indicated increased ability to access online resources.	
7.2.1: Curriculum Instruction Assessment Professional Development (PD) Training	At least 65% 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	Percentage of participating teachers who will report implementing strategies learned and feeling more confident in their teaching effectiveness	Yes	<u>FY '23 APR:</u> 100% of teacher participants to PD training reported applying things learned in the classroom	<u>Target:</u> Planning and conduct of PD. <u>Actual:</u> Survey will be administered in the 3 rd quarter.	<u>Target:</u> Planning and conduct of PD. <u>Actual:</u> Survey will be administered in the 3 rd quarter.	<u>Target:</u> Planning and conduct of PD. <u>Actual:</u> <i>Survey Results:</i> 100% of teacher participants agree to implementing strategies learned and feeling more confident in their teaching effectiveness.	

PART II: *Successes, Challenges, and Evaluation*

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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>	Summative Assessment: Summative Assessment data will be available in the 4th Quarter. ✓ ✓ Supplemental Resources and Equipment: The St. Paul Christian School's (SPCS) annual goal for FY'24 is for 92% of teachers to report increased technology integration in the classroom. In the 3rd quarter survey, at least 83% of teachers reported greater integration—9% below the target. Despite this gap, however, student outcomes surpassed expectations: 75% of students reported improved laptop proficiency, and 77% indicated enhanced ability to access online resources, exceeding the 65% annual target. According to the survey results, three teachers responded 'No' to the question about integrating technology. These may be elective teachers—such as those teaching <i>Bible</i>, <i>PE</i>, <i>Home Economics</i>, or <i>Band</i>—who do not have access to digital interactive whiteboards, which could explain the discrepancy. Additionally, one respondent indicated that it was their first year at SPCS. Since all teachers do have access to Google Classroom, it is possible that some rushed through the survey and focused only on the example mentioning digital interactive whiteboards, overlooking the other listed tools. Professional Development: Another annual goal is for at least 65% of teachers who participate in professional development to report or demonstrate using learned strategies and feeling more confident in their teaching. Based on survey results, 100% of participants reported implementing the strategies in their classrooms and noted increased confidence—surpassing the target by a wide margin.
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 its 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, if appropriate.</i>	Quotes and documents were submitted for review/requisition entry since the last two quarters. The procurement of new equipment and technology remains in progress. Although requests have been submitted, items have not yet been received and are still pending processing. Several vendor quotes have been obtained and submitted for review and requisition entry; however, the purchasing process is still underway. ✓ ✓
<i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i>	Methods used for project monitoring include surveys, student participant rosters or attendance in activities, and/or sign-in sheets. ✓ ✓

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #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)



PROJECT COORDINATOR NAME (SIGNATURE)

July 10, 2025

DATE

Sylvia T. Calvo

PROJECT MANAGER NAME (PRINT)



PROJECT MANAGER (SIGNATURE)

7-31-25

DATE



FEDERAL PROGRAMS DIVISION



**FY 2024 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas Quarterly Report**

Project No. 8

St. John's School (SJS)

Quarterly Report Documents:

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

July 10, 2025

FEDERAL PROGRAMS DIVISION



FY 2024 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

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

July 10, 2025

**FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002**

FPD-SJS 25-403

Grant Name: Consolidated Grant FFY 2024 **Grant#:** S403A240002

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

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

PROJECT COORDINATOR: J. Robert Kelley

PROJECT MANAGER: Sylvia T. Calvo, FPD Grant Director

STATE PROGRAM OFFICER: Neil Rochelle

STATE DATA OFFICER: Ana O. Aguon

10/ 01/24- 12/31/24	01/01/25- 03/31/25	04/01/25- 06/30/25	07/01/25- 09/30/25
1st Qtr	2nd Qtr	3rd Qtr ✓	4th Qtr
		X	
REPORT DUE: 01/10/25	REPORT DUE: 04/10/25	REPORT DUE: 07/10/25	REPORT DUE: 10/10/25
ANNUAL REPORT DUE: 11/21/2025			

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	221		23						
6 – 8	121		16	1					
9 - 12	194		24	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:

5b. Annual 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.
- YEAR 3: At least 90% of students who participate in Academic Special Events activities will indicate being more engaged in learning and confident in their academic work.

- YEAR 1: At least 60% of senior students will report increased awareness and confidence in applying to post-secondary education
- 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
- YEAR 3: At least 6% increase in students scoring at the “*Proficient/Ready*” and “*Advanced/Exceeding*” levels in Math and ELA from baseline

COMPONENT 3: Improving Teacher Effectiveness

- YEAR 1: At least 70% of teachers participating in Professional Development will report implementing what 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.

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.

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(*Note: The annual target percentage for FY '24 had to be revised from 85% to 50% 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: Participating teachers will report at least 55% 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 from 90% to 55% based on the FY '24 or Year 2 change.*)

PART I: Section 1. Activities & Work Accomplished

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
8.1: College Readiness & Specialized Events ● Advanced Placement ● Academic Special Events ● College Fair	✓ ✓ AP Program: The SY 24-25 academic year has ended, and 139 Advanced Placement (AP) examinations were administered to 84 students (9th-12th grades) during the 3rd fiscal quarter, in May 2025. The results have been received and are documented in the performance measures table on page 4. The Academic Special Events (ASE) program concluded its activities for the 2024–2025 school year. Eight students participated in <i>MathCounts</i>, while a total of 22 students competed in the <i>Academic Challenge Bowl (ACB)</i>—9 at the middle school level and 13 at the high school level. The Life Readiness (LR) project hosted a <i>College Readiness Fair</i> at the University of Guam (UOG) in April 2025. However, the event coincided with the St. John’s School (SJS) Spring Break, preventing our participation. We plan to attend the next <i>College Fair</i> scheduled for September 2025.
8.2: Increasing Academic Performance ● Summative Assessments	✓ ✓ Summative assessments have been administered, and the results are now available. These outcomes are presented in the performance measures table. We used a variety of assessments: for grades 2 through 7, we administered the <i>Measures of Academic Progress (MAP)</i> test, and for grades 8 through 10, we used the grade-appropriate <i>Preliminary Scholastic Aptitude Test (PSAT)</i>. MAP/NWEA Testing: 2nd grade: 27 students, 3rd Grade: 37 students, 4th Grade: 34 students, 5th Grade: 43 students, 6th Grade: 36 students, 7th Grade: 40 students, TOTAL: 217 PSAT Testing: 8th Grade: 40 students, 9th Grade: 53 students, 10th Grade: 53 students, TOTAL: 146

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8.3: Improving Teacher Effectiveness Professional Development	Teacher Professional Development (PD) for the academic year has been completed. One teacher and one administrator attended the <i>International Society for Technology in Education (ISTE)</i> conference, held in San Antonio, TX from late June to July 2025. A teacher survey to collect data on the classroom application of strategies learned will be conducted at the end of the 4 th quarter to allow time for implementation.
8.4: Technology Supports and Integration Supplemental Technology Supplies and Equipment	The school year has concluded, and online surveys were administered to both teachers and students during the 3 rd fiscal quarter, before the school closed. Additionally, students used computers to complete a variety of assessments.

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

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2024	Performance Target End of March 2025	Performance Target End of June 2025	Performance Target End of September 2025
8.1: College Readiness & Specialized Events Advanced Placement (AP)	The percent of AP test results scoring 3 or higher will increase by at least 4% from the Year 1 baseline	Results of AP testing for participating students	Percentage of AP test results with a score a of 3 or higher	Yes	FY '23 APR: 68.1% of AP Tests achieved a score of 3 or above	Target: AP test results not available at this time Actual: AP testing to be conducted in the 3 rd quarter, and results reported in the 4 th quarter.	Target: AP test results not available at this time Actual: AP testing to be conducted in the 3 rd quarter, and	Target: AP test target is 72% of students achieve 3 or better. Actual: AP test results: 74% of students	

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Academic Special Events (ASE)	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	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	<u>FY '23 APR:</u> 75% of students felt more engaged in school activities and more confident to handle school work	<u>Target:</u> Planning and conduct of ASE <u>Actual:</u> Survey to be conducted during the 3 rd quarter.	results reported in the 4 th quarter. <u>Target:</u> Conduct of ASE <u>Actual:</u> Survey conducted during the 3 rd quarter.	had scores of 3 or better <u>Target:</u> 85% of students feel more engaged and confident in handling academic work <u>Actual:</u> 89% of students reported increased academic engagement and 83% indicated greater confidence in handling academic work	
College Fair	At least 70% of senior students will report	Web-based student survey for 12 th grade	Percentage of students reporting	Yes	<u>FY '23 APR:</u> 100% of participating	<u>Target:</u> 70% if College Fair is	<u>Target:</u> 70% if College Fair	<u>Target:</u> 70% if College Fair is	

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	increased awareness and confidence in applying to postsecondary education	students	increased awareness and confidence		students surveyed felt better prepared for College and career.	conducted at this time Actual: College Fair not conducted at this time	is conducted at this time Actual: College Fair not conducted at this time	conducted at this time Actual: <i>College Readiness Fair</i> was scheduled during our Spring Break, so our students did not participate.	
8.2: Increasing Academic Performance Summative Assessments	a) At least 4% increase in students scoring at the “ <i>Proficient/Ready</i> ” and “ <i>Advanced/Exceeding</i> ” levels in Math from baseline	Math Summative Test Results	% of students scoring at the “ <i>Proficient/Ready</i> ” and “ <i>Advanced/Exceeding</i> ” levels in Math from baseline	Yes	SY 22-23: MAP Math Results 2 nd : 91% 3 rd : 91% 4 th : 67% 5 th : 91% 6 th & 7 th : Did not finish due to the typhoon PSAT Math Results 8 th : 91% 9 th : 88% 10 th : 83%	Target: Summative testing not conducted at this time Actual: Summative testing to take place during the 3 rd quarter	Target: Summative testing not conducted at this time Actual: Summative testing to take place during the 3 rd quarter	Target: At least 4% increase from baseline Actual: ✓ MAP Math Results 2 nd : 96% (✓) 3 rd : 81% (x) 4 th : 91% (✓) 5 th : 84% (x) 6 th : 83% (n/a) 7 th : 90% (n/a) PSAT Math Results 8 th : 75% (x) ✓ 9 th : 87% (x) 10 th : 89% (✓)	✓

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	b) At least 4% increase in students scoring at the “ <i>Proficient/Ready</i> ” and “ <i>Advanced/Exceeding</i> ” levels in ELA from baseline	ELA Summative Test Results	% of students scoring at the “ <i>Proficient/Ready</i> ” and “ <i>Advanced/Exceeding</i> ” levels in ELA from baseline	Yes	MAP ELA Results 2nd: 97% 3rd: 83% 4th: 87% 5th: 84% 6th: 91% 7th: 87% PSAT ELA Results 8th: 83% 9th: 83% 10th: 87%	<u>Target:</u> Summative testing not conducted at this time <u>Actual:</u> Summative testing to take place during the 3rd quarter	<u>Target:</u> Summative testing not conducted at this time <u>Actual:</u> Summative testing to take place during the 3rd quarter	<u>Target:</u> At least 4% increase from baseline <u>Actual:</u> MAP ELA Results ✓ 2nd: 93% (x) 3rd: 89% (✓) 4th: 91% (✓) 5th: 91% (✓) 6th: 89% (x) 7th: 93% (✓) PSAT ELA Results ✓ 8th: 98% (✓) 9th: 89% (✓) 10th: 98% (✓)	
8.3: Improving Teacher Effectiveness Professional Development	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	Web-based survey for teachers participating in professional development activities	Percentage of teachers participating in professional development that report implementing and feeling confident in learned concepts.	Yes	<u>FY ‘23 APR:</u> 100% of teachers report ‘<i>always</i>’ implementing new strategies and 67% report feeling more confident in their effectiveness.	<u>Target:</u> Planning/ conduct of PD <u>Actual:</u> Survey to be conducted during the 3rd quarter	<u>Target:</u> Planning/ conduct of PD <u>Actual:</u> Survey to be conducted during the 3rd quarter	<u>Target:</u> Conduct of PD training <u>Actual:</u> Survey will be done in the 4th quarter to allow for classroom application of things learned	

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8.4: Technology Supports and Integration Supplemental Technology Supplies and Equipment	At least 50% of participating teachers will report improved access and integration of technology supports in the classroom	Web-based survey for teachers that participate in project activity	Percentage of teachers reporting improved access and integration of technology supports	Yes	<u>FY '23 APR:</u> 76% report more access to technology and 84% report more integration of technology into their classes.	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Survey to be conducted during the 3rd quarter	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Survey to be conducted during the 3rd quarter	<u>Target:</u> Survey administered at this time <u>Actual:</u> 81% of teachers reported more access to technology and 75% report they have integrated more technology into their classes.	
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PART II: Successes, Challenges, and Evaluation



The school year ended, and we had a largely successful year in our activities related to the Consolidated Grant:

- Summative assessment results in Math and English Language Arts (ELA) were strong overall, though there remains room for continued improvement. A range of assessments was utilized: students in grades 2–7 took the *Measures of Academic Progress (MAP)* test, while those in grades 8–10 completed the grade-appropriate *Preliminary Standard Achievement Test (PSAT)*. Across nearly all grade levels (2 through 10), performance met or exceeded the established goals. In the few instances where targets were not met, student achievement remained high, with results at or above 75%.
- Eighty-four students in grades 9–12 took a total of 139 AP exams. Seventy-four percent (74%) of these students received scores of 3 or higher, exceeding the target goal of 72%.
- The Academic Special Events (ASE) program achieved notable success this year, with a total of 30 students participating—8 in *MathCounts* and 22 in the *Academic Challenge Bowl (ACB)*. The middle school ACB team distinguished themselves by winning the island championship and representing the school at the national competition in Chicago, where they delivered a strong performance.

Among these students who took part in the ASE activities, 89% reported increased academic engagement, surpassing the target goal of 85%.

- One teacher and one administrator attended the *International Society for Technology in Education (ISTE)* Conference held in San Antonio, which took place from late June through early July 2025. As a result of the conference's timing, data collection—through a survey to assess whether the strategies learned were implemented in the classroom—will take place in the fourth quarter.
- Based on survey data collected from instructional staff, 81% of teachers reported having greater access to technology, and 75% indicated that they have integrated more technology into their classroom instruction. These outcomes significantly exceed the target benchmark of 50%. The data reflects progress in implementing school-wide initiatives aimed at enhancing digital learning and instructional innovation.

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).

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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, if appropriate.</i>	✓ ✓ Scheduling remains one of the primary challenges, as we operate within a limited timeframe to accommodate a wide range of activities. In our efforts to enrich students' experiences, certain opportunities occasionally must be set aside. For example, students were unable to attend the <i>College Readiness Fair</i> in April this year, as it coincided with the school's Spring Break. While a few areas in the summative assessments did not meet the established growth targets, student achievement in those subjects remained strong, with performance levels reaching well above 75%.
<i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i>	✓ ✓ The impact of grant-funded activities continues to be monitored primarily through administrative observations and teacher self-reflection. In addition, summative assessment data provide valuable insights into the effectiveness of our instructional efforts. Overall, student achievement has shown positive trends both for the quarter and the school year as a whole.

FFY 2024 CONSOLIDATED GRANT
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QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: St. John's School

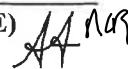
- ☒ To the best of my knowledge and belief, as the authorized representative of this entity, all data in this Quarterly Performance Report are true and correct.
- ☒ The Quarterly Performance Report fully discloses all known weaknesses concerning the accuracy, reliability and completeness of the data.

J. Robert Kelley
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

7/7/2025
DATE

Sylvia T. Calvo
PROJECT MANAGER NAME (PRINT)


PROJECT MANAGER (SIGNATURE) 

7-31-25
DATE

FEDERAL PROGRAMS DIVISION



FY 2024 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas Quarterly Report

Project No. 9

Harvest Christian Academy (HCA)

Quarterly Report Documents:

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

July 10, 2025

FEDERAL PROGRAMS DIVISION



FY 2024 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

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

July 10, 2025

**FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002**

FPD-HCA 25-404

Grant Name: Consolidated Grant FFY 2024 **Grant#:** S403A240002

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

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

PROJECT COORDINATOR: **Ben Olson**

PROJECT MANAGER: **Sylvia T. Calvo, Grant Director**

STATE DATA / PROGRAM OFFICER: **Ana O. Aguon**

10/ 01/24- 12/31/24	01/01/25- 03/31/25	04/01/25- 06/30/25	07/01/25- 09/30/25
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
		X	
REPORT DUE: 01/10/25	REPORT DUE: 04/10/25	REPORT DUE: 07/10/25	REPORT DUE: 10/10/25
ANNUAL REPORT DUE: 11/21/2025			

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	376	NA	21	1					
6 – 8	216	NA	17	1					
9 - 12	285	NA	24	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.

LIST THE PROJECT OBJECTIVES:

- 9.1. Academic Special Events: Extended opportunities for students to challenge themselves academically and excel academically, emotionally, and socially
- YEAR 2 (Oct. 2024 – Sept. 2025):
 - a) At least 68% of students competing in the Academic Special Events (ASE) will indicate more engagement in learning and greater confidence in handling academic work.
 - b) Rate of student involvement and effort to join the ASE competitions will increase by 1% in YEAR 2 as compared with YEAR 1.
- 9.2. STEAM (Science, Technology, Engineering, Arts, and Mathematics) Support: Enhanced and expanded learning in the classroom and beyond
- YEAR 2 (Oct. 2024 – Sept. 2025):
 - a) At least 52% of students competing in the ASE will indicate greater learning engagement and confidence in handling academic work.
 - b) At least 10% of participating students will indicate an interest in pursuing a STEAM related college degree.
- 9.3. Sports and Athletics: Enhanced and expanded learning outside the classroom
- YEAR 2 (Oct. 2024 – Sept. 2025):

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At least 55% 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 2 (Oct. 2024 – Sept. 2025):
At least 60% of participating teachers will indicate classroom application of PD-learned teaching strategies.
- YEAR 2 (Oct. 2024 – Sept. 2025):
At least 20% increase from baseline of Cardio-Pulmonary Resuscitation (CPR)-certified teachers.

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

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
➤ 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>	➤ 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.
Provision of Extended Learning Opportunities (Academic and Non-Academic) to Enhance Student Engagement 9.1 Academic Special Events • <i>National Forensic League (NFL)</i> • <i>Math Counts</i> • <i>Math Olympiad</i>	✓ 9.1 Academic Special Events —Completed National Forensic League • Continuing from the second quarter (January-March, 2025), weekly practices were conducted with 33 students. During the third quarter, the <i>National Forensic League (NFL)</i> finals took place in April 2025, and HCA had 6 students qualify for the <i>National Speech and Debate Tournament (NSDT)</i>. All 6 of the HCA students that qualified traveled to the NSDT in Des Moines, Iowa and represented HCA and Guam at the tournament from June 15 – 20, 2025. Math Counts • Continuing from the second quarter (January-March, 2025), weekly practices were conducted with 18 students. During the third quarter the Harvest <i>Math Counts</i> team sent 2 students to the <i>Math Counts National Competition</i> in Washington, D.C. from May 10 – 13, 2025. The HCA chaperone for the event was HCA’s <i>Math Counts</i> coach. Math Olympiad • Continuing from the second quarter (January-March, 2025), weekly practices were conducted with 16 students. No competitions took place during the third quarter.

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9.2. STEAM <i>Requisitions</i> <i>Academics</i>	✓ 9.2. STEAM - Ongoing Requisitions:<i>Updated:</i> We are now following up with the GDOE on the following remaining science lab items requested: (1) science lab microscopes for use in science classes: <i>Updated progress: Final GDOE approvals were in process as of 4/1/25 and we are still awaiting conversion to PO.</i> (2) wall mounted cabinets for storage of science items (classroom equipment/supplies) <i>Updated progress: These four cabinets were received by our school on 6/9/25.</i> - The status remains the same from the previous quarterly report regarding the PC with video editing software: (3) awaiting vendor to deliver the computer with video editing software for use in digital art classes. <i>Updated:</i> From the previous quarterly report, some progress has been made regarding the attempted request for the following items that had passed the deadline of September 30, 2024 to convert to a purchase order. Regarding the new paperwork that our school submitted to GDOE to request requisition of these items under this FFY '24 requisition cycle, the following are the items along with their updated statuses: (1) musical instruments and music equipment and supplies: items are still in requisition and have not yet converted to PO (2) DSLR cameras and related accessories for our art classes: <i>partial</i> receipt of items – awaiting final delivery on one PO and initial deliveries on two other POs <i>Updated:</i> Of the other art items in our grant narrative, we are working with a vendor to quote the laser cutter, HD printer, and related accessories. <i>Updated:</i> We submitted requisition for a microphone system for use in our school's drama department. The request with quote was submitted to GDOE in late April 2025 and is currently going through their requisition process. Academics: Estimated 285 students participated in STEAM courses/activities, grades 9 through 12, during SY 24-25.
9.3. Sports and Athletics <i>Requisitions</i>	✓ 9.3. Sports and Athletics – Ongoing Requisitions: - To reiterate from the previous quarterly report, our school received plyometric boxes, an elliptical, and volleyball standards (volleyball system - poles and net) on April 9, 2025. <i>Updated:</i> We are finalizing a quote for the other additional sports and athletics items listed in our grant narrative, with the request soon to be submitted to the GDOE.

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9.4 Professional Development (PD)

- *Travel*

9.4. Professional Development (PD) – *Ongoing*

- **Implementation of PD strategies for travel completed during the first and second quarters:**
 - *2024 Gold Medal Squared Convention (volleyball)*, Scottsdale, AZ
December 6 – 8, 2024
Two (2) travelers attended this event: Ella Weier and Juliana Cordes.
Strategies learned will be implemented at the start of volleyball season, in the fourth reporting quarter.
 - *2025 United Soccer Coaches Convention*, Chicago, IL
January 8 – 12, 2025
Two (2) travelers attended this event: Joshua Thaler and Allison Burak.
Strategies learned will be implemented at the start of soccer season, in the fourth reporting quarter, with middle school tryouts in July.
 - *2025 American Choral Directors Association National Conference*, Dallas, TX
March 18 – 22, 2025
One (1) traveler attended this event: Caroline Beadles.
Strategies learned have already been implemented in choral classes. Our students have shown greater enthusiasm, confidence, and faster improvements as they rehearse and prepare for performances, and we attribute this to a new emphasis on implementing teaching strategies that involve students' kinesthetic learning and physical movement. Also, our music teachers have noticed that they teach more effectively as a result of strategies learned to improve their vocal health. Also, the selection of new literature for the choir program will incorporate what this professional training taught on the selection and effective use of choral literature.
 - *2025 Council for Exceptional Children (CEC) Convention & Expo*, Baltimore, MD
March 12 – 15, 2025
Two (2) travelers attended this event: Hope Fahoyelmarey and Rachel Macapinlac.
The following improvements were made to education at our school as a result of learned strategies and networking at this professional development:
 - A classroom checklist was created for teachers to more effectively de-escalate behavior and potentially reduce the frequency of visits to the principal.
 - A better understanding was gained on the topics of executive function, behavior issues and interventions, dyslexia and reading disabilities, writing strategies for high schoolers, and parental concerns over having their student evaluated. This increased understanding will be used to work with students and their parents more effectively and will also be incorporated into the internal training we provide our teachers.
 - Contacts were made with new vendors that may result in improvements in the materials used in special education.
 - Contacts were made to establish a help network.
- **Travel completed during this third quarter reporting period:**
 - *2025 National Association of Basketball Convention*, Chicago, IL
April 3 – 7, 2025
Three (3) travelers attended this event: Titus Baugus, Noah Kephart, and Joshua Thaler.
Strategies learned will be implemented at the start of the basketball season.



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- 2025 FACTS Elevate Conference, Salt Lake City, UT
June 23 – 26, 2025
One (1) traveler attended this event, our Head of School, Dr. Neal Ring.

This completes all professional development travel during this FFY 2024, and no further travel is planned for this FFY 2024.

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



Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2024	Performance Target End of March 2025	Performance Target End of June 2025	Performance Target End of September 2025
9.1: Academic Special Events Math Counts, Math Olympiad, and National Forensic League	a) By the end of the SY 24-25, at least 68% 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 '23 APR: 100% (15 out of 15) 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.	Target: Survey not administered at this time. Actual: ASE competitions underway. Survey to be administered in the 3 rd quarter.	Target: ≥68% Actual: 96% (22 out of 23) indicated greater engagement in learning and 91% (21 out of 23) indicated greater confidence in handling academic work.	

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	b) Rate of student involvement and effort to join the ASE competitions will increase by 1% in YEAR 2 as compared with YEAR 1.	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 competition	Yes	<u>FY '23</u> <u>APR:</u> 56 students <i>Note: out of a total of 625 (no. of students that could join ASE activities in SY 23-24), so rate of initial interest =8.96% (56/625)</i>	<u>Target:</u> Counts to be taken this quarter. <u>Actual:</u> 67 students <i>Note: out of a total of 636 (no. of students that could join ASE activities in SY 24-25), so rate of initial interest =10.53% = (67/636)</i>	<u>Target:</u> Counts taken in the first quarter. <u>Actual:</u> 67 students	<u>Target:</u> >=1% increase from baseline rate <u>Actual:</u> 1.57% increase (from baseline of 8.96% (56/625 students) to 10.53% (67/636 students))	
9.2: STEAM	a) At least 52% 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	<u>FY '23</u> <u>APR:</u> 92% (24 out of 26) indicated greater learning engagement and 69% (18 out of 26) felt more confident in handling academic work	<u>Target:</u> Survey not administered at this time. <u>Actual:</u> Ongoing STEAM instruction Survey to be administered in the 3rd quarter.	<u>Target:</u> Survey not administered at this time. <u>Actual:</u> Ongoing STEAM instruction Survey to be administered in the 3rd quarter.	<u>Target:</u> >=52% <u>Actual:</u> 88% (66 out of 75) indicated greater learning engagement and 83% (62 out of 75) indicated confidence in handling academic work.	

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	b) At least 10% of participating students will indicate an interest in pursuing a STEAM related college degree.	Student survey	% of participating students who indicate an interest in pursuing a STEAM related college degree	Yes	<u>FY '23</u> <u>APR:</u> Of those surveyed, 42% (11 out of 26) STEAM-participating high school students also participating in Sports & Athletics indicated developing an interest in pursuing a STEAM-related college degree	<u>Target:</u> Survey not administered at this time. <u>Actual:</u> Ongoing STEAM instruction. Survey to be administered in the 3 rd quarter.	<u>Target:</u> Survey not administered at this time. <u>Actual:</u> Ongoing STEAM instruction. Survey to be administered in the 3 rd quarter.	<u>Target:</u> >=10% <u>Actual:</u> 65% (64 out of 98) indicated an interest in pursuing a STEAM related college degree.	
9.3: Sports & Athletics	At least 55% 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	<u>FY '23</u> <u>APR:</u> 87% (20 out of 23) indicated greater learning engagement and 78% (18 out of 23) felt more confident in handling academic work.	<u>Target:</u> Survey not administered at this time. <u>Actual:</u> Ongoing sports and athletics. Survey to be administered in the 3 rd quarter.	<u>Target:</u> Survey not administered at this time. <u>Actual:</u> Ongoing sports and athletics. Survey to be administered in the 3 rd quarter.	<u>Target:</u> >=55% <u>Actual:</u> 100% (45 out of 45) indicated greater learning engagement and 87% (39 out of 45) indicated confidence in handling academic	

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								work.	
9.4: Professional Development (PD) <i>(Note: This is a new added component to the HCA's Year 2 application.)</i>	At least 60% 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	No baseline data	Target: Survey not administered at this time.	Target: Survey not administered at this time.	Target: >=60%	
					Baseline data to be established in FY '24.	Actual: Ongoing PD travel/trainings.	Actual: Ongoing PD travel/trainings.	Actual: 100% (10 out of 10) indicated classroom application of PD-learned teaching strategies.	
						Survey to be administered in the 3 rd quarter.	Survey to be administered in the 3 rd quarter.		
	At least 20% increase from baseline of Cardio-Pulmonary Resuscitation (CPR)-certified teachers (at least one per grade level K5-12 th).	School listing of Certified CPR Trainees	Count of CPR-certified teachers per grade levels K5-12 th	Yes	From current School Listing: 23	Target: Count not taken at this time.	Target: Count not taken at this time.	Target: >=20% increase from baseline rate	
					<i>(Note: These CPR certifications were not funded under the CG.)</i>	Actual: Ongoing trainings/certification.	Actual: Ongoing trainings/certification.	Actual: 0% increase/decrease (from baseline count of 23 CPR certified)	
						Count to be taken in the 3 rd quarter.	Count to be taken in the 3 rd quarter.		

PART II: *Successes, Challenges, and Evaluation*



Successes/Progress:

- Among the SY 24-25 Harvest Christian Academy (HCA) students who participated in Academic Special Events (ASE) and responded to the survey, 96% reported increased engagement in learning and 91% reported greater confidence in managing academic work—both surpassing the target goal of at least 68%.
- The rate of student interest and effort to join ASE competitions rose by 1.6%, slightly surpassing the FFY '24 target goal of a 1% increase.
- Among students participating in STEAM, 88% reported increased engagement in learning and 83% expressed greater confidence in handling academic work, both exceeding the target goal of 52%.
- 65% of student respondents who were involved in a STEAM activity (such as *Art Show*, *Machine Madness*, *Egg Drop & Bridge* activity, *Chemistry Titration Competition*, *Coding*, *Fall & Spring Concerts*, etc.) expressed interest in pursuing a STEAM-related college degree, significantly surpassing the target goal of 10%.
- Among students who participated in Sports & Athletics and completed the survey, 100% reported increased engagement in learning and 87% reported greater confidence in managing academic work—both exceeding the target goal of 55%.
- All HCA teachers/coaches/choir director who took part in professional development training (100%) reported applying the teaching strategies they learned in their “classrooms”.

Specifics:

• **Component 9.1: Academic Special Events**

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. Recalling what was reported in the previous quarter, there was a 20% increase from the previous academic year in the number of students making effort to join one or more ASE. As we tie in previously reported successes and previous survey data with the new survey data, we continue to see a sustained high percentage indicating both the academic engagement of students and their confidence in handling academic work.

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).

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In large part, we attribute this consistency and stability to the opportunities that continue to be available to our students to join the ASE, but also from the actual survey responses from students in which they were questioned on their academic engagement and their confidence in handling academic work. A strong 96% (22 out of 23 ASE respondents) students this year indicated greater engagement in learning. These 23 survey respondents were a subset of the 67 students who made effort to join one or more ASE.

Although the previous year's survey results on this metric indicated 100% (15 out of 15), indicating greater engagement in learning, it was a smaller sample, and the average percentage of this year's responses of 3 or greater on the 4-point Likert scale was much closer to the percentages of the questions measuring student engagement and confidence in handling academic work. Even though the previous year's result was 100% on the survey question measuring learning engagement and confidence in handling academic work, the related control questions averaged only 87% (standard rounding) answering 3 ("Agree") or 4 ("Strongly agree"). This year, the survey responses indicated 96% engagement in learning and 91% confidence in handling academic work. However, this may be a more accurate indication since this year's percentages are (1) closer to the same control questions, averaging 82% ("Agree" or "Strongly agree") and (2) this year's number of survey responses is a greater proportion of the number of the students making an effort to join the ASE: 34% (23 survey responses out of the 67 students making an effort to join one or more ASE this year) versus 27% (15 survey responses out of the 56 students making an effort to join one or more ASE the previous year).

All in all, there is strong indication that student involvement in ASE is connected to high rates of academic engagement and confidence that exceed the goals stated in these reports. Our second main takeaway is that we saw a 1.57% increase in the number of students making effort to join one or more ASE. This was from the baseline of 8.96% (56/625 students) to 10.53% (67/636 students). Since not only the number of students making effort to join one or more ASE increased from 56 the previous year to 67 this year, but also the proportion of students, this suggests a healthy mixture of new students showing interest in the ASE as well as other students maintaining their interest in the ASE from the previous year.

- **Component 9.2: STEAM**

Our first goal regarding STEAM activities this year was that at least 52% of the students participating in STEAM will indicate greater learning engagement and confidence in handling academic work. This goal was exceeded, with 88% -- 66 out of 75 students -- indicating greater learning engagement and 83% -- or 65 out of these same 75 students -- indicating confidence in handling academic work. Since this is a larger sampling than the previous year's 26 survey respondents on these questions, this larger survey sampling may more accurately represent of the true academic health of our students, which gives a strong indication that there is a healthy level of student engagement and confidence in handling academic work.

Our second goal regarding STEAM activities this year was that at least 10% of participating students will indicate an interest in pursuing a STEAM related college degree. Considering the baseline coming from the previous academic year, 42% -- 11 out of 26 students -- indicating interest in pursuing a STEAM-related college degree, our survey results

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seem to indicate a clear increase this year, at 65% -- 64 out of 98 students. Thus, our goal was met, and this data suggests a significantly higher student interest in STEAM than the goal anticipated. 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: Sports & Athletics**

Our goal with our sports and athletics activities was that at least 55% of participating students would indicate greater learning engagement and confidence in handling academic work, and this goal was met, with 100% (45 out of 45) indicated greater learning engagement and 87% (39 out of 45) indicated confidence in handling academic work. Further, with the new athletic equipment recently received, we anticipate that this will enhance and expand our athletics and sports activities offered to our students and that this will result in a continued high rate of student engagement and confidence with their academics. Sports and athletics activities continue to be an integral component of our students' experience, complimenting and contributing to their academic health.

- **Component 9.4: Professional Development**

The professional development of our teaching staff is one of the most vital, if not the most vital component, of this grant funding. We would posture that the academic (and overall) health of our students is far more connected to the quality of their relationship with and interaction with the teaching staff than it is to any new equipment and supplies received under this grant funding. We are pleased that 100% of the teaching staff we sent on professional development travel stated they are applying what they learned during those professional development events to benefit our students.

Even with the changes in technology and the coming and going of certain equipment and supplies, the knowledge gained and passed on to fellow teaching staff remains, and its value will continue far into the future.

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



Challenges:

The main challenge this quarter is the continued efforts on the requisition and receiving of several items as we follow up with vendors and with GDOE.

An additional challenge has been utilizing the funds for CPR needs. 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.

Observations:

Although these are challenges, we count it a success that the items we want to continue pursuing were added to this FFY '24 (CG YEAR 2) budget narrative. This was made possible with the grant oversight taking into consideration the challenge that many requisitions can take more than a year from initial request to delivery.

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<i>appropriate.</i>	✓ <i>Special note on professional development:</i> One of the most beneficial activities to our school was the travel for professional development. As we continue to send travelers to professional development events and they come back and share with fellow staff what they have learned, we see more and more how valuable this is in helping guide and shape the quality of education at our school. Especially in the third quarter with most travel activities completed for this financial year, we are seeing a more immediate impact as a result of the professional development of our teaching staff, which is more significant than the impact of any physical materials and equipment received. Also, the knowledge gained and passed down has a more lasting impact than these physical items in sustaining and improving the quality of education at our school.
<i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i>	✓ 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. In this third quarter, the following were key to evaluating the outcomes and quality of implementation: • 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. • Reporting on the implementation of learned strategies and knowledge gained from professional development travel.

QUARTERLY REPORT CERTIFICATION

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

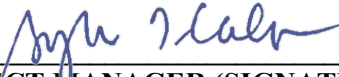
- ☒ To the best of my knowledge and belief, as the authorized representative of this entity, all data in this Quarterly Performance Report are true and correct.
- ☒ The Quarterly Performance Report fully discloses all known weaknesses concerning the accuracy, reliability and completeness of the data.

Ben Olson
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

July 4, 2025
DATE

Sylvia T. Calvo
PROJECT MANAGER NAME (PRINT)


PROJECT MANAGER (SIGNATURE)

7-31-25
DATE

FEDERAL PROGRAMS DIVISION



FY 2024 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas Quarterly Report

Project No. 10

Guam Adventist Academy (GAA)

Quarterly Report Documents:

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

July 10, 2025

FEDERAL PROGRAMS DIVISION



FY 2024 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

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

July 10, 2025

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FPD-GAA 25-405

Grant Name: Consolidated Grant FFY 2024 **Grant#:** S403A240002

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

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

PROJECT COORDINATOR: Joaquina Vega

PROJECT MANAGER: Sylvia T. Calvo, FPD Grant Director

STATE DATA/PROGRAM OFFICER: Ana O. Aguon

10/ 01/24- 12/31/24	01/01/25- 03/31/25	04/01/25- 06/30/25	07/01/25- 09/30/25
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
		X	
REPORT DUE: 01/10/25	REPORT DUE: 04/10/25	REPORT DUE: 07/10/25	REPORT DUE: 10/10/25
ANNUAL REPORT DUE: 11/21/2025			

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	44	30	4						
6 – 8	29	18	10						
9 - 12	32	13	Same teachers 7-8	2 Pre-K-12					

LIST THE PROJECT GOALS:

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

a) providing teachers with professional development training and supplemental resources supporting high-quality instruction; and

b) providing opportunities for students to participate in academic and non-academic supplemental activities enhancing student learning engagement and safety.

LIST THE PROJECT OBJECTIVES:

10.1. Professional Development & Academic Performance:

- **Year 2:** There will be at least 55% of participating teachers who implement a best practice technique learned from the training, as evidenced by teacher surveys.
- **Year 2:** Improved academic performance in math, reading, and science by at least % from baseline on the MAP assessment.

10.2. Special Events & Opportunities:

- **Year 2:** There will be at least 3% increase in student participation in STEAM activities, and other academic and non-academic special events and at least 58% of participating students will report they are more engaged in learning and confident in handling academic work.

10.3. Career Oriented Programs and Assessment:

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	Year 2: There will be at least 25% of students who indicate interest in pursuing a STEAM related college degree or a CTE pathway; and at least 79% of students will indicate that College or Career Fair is relevant and helpful. 10.4. School Climate, Culture and Engagement: Year 2: At least 55% of students will be participating in health and safety activities and reporting greater engagement in learning and confidence in handling academic work.
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PART I: Section 1. *Activities & Work Accomplished*

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
10.1. Professional Development (PD) & Academic Performance PD Training: For FY '24, GAA requested training on the <i>Active Panel 9 End-User Training</i> <i>Classroom Instruction That Works (CITW)</i> <i>Cooperative Learning and Student Engagement Strategies</i> <i>Sheltered Instruction Observation Protocol (SIOP)</i> <i>Higher Order Thinking Skills</i> <i>STEAM Science Training</i> <i>Next Generation Science Standards</i> <i>Technology Integration</i> <i>High-quality Instruction for High-ability Students</i> <i>Using Assessment Data for Educational Planning and Interventions</i> <i>Math Instructional Strategies</i> <i>Literacy Training – Training on Effective Literacy Strategies</i> <i>Conscious Discipline</i> Summative Assessment	10.1. Professional Development (PD) & Academic Performance ✓ PD Training: <i>Ongoing</i> - Three teachers attended the training sessions on the <i>Next Generation Science Standards (NGSS)</i> on January 31, February 7, 21, 28, April 11 and 25, 2025 at the GDOE. - Two teachers will attend the conference <i>International Society for Technology in Education (ISTE) Live</i> from June 29 to July 2, 2025, San Antonio, Texas. - The school is awaiting invites from the CG projects on other requested training listed in the left column. Instruction in the core subject areas for the 2024–2025 school year has been successfully completed. GAA students participated in the Measures of Academic Progress (MAP) summative assessment during Spring 2025. Summative Assessment: <i>Completed</i> Instruction in the core subject areas for the school year 2024-2025 has been successfully completed. GAA students participated in the <i>Measures of Academic Progress (MAP)</i> summative assessment during Spring 2025. Below are the participation counts and proficiency results:

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Math

Grade Level	No. of students who took test	No. of “ <i>proficient</i> ” or beyond	% “ <i>proficient</i> ” or beyond
3 rd	5	4	80%
4 th	13	9	69%
5 th	6	2	33%
6 th	8	5	63%
7 th	11	9	82%
8 th	8	5	63%
9 th	8	7	88%
10 th	5	5	100%
11 th	10	9	90%
12 th	7	7	100%

Reading

Grade Level	No. of students who took test	No. of “ <i>proficient</i> ” or beyond	% “ <i>proficient</i> ” or beyond
3 rd	5	3	60%
4 th	13	7	54%
5 th	6	2	33%
6 th	8	5	63%
7 th	11	7	64%
8 th	8	6	75%
9 th	8	5	63%
10 th	4	4	100%
11 th	10	9	90%
12 th	7	4	57%



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Science

Grade Level	No. of students who took test	No. of “ <i>proficient</i> ” or beyond	% “ <i>proficient</i> ” or beyond
3 rd	5	4	80%
4 th	13	9	69%
5 th	6	2	33%
6 th	8	5	63%
7 th	11	9	82%
8 th	8	6	75%
9 th	8	6	75%
10 th	5	5	100%
11 th	10	N/A	—
12 th	7	N/A	—



10.2 Special Events & Opportunities

- Academic Special Events
- Visual Performing Arts (VPA)
- STEAM

10.2 Special Events & Opportunities

Academic Special Events:

- For Middle School *Academic Challenge Bowl (ACB)*, there were seven (7) students who initially expressed interest.
- For High School ACB, there were four (4) students who initially expressed interest.

However, the middle and high school teams were unable to move forward this season due to unforeseen circumstances. The coach was unexpectedly hospitalized with a medical condition and was therefore unable to lead the team.

Visual Performing Arts (VPA):

Students were successfully prepared for the *Spring Concert*, which featured the participation of seventy-five (75) students.

STEAM:

UOG Chemistry Titration Competition. Due to scheduling conflicts, students were unable to participate in the 2025 Chemistry Titration Competition held at the University of Guam. Although we greatly value opportunities that promote hands-on science learning, the timing of this year’s event did not align with our academic calendar. To help prevent similar conflicts in the future, we will explore earlier coordination with event organizers and internal scheduling teams.



10.3 Career-Oriented Programs and Assessment

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

10.4 School Climate, Culture and Engagement

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

10.3 Career Oriented Programs and Assessment

College Exploration and Readiness Opportunities:

GAA high school students in 10th and 11th grade participated in the *FY '24 College Readiness Fair*, which was held on April 22, 2025, at the UOG.

10.4 School Climate, Culture and Engagement

Health & Physical Fitness: *Completed*

During the 2024–2025 school year, approximately 82% of students (86 out of 105) participated in the school's physical fitness activities. These fitness sessions typically occur during Physical Education (P.E.) classes, where students engage in enjoyable and active exercises such as stretching, jumping jacks, and relay races. P.E. is a regular component of the curriculum for students in Pre-K through 10th grade and is offered as an elective for 11th and 12th graders.

First Aid & CPR Training and Certification

Eight teachers and staff members have expressed interest in participating in *First Aid & CPR* training and certification. The school continues to await invitations from CG projects regarding the scheduling of this training.

In addition, GAA is continuing efforts to procure safety equipment outlined in the school's FY '23 application, as part of its ongoing commitment to campus safety and preparedness.

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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 (Current school year or most recent)	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2024	Performance Target End of March 2025	Performance Target End of June 2025	Performance Target End of September 2025
10.1 Professional Development and Academic Performance	a) By the end of SY 24-25, at least 55% of participating teachers will indicate implementing a best practice technique learned from the training, as evidenced by teacher surveys.	Teacher surveys	% of participating teachers who indicate implementing a best practice technique learned from the training.	Yes	<u>FY '23 APR:</u> 100% of teacher participants indicated having applied the PD-learned in the conference, <i>International Society for Technology in Education (ISTE)</i> Live. Among teacher attendees to the local training on the <i>Promethean Board</i> , 92% indicated applying in the classroom what they learned from the training.	<u>Target:</u> Survey not administered at this time. <u>Actual:</u> Survey will be administered in the 3 rd quarter	<u>Target:</u> Survey not administered at this time. <u>Actual:</u> Survey will be administered in the 3 rd quarter	<u>Target:</u> At least 55% <u>Actual:</u> Among teachers attendees to the local training on the <i>Next Generation Science Standards (NGSS)</i> , 67% indicated classroom application of the strategies learned in the training	
	b) By end of SY 24-25,	MAP assessment	% of students whose scores	Yes	<u>SY 23-24 Spring MAP results:</u>	<u>Target:</u> MAP test	<u>Target:</u> MAP test	<u>Target:</u> At least 3%	

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	there will be at least 3% increase from baseline on the MAP assessment in math, reading, and science.	results	increased by at least 3% from the baseline of the MAP assessment		<u>Math</u> 3rd - 69% 4th - 29% 5th - 43% 6th - 64% 7th - 51% 8th - 76% 9th - 100% 10th - 85% 11th - 100% 12th - 72% <u>Reading</u> 3rd - 54% 4th - 43% 5th - 72% 6th - 76% 7th - 63% 8th - 51% 9th - 80% 10th - 92% 11th - 66% 12th - 100% <u>Science</u> 3rd - 45%	results not available at this time. <u>Actual:</u> MAP Spring summative assessment to take place in the 3rd quarter. <u>Target:</u> MAP test results not available at this time. <u>Actual:</u> MAP Spring summative assessment to take place in the 3rd quarter. <u>Target:</u> MAP test	results not available at this time. <u>Actual:</u> MAP Spring summative assessment to take place in the 3rd quarter. <u>Target:</u> MAP test results not available at this time. <u>Actual:</u> MAP Spring summative assessment to take place in the 3rd quarter. <u>Target:</u> MAP test	increase from baseline <u>Actual:</u> Math 3rd - 80% (✓) 4th - 69% (✓) 5th - 33% (x) 6th - 63% (x) 7th - 82% (✓) 8th - 63% (x) 9th - 88% (x) 10th - 100% (same) 11th - 90% (x) 12th - 100% (✓) <u>Target:</u> At least 3% increase from baseline <u>Actual:</u> 3rd - 60% (✓) 4th - 54% (✓) 5th - 33% (x) 6th - 63% (x) 7th - 64% (x) 8th - 75% (✓) 9th - 63% (x) 10th - 100% (✓) 11th - 90% (✓) 12th - 57% (x) <u>Target:</u> Science	
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					4 th – 43% 5 th – 57% 6 th – 76% 7 th – 76% 8 th – 88% 9 th – 99% 10 th – 84% 11 th & 12 th – Data not available for reporting due to small class size.	results not available at this time. Actual: MAP Spring summative assessment to take place in the 3 rd quarter.	results not available at this time. Actual: MAP Spring summative assessment to take place in the 3 rd quarter.	At least 3% increase from baseline Actual: 3 rd – 80% (✓) 4 th – 69% (✓) 5 th – 33% (x) 6 th – 63% (x) 7 th – 82% (✓) 8 th – 75% (x) 9 th – 75% (x) 10 th – 100% (✓) 11 th & 12 th – Data not available for reporting due to small class size.	
10.2 Special Events and Opportunities	a) By the end of SY 24-25, there will be at least a 3% increase in student participation in STEAM activities, and other academic and non-academic special events.	Student Participant List	% of student participants to STEAM activities, and other academic and non-academic special events	Yes	FY '23 APR: Six (6) middle School students participated in ACB <u>Addendum:</u> 86 students participated in STEAM activities	Target: Planning and conduct of special events Actual: Count to be provided in the 2 nd qtr.	Target: Planning and conduct of special events Actual: Middle School ACB, there were seven (7) students interested High School ACB, there were four	Target: At least a 3% increase in student participation Actual: Middle ACB and High School ACB were not formed due to lack of a coach, who was hospitalized. 73 students participated in STEAM activities	

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	a) By the end of SY 24-25 at least 58% of participating students will report they are more engaged in learning and confident in handling academic work	Student survey	% of participating students who report they are more engaged in learning and confident in handling academic work	Yes	<u>FY '23 APR:</u> 87% of respondents indicated more learning engagement & 81% reported greater confidence in handling academic work	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Survey will be conducted during the 3 rd quarter.	(4) students interested <u>Target:</u> Survey not administered at this time <u>Actual:</u> Survey will be conducted during the 3 rd quarter.	<u>Target:</u> At least 58% <u>Actual:</u> 88% of survey respondents indicated that the activity helps their mind to be stimulated and they are more receptive to academic learning; 85% feels greater confidence in handling academic work	
10.3 Career-Oriented Programs and Assessments	a) By the end of SY 24-25, there will be at least 25% of students who indicate interest in pursuing a STEAM related college degree or a CTE pathway.	Student Survey	% of students who indicate interest in pursuing a STEAM related college degree or a CTE pathway.	Yes	<u>FY '23 APR:</u> 80% - participants who indicated an interest in pursuing STEAM or CTE	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Survey will be conducted	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Survey will be conducted	<u>Target:</u> At least 25% <u>Actual:</u> 77%	

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	b) By the end of SY 24-25, at least 79% of students will indicate that College or Career Fair is relevant and helpful.	Student Survey	% of students who indicate that the College or Career Fair is relevant and helpful.	Yes	<u>FY '23 APR:</u> 91% - participants who indicated the activity was helpful in providing information	during the 3 rd quarter. <u>Target:</u> Survey not administered at this time <u>Actual:</u> Survey will be conducted during the 3 rd quarter.	during the 3 rd quarter. <u>Target:</u> Survey not administered at this time <u>Actual:</u> Survey will be conducted during the 3 rd quarter.	<u>Target:</u> At least 79% <u>Actual:</u> 46%	
10.4 School Climate, Culture, and Engagement	a) By the end of SY 24-25, at least 55% of students will indicate participating in health and safety activities.	Student Survey	% of students participating in health and safety activities	Yes	<u>FY '23 APR:</u> (P.E.) Survey indicated 85% of students participated in STEAM, and activities	<u>Target:</u> Ongoing health and safety activities <u>Actual:</u> Ongoing health (P.E.) and safety activities. Survey to be conducted in the 3 rd quarter.	<u>Target:</u> Ongoing health and safety activities <u>Actual:</u> Ongoing health (P.E.) and safety activities. Survey to be conducted in the 3 rd quarter.	<u>Target:</u> At least 55% of students will indicate participating in health and safety activities. <u>Actual:</u> 41%	
	b) By the end of SY	Student	% of participating	Yes	<u>FY '23 APR:</u> (P.E.) 85% of	<u>Target:</u> Ongoing	<u>Target:</u> Ongoing	<u>Target:</u> At least 55% of	

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	24-25, at least 55% of participating students will report greater engagement in learning and confidence in handling academic work.	Survey	students will report greater engagement in learning and confidence in handling academic work		participating students reported greater engagement in learning and confidence in handling academic work.	health and safety activities Actual: Ongoing health (P.E.) and safety activities. Survey to be conducted in the 3 rd quarter.	health and safety activities Actual: Ongoing health (P.E.) and safety activities. Survey to be conducted in the 3 rd quarter.	students will indicate participating in health and safety activities. Actual: 84% indicated enhanced engagement in learning and 77% felt more confident in handling academic work	
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PART II: *Successes, Challenges, and Evaluation*

✓ 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>	• Among teacher attendees to the local training on the <i>Next Generation Science Standards (NGSS)</i>, 67% indicated classroom application of the strategies learned in the training, exceeding the annual target of 55%. • 4 out of 10 grade levels (from 3rd to 12th grades) exceeded the annual target of at least 3% increase in Math scores in the MAP summative assessment. • 5 out of 10 grade levels (from 3rd to 12th grades) exceeded the annual target of at least 3% increase in Reading scores in the MAP summative assessment. • 4 out of 10 grade levels (from 3rd to 12th grades) exceeded the annual target of at least 3% increase in Science scores in the MAP summative assessment. • 77% (exceeding the annual target of at least 25%) of student respondents who attended the <i>FY '24 College Readiness Fair</i> indicated interest in pursuing a STEAM related college degree or a CTE pathway. • Among students who participated in physical fitness activities, 84% indicated enhanced engagement in learning and 77% felt more confident in handling academic work, both surpassing the target goal of 55%.
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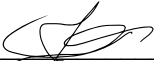
	• 77% (exceeding the annual target of at least 25%) of student respondents who attended the <i>FY '24 College Readiness Fair</i> indicated interest in pursuing a STEAM related college degree or a CTE pathway. • Among students who participated in physical fitness activities, 84% indicated enhanced engagement in learning and 77% felt more confident in handling academic work, both surpassing the target goal of 55%.
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, if appropriate.</i>	✓ Low teacher retention rate and shortage of staff.
<i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i>	Methods used for project monitoring include surveys, student participant rosters or attendance in activities, and/or sign-in sheets. ✓

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Guam Adventist Academy

- ✓ 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.

Joaquina Vega
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

07/14/2025
DATE

Sylvia T. Calvo
PROJECT MANAGER NAME (PRINT)


PROJECT MANAGER (SIGNATURE)

07/31/25
DATE

FEDERAL PROGRAMS DIVISION



FY 2024 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas Quarterly Report

Project No. 11

Providence International Christian Academy (PICA)

Quarterly Report Documents:

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

July 10, 2025

FEDERAL PROGRAMS DIVISION



FY 2024 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

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

July 10, 2025

**FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
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FPD-PICA 25-406

Grant Name: Consolidated Grant FFY 2024 **Grant#:** S403A240002

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

PROJECT COORDINATOR: Michelle Moyer

PROJECT MANAGER: Sylvia T. Calvo, FPD Grant Director

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana

STATE DATA OFFICER: Ana O. Aguon

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

10/ 01/24- 12/31/24	01/01/25- 03/31/25	04/01/25- 06/30/25	07/01/25- 09/30/25
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
		X	
REPORT DUE: 01/10/25	REPORT DUE: 04/10/25	REPORT DUE: 07/10/25	REPORT DUE: 10/10/25
ANNUAL REPORT DUE: 11/21/2025			

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	12		2	2					
6 – 8	2		1						
9 - 12	9		1						

LIST THE PROJECT GOAL:

By the end of the three-year grant program, PICA will have achieved the following overall goal: improved academic engagement and student outcomes resulting from the provision of after-school tutoring; enhanced student engagement and knowledge to college and career opportunities due to the supplemental provision of STEAM academic and non-academic technology integrated learning experiences; and improved technology-rich classroom instruction due to the provision of high-quality professional development to teachers.

LIST THE PROJECT OBJECTIVES:

Component 1. After-School Tutoring. Through the provision of After-School Tutoring, students will indicate greater engagement in learning and confidence in handling academic work in reading and math.
 YEAR 1: At least 20% of participating students in After-School Tutoring will indicate greater engagement in learning and confidence in handling academic work in reading and math.
 YEAR 2: At least 25% of participating students in After-School Tutoring will indicate greater engagement in learning and confidence in handling academic work in reading and math.
 YEAR 3: At least 30% of participating students in After-School Tutoring will indicate greater engagement in learning and confidence in handling academic work in reading and math.

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Component 2. STEAM classes or activities. Through participation in STEAM classes and/or activities, students will indicate greater engagement in learning and an interest in pursuing a STEAM related career or post-secondary degree.

YEAR 1: At least 20% of participating students in STEAM classes and/or activities will indicate greater engagement in learning and an interest in pursuing a STEAM related career or college degree.

YEAR 2: At least 25% of participating students in STEAM classes and/or activities will indicate greater engagement in learning and an interest in pursuing a STEAM related career or college degree.

YEAR 3: At least 30% of participating students in STEAM classes and/or activities will indicate greater engagement in learning and an interest in pursuing a STEAM related career or college degree.

Component 3. VPA Activities. Through participation in VPA activities, students will indicate greater engagement in learning and confidence in handling academic work.

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

YEAR 2: At least 25% of participating students in VPA activities will indicate greater engagement in learning and confidence in handling academic work.

YEAR 3: At least 30% of participating students in VPA activities will indicate greater engagement in learning and confidence in handling academic work.

Component 4. Professional Development (PD). By participating in PD training on effective teaching strategies, teachers will report an improvement in their skills to plan and implement technology-rich lessons and improve student performance.

YEAR 1: At least 50% of teachers participating in PD training will report implementing the teaching strategies learned in the classroom and indicate an improvement in their planning and instructional skills.

YEAR 2: At least 55% of teachers participating in PD training will report implementing the teaching strategies learned in the classroom and indicate an improvement in their planning and instructional skills.

YEAR 3: At least 60% of teachers participating in PD training will report implementing the teaching strategies learned in the classroom and indicate an improvement in their planning and instructional skills.

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

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
➤ 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>	➤ 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. After-School Tutoring	Component 1. After-School Tutoring: Ongoing ✓✓ As a replacement to the Summative Assessment activity in Year 1 (FY '23), which was removed since the PICA decided to do summative testing using a funding source other than the Consolidated Grant (CG), an after-school tutoring activity was put in place. The After-School activity consists of instruction in reading, math, and creative writing as well as fine arts activities such as piano, art, and basic dance. Students are given reading and writing activities based on their individual level in each subject. Math tutoring consists of learning and mastering basic operations and higher math concepts as needed by the individual student. On specific days of the week the (Mondays: Art), (Tuesdays: Dance) Fine arts activities are held. Students taking piano lessons practice and receive ongoing instruction every day during the after-school time. Since the 1st quarter up to the present, the school has been working on finalizing a Standard Service Agreement (SSA) for this activity with the assistance of the Federal Programs Division (FPD). The PICA aims to utilize two (2) school staff to provide after-school tutoring instruction to students who need supplemental help in math and/or reading, guided practice for those taking piano lessons, and supplemental instruction in art and dance. This activity has been operating for the entire school year without compensation to the teachers.
Component 2. STEAM Classes or Activities	Component 2. STEAM: Ongoing ✓✓ • Regular STEAM classes are ongoing. Students use laptops and iPads to do research and write essays. They also use them for interactive games, which enhances the use of technology in the classroom. • Student participants in STEAM courses/activities for SY 24-25: - o 12 Elementary students - o 2 Middle School students - o 9 High School students are participating in STEAM activities

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	• Reporting on Drone kits and STEM kits that have been requisitioned is still not applicable for this quarter because the kits have not been provided. The school continues to await the STEAM kits that were ordered from the CG. Training on the use of an aquaponics kit received by the school earlier will be conducted during the Summer of 2025 under the Life Readiness (LR) project. • During the 1st quarter, students participated in planting seeds for the garden; however, the anticipated aquaponics system was not provided for students to complete their garden project. Waiting for the aquaponics system continues on in the quarter.
Component 3. VPA Activities	Component 3. VPA Activities: Ongoing ✓ • Student participants in VPA activities for SY 24-25: - o 12 Elementary students - o 2 Middle school students - o 9 High school students • Some requested supplemental materials received by the Providence International Christian Academy (PICA) include: a <i>piano</i> for use in choir, piano, and music classes (last week of FY '23), and <i>drawing boards</i>, <i>drawing paper</i>, and <i>pencils</i> (FY '24 1st quarter). • Pending additional materials, which are still being requisitioned and/or are awaiting delivery, include the following instructional items: <i>easels</i> and <i>colored pencils</i>, as well as <i>laptops</i> specifically for instruction in graphic design. <u>Update:</u> Following the closure of the PICA in May 2025, all musical instruments (<i>piano</i>), technology equipment (<i>laptops</i>), and portable playground equipment purchased with Consolidated Grant funds were transferred to another private non-public school in need — the Japanese School of Guam (JSOG).
Component 4. Professional Development (PD)	Component 4. Professional Development (PD) Training: Ongoing ✓ • Since FY '23, PICA has requested for professional development training on <i>Classroom Instruction that Works (CITW)</i> for two (2) teachers. • Up to the present, PICA is awaiting the invite and other information on the CITW training from the Curriculum-Instruction-Assessment (CIA) project. Unfortunately, this training is not included in the list of CIA sponsored training for the FY '24 grant year.

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

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
11.1 After-School Tutoring <i>(Note: New activity in FY '24 that replaced the Summative Assessment activity in FY '23, which the PICA decided to conduct under a different funding source.)</i>	By the end of SY 24-25, at least 25% of participating students will report a greater sense of learning engagement and confidence in handling academic work	Student Survey	% of students who report a greater sense of learning engagement and confidence in handling academic work	Yes	No baseline data	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Ongoing instruction. Awaiting standard service agreement. Survey will be conducted in the 3 rd quarter.	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Ongoing instruction. Awaiting standard service agreement. Survey will be conducted in the 3 rd quarter.	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Ongoing instruction. Still awaiting standard service agreement.	
11.2 STEAM Classes and Activities (Robotics and Aquaponics)	a) By the end of SY 24-25, at least 25% of participating students will report a greater sense of learning engagement and confidence in handling academic work	Student survey	% of students who report a greater sense of learning engagement and confidence in handling academic work	Yes	In SY 23-24, 67% of students surveyed indicated a greater sense of learning engagement, and 33% feel	<u>Target:</u> Start of a new school year <u>Actual:</u> Still awaiting STEAM kits.	<u>Target:</u> Start of a new school year	<u>Target:</u> At least 25% <u>Actual:</u> 100% Still awaiting STEAM	

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					more confident handling academic work	Survey to be conducted in the 3 rd quarter.	Survey to be conducted in the 3 rd quarter.	kits	
	b) By the end of SY 24-25, at least 25% of participating students will indicate an interest in pursuing a STEAM related college degree	Student Survey	% of students who indicate an interest in pursuing a STEAM related college degree	Yes	In SY 23-24 , 67% of students surveyed indicated an interest in pursuing a STEAM-related college degree.	Target: Survey not administered at this time Actual: Ongoing instruction, still awaiting STEAM kits. Survey will be conducted in the 3 rd quarter.	Target: Survey not administered at this time Actual: Ongoing instruction, still awaiting STEAM kits. Survey will be conducted in the 3 rd quarter.	Target: At least 25% Actual: 100%	:
11.3 Visual and Performing Arts	By the end of the SY 24-25, at least 25% of participating students will report a greater sense of learning engagement and confidence handling academic work	Student Survey	% of participating students who report a greater sense of learning engagement and confidence in handling academic work	Yes	In SY 23-24 , 86% indicated a greater sense of learning engagement, and felt more confident in handling academic	Target: Survey not administered at this time Actual: Ongoing instruction. Some materials for use was received at the end of SY 23-24 2 nd qtr. Survey will Be conducted in the 3 rd quarter.	Target: Survey not administered at this time Actual: Ongoing Instruction. Survey will be Conducted in the 3 rd quarter.	Target: At least 25% Actual: 62% - more receptive to academic learning 77% - more confident to handle academic work	

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11.4 Professional Development	By the end of SY 24-25, at least 50% of teachers participating in PD training will report implementing the teaching strategies learned in the classroom and indicate an improvement in their planning and instructional skills	Teacher Survey	% of teachers participating in PD training who will report implementing the teaching strategies learned in the classroom and indicate an improvement in their planning and instructional skills	Yes	No baseline data <i>(Note: CITW training, which was the sole training PICA requested for, was not offered in FY '23.)</i>	<u>Target:</u> Survey not administered at this time <u>Actual:</u> PICA awaits invite from the CIA project for the FY '24 PD on Classroom Instruction that Works. Survey will be administered in the 3rd quarter.	<u>Target:</u> Survey not administered at this time <u>Actual:</u> PICA still awaits an invite from the CIA project for a PD on Classroom Instruction that Works. However, from the CIA project, the CITW training is not part of their FY '24 list of PD training.	<u>Target:</u> Survey not administered at this time <u>Actual:</u> PICA has closed and will no longer participate in this activity.	
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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).

- All students (100%) who took part in Science, Technology, Engineering, Arts, and Math (STEAM) classes and activities reported feeling more engaged in their learning, and every one of them also noted increased confidence in managing their academic work, surpassing the target goal of at least 25%. ✓
- Every student (100%) who participated in STEAM activities reported that the experience strengthened their interest in pursuing the field further after graduation from high school—well above the target goal of at least 25%. ✓
- Among students who participated in Visual and Performing Arts (VPA), 62% reported an increased receptiveness to academic learning, and 77% indicated enhanced confidence in managing their academic responsibilities, both exceeding the target goal of 25%.

Observations and/or Challenges

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

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

Component 1: After-School Tutoring – The activity has been running on a limited basis due to the absence of a finalized Standard Service Agreement (SSA) between the school and the GDOE. ✓

Component 2: STEAM Classes or Activities – Student participation in STEM activities for this quarter did not proceed as planned due to the continued delay in receiving the necessary equipment (aquaponics STEM kit).

Component 3: VPA Activities – Due to the continued delay in the delivery of art supplies, students have been able to engage in this activity only at a basic level since the two previous quarters.

Component 4: Professional Development – This activity was not made available to teachers during this quarter. *Classroom Instruction That Works (CITW)*, the sole training requested by the PICA, is not included in the list of CIA-sponsored training programs for fiscal year 2024. ✓

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

List of Students and Teachers involved in various CG activities, Student and Teacher Surveys (for the 3rd quarter).

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: PROVIDENCE INTERNATIONAL CHRISTIAN ACADEMY

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

Michelle Moyer

PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

7/29/2025

DATE

Sylvia T. Calvo

PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGNATURE)

7-31-25

DATE

FEDERAL PROGRAMS DIVISION



FY 2024 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas Quarterly Report

Project No. 12

Japanese School of Guam (JSOG)

Quarterly Report Documents:

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

July 10, 2025

FEDERAL PROGRAMS DIVISION



FY 2024 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

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

July 10, 2025

**FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002**

FPD-JSOG 25-407

Grant Name: Consolidated Grant FFY 2024 **Grant#:** S403A240002

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: Sylvia T. Calvo

STATE PROGRAM OFFICERS: Shandice Calano/Jennifer Torres

STATE DATA OFFICER: Ana O. Aguon

10/ 01/24- 12/31/24	01/01/25- 03/31/25	04/01/25- 06/30/25	07/01/25- 09/30/25
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
		X	
REPORT DUE: 01/10/25	REPORT DUE: 04/10/25	REPORT DUE: 07/10/25	REPORT DUE: 10/10/25
ANNUAL REPORT DUE: 11/21/2025			

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 3% over the baseline of 276.98; and there will be a 10% increase over the baseline of 60% in the participation rate of students in physical fitness activities utilizing the supplemental resources. *(Note: Year 3's end goal had to be adjusted down from 15% to 10%, which reflects Year 2's annual target objective. Procurement delays in FY '23 (Year 1) resulted in the supplemental portable equipment being received by the JSOG only in November 2024 (Year 2), and it completed installation only in January 2025.)*

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- Year 2: The average raw score from the annual fitness test will increase by 2% over the baseline as a result of physical activities provided in addition to the physical education core program (282.5).
(*Note: This is Year 2's revised annual target, which was originally Year 1's annual target on this performance measure.*)
 - Year 2: At least 5% increase in student participation in physical activity over the baseline (65% or more).
(*Note: This is Year 2's revised annual target, which was originally Year 1's annual target on this performance measure.*)
- 12.2: By the end of Year 3, at least 55% of students will indicate greater engagement with learning and confidence in handling academic work.** (*Note: Year 3's end goal had to be adjusted down from 60% to 55%, which reflects Year 2's annual target objective. Procurement delays in FY '23 (Year 1) resulted in the supplemental portable equipment being received by the JSOG only in November 2024 (Year 2), and it completed installation only in January 2025.*)
- Year 2: At least 50% of students will indicate greater engagement with learning and confidence in handling academic work.
(*Note: This is Year 2's revised annual target, which was originally Year 1's annual target on this performance measure.*)

PART I: Section 1. Activities & Work Accomplished

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
Health & Safety 12.1 Student Physical Fitness • Installation of supplemental physical fitness resources	✓✓ • Installation of supplemental physical fitness resources: <i>Completed</i> The Japanese School of Guam (JSOG) received the portable playground equipment in November 2024, and its installation was completed in January 2025. • Student physical fitness: “Pre-use” fitness test administered right before completion of the portable physical fitness facility installation in January 2025 resulted to an average fitness test score of 289.9 for the school’s students (K-9th grade). This fitness test measured “grip strength”, “upper body sit-up”, “seated forward bend”, “repetitive horizontal jump”, “20-meter shuttle run”, “50-meter run”, “standing long jump”, and “ball throwing”. A ‘post-use’ fitness test was originally scheduled for March 2025 (FY ’24 2nd fiscal quarter) to assess the impact of the new playground equipment on students’ overall physical fitness. However, the test did not take place as planned because the ground where the portable playground equipment was installed was still undergoing maintenance, delaying student access to the equipment.

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	With the start of a new school year in April 2025 at the JSOG, preliminary 'pre-use' fitness measurements were conducted for the incoming students, resulting in an average fitness test score of 302.8. Follow-up 'post-use' fitness measurements are scheduled for September 2025 (the final month of FY '24), after approximately five months of access to and use of the portable playground equipment.
12.2 Student Learning Engagement Survey on student learning engagement	✓✓ Survey on student learning engagement: <i>Ongoing</i> This student engagement survey aims to determine how the promotion of increased physical activity among students impacts their learning engagement; whether or not it helps stimulate their minds and helps them to be more receptive to academic learning and confident in handling academic work. A baseline student engagement survey was administered in June 2024 ('pre-use') to determine the portion of students who consider themselves currently engaged in learning, even without the equipment being installed yet. Survey results showed that among students who engaged in physical activity (<i>playing during recess, or participating in school sports, or attending a PE class</i>), 77% consider themselves to be engaged in learning, and 91% feel confident in handling academic work. A 'post-use' student engagement survey which would have been conducted during the last month of the Japanese school's academic year (April 2024 – March 2025), in March 2025 (<i>FY '24 2nd fiscal quarter</i>), to determine if utilization of the playground equipment helped enhance student ability to focus and learn did not happen, since this batch of students were not able to have access and use of the physical facility. Since the JSOG begins a new school year in April 2025, the FY '24 student engagement survey will take place in September 2025 to allow time for the new batch of students to utilize the playground facility.

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

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)				
						Performance Target End of December 2024	Performance Target End of March 2025	Performance Target End of June 2025	Performance Target End of September 2025	

**FFY 2024 CONSOLIDATED GRANT
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Health and Safety Promoting Student Participation in Physical Activities	a) By the end of the SY 24-25, the average raw score from the annual fitness test will increase by 2% over baseline	Results of Physical Education Annual Fitness Test	Average raw score points from the annual fitness test	Yes	Baseline average raw score from SY 21-22 Annual Fitness Test = 276.98	Target: Students engaging in physical activity utilizing supplemental resources Actual: Due to procurement delays in FY '23, installation of the portable playground equipment, delivered in November 2024, has just now completed (Jan. 2025). "Pre-use" Fitness test administered right before completion of installation showed an average fitness score of 289.9 for the school's K-9th grade students.	Target: Students engaging in physical activity utilizing supplemental resources Actual: Due to the ground still needing maintenance, the previous batch of students were not able to access and use the installed playground equipment, prior to the school's close in March 2025. With a new batch of students for the new school year in April 2025, the 'pre-use' fitness test will be administered again prior to use of the portable playground equipment, and then 'post-use' fitness test in September 2025 (last month of FY '24).	Target: Students engaging in physical activity utilizing supplemental resources Actual: As planned, we conducted the 'pre-use' fitness test for the new batch of students in April 2025, prior to allowing access to the portable playground equipment. The average fitness score that resulted for the new batch of students was 302.8. The equipment has now been made available for regular use. A 'post-use' fitness test	
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**FFY 2024 CONSOLIDATED GRANT
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Grant Award #: S403A240002**

								is scheduled for September 2025, which marks the final month of FY 2024.	
	b) By the end of the SY 24-25, student participation rate in physical activities utilizing supplemental resources will increase by 5% over the baseline (at least 65%)	Student survey	Percentage of participation in physical activities utilizing supplemental resources	Yes	Current baseline data of 60% student participation rate in physical activities during recess breaks, from SY 21-22.	<u>Target:</u> Students engaging in physical activity utilizing supplemental resources <u>Actual:</u> This survey will be administered during the last quarter of the academic year in March 2025, following the Japanese school calendar year, which runs from April to March.	<u>Target:</u> Students engaging in physical activity utilizing supplemental resources <u>Actual:</u> Due to delays in the use of the playground caused by floor tile repairs, the survey (which will generate the data for participation rate) will now be conducted in September 2025, to allow time for students to utilize the playground facility. The repair work is expected to be completed by the end of June.	<u>Target:</u> Students engaging in physical activity utilizing supplemental resources <u>Actual:</u> The floor tile repair work was completed by the end of June 2025, as scheduled. Following the completion, students have begun actively using the portable playground equipment. The survey assessing the impact of physical activity on	

**FFY 2024 CONSOLIDATED GRANT
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								student academic engagement will be conducted in September 2025, allowing sufficient time for students to utilize the facility and enabling more accurate data collection.	
c) By the end of SY 24-25, at least 50% of students will indicate greater engagement with learning and confidence in handling academic work	Student survey	% of students who indicate greater engagement with learning and confidence in handling academic work	Yes	Student Engagement Survey results in June 2024: 77% consider themselves to be engaged in learning, and 91% feel confident in handling academic work	Target: Students engaging in physical activity utilizing supplemental resources Actual: This survey will be administered during the last quarter of the academic year in March 2025, following the Japanese school calendar year, which runs from April to March.	Target: Students engaging in physical activity utilizing supplemental resources Actual: Due to delays in the use of the playground caused by floor tile repairs, the survey will now be conducted in September 2025. The repair work is expected to be completed by the end of June.	Target: Students engaging in physical activity utilizing Supplemental Actual: Repair work completed. Survey to be conducted in September 2025.		

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

PART II: *Successes, Challenges, and Evaluation*

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>	Following the completion of floor tile repairs in June 2025, students have now begun actively using the newly installed portable playground equipment. The 'pre-use' fitness test was successfully administered in April 2025 to the new cohort of students, establishing a baseline for measuring progress. ✓ Initial teacher observations indicate increased student enthusiasm during physical activity periods, with several students demonstrating improved coordination and willingness to participate in outdoor activities. The 'post-use' fitness test and student engagement survey are scheduled for September 2025. These assessments are expected to provide quantifiable evidence of improved physical fitness, student engagement, and potential positive effects on academic focus and confidence.
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, if appropriate.</i>	The repair of the damaged floor tiles was successfully completed by the end of June 2025, resolving the previous safety concerns. Students are now able to safely access and use the portable playground equipment. ✓ However, due to the delayed start of playground use, there has been a shorter-than-expected utilization period leading up to the scheduled 'post-use' fitness test and student engagement survey in September 2025. This limited window may affect the degree of measurable progress captured during that assessment period. No further logistical or safety issues have been observed this quarter, and student usage is steadily increasing under staff supervision.

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<i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i>	As planned, the ‘pre-use’ fitness test was administered in April 2025 to the new cohort of students at the start of the school year. This test serves as the baseline for evaluating the impact of the playground equipment on students’ physical fitness. ✓ Now that the playground is in active use following the completion of floor tile repairs in June 2025, students are engaging with the equipment regularly under staff supervision. Observations of student activity and participation are being informally documented by teachers to supplement formal testing data. In addition, preparations are underway for the September 2025 ‘post-use’ fitness test and the student engagement survey, both of which are expected to provide key data for assessing: • Changes in students' physical fitness • Student perception of engagement and motivation related to physical activity • Overall effectiveness of the playground facility in supporting student well-being and learning outcomes These tools continue to serve as the primary methods of evaluation, supported by teacher observations and regular facility safety checks.
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QUARTERLY REPORT CERTIFICATION

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

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

Saeko Tokito

PROJECT COORDINATOR NAME (PRINT)

Saeko Tokito

PROJECT COORDINATOR NAME (SIGNATURE)

7/29/2025

DATE

Sylvia T. Calvo

PROJECT MANAGER NAME (PRINT)

Sylvia T. Calvo

PROJECT MANAGER (SIGNATURE)

7-31-25

DATE

FEDERAL PROGRAMS DIVISION



**FY 2024 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas Quarterly Report**

Project No. 13

State Administration

Quarterly Report Documents:

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

July 10, 2025

FEDERAL PROGRAMS DIVISION



FY 2024 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

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

July 10, 2025

**FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002**

FPD-STATE 25-414

Grant Name: Consolidated Grant FFY 2024 **Grant#:** S403A240002

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

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

PROJECT MANAGER: Sylvia T. Calvo, Grant Director

STATE PROGRAM OFFICER: Sean Rupley | Hope Cruz

STATE DATA OFFICER: Ana O. Aguon

10/ 01/24- 12/31/24	01/01/25- 03/31/25	04/01/25- 06/30/25	07/01/25- 09/30/25
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
		X	
REPORT DUE: 01/10/25	REPORT DUE: 04/10/25	REPORT DUE: 07/10/25	REPORT DUE: 10/10/25
ANNUAL REPORT DUE: 11/21/2025			

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K – 5	2,274			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. **MODIFIED:** 90% 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 percentage goal on this performance measure for FY '25 or Year 3 was adjusted (from 93% to 90%) based on the actual percentage at the end of FY '22 (84%), which was the latest updated baseline data available at the time of this FY '24 application submission.)*
- 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. **MODIFIED:** 90% 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 percentage goal on this performance measure for FY '25 or Year 3 was adjusted (from 96% to 90%) based on the*

**FFY 2024 CONSOLIDATED GRANT
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actual percentage at the end of FY '22 (84%), which was the latest updated baseline data available at the time of this FY '24 application submission.)

**LIST THE PROJECT
OBJECTIVES:**

Annual Objectives:

This project provides oversight of the entire Consolidated Grant (CG) program and provides administrative, evaluation, financial, and training supports. Thus, the satisfaction of stakeholders with the services provided are appropriate goals and objectives. The objectives will assess progress towards meeting the overall goals. Annual goals are listed below for each goal:

Administration/Supervision/Technical Assistance/Workshops

- 13.1.1. LEAs (public, charter, PNP) will report satisfaction with process handling and implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the SEA.
 - Year 1 @ 90%
 - Year 2 @ **MODIFIED** 88% (*Note: The annual target percentage for FY '24 or Year 2 was adjusted (from 91% to 88%) based on the actual percentage at the end of FY '22 (84%), which was the latest updated baseline data available at the time of this FY '24 application submission.*)
 - Year 3 @ **MODIFIED** 90% (*Note: The annual target percentage for FY '24 or Year 3 was adjusted (from 93% to 90%) based on the actual percentage at the end of FY '22 (84%), which was the latest updated baseline data available at the time of this FY '24 application submission.*)
- 13.1.2. GDOE stakeholders will report (a) effective, timely, and relevant information received, (b) improved knowledge of pertinent grant information, programs, and requirements, and (c) receiving high quality support, guidance, consultation and technical assistance during workshops.
 - Year 1 @ 91%
 - Year 2 @ 92%
 - Year 3 @ 93%

Grant Meetings, Workshops/Grants Management Certification and Training

- 13.2.1. 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, and developing and designing services and activities to better serve the students and teachers within the district.
 - Year 1 @ 94%
 - Year 2 @ **MODIFIED:** 88% (*Note: The annual target percentage for FY '24 or Year 2 was adjusted (from 95% to 88%) based on the actual percentage at the end of FY '22 (84%), which was the latest baseline data the project had available at the time of this FY '24 application submission.*)
 - Year 3 @ **MODIFIED:** 90% (*Note: The annual target percentage for FY '25 or Year 3 was adjusted (from 96% to 90%) based on the actual percentage at the end of FY '22 (84%), which was the latest baseline data the project had available at the time of this FY '24 application submission.*)

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

PART I: Section 1. <i>Activities & Work Accomplished</i>	
COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
➤ 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>	➤ 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	The FPD team 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. The FFY 2024 3rd Quarter check-in meeting was conducted on June 11, 2025. 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 continuous learning. The following PD sessions occurred during the 3rd Quarter: • <i>May 2025</i>: Updating SOPS: What they are, Why they matter, and How to Create, Edit, or Update • <i>June 2025</i>: Provide High Quality Support, Guidance & Technical Assistance to Stakeholders: Informational Training
13.2 Grant Meetings/ Workshops/ Grants Management Certification and Training	• Fixed Assets Management System: Guam Paks continues to support the Fixed Assets Management System (FAMS) through equipment, software, and on-site assistance, while addressing technical issues such as system bugs and power outages by exploring solutions like MiFi devices. As of this quarter, 47,655 out of 84,711 assets have been validated, with 33 locations scheduled for inventory completion. Guam Paks is proposing a third-year contract renewal with a 10% increase, totaling approximately \$1,068,205, to cover enhanced services and additional equipment including scanners, a server, and a desktop. An initial proposal for additional equipment was reduced from \$366,000 to \$200,000 following negotiations. System improvements include a new dashboard, updated location data, and restricted folder access for security. Access controls are being refined after unauthorized edits were identified, and project timelines are being updated to track milestone progress. A multi-year milestone graphic will be shared at the next FPD meeting, and Property Liaisons will begin using the FAMS website for asset tracking and inventory.

FFY 2024 CONSOLIDATED GRANT
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- **Pacific Research and Evaluation, LLC (External Evaluator):**
PRE is preparing to collect annual data in April through focus groups, surveys, and assessment scores, supported by participant contact lists from various projects. Focus groups will be conducted over the next two weeks, coordinated with assistance from project leads to align staff participation. Despite low registration, PRE will proceed with the New Teacher Seminar focus group, although no participants have signed up for the Conscious Discipline group. Currently, IC Literacy Across the Curriculum has 10 of 12 spots filled, while Conscious Discipline remains at zero.
- **McREL (External Evaluator):**
McRel has begun their annual data collection through surveys, focus groups, and interviews with students and teachers, actively gathering current project data—including the graded APR 2023—to inform their upcoming final evaluation report. Mark Yu now leads McRel’s evaluation efforts, supported by Haley and a new consultant. To ensure inclusion of critical fourth-quarter data, a no-cost extension is being considered, with Neil Rochelle planning to pursue this option.
- **Tyler Munis Timekeeper:**
Sanford Technologies' Kronos service expired on September 30, 2024, and was not renewed due to ongoing integration issues, frequent errors, and inconsistent supervisor approvals. In its place, the Department of Education is preparing to implement Tyler Munis’ cloud-based Automated Timekeeper Module, which better aligns with system infrastructure and addresses data security concerns through an established IPsec tunnel. A purchase order was issued in March, and Tyler Munis has since assigned a project manager. Initial meetings have begun with core teams from HR, Payroll, FSAIS, and Federal Programs. System setup began in April, with a phased training schedule from June to August for core staff, timekeepers, and school personnel. A central office pilot is scheduled for late August through early October, with two payroll cycles planned before full school rollout. The goal is to go live mid-October and process the first payroll in early November. A stakeholder presentation is scheduled for May 29 to finalize implementation steps, assign backup personnel, and create a simplified project timeline.
- **Effective Leadership and Communication:**
The leadership training contract with Dr. Souder and Dr. Betances remains active through September 30, 2025, with remaining cohorts scheduled to complete their sessions by that date. Planning meetings have been held to finalize scheduling and topics for the remaining workshops, including summer sessions for central division personnel and the proposed "Intervention Institute" in late June, which will focus on classroom interventions and school-based planning. A leadership and communication survey shared with administrators, principals, and division heads received 39 responses to inform future professional development needs. Personnel are reviewing the results to refine training priorities and identify potential new trainers for future offerings. In parallel, a shift away from annual external evaluations is being explored in favor of consultation-based technical assistance

**FFY 2024 CONSOLIDATED GRANT
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through coaching. Discussions on procurement options and summer training schedules are ongoing, with updates expected following an upcoming meeting.

- 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 *EDFacts* 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.
- **Travel Activities:**
Brustein & Manasevit (Spring Forum): March 11-13, 2025 | Baltimore, MD
Four (4) staff attended the 2025 Spring Forum, hosted by The Bruman Group (formerly Brustein & Manasevit, PLLC), took place from April 29 to May 1 in Baltimore. This annual event brought together federal education grantees, legal experts, and policymakers to discuss the latest developments in federal grants management, compliance, and oversight. Some key takeaways include: (1) increased need for proactive documentation and internal control measures under UGG and EDGAR; (2) heightened focus on equity, FERPA, and civil rights compliance as part of federal grant oversight; (3) continued funding instability and political influence on education appropriations and oversight structures; and (4) reinforced the value of up-to-date policies and training for all grant-funded personnel. This travel activity meaningfully contributes to our efforts to ensure compliance with federal grant requirements and to apply current legal interpretations and policy shifts directly into our operational practices within the Guam Department of Education's federally funded programs.

On May 22, 2025, the staff who attended the conference delivered a presentation to the Federal Programs Division, highlighting key insights relevant to the office and articulating how the information gained can be applied to enhance our work.
- Three (3) staff members have registered for the *Management Concepts* training online and will begin classes in July 2025. This training provides a foundational understanding of the federal regulations governing grant administration, ensuring new personnel are equipped to manage grants effectively. Training covers the entire grant lifecycle, from pre-award to post-award and closeout. This helps staff grasp the key stages of grants management and the specific regulatory requirements at each phase.
- The FFY 2025 Grant Award Notification (GAN) Virtual Workshop is scheduled to be viewable from August 11-22, 2025. There will be a live Question and Answer Session regarding the GAN Workshop on August 27, 2025. Personal development with stakeholders will be held the following day on August 28, 2025.

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

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2024	Performance Target End of March 2025	Performance Target End of June 2025	Performance Target End of September 2025
13.1 Administration/ Supervision/ Technical Assistance Workshops	13.1.1 At least 88% 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	From FY '23 APR (Updated): 84% of LEAs who responded to the survey reported satisfaction with process handling and implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the FPD.	Target: At least 84% Actual: No stakeholder survey administered at this time. Focus was on provision of guidance and technical assistance to all stakeholders in their beginning implementation of FY '24 activities.	Target: At least 86% Actual: 88%	Target: At least 87% Actual: No stakeholder survey administered at this time.	Target: At least 88%

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13.1 Administration/ Supervision/ Technical Assistance Workshops	13.1.2 – At least 92% 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 participants 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 workshop	No	<u>From FY '23 APR (Updated):</u> 93% of GDOE stakeholders who responded to the survey reported (a) effective, timely, and relevant information received, (b) improved knowledge of pertinent grant information, programs, and requirements, and (c) receiving high quality support, guidance, consultation and technical assistance during workshops.	<u>Target:</u> At least 88% <u>Actual:</u> No stakeholder survey administered at this time. Focus was on provision of guidance and technical assistance to all stakeholders in their beginning implementation of FY '24 activities.	<u>Target:</u> At least 89% <u>Actual:</u> 91%	<u>Target:</u> At least 90% <u>Actual:</u> No stakeholder survey administered at this time.	<u>Target:</u> At least 92%
13.2 Grant Meetings/ Workshops/ Grants Management Certification and Training	13.2.1 – At least 88% 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	Quarterly monitoring reports Observation Reports Survey Results	% of key LEA/SEA grant/project personnel reflecting better understanding of proper grant management, project design, planning evaluation, developing and		<u>From FY '23 APR (Updated):</u> 85% of key LEA/FPD personnel indicated increased understanding of proper grants management, project design,	<u>Target:</u> At least 84% <u>Actual:</u> No stakeholder survey administered at this time.	<u>Target:</u> At least 86% <u>Actual:</u> 83%	<u>Target:</u> At least 87% <u>Actual:</u> No stakeholder survey administered at this time.	<u>Target:</u> At least 88%

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district.

designing services and activities to better serve students and teachers within the district.

planning, evaluation, implementation, and developing and designing services and activities to better serve students and teachers within the district.

Focus was on provision of guidance and technical assistance to all stakeholders in their beginning implementation of FY '24 activities.

PART II: Successes, Challenges, and Evaluation

Evidence of Success/Progress

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

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

- ✓ **88% (meets the annual target)** of stakeholders indicated satisfaction with process handling and implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the SEA.
- ✓ **91% (1% short of the annual target)** of stakeholders reported 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.
- ✓ **83% (5% short of the annual target)** 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.

The remaining data required to report on our State Administration performance measures will be obtained from the GAN virtual workshop, which is scheduled to be available in August 2025. We anticipate that the post-workshop survey will provide the information necessary to assess progress toward achieving these performance measures.

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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.

One of the primary challenges faced during this reporting period has been the difficulty in recruiting and retaining qualified personnel across both the State Administration and individual project teams. These staffing gaps have impacted the timely execution of grant requirements, including compliance monitoring, data reporting, and the delivery of training and technical assistance needed to build project-level capacity. Delays in hiring have placed added pressure on existing staff, often requiring them to manage multiple responsibilities beyond their primary roles. To address these challenges, the State Administration is working closely with Human Resources and GDOE Senior Management to continue the recruitment processes of CG funded personnel. In parallel, cross-training efforts are being expanded to ensure institutional knowledge is shared and not siloed within single roles. Additionally, targeted professional development opportunities—such as the newly available Udemy Business platform—are being leveraged to enhance internal capacity and reduce reliance on external trainers. These strategies aim to stabilize staffing, improve overall efficiency, and ensure continuity in meeting grant objectives.

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

The FPD continued to monitor all requisitions, purchase orders, invoices and completion of activities on a weekly, monthly and quarterly basis. The FPD ensured all stakeholder project funds, purchase orders and activities can be closed out and expended prior to the end of the performance period.

Administration of surveys is another tool utilized by the FPD to: (1) assess stakeholder perception and satisfaction with services provided by the FPD; as well as to (2) gain information on the self-perception of CG project personnel and State grant personnel regarding ongoing improvement in their level of understanding of the grant process and requirements, and also project design, planning, implementation, monitoring, reporting, and evaluation.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: STATE ADMINISTRATION

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

SEAN RUPLEY
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

7/31/2025
DATE

SYLVIA T. CALVO
PROJECT MANAGER NAME (PRINT)


PROJECT MANAGER (SIGNATURE)

7-31-25
DATE