

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



FY 2021 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Quarterly Report

October 31, 2022

FEDERAL PROGRAMS DIVISION



FY 2021 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 1

College, Career, Civic Engagement and Life Readiness (CCLR)

Quarterly Report Documents:

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

October 31, 2022

FEDERAL PROGRAMS DIVISION



**FY 2021 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular
Areas Quarterly Report**

Original Submitted Quarterly Report

October 31, 2022

**FFY 2021 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A210002**

Grant Name: Consolidated Grant FFY 2021 Grant#: S403A210002

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

PROJECT TITLE: College, Career, Civic Engagement & Life Readiness

PROJECT COORDINATOR: Sylvia T. Calvo

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana

10/01/21-12/31/21	01/01/22-03/31/22	04/01/22-06/30/22	07/01/22-09/30/22
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
			X
REPORT DUE: 1/10/22	REPORT DUE: 04/11/22	REPORT DUE: 07/11/22	REPORT DUE: 10/10/22
ANNUAL REPORT DUE: 04/11/2022			

AMOUNT BUDGETED (FFY 2021): <u>\$ 6,257,095.32</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) <u>\$2,788,978.94</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>45%</u>
AMOUNT EXPENDED (FFY 2020): <u>\$5,166,472.89</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) <u>\$5,166,472.89</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>100%</u>

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 5	n/a	n/a	n/a	n/a		13,218	n/a	887	31
6 - 8	n/a	n/a	n/a	n/a		6,677	n/a	383	24
9 - 12	n/a	n/a	n/a	n/a		9,160	n/a	447	30

LIST THE PROJECT GOALS: During the 3 year cycle, Project 1's main goal is to provide professional development & curriculum development opportunities for teachers to facilitate the needs of all learners and afford students more experiences and opportunities to engage in their learning so they are better equipped with knowledge and skills that will increase their chances of reaching their academic goals and prepare them for higher education or a career.

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	<p>The goal will meet the needs of the project because it gives students the chance to explore, identify and build their competencies for a successful transition to college or the workplace.</p>
<p>LIST THE PROJECT OBJECTIVES:</p>	<p>"Due to the COVID-19 pandemic that created difficulty in data collection for Year 1, the annual targets for Year 2 and Year 3 have been revised. To make it more realistic for the project, the annual percentages/targets for Year 1 were maintained for Year 2, and Year 3 percentages were changed to reflect the original Year 2 percentages."</p> <p>Annual Objective 1: Professional development on effective teaching strategies and the development of high quality and relevant curricula that will give teachers the skills to plan and implement lessons that meet the needs of all students.</p> <ul style="list-style-type: none"> . YEAR 1: 60% of participating teachers will report improved teaching practices and consistent implementation of high-quality, rigorous curriculum and relevant strategies in Career Technical Education (CTE), Advanced Placement (AP)/Honors, and Science, Technology, Engineering, Arts, and Math (STEAM) courses as evidenced by self-reflections and/or classroom observation. . YEAR 2: 60% of participating teachers will report improved teaching practices and consistent implementation of high-quality, rigorous curriculum and relevant strategies in Career Technical Education (CTE), Advanced Placement (AP)/Honors, and Science, Technology, Engineering, Arts, and Math (STEAM) courses as evidenced by self-reflections and/or classroom observation. . YEAR 3: 65% of participating teachers will report improved teaching practices and consistent implementation of high-quality, rigorous curriculum and relevant strategies in Career Technical Education (CTE), Advanced Placement (AP)/Honors, and Science, Technology, Engineering, Arts, and Math (STEAM) courses as evidenced by self-reflections and/or classroom observation. <p>Annual Objective 2: Professional development on effective teaching strategies and the development of high quality and relevant curricula will afford students opportunities to engage in learning and increase their academic achievement as evidence in their course grades, Work Keys Assessment scores and the increase in students placing into college-level English & Math.</p> <ul style="list-style-type: none"> . YEAR 1: 50% of students will earn a “C” or better in the CTE, AP/Honors, and STEAM classes taken; and AP test takers scoring a 3 or higher will increase by 2% from SY18-19 baseline data. . YEAR 2: 50% of students will earn a “C” or better in the CTE, AP/Honors, and STEAM classes taken; and AP test takers scoring a 3 or higher will increase by 2% from SY18-19 baseline data. . YEAR 3: 60% of students will earn a “C” or better in the CTE, AP/Honors, and STEAM classes taken; and AP test takers scoring a 3 or higher will increase by 4% from SY18-19 baseline data.

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. **YEAR 1:** 50% of test takers pass the WorkKeys Assessment with a bronze score or higher and achieve a NCRC certificate.

. **YEAR 2:** 50% of test takers pass the WorkKeys Assessment with a bronze score or higher and achieve a NCRC certificate.

. **YEAR 3:** 60% of test takers pass the WorkKeys Assessment with a bronze score or higher and achieve a NCRC certificate.

. **YEAR 1:** Students scoring into college-level English and Math on the UOG Placement Test will increase by 2% from baseline data of SY18-19 Placement Test Results.

. **YEAR 2:** Students scoring into college-level English and Math on the UOG Placement Test will increase by 2% from baseline data of SY18-19 Placement Test Results.

. **YEAR 3:** Students scoring into college-level English and Math on the UOG Placement Test will increase by 4% from baseline data of SY18-19 Placement Test Results.

Annual Objective 3: Opportunities and Experiences in academic, visual performing arts and sports events give students more confidence in their academic work and more occasion to engage in their learning to help guide their decision about the path they want to pursue after high school.

. **YEAR 1:** 30% of students who participate in Academic Special Events, Visual Performing Arts, theater and music programs, STEAM, and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys and will increase their knowledge and interest in related careers.

. **YEAR 2:** 30% of students who participate in Academic Special Events, Visual Performing Arts, theater and music programs, STEAM and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys and will increase their knowledge and interest in related careers.

. **YEAR 3:** 35% of students who participate in Academic Special Events, Visual Performing Arts, theater and music programs, STEAM and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys, and will increase their knowledge and interest in related careers.

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	<p>YEAR 1: 30% of participating students will indicate an interest in pursuing STEAM for college degree, and 30% will indicate an interest in pursuing a CTE path or a sports career.</p> <p>YEAR 2: 30% of participating students will indicate an interest in pursuing STEAM for college degree and 30% will indicate an interest in pursuing a CTE path or a sports career.</p> <p>YEAR 3: 35% of participating students will indicate an interest in pursuing STEAM for college degree and 35% will indicate an interest in pursuing a CTE path or a sports career.</p>
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PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>1. Increasing Rigorous Academic and Technical Courses with High Quality Instruction</p>	<p>For this Goal/Component, provide a listing of specific activities implemented in <u>bullet form</u>. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p>	<p><u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other</i></p>

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	<p>1.1.1 National Career Academies Training-</p> <p>1.1.2 Association for Career and Technical Education (ACTE) –</p> <p>1.1.3 Projects Based Learning (PBL) - Ongoing (25%) PO#20222775</p> <p>1.1.4 Visual Communication/ Video Production & Broadcasting Program with Media Camera Equipment (Visual and Video Production/Broadcasting) – Ongoing (25%)</p> <p>1.1.5 Computer Science/ Information Technology Program – COMPLETED (100%)</p> <p>1.1.6 Engineering/Robotics – Ongoing (50%) PO 20222764</p>	<p><i>evidence such as travel log, PD log, budget mod, or personnel log of changes/updates)</i></p> <p>1.1.1 Requisition for the continuation of the Career Academies Training was not successfully converted to a purchase order by September 30, 2022. Project Personnel will obtain updated price quotation and a requisition will be entered in the 1st quarter</p> <p>1.1.2 Project personnel will coordinate the workshops and printing of relevant materials in CTE for the teachers in the 1st quarter.</p> <p>1.1.3 A second renewal of the Agreement between DOE and Deborah Ellen (vendor) to provide Professional Services on Projects Based Learning was successfully executed on September 28, 2022. Project Personnel will work with the vendor to establish the training plan for SY22-23.</p> <p>1.1.4 Requisition #1189 for the expansion of the Audiovisual Broadcasting Program was not successfully converted to a purchase order by September 30, 2022. Project personnel will re-enter a requisition in the 1st Quarter for the professional services.</p> <p>1.1.5 A first renewal of the Agreement between DOE and the University of Guam (UOG) to provide Professional Services on Computer Science was successfully executed on September 28, 2022. Project Personnel will work with the vendor to establish the training plan for SY22-23.</p> <p>1.1.6 A first renewal of the Agreement between DOE and Global Greenstem, LLC, for professional services in Science, Technology, Engineering and Math (STEM) was successfully</p>
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	<p>1.1.7 Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP) Summer Institute (APSI) – Ongoing (25%)</p> <p>1.1.8 Career and Technical Education (CTE) Workshop - Career Exploration – Ongoing (100%) PO#20214542 (FY2020)</p>	<p>executed on September 27, 2022. Project Personnel will work with the vendor to establish the training plan for SY22-23.</p> <p>1.1.7 Project Personnel is collecting input from schools on the training courses to be offered for the Summer Institute and will enter a requisition for the professional services in the 1st quarter</p> <p>1.1.8 A second renewal of the Agreement between DOE and University of Guam for professional services for Career Exploration for Content Area Teachers was successfully executed on September 23, 2022. Project Personnel will work with the vendor to establish the training plan for SY22-23.</p>
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS</p>
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>② IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a 'count') FOR USE IN CALCULATING A PERFORMANCE MEASURE. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH.</p> <p>② USING THE TABLE ON THE NEXT PAGE, PROVIDE SECONDARY DATA (e.g. a 'percentage') ON THE PROJECT'S PERFORMANCE MEASURES. IF DATA IS NOT AVAILABLE, SPECIFY WHY AND INDICATE WHEN DATA WILL BE AVAILABLE.</p> <p><i>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'.</i></p> <p><i>²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</i></p> <p>Insert Primary Data Here:</p> <p>Data will be provided in the 1st quarter as activities are completed.</p>	<p>BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <p>② EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</p>

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</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 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022

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<p>1. Increasing Rigorous Academic and Technical Courses with High Quality Instruction</p> <p>Professional Development Training</p>	<p>YEAR 2: 60% of participating teachers will report improved teaching practices and consistent implementation of high-quality, rigorous curriculum and relevant strategies in Career Technical Education (CTE), Advanced Placement (AP)/Honors, and Science, Technology, Engineering, Arts, and Math (STEAM) courses as evidenced by self-reflections and/or classroom observation.</p>	<p>Web-based survey from post PD on change in teaching practices</p>	<p>Percentage of teachers who self-report as feeling “well prepared” and “more than well prepared” to teach the content</p>	<p>Yes</p>	<p>Baseline data of teacher self-reporting feeling “well prepared” to teach the content will be provided after the completion of surveys for SY20-21</p> <p>a. CTE b. AP/Honor s c. STEAM</p>	<p>Target: 50%</p> <p>Actual: Survey will be administered when professional development is completed</p>	<p>Target: 55%</p> <p>Actual: Survey will be administered when professional development is completed</p>	<p>Target:</p> <p>Actual: <u>STEM Engineering</u> 81% of participants indicated “5” (Strongly Agree) and 18% indicated a “4” when asked if they “found the workshop beneficial to (their) work as a teacher”.</p> <p><u>Robotics</u> 74% of participants indicated “5” (Strongly Agree), 4% indicated “4”, and 17% indicated “3” when asked if they “found the workshop beneficial to “their” work as a teacher”</p>	
	<p>YEAR 2: 50% of students will earn a “C” or better in the CTE, AP/Honors, and STEAM classes taken; and AP test takers scoring a 3 or higher will increase by 2% from SY18-19 baseline data.</p>	<p>District data no CTE and AP student grades</p>	<p>Percentage of “C” grades or better reported in PowerSchool</p>	<p>Yes</p>	<p>Baseline % of students who earn a “C” or better in SY20-21</p>	<p>Target: 40%</p> <p>Actual: Grades will be available in the 2nd quarter and will be reported.</p>	<p>Target: 45%</p> <p>Actual: The Project exceeded its target as 1738 out of 2078 (88%) CTE students earned a “C” or better during the 3rd academic quarter of SY21-22</p>	<p>Target: 45%</p> <p>Actual: Final grades were not available. Data to be provided in the 4th quarter report</p>	

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	YEAR 2: Students scoring into college-level English and Math on the UOG Placement Test will increase by 2% from baseline data of SY18-19 Placement Test Results.	UOG data on Placement Test	Percentage of test takers who score into college-level math and English courses	Yes	of students testing into college level math and English courses in SY18-19	Target: UOG Placement Test not administered at this time	Target: UOG Placement Test not administered at this time	UOG Placement Test not administered at this time	
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>2. Career Oriented Programs and Assessments</p>	<p>☐ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>☐ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <p>1.2.1 Career, Technical Education (CTE) Academies – Ongoing (50%)</p> <ul style="list-style-type: none"> Guam Community College (GCC) Continuing Education & Workforce Development (CEWD) Personnel work with public and PNP schools to establish accounts for Choices 360 and WorkKeys Curriculum & Assessment and provide technical support to facilitate the implementation at the schools. GCC also offers CTE courses, supported by the Project, in the public high schools <p>1.2.2 Skilled Labor and Trades Academy – (50%)</p> <p>1.2.3 Specialized Trainings and Career, Technical Education (CTE) Courses – Ongoing (25%) <i>Allied Health & Business Technology requisition: REQ #1030 Cosmetology: REQ#1029</i></p> <p>1.2.4 Career Interest Inventory Management & Assessment System – Ongoing – (25%)</p>	<p>☐ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>☐ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>1.2.1 A second renewal of the Agreement between DOE and GCC that includes the CTE Academies, WorkKeys and Choices 360 programs was successfully executed on September 28, 2022.</p> <p>As of 8/30/22, 2467 students are enrolled in CTE programs at the 6 public high schools. Project Personnel will coordinate with GCC CEWD to establish the SY22-23 training calendar for the WorkKeys Curriculum & Choices 360. The first training with GWHS is scheduled for October.</p> <p>1.2.2 4 students completed the CORE Curriculum, 23 in Construction Craft Laborer Level 1 and 4 in Construction Craft Laborer 2 during this reporting period based on invoice received in July.</p> <p>1.2.3 Project personnel are working to obtain updated quotations for training and courses for students on Allied Health, Business Technology and Cosmetology. Requisitions will be entered in the 1st Quarter.</p> <p>1.2.4 Project Personnel provided all GDOE elementary schools and the participating charter school with the link to</p>

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	PO 20221820	access the Paws in Jobland Program, a resource to help elementary students identify personal interests and explore careers.																																																															
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS																																																															
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>² <i>IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a 'count') FOR USE IN CALCULATING A PERFORMANCE MEASURE. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH.</i></p> <p>² <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE SECONDARY DATA (e.g. a 'percentage') ON THE PROJECT'S PERFORMANCE MEASURES. IF DATA IS NOT AVAILABLE, SPECIFY WHY AND INDICATE WHEN DATA WILL BE AVAILABLE.</i></p> <p>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</p> <p><i>Insert Primary Data Here:</i></p> <p>Table 1. SY2022-23 CTE Enrollment by Program & School</p> <table border="1"> <thead> <tr> <th>CTE PROGRAM</th> <th>GWHS</th> <th>JFKHS</th> <th>OHS</th> <th>SHS</th> <th>SSHS</th> <th>THS</th> </tr> </thead> <tbody> <tr> <td>Automotive Services Technology</td> <td>53</td> <td>61</td> <td>51</td> <td>41</td> <td>49</td> <td>54</td> </tr> <tr> <td>Automotive Collision Repair</td> <td>55</td> <td></td> <td></td> <td>40</td> <td></td> <td></td> </tr> <tr> <td>Construction Trades AutoCAD</td> <td>13</td> <td></td> <td></td> <td></td> <td></td> <td>4</td> </tr> <tr> <td>Construction Trades Carpentr</td> <td>38</td> <td>50</td> <td>44</td> <td></td> <td>44</td> <td>32</td> </tr> <tr> <td>Early Childhood Education</td> <td>43</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Electronics Technology</td> <td>46</td> <td></td> <td>58</td> <td>80</td> <td>57</td> <td></td> </tr> <tr> <td>Health Career & Sec.Sci.</td> <td>71</td> <td>80</td> <td></td> <td>65</td> <td>78</td> <td>56</td> </tr> <tr> <td>Marketing</td> <td>30</td> <td>63</td> <td>83</td> <td>41</td> <td>61</td> <td>32</td> </tr> </tbody> </table>	CTE PROGRAM	GWHS	JFKHS	OHS	SHS	SSHS	THS	Automotive Services Technology	53	61	51	41	49	54	Automotive Collision Repair	55			40			Construction Trades AutoCAD	13					4	Construction Trades Carpentr	38	50	44		44	32	Early Childhood Education	43						Electronics Technology	46		58	80	57		Health Career & Sec.Sci.	71	80		65	78	56	Marketing	30	63	83	41	61	32	<p>BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <p>² <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p> <p>Two thousand four hundred sixty seven (2,467) students are currently enrolled in CTE Programs in SY 2022-23 Fall Semester.</p>
CTE PROGRAM	GWHS	JFKHS	OHS	SHS	SSHS	THS																																																											
Automotive Services Technology	53	61	51	41	49	54																																																											
Automotive Collision Repair	55			40																																																													
Construction Trades AutoCAD	13					4																																																											
Construction Trades Carpentr	38	50	44		44	32																																																											
Early Childhood Education	43																																																																
Electronics Technology	46		58	80	57																																																												
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Marketing	30	63	83	41	61	32																																																											

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Tourism LMP	63	56	74	65	62	57
Tourism ProStart	58	74	69	73	71	67
Telecommunications						27
Visual Communications	41					37
TOTAL	511	384	379	405	422	366

Table 2. Number of NCRCs Earned by School During the 4th Quarter

SCHOOL	Assessed	Bronze	Silver	Gold	Platinum
GWHS					
JPTSA					
JFKHS					
OHS					
SSHS					
SHS					
THS					
GHS					
SPCS					
GACS					
Total					

Table 3, STEM Robotics PD, August 22 - Sep 1, 2022

2) What I learned and experienced in this workshop will help me improve as a teacher.
 16 responses

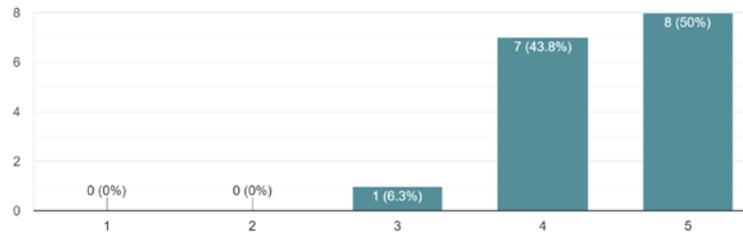
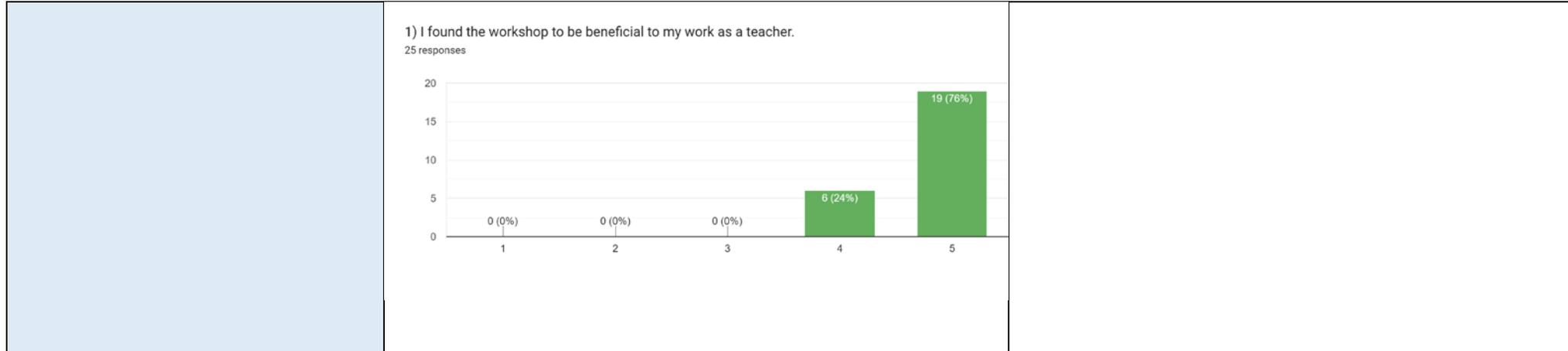


Table 4, STEM Engineering PD, August 22- Sep 1, 2022

GCC CEWD is working with the schools to schedule training on the WorkKeys Curriculum and Assessment in October - December. NCRC data will be provided as students complete the curriculum and take the WorkKeys Assessment

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Desired Project Outcome	Corresponding Annual Objective	Data Source	Unit of Measurement	Evidence-Based	Actual Data: Baseline	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
<i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	<i>Enter the annual objective from 6b that this project activity aligns with.</i>	<i>Enter where the data are located. Identify where the data will come from.</i>	<i>Enter the unit of measurement.</i>	<i>Please indicate: Yes or No</i>	<i>(Current school year or most recent)</i>				

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<p>2. Career Oriented Programs and Assessments</p>	<p>YEAR 2: 50% of test takers pass the WorkKeys Assessment with a bronze score or higher and achieve a NCRC certificate.</p>	<p>District data on WorkKeys Assessment results</p>	<p>Percentage of test takers who score "Bronze" or higher</p>	<p>Yes</p>	<p>Baseline data on % of test takers scoring a Bronze or higher in SY20-21</p>	<p>Target: 40%</p> <p>Actual: Students worked on WorkKeys curriculum during this period</p>	<p>Target: 45%</p> <p>Actual: Students worked on WorkKeys curriculum during this period</p>	<p>Target: 50%</p> <p>Actual: 485/583 students (83%) earned a NCRC. Project exceeded its target for this period.</p>	<p>Target:</p> <p>Actual: Students worked on WorkKeys curriculum during this period</p>
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
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<p>3. Specialized Events and Opportunities</p>	<p>☐ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>☐ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p align="center"><i>Provide bullet form listing below:</i></p> <p>1.3.1 STEAM Enrichment Kits (75%)</p> <ul style="list-style-type: none"> ● Requisitions for Lego kits have been created and the procurement process has been initiated <ul style="list-style-type: none"> ○ Kits to be procured: Lego Coding Express, Lego STEAM Park (141 kits), Lego Spike Essential (422) kits, Lego Spike Prime (1041 kits) ○ Requisition for Vex kits and drones are in-progress; awaiting shipping cost from vendor; ATTACHMENT <p>1.3.2 STEAM Engineering Robotics (75%)</p> <ul style="list-style-type: none"> ● Underwater Robotics activities on hold as public swimming pools are not available to host competitions. Alternatives to be discussed with teachers and Global GreenSTEM. ● Inventory of working Underwater Robotics kits to be conducted during November 2022. ● STEM Robotics and STEM Engineering Professional Development sessions were completed between August 22 and Sep 1, 2022. <ul style="list-style-type: none"> ○ 122 teachers participated <p>1.3.3 STEAM Engineering Robotics – Arena Drones (75%)</p> <ul style="list-style-type: none"> ● Robotics competition with VBMS; Planning in progress 	<p>☐ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>☐ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>1.3.1 Through meetings with TCEA trainers, the appropriate number of kits per classroom has been determined (6 kits for Elementary classrooms, 9 kits for Middle School and High School classrooms). The procurement process has been initiated and teachers who have received Robotics training will be equipped with an adequate amount of kits, pending the procurement process. VEX Robotics kits have been identified as more advanced robotics kits and could benefit students who have completed all the Lego Robotics modules and lessons.</p> <p>1.3.2 A first renewal of the Agreement between DOE and Texas Computer Education Association (TCEA) to provide Professional Services on STEM curriculum was successfully executed on September 28, 2022. Project Personnel will work with the vendor to establish the training plan for SY22-23.</p>
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1.3.4 E-sports - Ongoing (25%)

- RFP 002-2022 IN PROGRESS

1.3.5 Academic Special Events-Ongoing (100%)

ACADEMIC CHALLENGE BOWL (Season 2)

- 46 completed High School and Middle School matches with broadcasted PBS matches on PBS Guam YouTube Channel
- 167 students participated in the ACB

1.3.6 National Forensic League (NFL) – Ongoing (75%)

- 8 NFL meets completed
- 68 students participated

1.3.7 Visual Performing Arts (VPA) – COMPLETE (100%)

- **Music (Choir):** GATE Music teacher worked with the Choir from Adacao Elementary School, Finegayan Recorder Club and Honor Choir from Finegayan.
- **Art:** GATE Art Teachers providing services to 2 schools.
- **Dance:** Dance workshops were held for students from 3 schools.
- **Theatre:** Preparing for the VPA HOLIDAY Extravaganza, Musical Theatre Competitions of America (MTCA), and the Musical, *LITTLE SHOP OF HORRORS*

Note: Schools covered for Music/Art programs are limited due to the number of instructional days.

1.3.3 Project Personnel has been working with teachers from VBMS to assist in hosting a school-based robotics competition. VBMS teachers are managing logistics and requesting support from Project Personnel in the form of supplies.

[ATTACHMENT](#)

1.3.4 Negotiation Memo completed and with Legal for review and contract formation.

[ATTACHMENT](#)

1.3.5 ACADEMIC SPECIAL EVENTS

- SY2021 2022 ASE events have been completed and participating Coaches/Judges have submitted supporting documents for final payments (([Attachment 5. ASE Coaches/Judges Payment Schedule](#)))
- CHALLENGE BOWL: 46 matches completed between February 23, 2022 and May 01, 2022. Recorded sessions are maintained by PBS Guam: <https://www.youtube.com/user/pbsguam/playlists>;

1.3.6 Reference 1.3.5.

1.3.7 Visual Performing Arts

- **Music (Choir):** Music Teacher provided services to 115 choir students from Adacao elementary school, 12 Finegayan Recorder Club students and 45 Finegayan Honor Choir students. Finegayan Honor Choir students performed for the PTO meeting on September 21, 2022 and for the school on October 4 and 5, 2022.
- **Music (Band/Choir):** Music teacher provided services to 23 Carbuillido Elementary School students, 21 Wettengel Elementary School students, 18 Oceanview Middle School students, 13 Tiyan High School students

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1.3.8 Interscholastic Sports – Ongoing (50%)

Interscholastic Sports Professional Development – PO20212244

Interscholastic Sports Uniforms and Supplies – PO20212178-01

- **Art:** Art Teachers provided services to 2 elementary schools during this reporting period; Wettengel (28) and Chief Brodie (18).
- The Art Exhibit for Wettengel Elementary took place from October 3 - 4. All students were scheduled to see artwork.
- **Dance:** Face to Face dance workshops were provided for 54 students from LP Untalan Middle, 17 from BP Carbullido Elementary, 23 from Simon Sanchez High School.
- **Theatre:** Face to face school tours to promote VPA Christmas Extravaganza, Musical Theater Competitions of America, and the Musical, LITTLE SHOP OF HORRORS. Theatre teacher also visited Wettengel Elem, UPI Elem, Astumbo Elem, Astumbo Middle, Untalan Middle School, Tiyan High School, and Southern High School. We've also done a preliminary, promotional media tour with KUAM TV, The Post, Mega Mixx, and K57. VPA has also begun production meetings to discuss the unification and collaboration for the different artistic disciplines within VPA. Each VPA discipline is contributing in the two larger theatrical shows; the HOLIDAY Extravaganza, and LITTLE SHOP OF HORRORS.
(Attachment 6. VPA Reports)

1.3.8 Purchase Order 20212244 for professional development training of coaches and athletic directors is ongoing via asynchronous learning. Project staff are following up with the vendor as no invoices were received to date.

Requisitions for the following athletic equipment & supplies for the Interscholastic Program were converted to Purchase Orders: Interscholastic Sports Association (ISA) Director is aware of all POs and will communicate w/ GDOE warehouse personnel for delivery and distribution. Project staff will assist as well.

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Requisition #20221888 - Football - PO 20221832
Requisition #20222064 - Track - did not convert, re-
entered as requisition 20231773
Requisition #20222065 - Baseball - PO 20221514
Requisition #20222066 - Softball - PO 20221811
Requisition #20222067 - Basketball - PO 20221604
Requisition # 20222068 - Volleyball - PO 20221702
Requisition #20222069 - Soccer - PO 20221695
Requisition #20222070 - Tennis - PO 20221664
Requisition #20222071 - Rugby - PO 20221655
Requisition #20222105 - Wrestling - PO 20221698

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES				NARRATIVE ON COMPONENT'S EFFECTIVENESS								
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>² <i>IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a 'count') FOR USE IN CALCULATING A PERFORMANCE MEASURE. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH.</i></p> <p>² <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE SECONDARY DATA (e.g. a 'percentage') ON THE PROJECT'S PERFORMANCE MEASURES. IF DATA IS NOT AVAILABLE, SPECIFY WHY AND INDICATE WHEN DATA WILL BE AVAILABLE.</i></p> <p>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'.</p> <p>²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</p> <p>Insert Primary Data Here:</p> <table border="1" data-bbox="642 805 1289 1027"> <thead> <tr> <th>GATE Activity (Visual Arts/Theatre/Music)</th> <th># of Student Participants</th> </tr> </thead> <tbody> <tr> <td>1. GATE Honor Choir at Inarajan Elementary Schools</td> <td>35 participated</td> </tr> <tr> <td>2. Art Program 2 Elementary Schools</td> <td>26 participants</td> </tr> <tr> <td>3. Dance Workshops</td> <td>70 participants</td> </tr> </tbody> </table>				GATE Activity (Visual Arts/Theatre/Music)	# of Student Participants	1. GATE Honor Choir at Inarajan Elementary Schools	35 participated	2. Art Program 2 Elementary Schools	26 participants	3. Dance Workshops	70 participants	<p>BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <p>² <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p> <p>Activities under the Visual Arts/Theatre/Music Program foster creativity, self-expression, and talent development. Cultivating and supporting these types of undertaking may help enhance student engagement & confidence in their academic work.</p>
GATE Activity (Visual Arts/Theatre/Music)	# of Student Participants												
1. GATE Honor Choir at Inarajan Elementary Schools	35 participated												
2. Art Program 2 Elementary Schools	26 participants												
3. Dance Workshops	70 participants												

Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</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 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022

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<p>3. Specialized Events and Opportunities</p>	<p>YEAR 2: 30% of students who participate in Academic Special Events, Visual Performing Arts, theater and music programs, STEAM and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys and will increase their knowledge and interest in related careers.</p>	<p>Web-based survey on post ASE, VPA, STEAM events and sports opportunities</p>	<p>Percentage of student participants who indicate being “more engaged” and “confident” in their work</p>		<p>Yes</p>	<p>Baseline data % of students indicate being more engaged in learning and confident in their work in SY20-21</p>	<p>Target: 20% (if survey conducted at this time) Actual: Survey results for VPA being compiled & analyzed and will be reported in 2nd quarter.</p>	<p>Target: 25% Actual: <u>Art</u> 28 surveyed Approx. 25 of 28 or 88% felt more engaged with their learning Approx. 26 of 28 or 94% felt more confident in their work <u>Music</u> 40 surveyed Approx. 37 of 40 or 93% felt more engaged with their learning 100% felt confident in their work</p>	<p>Target: 30% Actual: <u>Art</u> 11 surveyed Approx. 100% felt more engaged with their learning Approx. 100% felt more confident in their work <u>Music</u> 23 surveyed Approx. 100% felt more engaged with their learning 100% felt confident in their work <u>Dance</u> 35 surveyed Approx. 34 of 35 or 97% felt more engaged with their learning 34 of 35 or 97% felt confident in their work</p>	
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
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<p>4. Academic, College and Career Readiness</p>	<p>☐ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>☐ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p align="center"><i>Provide bullet form listing below:</i></p> <p>1.4.1 Advanced Placement Tests– COMPLETE (100%)</p> <ul style="list-style-type: none"> ● PO 177 <p>1.4.2 College Exploration and Readiness Opportunities:</p> <p>1.4.2.1 College Fair – COMPLETE (100%)</p> <p>1.4.2.2 STEAM Mentoring</p> <p>1.4.2.3 College Readiness Math and English Camp</p> <p>1.4.2.4 SAT/ACT Preparation (COMPLETE-100%)</p> <ul style="list-style-type: none"> ● PO 20214560 <p>1.4.2.5 National Technical Honor Society</p>	<p>☐ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>☐ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>1.4.1 Project Personnel is collecting and compiling anticipated AP Exam numbers by school for SY22-23 exam administration in Spring. Requisition will be entered in the 1st Quarter.</p> <p>1.4.2.1 Project Personnel working with HS Counselors with the planning of college fairs (Island-wide & School site) in the Fall and Spring..</p> <p>1.4.2.2. Project personnel is seeking an updated price quotation for this activity and a requisition will be entered in the 1st quarter to execute a contract and purchase order by Summer 2023.</p> <p>1.4.2.3 Project personnel is seeking an updated price quotation for this activity and a requisition will be entered in the 1st quarter to execute a contract and purchase order by Summer 2023.</p> <p>1.4.2.4 Contract requisition for this activity was not entered. Project Personnel will address in the 1st quarter.</p>
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	<p>1.4.2.6 Career Fairs – Ongoing (25%)</p> <ul style="list-style-type: none"> • Requisition for supplies & materials, pending updated quotes. <p>1.4.2.7 National Career Academy Coalition (NCAC) Certification</p> <p>1.4.2.8 Skills USA</p> <p>1.4.2.9 Health Certifications – Ongoing (75%)</p> <ul style="list-style-type: none"> • PO469 • PO20213020 • Pending the approval of PO Modification to extend POs until September 30, 2023 	<p>1.4.2.5 Contractual requisition for this activity was not entered. Project personnel will address in the 1st quarter.</p> <p>1.4.2.6 Project Personnel working with schools to provide updated quotes. Requisitions will be entered in the 1st Quarter. FY22- Project Personnel working on the distribution of funds for MS & HS, will be sent to all school Principals once finalized.</p> <p>1.4.2.7 Contractual requisition for this activity will be entered in the 1st quarter as high schools continue to develop their academies within the school and provide professional development to build capacity among the teachers.</p> <p>1.4.2.8 Contractual requisition for this activity was not entered. Project personnel will address in the 1st quarter</p> <p>1.4.2.9 The remaining training sessions will be scheduled pending the approval of PO Modification to extend PO496 and PO20213020 until September 30, 2023. Project Personnel working with DPHSS on a quote for Health Certificate training. Requisition will be entered in the 1st Quarter.</p>
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT’S EFFECTIVENESS</p>
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p><small>² IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a ‘count’) FOR USE IN CALCULATING A PERFORMANCE MEASURE. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH.</small></p>	<p>BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE PROJECT’S PROGRESS FOR THE QUARTER?</p> <p><small>² EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS</small></p>

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<input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED	<p align="center">2 USING THE TABLE ON THE NEXT PAGE, PROVIDE SECONDARY DATA (e.g. a 'percentage') ON THE PROJECT'S PERFORMANCE MEASURES. IF DATA IS NOT AVAILABLE, SPECIFY WHY AND INDICATE WHEN DATA WILL BE AVAILABLE.</p> <p>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</p> <p>Insert Primary Data Here:</p> <p>Data will be provided in the 1st quarter as activities are completed.</p>	<p>TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</p>
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Desired Project Outcome	Corresponding Annual Objective	Data Source	Unit of Measurement	Evidence-Based	Actual Data:	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target	Performance Target	Performance Target	Performance Target
Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.	Enter the annual objective from 6b that this project activity aligns with.	Enter where the data are located. Identify where the data will come from.	Enter the unit of measurement.	Please indicate: Yes or No	Baseline (Current school year or most recent)	End of December 2021	End of March 2022	End of June 2022	End of September 2022

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<p>4. Academic, College and Career Readiness</p>	<p>YEAR 2: 30% of participating students will indicate an interest in pursuing STEAM for college degree and 30% will indicate an interest in pursuing a CTE path or a sports career</p>	<p>Web-based survey on post ASE, VPA and STEAM events and sports opportunities</p>	<p>Percentage of participating students indicating an “increased interest” or “strong interest” in pursuing CTE, STEAM path</p>	<p>Yes</p>	<p>Baseline data % of students indicating an interest in pursuing CTE or a sports career in SY20-21</p>	<p>Target: 20%</p> <p>Actual: Survey will be administered when STEAM, ASE events are completed.</p>	<p>Target: 25%</p> <p>Actual: Survey will be administered when STEAM, ASE events are completed.</p>	<p>Actual: 80% of participants indicated “5” (STRONGLY AGREE) when asked if they “feel more engaged in classes since joining an Academic Special Event” 44% of participants indicated “5” (STRONGLY AGREE) when asked if “Academic Special Events helped (them) become more confident in classes and extracurricular activities”</p>	
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PART II:

<p>LIST TRAVEL ACTIVITIES COMPLETED.</p>	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT</p> <p>Not applicable. The Project does not have any off-island travel budgeted in the FY21 Application.</p>
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<p>FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p>	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p>Not applicable. The Project does not have any off-island travel budgeted in the FY21 Application.</p>
<p>PART III:</p>	
<p>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.</p>	<p>(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT</p> <p>Project personnel continued to work with the procurement office to convert contractual, supplies and equipment requisitions to purchase orders and execute contracts for Allied Health, Business Technology & Cosmetology courses, Audiovisual Broadcasting Program, Advanced Placement Professional Development, Career Interest Inventory System for elementary schools, E-sports Program and Career Readiness programs. Requisitions for instructional supplies and equipment for Career & Technical Education (CTE) classes, Advanced Placement and Honors courses and Visual Performing Arts Programs were entered and follow ups made. Project staff also coordinated with vendors to conduct professional development training in STEAM Robotics, Projects Based Learning and Computer Science curriculum.</p> <p>Project staff continued the monthly collaborative meetings with contracted vendors (Guam Community College and Guam Trades Academy) to address challenges with program implementation, review data and discuss ways to increase participation in CTE courses, Choices 360 and WorkKeys.</p>
<p>USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</p>	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>Professional Development activities in Component 1 are on-going. As such, Project data is unavailable as of this reporting period.</p> <p>Under Component 2, schools continue to administer <i>Choices 360</i> and <i>WorkKeys</i> Curriculum. During this period, more students were able to complete the <i>WorkKeys</i> curriculum and dates to administer the Assessment are being scheduled for the 3rd quarter..</p>

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<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>Funds from CCCLR Project support activities that provide students with opportunities to explore and gain knowledge and skills that will help them make more informed decisions about what they want to pursue after graduation. The online curriculum and assessment tools help to measure the foundational skills required to be successful in a career. Technology equipment help make information & resources more accessible to students and enables them to become confident in their ability to use information to make decisions and solve problems. In addition, the professional development for teachers help build their content knowledge in Career & Technical Education (CTE), Science, Technology, Engineering, Art and Math (STEAM) so that lessons are relevant and meaningful and can help build student competencies necessary for the college or career.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <p>Challenges with processing procurement items in a timely manner continue as the Department manages Consolidated Grant activities in addition to the Education Stabilization Fund (ESF) I and ESF II and American Recovery Plan grant activities with budgets amounting to over \$400 million. These challenges are compounded by the limitations on holding professional development training due to the lack of coverage for teachers. Project personnel continue to work with the vendors to modify the mode of delivery to accommodate the teachers' schedules. Project personnel continue to work closely with our State Program Officer and the Procurement Office to ensure that all requisitions are addressed and move smoothly through the workflow approval process.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of "best practice" procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT</p> <p>The Project Staff will continue to collaborate with GCC for WorkKeys and Choices 360 program implementation strategies to increase the number of proctors trained, provide additional technical assistance and tutorial videos to facilitate distance learning access and provide access to the WorkKeys curriculum & assessments for students who graduated. Project staff will continue to meet with vendors and the teachers and counselors to coordinate professional development activities and secure needed supplies and materials.</p>

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	<p>Project staff will continue to work closely with the State Program Officer and the Procurement Office to facilitate the approval of the professional development activities that are targeted to be held in the Summer months.</p>
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>100 WORD COUNT</p> <p>Project staff use email correspondences and online surveys with CTE, STEAM and VPA teachers to disseminate information, get updates on implementation of activities in their classrooms, collect data and get feedback about the usefulness and effectiveness of the programs to help plan for upcoming events.</p> <p>Monthly meetings with CTE vendors are held to get progress updates on the implementation of activities. Information will be used to help improve implementation practices.</p>

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QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: College, Career, Civic Engagement & Life Readiness

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

SYLVIA T. CALVO

PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

DATE

JOSEPH L.M. SANCHEZ

PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGNATURE)

DATE

FEDERAL PROGRAMS DIVISION



FY 2021 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Quarterly Personnel Certification

October 31, 2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: **84.403A Consolidated Grant to the Outlying Areas**
 Project Title: **82800 COLLEGE CAREER CIVIC ENGAGEMENT AND LIFE READINESS**



Fiscal Year 2021-2022

Reporting Period: 4th Quarter (July - September, 2022)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
690-01-1835	Leon P.C. Bamba	PROG COORD IV	820 C&I	
16236	David Camacho	PROG COORD III	820 C&I	
5940	Virginia Manglona	PROG COORD III	820 C&I	
690-00-7239	Ernest Ochoco	PROG COORD III	820 C&I	
690-00-9353	Adelle Dimalanta	TEACHER IV	820 C&I	
8412	Maximo Ronquillo, Jr.	TEACHER IV	820 C&I	Effective Date 9/30/21; On Military Orders Until 9/30/22
13985	Aubrey Santos	COMP TECH II	816 FSAIS	Shared by 5 Projects
13987	Patterson James Agustin	COMP TECH II	816 FSAIS	Shared by 5 Projects
14419	Van Joseph Abiera		816 FSAIS	Comp Tech I; Shared by 5 Projects
14978	Nely Punzalan	ADMIN OFCR	820 C&I	Shared by 3 Projects
14543	Kathleen R. Lamorena	ADMIN ASST	820 C&I	Shared by 3 Projects
13837	Ana Aguon	PROG COORD IV	812 FP	State Data Officer; Shared by 5 Projects

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

Immediate Supervisor's Name:
 JOSEPH L.M. SANCHEZ
 Immediate Supervisor's Signature: *[Signature]* Date: 10/13/2022

Project Coordinator Name: *[Signature]*
 SYLVIA T. CALVO
 Project Coordinator Signature: *[Signature]* Date: 10/13/22

Federal Programs Compliance Administrator Name:
 IGNACIO C. SANTOS
 Federal Programs Compliance Administrator Signature: _____ Date: _____

Project Manager Name:
 JOSEPH L.M. SANCHEZ
 Project Manager Signature: *[Signature]* Date: 10/13/2022

FEDERAL PROGRAMS DIVISION



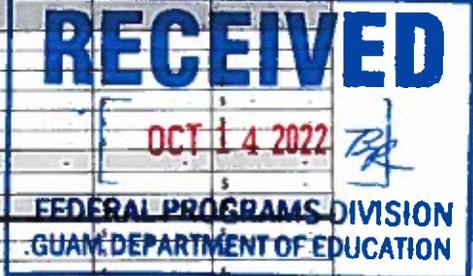
FY 2021 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Fixed Assets

October 31, 2022

REGULAR SALARIES				FY20 Carryover			FY21			PROGRAM/TOTAL			
FPE	No. of Positions Title-VA funded	Total Salary for the Pay Period	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Total	
PPI 071222	11			\$	\$	\$	11,712.14	\$	4,484.86	\$	15,697.00	\$	15,697.00
PPI 071622	11			\$	\$	\$	10,894.29	\$	4,357.72	\$	15,252.01	\$	15,252.01
PPI 073022	11			\$	\$	\$	10,894.29	\$	4,357.72	\$	15,252.01	\$	15,252.01
PPI 081322	11			\$	\$	\$	12,350.91	\$	4,940.34	\$	17,291.27	\$	17,291.27
PPI 082722	11			\$	\$	\$	13,437.73	\$	5,375.09	\$	18,812.82	\$	18,812.82
PPI 091022	11			\$	\$	\$	13,378.60	\$	5,351.44	\$	18,730.04	\$	18,730.04
PPI 092422	11			\$	\$	\$	13,755.14	\$	5,502.06	\$	19,257.20	\$	19,257.20
				\$	\$	\$		\$		\$		\$	
Sub Totals	77	-	-	-	-	-	85,923.10	34,369.24	120,292.34	85,923.10	34,369.24	120,292.34	
Indirect Cost (9.5%)													
Total 4th Qtr	77	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 85,923.10	\$ 34,369.24	\$ 120,292.34	\$ 85,923.10	\$ 34,369.24	\$ 120,292.34	
				\$	\$	\$	\$	\$	\$	\$	\$	\$	
				\$	\$	\$	\$	\$	\$	\$	\$	\$	
				\$	\$	\$	\$	\$	\$	\$	\$	\$	
				\$	\$	\$	\$	\$	\$	\$	\$	\$	
				\$	\$	\$	\$	\$	\$	\$	\$	\$	
				\$	\$	\$	\$	\$	\$	\$	\$	\$	
Sub Totals	-	-	-	-	-	-	-	-	-	-	-	-	
Indirect Cost (9.5%)													
Total 4th Qtr	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Grand Total 4th Qtr	77	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 85,923.10	\$ 34,369.24	\$ 120,292.34	\$ 85,923.10	\$ 34,369.24	\$ 120,292.34	

PART-TIME SALARIES				FY20 Carryover			FY21			PROGRAM/TOTAL		
FPE	No. of Positions Title-VA funded	Total Salary for the Pay Period	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Total
				\$	\$	\$	\$	\$	\$	\$	\$	\$
				\$	\$	\$	\$	\$	\$	\$	\$	\$
				\$	\$	\$	\$	\$	\$	\$	\$	\$
				\$	\$	\$	\$	\$	\$	\$	\$	\$
				\$	\$	\$	\$	\$	\$	\$	\$	\$
				\$	\$	\$	\$	\$	\$	\$	\$	\$
Sub Totals	-	-	-	-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)												
Total 4th Qtr	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 4th Qtr	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -



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

Type or Print Name and Title of Program Manager	JOSEPH L.M. SANCHEZ Deputy Superintendent, Curriculum & Instructional Improvement	Telephone: (area code, number, and extension)	671-300-1635
Signature of Authorized Certifying Official:		Email address:	jsanchez@gdoe.net
Type or Print Name and Title of Project Coordinator:	SYLVIA T. CALVO School Program Consultant	Date Report Submitted (Month, Day, Year)	10.13.22
Signature of Project Coordinator:		Telephone: (area code, number, and extension)	671-300-1388
		Email address:	sicalvo@gdoe.net
		Date Report Submitted (Month, Day, Year)	10.13.22

FEDERAL PROGRAMS DIVISION



FY 2021 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 2

Curriculum and Instructional Quality and Development (CIQD)

Quarterly Report Documents:

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

October 31, 2022

FEDERAL PROGRAMS DIVISION



FY 2021 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Original Submitted Quarterly Report

October 31, 2022

QUARTERLY REPORT
Grant Award #: S403A210002

Grant Name: Consolidated Grant FFY 2021 Grant#: S403A210002

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

PROJECT TITLE: Curriculum and Instructional Quality and Development

PROJECT COORDINATOR: Michelle Camacho

PROJECT MANAGER: Joseph Sanchez

STATE PROGRAM OFFICER: Sean Rupley

10/01/21- 12/31/21	01/01/22- 03/31/22	04/01/22- 06/30/22	07/01/22- 09/30/22
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
			X
REPORT DUE: 1/10/22	REPORT DUE: 04/11/22	REPORT DUE: 07/11/22	REPORT DUE: 10/10/22
ANNUAL REPORT DUE: 11/14/2022			

AMOUNT BUDGETED (FFY 2021):

\$6,606,333.16

AMOUNT EXPENDED:

(Include all expenditures/payouts to date)

\$3,798,108.87

PERCENTAGE OF EXPENDITURE:

(Overall Expenditure divided by Amount Budgeted)

57%

AMOUNT BUDGETED (FFY 2020):

\$7,372,845.789

AMOUNT EXPENDED:

(Include all expenditures/payouts to date)

\$5,187,097.32

PERCENTAGE OF EXPENDITURE:

(Overall Expenditure divided by Amount Budgeted)

68%

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

Grade Level(s)	CHARTER SCHOOLS					PUBLIC SCHOOLS			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 5	736					12,619			
6 - 8	438		99	66		6,466		600	100
9 - 12	116					9,201			

LIST THE PROJECT GOALS:

Annual Objective 1: The CIQD project will provide mentoring and coaching services to participating new teachers and new administrators and assist temporarily certified teachers with obtaining full certification.

Annual Objective 2: The CIQD project will provide Professional Development training to participating teachers and promote the application of research-based instructional strategies gained from the training in the classroom and encourage the use of formative and summative assessment data to assess student progress.

Annual Objective 3: The CIQD project will provide support towards the enhancement of technology use in the classroom among participating teachers.

QUARTERLY REPORT
Grant Award #: S403A210002

LIST THE PROJECT OBJECTIVES:	<p>Objective 1.1 50% of teachers who participate in the Initial Teacher Certification Assistance activity will be fully certified by the end of SY2021-2022.</p> <p>Objective 1.2 85% of mentored and coached teachers and administrators will report satisfaction of mentoring/coaching supports, new knowledge, and improved instructional practices gained by this activity.</p> <p>Objective 1.3 Retention rate of teachers and administrators will increase by 5% from the previous school year.</p> <p>Objective 2.1 Through web-based surveys, 75% of participating teachers will show an increase in the utilization of research proven instructional strategies (learned from professional development opportunities) or curricular resources in their classrooms.</p> <p>Objective 2.2 50% of participating teachers will utilize formative and summative assessment data to identify students' strengths and weaknesses, inform instruction, and provide interventions where needed, as shown in the monitoring of student interventions and student progress in the district's formative assessment system.</p> <p>Objective 3.1 At least 80% of teachers/staff will report timely, high quality, and effective IT services.</p> <p>Objective 3.2 At least 55% of teachers/staff will indicate having access to well-functioning technology and reliable connectivity for teaching.</p> <p>Objective 3.3 At least 20% reduction in the number of Wi-Fi/connectivity tickets from HelpDesk during the start of SY20-21.</p>
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PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate "REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER".</p> <p><i>Provide bullet form listing below:</i></p> <ul style="list-style-type: none"> • Initial Teacher Certification Assistance (ITCA) Program: <ul style="list-style-type: none"> • 16 teachers continue to work on obtaining their Initial Teacher Certification. 	<ul style="list-style-type: none"> • In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc. • List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) • Participants of the ITCA Program are pending the completion of their internship requirement to attain their Initial Teacher Certification. We anticipate

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Grant Award #: S403A210002

	<ul style="list-style-type: none"> • A 4th cohort was opened in August and teachers were invited to apply. Pending start of the program in October 2022. • Mentoring: <ul style="list-style-type: none"> • 81 Initial Teacher Educators started receiving mentoring services provided by 42 School-Based Mentors and 4 District Mentors. • Two (2) New Teacher Seminars were held on August 1-2 and 3-4, 2022. <ul style="list-style-type: none"> • Session topics included the following: <ul style="list-style-type: none"> ▪ Standards-Based Grading ▪ Classroom Management ▪ Instructional Strategies • A total of ___ new teachers attended the two sessions. • Instructional Coaching: <ul style="list-style-type: none"> • Instructional coaches were assigned to schools and provide schools with supports as follows: <ul style="list-style-type: none"> • Promoted and assisted with the implementation of district initiatives • Helped to facilitate discussions on using data to drive instruction • Organized professional development opportunities for teachers • Additionally, Instructional Coaches provided training to faculty and staff in the following areas: <ul style="list-style-type: none"> • Curriculum Implementation and Use • Assessments • Proficiency Scales • Standards-Based Grading • Using technology to enhance classroom teaching • Grading and progress monitoring • Implementation and use of learning management system • Instructional strategies • Coaches and mentors have been working with teachers across the district to implement and solidify this school year's Priority Standards, Skills, and Topics. 	<ul style="list-style-type: none"> • The 4th cohort of applicants – 20 participants – will start courses in October 2022. • Mentoring was provided to 81 educators who are in their 1st through 3rd year of teaching through School-Based Mentors. • 279 teachers, who have passed their 3rd year of teaching, received coaching supports from 19 Instructional Coaches. Supports were provided individually, to schools' respective Professional Learning Communities, or through training groups. Supports were provided in the following areas: <ul style="list-style-type: none"> ○ Using data to drive instruction ○ Implementation of district curriculum initiatives (i.e., standards-based grading, progress reporting, etc.) ○ Proficiency Scales ○ Priority Standards, Skills, and Topics ○ Data analysis ○ Effective Teaching Strategies ○ Online Learning Systems ○ AIMSweb Plus ○ Assessments ○ Progress monitoring

GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a 'count') FOR USE IN CALCULATING A PERFORMANCE MEASURE. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE SECONDARY DATA (e.g. a 'percentage') ON THE PROJECT'S PERFORMANCE MEASURES. IF DATA IS NOT AVAILABLE, SPECIFY WHY AND INDICATE WHEN DATA WILL BE AVAILABLE.</i></p> <p>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</p> <p><i>Insert Primary Data Here:</i></p> <ul style="list-style-type: none"> • Initial Teacher Certification Assistance: <ul style="list-style-type: none"> ○ 16 participants completed all course requirements. They will be partaking in an internship course in October 2022 to complete the program. • Teacher Mentorship: <ul style="list-style-type: none"> ○ Of the 87 teachers who received teacher mentoring, only 30 participants responded to our request for feedback. <ul style="list-style-type: none"> ▪ 100% of respondents positively indicated that the supporting they received through the mentorship program helped them to improve their ability to plan for lessons, helped improve the level of confidence they had in their classroom management strategies, and improve their confidence in effective classroom instruction. ▪ 100% of respondents indicated that, when requested, they were provided with the professional support and guidance they needed. ▪ The mentorship program helped to improve teachers' abilities in the following areas (but not limited to): 	<p>BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <p>➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p> <ul style="list-style-type: none"> • A total • This data is indicative of the meaningful supports being provided to new teachers in the district. • Greater effort needs to be made to gather greater response. • Recommendations will be considered for the new school year implementation of services.

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- Using technology to enhance their instructional practices
- Standards-based grading
- Professional Teacher Evaluation Program Standards
- Using data to inform instruction, and
- Building relationships
- When asked for comments or suggestions for change, mentees responded as follows:
 - “More PLS about recertification process and clarification between recertification and reclassification”
 - “The helpful part of this program was being observed then being provided detailed and immediate feedback.”
 - “Provide quarterly observations of mentees to help us learn the right way.”
 - “Enjoyed my time and helped with the first-year jitters. Thankful for the opportunity to learn from a mentor and would highly recommend this program as a permanent option to those that may have years of teaching, but still have questions down the road.”
- Instructional Coaching – Between July 1st and September 30th, 2022, the following took place:
 - 295 teachers reported being provided supports through a training activity or event that took place at their respective school.
 - 228 teachers reported receiving supports as part of their school’s Professional Learning Community.
 - 24 teachers reported receiving individualized support
 - 503, or 92%, of participants indicated they were satisfied with the quality of coaching supports they received, whether they received individual supports or supports through their school training event or PLC.
 - When asked for recommendations, the following comments were shared from participants:
 - “do hands-on training to make it more meaningful.”
 - “Please continue to support school and IC requests for more licenses to online resources.”

- Instructional coaching responses illustrate the effectiveness of this project activity.
- Overall satisfaction of supports being provided by the Instructional Coaches is crucial to teacher success and changing teacher practices to allow them to become more effective in the classroom and have lessons that are engaging for students.

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- “You are doing a great job.”
- “More time is needed.”
- “Provide more training and discussions for teachers to come together at the district level.”
- “Our facilitators were very helpful, resourceful, and accommodating.”
- “Please continue to hold similar trainings such as these to refine our practice.”

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in Section 5b of the project narrative.</i>	Corresponding Annual Objective <i>Enter the annual objective from Section 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures <i>(Target vs. Actual)</i>			
						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
Component 1. Teacher and Administrator Recruitment, Induction, and Retention 2.1.1 Initial Teacher Certification Assistance	a) By the end of SY2021-22, 50% of teachers who participated in the Initial Teacher Certification Assistance activity will be fully certified by the end of SY21-22.	Completion of PRAXIS® and necessary courses required to acquire Initial Educators Certification.	Number of limited term teachers approved to participate in the Initial Teacher Certification Assistance who successfully complete the program and obtain an Initial Educators Certification.	Yes	41%	Target: 41% Actual: Total number of teachers who successfully completed/n number of teacher participants 11/22 or 50% completion.	No data to report until activity ends in Fall 2022.	No data to report until activity ends in Fall 2022.	No data to report until activity ends in Fall 2022.

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<p>2.1.2 Teacher Mentoring</p> <p>2.1.3 New Teacher Academy</p> <p>2.1.4 Teacher Coaching</p> <p>2.1.5 Professional Development</p>	<p>b) By the end of SY2021-22, 85% of mentored and coached teachers and administrators will report satisfaction of mentoring/coaching supports and new knowledge gained by this activity.</p> <p>c) By the end of SY2021-22, the retention rate of teachers will increase by 5% from the previous school year.</p>	<p>Quarterly web-based survey to mentored teachers and administrators</p> <p>Personnel records on the number of fully certified teachers who continue to remain employed at the GDOE</p>	<p>Number of coached and mentored teachers and administrators who report satisfaction or higher on mentoring and coaching supports and improved instructional practices in the classroom.</p> <p>Number of teachers who continue on to the next year.</p>	<p>Yes</p> <p>Yes</p>	<p>76%</p> <p>16%</p>	<p><u>Target:</u> 76%</p> <p><u>Actual:</u> 49% of teachers reported satisfaction with support services.</p> <p>This is measured in 4th quarter.</p>	<p><u>Target:</u> 43%</p> <p><u>Actual:</u> 49% of teachers reported satisfaction with support services between January and March.</p> <p>This is measured in 4th quarter.</p>	<p><u>Target:</u> 85%</p> <p><u>Actual:</u> 100% of teachers reported satisfaction with coaching and mentoring supports provided between April and June.</p> <p>This is measured in 4th quarter.</p>	<p><u>Target:</u> 85%</p> <p><u>Actual:</u> 92% of teachers reported satisfaction on with coaching and mentoring supports provided between July and September.</p> <p>The number of certified teachers who remained employed at the GDOE decreased 8%.</p>
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QUARTERLY REPORT
Grant Award #: S403A210002

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <ul style="list-style-type: none"> • Instructional Coaches and District Mentors provided training on Standards-Based Grading and the implementation of the Learning Management System. • No other training was held as contracts were not effectuated in time. • The project monitored the number of students being provided with interventions based on progress monitoring using the online formative assessment system. 	<p>➤ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants, etc.</i></p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <ul style="list-style-type: none"> ○ District training was provided on August 8-9, 2022 to all teachers. ○ Between July and September 2022, a total of 239 students were being provided with interventions and their progress was being monitoring by teachers using the online formative assessment system.
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT’S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a ‘count’) FOR USE IN CALCULATING A PERFORMANCE MEASURE. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH.</p> <p>➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE SECONDARY DATA (e.g. a ‘percentage’) ON THE PROJECT’S PERFORMANCE MEASURES. IF DATA IS NOT AVAILABLE,</p>	<p>BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE PROJECT’S PROGRESS FOR THE QUARTER?</p> <p>➤ EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</p>

QUARTERLY REPORT
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<p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p align="center"><i>SPECIFY WHY AND INDICATE WHEN DATA WILL BE AVAILABLE.</i></p> <p><i>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'.</i></p> <p><i>²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</i></p> <p><i>Insert Primary Data Here:</i></p> <ul style="list-style-type: none"> • Approximately 50 teachers have been using data to monitor student progress, as illustrated in monitoring reports from our formative assessment system. • The district has started the implementation of the Learning Management System (LMS). • No other professional development activities have been held as contracts are still going through the procurement process. 	<ul style="list-style-type: none"> • Based on AIMSweb data, a total of 239 students were provided with interventions and their progress was monitored between July and September 2022. <ul style="list-style-type: none"> ○ This was increased from 0 students last school year ○ This could be an indication that training and supports being provided to teachers through instructional coaching is fruitful. ○ Number of students monitored: Kinder = 21 / 1st = 20 / 2nd = 17 / 3rd = 79 / 4th = 25 / 5th = 48 / 6th = 34 / 8th = 1
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QUARTERLY REPORT
Grant Award #: S403A210002

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in Section 5b of the project narrative.</i>	Corresponding Annual Objective <i>Enter the annual objective from Section 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures <i>(Target vs. Actual)</i>			
						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
Component 2. <i>Improving Teacher Effectiveness,</i> Component 3. <i>Specialized School Support,</i> Component 4. <i>Formative and Summative Assessments</i> Component 5. <i>Curriculum Development</i> 2.2.1 Professional Development 2.2.2 Online Professional Learning Course 2.3.1 Pre-K Academics & Early Childhood Classroom and Supports 2.3.2 Library Improvement 2.4.1 Assessment Kits	a) By the end of SY2021-22, 75% of participating teachers will show an increase in the utilization of research-proven instructional strategies (learned from professional development opportunities	Web-based surveys to determine if strategies are being implemented.	Number of teachers who report, or are observed, to have changes in classroom instructional practices.	Yes	50%	<u>Target:</u> 65% <u>Actual:</u> 90%	<u>Target:</u> 75% <u>Actual:</u> 66%		
	b) By the end of SY2021-22, 50% of participating teachers will utilize formative and summative assessment data to identify students' strengths and weaknesses, inform instruction, and	Web-based surveys observations to determine if formative and summative assessment data are utilized by teachers	Number of teachers observed and/or reporting to utilize assessment data.	Yes	50 teachers	50 teachers have utilized formative assessment data to monitor student progress.	1,019 students being progress monitored (Unable to extract teacher data)	239 students being progress monitored (Unable to extract teacher data)	

QUARTERLY REPORT
Grant Award #: S403A210002

2.4.2 Standards Based Assessments	provide interventions where needed								
2.4.3 Assessments									
2.5.1 Development of Chamoru Immersion Curricula, Modules & Support Services									
2.5.2 Development of Curricular Resources									
2.5.3 Development of Proficiency Scales and Assessment Rubrics									
2.5.4 Teacher Toolkit									
2.5.5 Chamoru Curricular Resources									

QUARTERLY REPORT
Grant Award #: S403A210002

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <ul style="list-style-type: none"> • The district continues to working diligently to provide updated technology equipment and improved broadband access for all teachers. • Work is ongoing to procure additional digital visual projectors and interactive whiteboards for teacher use in the classroom. 	<p>➤ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>The district continues to find ways to address troublesome areas that are affected with poor internet connectivity. Work with other vendors continues as we look for ways to improve internet reliability for all teachers and students.</p> <p>The project has procured additional quality equipment to enhance classroom instruction.</p>
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT’S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a ‘count’) FOR USE IN CALCULATING A PERFORMANCE MEASURE. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE SECONDARY DATA (e.g. a ‘percentage’) ON THE PROJECT’S PERFORMANCE MEASURES. IF DATA IS NOT AVAILABLE, SPECIFY WHY AND INDICATE WHEN DATA WILL BE AVAILABLE.</i></p> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a ‘count’.</small></p> <p><small>²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p>	<p>BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE PROJECT’S PROGRESS FOR THE QUARTER?</p> <p>➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p>

Insert Primary Data Here:

- Surveys were sent to 1,400 employees who requested for assistance through the use of the HelpDesk.

- Of the 1,087 HelpDesk tickets submitted, 128 respondents provided feedback for services.
 - Of the 128 who responded to our perception survey, 82% rated the quality of service as excellent quality, while 17% rated average quality.
 - 87% of respondents reports timely response time.
 - 77% reported improvement in connectivity.
 - 99% respondents requested assistance with connectivity.
 - 56 respondents reporting receiving equipment. Of this number, 99% reported equipment was of high or fair quality.
 - In 1st quarter, 62 HelpDesk tickets were related to connectivity. In the 2nd quarter, 98 tickets were related to connectivity. In the 3rd quarter, 127 tickets were related to connectivity. This shows an increase of tickets related to connectivity this quarter.

QUARTERLY REPORT
Grant Award #: S403A210002

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in Section 5b of the project narrative.</i>	Corresponding Annual Objective <i>Enter the annual objective from Section 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures <i>(Target vs. Actual)</i>			
						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
Component 6. Supplemental Resources & Equipment Supports 2.6.1 Student Planners 2.6.2 Student Information System Training 2.6.3 Interactive Touchscreen Whiteboard Equipment Use Training 2.6.4 Bandwidth and Internet Access Expansion 2.6.5 Supplemental Technology Supports	a) At least 80% of teachers/staff will report timely, high quality, and effective IT services.	Quarterly web-based surveys	Number of teachers reporting timely services from IT	Yes	55%	Target: At least 70% Actual: 78%	Target: At least 75% Actual: 86%	Target: At least 80% Actual: 87% of respondent	
	b) At least 55% of teachers/staff will indicate having access to well-functioning technology and reliable connectivity for teaching	Quarterly web-based surveys	Number of teachers reporting availability of well-functioning technology.	Yes	40%	Target: At least 45% Actual: 45%	Target: At least 50% Actual: 53%	Target: At least 55% Actual: 99% of respondents	
	c) At least 20% reduction of Wi-Fi	Trouble tickets submitted for Wi-Fi connectivity issues.	Number of trouble tickets requested for Wi-Fi	Yes	5%	Target: At least 15% reduction	Target: At least 17% reduction Actual:	Target: At least 20% reduction Actual:	

QUARTERLY REPORT
Grant Award #: S403A210002

	connectivity tickets from HelpDesk from the start of SY20-21		connectivity issues.				Increase of 58%	Increase from last quarter of 29%	
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PART II:	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT</p> <p>No travel was conducted under CIQD.</p>
LIST TRAVEL ACTIVITIES COMPLETED.	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p>No travel was conducted under the CIQD project during this reporting period.</p>

<p>FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p>	
<p>PART III:</p>	
<p>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.</p>	<p>(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT</p> <p>Project personnel carried out duties and responsibilities necessary to monitor the implementation of activities, attended meetings, collected data, and tasks related to the procurement of professional services, supplies, and equipment.</p>
<p>USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</p>	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>More time has been spent on developing more meaningful perception survey instruments. However, more time can be spent evaluating the feedback to make changes to practices and project activities for greater effectiveness.</p>
<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>Program funds were used to</p> <ol style="list-style-type: none"> 1) encourage the increase the induction, recruitment, and retention of fully-certified classroom teachers; 2) Provide supports to teachers via Mentors and Instructional Coaches; 3) Provide research-based professional development opportunities to identified teachers; and 4) Provide increased equipment and connectivity to teachers and students. <p>Providing these supports will help increase the overall effectiveness of teachers, subsequently, improving the academic achievement of students.</p>

<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.)</p> <p>100 WORD COUNT</p> <p>Challenges encountered during this period were due to the government shutdown as a result of the COVID-19 pandemic and the additional duties assigned to project personnel to manage the implementation of the Educational Stabilization Funds under the CARES Act.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?)</p> <p>100 WORD COUNT</p> <p>Procurement of services will continue throughout the next quarter. Professional development activities, as well as assessment administration are planned for implementation.</p>
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>100 WORD COUNT</p> <p>Teacher observations could not be conducted this quarter due to the government shutdown as a result of the COVID-19 pandemic. Perception surveys are used to gauge teacher satisfaction and implementation of strategies.</p>

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #2 Curriculum and Instructional Quality and Development (CIQD) Project

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Michelle M. Camacho
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

10/10/22
DATE

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


PROJECT MANAGER (SIGNATURE)

10/10/2022
DATE

FEDERAL PROGRAMS DIVISION



FY 2021 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Quarterly Personnel Certification

October 31, 2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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

Fiscal Year 2021

Reporting Period: 4th Quarter (July - September 2022)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
5818	Camacho, Michelle M.	PROG COORD IV	820 C&I	
12437	Leon Guerrero, Frank L.	PROG COORD IV	820 C&I	
13496	Toves, Philip A.	PROG COORD III	820 C&I	Transferred Eff. 7/7/22
15583	Cruz, Roe-Ann Jean M.	PROG COORD II	820 C&I	
10099	Alvarez, Maria Hayette A	TEACHER IV	820 C&I	Start Date Eff. 8/8/22
8249	Arriola, Robin	TEACHER IV	820 C&I	Transferred Eff. 8/8/22
8347	Balajadia, Francesmarie P.	TEACHER IV	820 C&I	
10530	Bukikosa, Vincent L.G.	TEACHER IV	820 C&I	Start Date Eff. 8/8/22
9243	Cade, Kristina	TEACHER IV	820 C&I	
9728	Camacho, Yvonne P.	TEACHER IV	820 C&I	Transferred Eff. 8/8/22
8359	Chargualaf, Jo Ann P.	TEACHER IV	820 C&I	
12333	Cruz, Orlando	TEACHER IV	820 C&I	
75235	Cruz, Paul	TEACHER IV	820 C&I	
11668	Cruz, Tara J.B.	TEACHER IV	820 C&I	
9725	Cruz, Tricia Marie L.	TEACHER IV	820 C&I	

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

Immediate Supervisor's Name: MICHELLE M. CAMACHO	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: MICHELLE M. CAMACHO	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature:	Date:

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

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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

Fiscal Year 2021

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
11082	DeGuzman, Michelle	TEACHER IV	820 C&I	
7676	Diego, Grace	TEACHER III	820 C&I	Start Date Eff. 8/8/22
8880	Duenas, Melissa L.	TEACHER III	820 C&I	
6169	Fernandez, Joseph	TEACHER V	820 C&I	
697	Franquez, Michelle	TEACHER III	820 C&I	Detailed to Public Information Office effective 1/19/2021
8643	Guerrero, Andrew A.	TEACHER V	820 C&I	
1559	Indalecio, Franky J.	TEACHER V	820 C&I	
9437	Leon Guerrero, Christopher R.	TEACHER IV	820 C&I	
4329	Maluwelmeng, Jenny R.	TEACHER IV	820 C&I	Start Date Eff. 8/8/22
10067	Quichocho, Geraldine	TEACHER IV	820 C&I	
6173	Reyes, Jim S.	TEACHER V	820 C&I	Start Date Eff. 8/8/22
10313	Santos-Cruz, Bella	TEACHER IV	820 C&I	
7661	Shimizu, Debra S.	TEACHER IV	820 C&I	
678	Shipman, Ryan	TEACHER IV	820 C&I	
14978	Punzalan, Nely	ADMIN OFCR	820 C&I	Partially funded through 82800 (CCCLR) & 82820 (CSAI)

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

Immediate Supervisor's Name: MICHELLE M. CAMACHO	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: MICHELLE M. CAMACHO	
Project Coordinator Signature:	Date:

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature:	Date:

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

FEDERAL PROGRAMS DIVISION



FY 2021 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Fixed Assets

October 31, 2022

PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Total
PPE: 07/02/22	80	\$ 136,692.42	100%				\$ 114,726.15	\$ 21,966.27	\$ 136,692.42	\$ 114,726.15	\$ 21,966.27	\$ 136,692.42
PPE: 07/16/22	29	\$ 74,527.08	100%				\$ 54,558.52	\$ 19,968.56	\$ 74,527.08	\$ 54,558.52	\$ 19,968.56	\$ 74,527.08
PPE: 07/30/22	30	\$ 84,612.01	100%				\$ 55,820.66	\$ 20,312.65	\$ 76,133.31	\$ 55,820.66	\$ 20,312.65	\$ 76,133.31
PPE: 08/13/22	29	\$ 94,324.76	100%				\$ 72,226.85	\$ 22,097.91	\$ 94,324.76	\$ 72,226.85	\$ 22,097.91	\$ 94,324.76
PPE: 08/27/22	32	\$ 101,305.58	100%				\$ 74,555.06	\$ 26,750.52	\$ 101,305.58	\$ 74,555.06	\$ 26,750.52	\$ 101,305.58
PPE: 09/10/22	32	\$ 101,426.85	100%				\$ 74,641.24	\$ 26,785.61	\$ 101,426.85	\$ 74,641.24	\$ 26,785.61	\$ 101,426.85
PPE: 09/24/22	32	\$ 102,369.06	100%				\$ 75,365.51	\$ 27,003.55	\$ 102,369.06	\$ 75,365.51	\$ 27,003.55	\$ 102,369.06
Sub Totals	264	695,258					521,894	164,885	686,779	521,894	164,885	686,779
Indirect Cost (9.5%)		66,049										\$ 66,049
Total 2nd Qtr	264	\$ 761,307.25		\$ -	\$ -	\$ -	\$ 521,893.99	\$ 164,885.07	\$ 686,779.06	\$ 521,893.99	\$ 164,885.07	\$ 686,779.06
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals												
Indirect Cost (9.5%)												\$ -
Total 2nd Qtr		\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 2nd Qtr	264	#####	\$ -	\$ -	\$ -	\$ -	\$ 521,893.99	\$ 164,885.07	\$ 686,779.06	\$ 521,893.99	\$ 164,885.07	\$ 686,779.06

PART-TIME SALARIES				FY20 Carryover			FY21			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Totals
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals												
Indirect Cost (9.5%)												\$ -
Total 2nd Qtr		\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals												
Indirect Cost (9.5%)												\$ -
Total 2nd Qtr		\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 2nd Qtr		\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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

Type or Print Name and Title of Program Manager		Telephone: (area code, number, and extension)
Joseph L.M. Sanchez Deputy Superintendent, Curriculum & Instructional Improvement		671-300-1247
Signature of Authorized Certifying Official:		Email address:
		jsanchez@qdoe.net
		Date Report Submitted: (Month, Day, Year)
		10/10/2022
Type or Print Name and Title of Project Coordinator:		Telephone: (area code, number, and extension)
Michelle M. Camacho Program Coordinator IV		671-300-1347
Signature of Project Coordinator:		Email address:
		mcamacho@qdoe.net
		Date Report Submitted: (Month, Day, Year)
		10/10/2022

FEDERAL PROGRAMS DIVISION



FY 2021 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 3

Classroom Supports and Academic Interventions (CSAI)

Quarterly Report Documents:

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

October 31, 2022

FEDERAL PROGRAMS DIVISION



FY 2021 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Original Submitted Quarterly Report

October 31, 2022

**FFY 2021 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A200002**

23-073

Grant Name: Consolidated Grant FFY 2021 **Grant#:** S403A210002

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

PROJECT TITLE: Project #3: Classroom Supports & Academic Interventions (CSAI)

PROJECT COORDINATOR: Joshua C. Blas

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Christopher Surla

10/01/21- 12/31/21	01/01/22- 03/31/22	04/01/22- 06/30/22	07/01/22- 09/30/22
1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
			X
REPORT DUE: 1/10/22	REPORT DUE: 04/11/22	REPORT DUE: 07/11/22	REPORT DUE: 10/10/22
ANNUAL REPORT DUE: 11/14/2022			

**AMOUNT BUDGETED
(FFY 2021):**

\$12,247,119.86

AMOUNT EXPENDED:

(Include all expenditures/payouts to date)

\$\$

PERCENTAGE OF EXPENDITURE:

(Overall Expenditure divided by Amount Budgeted)

%

**AMOUNT BUDGETED
(FFY 2020):**

\$0.00

AMOUNT EXPENDED:

(Include all expenditures/payouts to date)

\$0.0

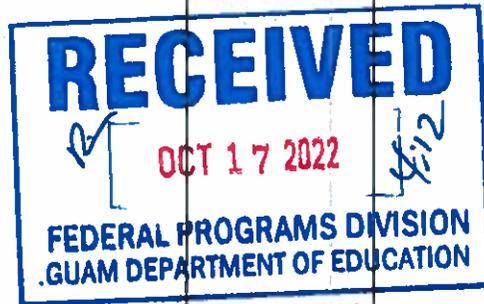
PERCENTAGE OF EXPENDITURE:

(Overall Expenditure divided by Amount Budgeted)

%

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
Pre-K - 5					SSIP 0		SSIP 300	SSIP 10
					ESL 1220		ESL 120	
					Classroom Support 300(GDOE) 25 (GACS)		Classroom Support 1003 250 (TAs)	
					Kinder Learn 3507		Kinder Learn 135	Kinder Learn 18
					ASPIRE 800 (GDOE) 25 (GACS)	0	ASPIRE 136 (GDOE)	ASPIRE



**FFY 2021 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A200002**

						25 (1:1s)	
6 - 8					ESL 289 Summer School 500 (GDOE) 10 (GACS)	ESL 1220 Summer School 40	ESL 1220
						0	
9 - 12					ESL 431 SAM 600 EP 1200 (GDOE) 40 (GACS) Summer School 1450 (GDOE) 10 (GACS) Second Chance 100 Alt. Pathways 100	ESL 1220 SAM 40 EP 75 Summer School 75 Second Chance 9 (Teachers) 1 (Clerk)	ESL 1220 Second Chance 1 Alt. Pathways 1
						0	
LIST THE PROJECT GOALS:	<p>3.1: By 2023, 70% of participating teachers will improve teaching practices through the implementation of instructional strategies trained through self-reporting evaluations.</p> <p>3.2: By 2023, 75% of participating students, K-8 will be at or above grade level in Reading & Math on AIMSweb benchmark formative assessment.</p> <p>3.3: By 2023, graduation rates will increase by 1% and dropout rates will reduce by 1%.</p> <p>3.4: By 2023, the percent of high school students 17-21 years of age and two or more years behind, will be reduced by at least 5% from baseline.</p>						
LIST THE PROJECT OBJECTIVES:	<p>3.1.1 Professional Development (SSIP)/ English as a Second Language (ESL):</p> <ul style="list-style-type: none"> 21-22: 50% of teachers attending the training will self-report implementing strategies learned in the classroom. <p>3.2.1 Classroom Support (Teacher Assistants (TAs)/ Instructional Program Aides (IPAs)</p> <ul style="list-style-type: none"> 22-22: 50% of teachers report classroom support helpful in meeting the needs of special populations; will report more than 50% of time spent supporting classroom instruction 						

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	<p>3.3.1 After School Program for Instructional Remediation & Enrichment (ASPIRE)/ Summer School</p> <ul style="list-style-type: none"> 21-22: 50% of those in ASPIRE/ Summer School K-8 will increase AIMSweb benchmark scores by 10 points in reading and math. <p>3.3.2 Student Advocate & Mentor (SAM)</p> <ul style="list-style-type: none"> 21-22: 50% of 9th-grade students mentored will be on grade level. <p>3.3.3 Credit Recover (EP/ Summer School)</p> <ul style="list-style-type: none"> 21-22: 80% of participating high school students will earn credits towards graduation with a passing rate of 70% <p>3.4.1 Second Chance</p> <ul style="list-style-type: none"> 21-22: 80% of Seniors enrolled will graduate, 80% of Freshmen, Sophomores, and Juniors will progress to the next grade level, and 10% of incarcerated students housed in Youth Shelter will advance by 1-grade level. <p>3.4.2 Alternative Pathways</p> <ul style="list-style-type: none"> 21-22: Increase by 1-grade level at least 65% of high school students 17-21 years of age or more years behind in credits to graduate.
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PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3.1.1 Professional Development (SSIP/ ESL): By end of SY2021-22: 50% of teachers attending the training will self-report implementing strategies learned in the classroom.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in <u>bullet form</u>. Specify the status of each activity (completed, ongoing, or delayed). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate "REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER".</p> <p>State Systemic Improvement Plan (SSIP) SSIP is researched-based instructional strategies to improve early identification and supports for students with learning needs in the areas of reading and math. (Ongoing 100%)</p>	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include a copy of proof as an attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>State Systemic Improvement Plan (SSIP)</p> <ul style="list-style-type: none"> The SSIP schools continue monthly meeting with school administrators and project personnel to plan activities and training for upcoming school year, SY2022-2023. SSIP held training on August 9, 2022 for the new SSIP schools. Topic included Six Core Principals of Improvement. Approximately 80 teacher and administrators participated. Training was also help on August 5, 2022 with the four initial SSIP schools to scale up on Math Professional Learning. Training was facilitated by

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	<p>English as a Second Language (ESL) Researched based instructional strategies to improve teacher quality for the instruction of English Language Learners. (Ongoing 0%)</p>	<p>Dr. Alicia Aguon and Dr. Barbara Dougherty experts in math. Participating teachers also received a math kit. Approximately 80 teachers and administrators participated.</p> <p>English as a Second Language (ESL)</p> <ul style="list-style-type: none"> • Purchase order for Requisition 605 for Pacific Island Cultural Awareness professional development has been approved for a no cost extension. Training for ESL teachers is anticipated to be complete by November 2022.
	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>State Systemic Improvement Plan (SSIP) Training for school SSIP schools was held in August 2022.</p> <p>English as a Second Language (ESL) No training was conducted during 4th quarter.</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <p>➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p> <p>State Systemic Improvement Plan (SSIP) Data will be reported next quarter. To see if there was any impact on teachers as a result of training.</p> <p>English as a Second Language (ESL) No training was conducted during 4th quarter.</p>

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Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in Section 5b of the project narrative.</i>	Corresponding Annual Objective <i>Enter the annual objective from Section 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
Component 1. Academic Interventions 3.1.1 State Systemic Improvement Program (SSIP) 3.1.2 English as a Second Language Supports (ESL)	By end of SY2021-22: 50% of teachers attending the training will self-report implementing strategies learned in the classroom.	Surveys from post professional development on types of strategies trained.	Number of teachers who self-report as feeling "well prepared" implementing strategies trained in the classroom to improve instruction.	Yes	10% teachers self-reported as feeling "well prepared" implementing strategies trained in the classroom to improve instruction.	<u>Target</u> 25% of participating teachers will implement strategies trained <u>Actual</u> No training was held this quarter.	<u>Target</u> 35% of participating teachers will implement strategies trained <u>Actual</u> 77% of participating teachers indicated that training increased teaching skills.	<u>Target</u> 50% of participating teachers will implement strategies trained <u>Actual</u> No training was held this quarter.	This marks the start of a new school year.

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
3.2.1 Classroom Support (TAs/IPAs): By end of SY2022-22: 50% of teachers report classroom support	Teacher Assistants & Instructional Program Aides Teacher Assistants and Instructional Program Aides provide classroom instructional and behavioral support to at-risk students through small group instruction, tutoring, 1:1, during the regular day, and after school. (Ongoing 100%)	Teacher Assistants & Instructional Program Aides <ul style="list-style-type: none"> TAs/ IPAs provided support to teachers and students during regular school day and support after school activities.

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<p>helpful in meeting the needs of special populations.</p> <p>By end of SY2021-22 will report more than 50% of time spent supporting classroom instruction.</p>		<ul style="list-style-type: none"> • 21 new Teacher Assistants were hired and started in August 2022. • New TA Orientation was held on September 8, 2022. Topics included lesson planning, building positive relationships with students (classroom management), TA roles and responsibilities, and basic instructional strategies. <p>Other Online License Subscriptions The CSAI project, has procured online subscription licenses for student use on platforms such as IXL and Moby Max.</p> <ul style="list-style-type: none"> • IXL was expanded from Language and Math to all content areas. • Project has also provided training to schools on the navigation of the system for summer school elementary and middle schools.
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input checked="" type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>Teacher Assistants & Instructional Program Aides No data was collected. 4th quarter is the start of the new school year.</p>	<p>Teacher Assistants & Instructional Program Aides No data was collected. 4th quarter is the start of the new school year.</p>

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Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in Section 5b of the project narrative.</i>	Corresponding Annual Objective <i>Enter the annual objective from Section 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
3.2.1 Classroom Support (TAs/IPAs)	By end of SY2022-22: 50% of teachers report classroom support helpful in meeting the needs of special population.	Quarterly Surveys from teachers receiving services from TAs/ IPAs.	Number of teachers who report Satisfactory or Outstanding on services TAs/IPAs provide in the classroom.	Yes	86% of teachers reported TAs/IPAs helpful in meeting the needs of special population.	<u>Target</u> 30% of teachers will report TAs/IPAs helpful in meeting needs of special populations <u>Actual</u> 94.6% (176) of teachers reported TAs/IPAs helpful in meeting needs of special populations	<u>Target</u> 40% of teachers will report TAs/IPAs helpful in meeting needs of special populations <u>Actual</u> 84.3% (247) of teachers reported TAs/IPAs helpful in meeting needs of special populations.	<u>Target</u> 50% of teachers will report TAs/IPAs helpful in meeting needs of special populations <u>Actual</u> 84.3% (247) of teachers reported TAs/IPAs helpful in meeting needs of special populations.	This marks the start of a new school year.

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<p>3.2.1 Classroom Support (TAs/IPAs)</p>	<p>By end of SY2021-22 will report more than 50% of time spent supporting classroom instruction.</p>	<p>Quarterly Surveys from teachers receiving services from TAs/ IPAs.</p>	<p>Number of teachers who report amount of time spent by TAs/IPAs on instructional/ classroom activities is more than 50%.</p>	<p>Yes</p>	<p>83% teachers reported they feel TAs provide 81%-100% of time supporting classroom</p>	<p>Target 30% of teachers will report TAs/IPAs supporting classroom instructional activities. Actual This was not collected this quarter. It will be reported next performance period.</p>	<p>Target 40% of teachers will report TAs/IPAs supporting classroom instructional activities. Actual 67% of teachers reported TAs/IPAs supporting 50% or more of time on instructional / classroom activities.</p>	<p>Target 50% of teachers will report TAs/IPAs supporting classroom instructional activities. Actual 67% of teachers reported TAs/IPAs supporting 50% or more of time on instructional/ classroom activities.</p>	<p>This marks the start of a new school year.</p>
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3.3.1 ASPIRE/ 3.3.3 Summer School: By end of SY2021-21, 50% of participating ASPIRE & Summer School students in grades K-8 will increase AIMSweb benchmark scores by 10 points in reading & math.</p>	<p>3.3.1 ASPIRE ASPIRE provides instruction after school for students performing below grade level in core content subjects who need remediation on key skills to get back on track with grade level. (100% completed).</p> <p>3.3.3. Summer School Summer School provides instruction for students performing below grade level in core content subjects who need remediation on key skills to get back on track with grade level. (100% completed).</p>	<p>3.3.1 ASPIRE This activity was completed in the 3rd quarter. ASPIRE for SY2022-2023 started on September 26, 2022. An estimated 1,400 students are currently participating.</p> <p>3.3.3 Summer School The Summer School was implemented from June 13, 2022 – July 20, 2022 for elementary and middle schools. Instruction was 4 hours per day Monday – Thursdays, with Friday being teacher Professional Learning Community (PLC)/ collaborative work sessions. Schools held in-school training the week of June 6-10, 2022.</p>

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		<p>A total of 3,601 elementary and middle school students participated, 2,857 completed the program. Transportation was provided to all participants.</p> <p>The CSAI Project also held a Summer School Fair on July 15, 2022 at the Agana Shopping Center. A total of 180 teacher and school personnel were present at the event. This was an opportunity for teachers and students to showcase, demonstrate, and/ or perform things that were done throughout the summer program.</p>																																																																																														
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS																																																																																														
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input checked="" type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>3.3.1 ASPIRE No data was collected. Activity completed in 3rd quarter.</p> <p>3.3.3. Summer School</p> <p>Summer School Data</p> <table border="1"> <thead> <tr> <th rowspan="2">School</th> <th colspan="2">Reading</th> <th colspan="2">Math</th> </tr> <tr> <th>Increase 5< points</th> <th>Increase by 10< points</th> <th>Increase 5< points</th> <th>Increase by 10< points</th> </tr> </thead> <tbody> <tr><td>AES</td><td>1</td><td>94</td><td>2</td><td>83</td></tr> <tr><td>ASTES</td><td>27</td><td>79</td><td>27</td><td>76</td></tr> <tr><td>AIJMS</td><td>0</td><td>9</td><td>1</td><td>9</td></tr> <tr><td>ASTES</td><td>--</td><td>--</td><td>--</td><td>--</td></tr> <tr><td>AMS</td><td>2</td><td>17</td><td>1</td><td>32</td></tr> <tr><td>BPCES</td><td>20</td><td>50</td><td>27</td><td>29</td></tr> <tr><td>CLTES</td><td>3</td><td>37</td><td>9</td><td>26</td></tr> <tr><td>CBES</td><td>5</td><td>37</td><td>12</td><td>30</td></tr> <tr><td>DLPES</td><td>--</td><td>--</td><td>--</td><td>--</td></tr> <tr><td>FES</td><td>14</td><td>66</td><td>33</td><td>51</td></tr> <tr><td>FBLG</td><td>0</td><td>1</td><td>0</td><td>0</td></tr> <tr><td>HSTES</td><td>4</td><td>8</td><td>5</td><td>5</td></tr> <tr><td>IES</td><td>4</td><td>68</td><td>10</td><td>65</td></tr> <tr><td>IMS</td><td>17</td><td>6</td><td>18</td><td>34</td></tr> <tr><td>JMGES</td><td>25</td><td>23</td><td>30</td><td>16</td></tr> <tr><td>JQSMES</td><td>40</td><td>27</td><td>41</td><td>30</td></tr> <tr><td>LBJ</td><td>0</td><td>100</td><td>--</td><td>--</td></tr> </tbody> </table>	School	Reading		Math		Increase 5< points	Increase by 10< points	Increase 5< points	Increase by 10< points	AES	1	94	2	83	ASTES	27	79	27	76	AIJMS	0	9	1	9	ASTES	--	--	--	--	AMS	2	17	1	32	BPCES	20	50	27	29	CLTES	3	37	9	26	CBES	5	37	12	30	DLPES	--	--	--	--	FES	14	66	33	51	FBLG	0	1	0	0	HSTES	4	8	5	5	IES	4	68	10	65	IMS	17	6	18	34	JMGES	25	23	30	16	JQSMES	40	27	41	30	LBJ	0	100	--	--	<p>3.3.1 ASPIRE No data was collected. Activity completed in 3rd quarter.</p> <p>3.3.3. Summer School Schools were able to design their Summer School programs based on student needs, therefore not all schools focused on both reading and math. Please note that although Aimsweb was not used, teachers were able to assess student progress and growth by using a pre and post formative assessment. Teachers tracked the number of students that gained 5 or more points from the pre and post test. In addition, teachers also provided an overall Summer School grade. Students that were at risk of failing the summer school, monitoring plans were put in place to support students.</p> <p>Approximately 1,600 students in elementary and middle school increased post test assessment scores by 5 or more points for Summer School.</p> <ul style="list-style-type: none"> • 375 or 10% of students in elementary/ middle reading increased by 5 points or more in pre and post formative assessments. • 1,201 or 32% of students in elementary/ middle reading increased by 10 points or more in pre and post formative assessments.
School	Reading		Math																																																																																													
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	LES	--	--	23	12
	MES	8	24	15	14
	MASES	50	50	47	47
	MAUES	11	40	12	28
	MMMES	1	42	1	48
	MULES	16	26	28	49
	OMS	0	20	0	13
	OCPEs	23	39	30	40
	PCLES	2	5	9	4
	HBPEs	4	25	9	18
	TALES	--	--	0	52
	TAMES	7	76	14	78
	UES	0	49	0	42
	VSbMS	7	19	9	20
	WES	33	63	34	48
	TOTAL	375	1201	512	1027

- 512 or 33% of students in elementary/ middle math increased by 5 points or more in pre and post formative assessments.
- 1,027 or 67% of students in elementary/ middle math increased by 10 points or more in pre and post formative assessments.

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						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
3.3.1 ASPIRE/ 3.3.3 Summer School	By end of SY2021-22, 50% of participating ASPIRE & Summer School students in grades K-8 will increase AIMSweb benchmark scores by 10 points in reading & math.	AIMSweb Scored for Oral Reading Fluency and Number Sense Fluency	Number of students that increase AIMSweb scores in ORF & NSF by 10 points.	Yes	Fall Benchmark 76% participating students Tier 1 on AIMSweb Oral Reading Fluency 25% participating students Tier 1 on AIMSweb Number Sense Fluency	<u>Target</u> 30% ASPIRE participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math - Fall Benchmark <u>Actual</u> No data available at this time, activity is currently ongoing	<u>Target</u> 40% ASPIRE participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math - Fall Benchmark <u>Actual</u> <i>Note</i> Aimsweb was not used however pre and post formative assessments. <u>Elementary</u> Increase scores by 5 or more points in Reading and Math <u>Reading</u> 5< - 118 (66%)	<u>Target</u> 50% ASPIRE participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math - Fall Benchmark <u>Actual</u> <i>Note</i> Aimsweb was not used however pre and post formative assessments. <u>Elementary</u> Increase scores by 5 or more points in Reading and Math <u>Reading</u>	This marks the start of a new school year. <u>Target</u> 50% Summer School participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math - Fall Benchmark <u>Actual</u> <i>Note</i> Aimsweb was not used however pre and post formative assessments. <u>Elementary</u> Increase scores by 5 or more points in Reading and Math

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							10< - 330 (86%) <u>Math</u> 5< - 208(62%) 10< - 320 (96%) <u>Middle</u> Increase scores by 5 or more points in Reading and Math <u>Reading</u> 5< - 34 (65%) 10< - 30 (58%)	5< - 235 (29%) 3rdQTR 5< - 253 (31%) 4thQTR 10< - 460 (57%) 3rdQTR 10< - 508 (63%) 4thQTR <u>Math</u> 5< - 258(58%) 3rdQtr 5< - 221 (27%) 4thQtr 10< - 247 (56%) 3rdQtr 10< - 302 (37%) 4thQtr <u>Middle</u> Increase scores by 5 or more points in Reading and Math <u>Reading</u>	Summer School Elm/ Middle <u>Reading</u> 5< - 375 (10%) 10< - 1201 (32%) <u>Math</u> 5< - 512(33%) 10< - 1027 (67%)
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								5< - 4 (5%) 3rdQtr 5< - 2 (2%) 4thQtr 10< - 41 (41%) 3rdQtr 10< - 1 (1%) 4thQtr <u>Math</u> 5< - 18 (18%) 3 rd Qtr 5< - 18 (15%) 4th Qtr 10< - 36 (36%) 3rdQtr 10< - 14 (11%) 4thQtr
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
3.3.2 SAM: By end of SY2021-22, 50% of 9th-grade students mentored will be on grade level to graduate.	3.3.2 Student Advocate & Mentor (SAM) Student advocate and mentor for top tier 3 students (students in need of immediate interventions) to track student progress, graduation requirements, attendance, interventions, and behavior. (25% Completed)	3.3.2 Student Advocate & Mentor (SAM) The Student Advocate & Mentor teacher service agreement has been approved. The Project is currently working with school administrators on identifying potential teachers to serve as student mentors. In addition, schools are identifying potential students for the program. Full implementation is expected in 4 th quarter.

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓ <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED	3.3.2 Student Advocate & Mentor (SAM) No data at this time.	3.3.2 Student Advocate & Mentor (SAM) Activity is currently ongoing. Data collected will be reported in 1 st quarter.

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in Section 5b of the project narrative.</i>	Corresponding Annual Objective <i>Enter the annual objective from Section 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
3.3.2 SAM	By end of SY2021-22, 50% of 9th grade students mentored will be on grade level to graduate.	List of students mentored graduation status report	Number of mentored students who are on track with grade level	Yes	Participation of 10 or more students in the SAM program per school	<u>Target</u> 30% of students mentored will be on track to graduate <u>Actual</u> No data at this time.	<u>Target</u> 40% of students mentored will be on track to graduate <u>Actual</u> No data at this time.	<u>Target</u> 40% of students mentored will be on track to graduate <u>Actual</u> No data at this time.	This marks the start of a new school year.

**FFY 2021 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A200002**

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION																																																																				
<p>3.3 Credit Recovery (EP/ Summer): By end of SY2021-22, 80% of participating student's grades 9-12 will successfully earn credit(s) to graduate with a passing rate of 70%.</p>	<p>3.3 Eskuelan Puengi (EP) This activity was completed in 3rd quarter.</p> <p>3.3 Summer School Summer School is designed for high school students in grades 9-12, lacking 0.5 or more credits to graduate or be on track to graduate. This activity will be conducted in the 3rd quarter (Complete, 100%)</p>	<p>3.3 Eskuelan Puengi This activity was completed in 3rd quarter.</p> <p>Summer School Summer School was implemented from June 13, 2022 – July 29, 2022 for high schools. Students had the opportunity to earn 2 credits during the 4 sessions A, B, C and D. Instruction was 4 hours per day Monday – Friday. Schools held in-school training the week of June 6-10, 2022.</p> <p>Rainbows Graduation was held on August 1, 2022 with 191 graduates.</p>																																																																				
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<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input checked="" type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>3.3 Eskuelan Puengi Spring This activity completed in 3rd quarter.</p> <p>3.3 Summer School</p> <p>Summer School Enrollment</p> <table border="1" data-bbox="636 951 1393 1228"> <thead> <tr> <th rowspan="2">School</th> <th colspan="2">Session A</th> <th colspan="2">Session B</th> </tr> <tr> <th>Begin</th> <th>End</th> <th>Begin</th> <th>End</th> </tr> </thead> <tbody> <tr> <td>GW</td> <td>212</td> <td>169</td> <td>251</td> <td>183</td> </tr> <tr> <td>JFK</td> <td>366</td> <td>256</td> <td>338</td> <td>276</td> </tr> <tr> <td>OHS</td> <td>289</td> <td>232</td> <td>258</td> <td>199</td> </tr> <tr> <td>SSHS</td> <td>283</td> <td>238</td> <td>235</td> <td>235</td> </tr> <tr> <td>SHS</td> <td>261</td> <td>219</td> <td>242</td> <td>202</td> </tr> <tr> <td>THS</td> <td>272</td> <td>242</td> <td>275</td> <td>260</td> </tr> <tr> <td>Total</td> <td>1683</td> <td>1356</td> <td>1599</td> <td>1355</td> </tr> </tbody> </table> <table border="1" data-bbox="636 1257 1393 1407"> <thead> <tr> <th rowspan="2">School</th> <th colspan="2">Session C</th> <th colspan="2">Session D</th> </tr> <tr> <th>Begin</th> <th>End</th> <th>Begin</th> <th>End</th> </tr> </thead> <tbody> <tr> <td>GW</td> <td>266</td> <td>198</td> <td>252</td> <td>164</td> </tr> <tr> <td>JFK</td> <td>331</td> <td>235</td> <td>292</td> <td>176</td> </tr> <tr> <td>OHS</td> <td>250</td> <td>174</td> <td>233</td> <td>160</td> </tr> </tbody> </table>	School	Session A		Session B		Begin	End	Begin	End	GW	212	169	251	183	JFK	366	256	338	276	OHS	289	232	258	199	SSHS	283	238	235	235	SHS	261	219	242	202	THS	272	242	275	260	Total	1683	1356	1599	1355	School	Session C		Session D		Begin	End	Begin	End	GW	266	198	252	164	JFK	331	235	292	176	OHS	250	174	233	160	<p>3.3 Eskuelan Puengi This activity completed in 3rd quarter.</p> <p>3.3 Summer School</p> <p>An average of 1,606 students participated in the summer school program. An average of 1,249 completed. Transportation was provided to all participants.</p> <p>The data from the Marks Analysis indicated that a large number of participants are earning 0.5-2 credit towards graduation.</p> <ul style="list-style-type: none"> • Overall passing rate for Session A is 78% • Overall passing rate for Session B is 79% • Overall passing rate for Session C is 75% • Overall passing rate for Session D is 75%.
School	Session A		Session B																																																																			
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SSHS	223	221	277	183
SHS	252	187	253	186
THS	263	211	248	188
Total	1585	1226	1555	1057

Session A Marks Analysis		
Grade	Number	Passing Rate
A	524	43%
B	262	22%
C	162	13%
D	109	9%
F	156	13%
Total	1213	78% Overall

Session B Marks Analysis		
Grade	Number	Passing Rate
A	495	41%
B	282	23%
C	171	14%
D	95	8%
F	160	13%
Total	1203	79% Overall

Session C Marks Analysis		
Grade	Number	Passing Rate
A	441	40%
B	247	23%
C	131	12%
D	100	9%
F	175	16%
Total	1094	74.1% Overall

Session D Marks Analysis		
Grade	Number	Passing Rate
A	389	43%
B	185	20%
C	100	11%
D	68	8%
F	163	18%
Total	905	75% Overall

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3.3 Credit Recovery (EP/ Summer)	By end of SY2021-22, 80% of participating student's grades 9-12 will successfully earn credit(s) to graduate with a passing rate of 70%.	Grades in credit recovered courses taken.	Number of students that receive a passing grade of 70% or higher to earn credit	Yes	Session A 79% Passing Rate A-37% B-26% C-17% D-17% F-3% Session B 86% Passing Rate A-43% B-26% C-18% D-12% F-1%	Target 60% of participating high school students will be on track to pass course(s) with passing rate of 70% Actual No data available at this time. Activity is currently ongoing.	Target 75% of participating high school students will be on track to pass course(s) with passing rate of 70% Actual 73% of participating high school students successfully earned credit(s) to graduate with a passing grade of 70%.	Target 80% of participating high school students will be on track to pass course(s) with passing rate of 70% Actual 75.3% of participating high school students successfully earned credit(s) to graduate with a passing grade of 70%. - 75% session AB - 75% session CD	Target This marks the start of a new school year. Actual Summer School 77% of participating high school students successfully earned credit(s) to graduate with a passing grade of 70%. - 78% session A - 79% session B - 75% session C - 75% session D

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION																												
<p>3.4.3 Second Chance: By end of SY2021-22, 80% of 17-21 or 2 years or more behind enrolled will graduate or earn credits to progress to next grade level.</p> <p>By end of SY2021-22, at least 10% of incarcerated students housed in Youth Shelters will advance by 1 grade level.</p>	<p>3.4.3 Second Chance Second Chance provides at-risk students aged 17-21 and students housed at alternative youth facilities with the opportunity to recover credit through monitored instruction with the certified teacher(s). Students are at least more than two grades below grade level to graduate. (Completed, 100%).</p>	<p>3.4.3 Second Chance Second Chance activities for School Year 2022-2023 are currently ongoing.</p> <p>Teachers, Teacher Assistants, and Instructional Program aides assigned to the school provide interventions, tutoring, make contact with students, and tailoring instruction to ensure they are passing courses.</p>																												
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<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input checked="" type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>3.4.3 Second Chance No data collected 4th quarter starts the new school year.</p> <p>Second Chance Student Enrollment 1st Semester SY22-23</p> <table border="1" data-bbox="640 767 1397 1074"> <thead> <tr> <th>Grade</th> <th>JP Torres Success Academy</th> <th>Youth Correctional Facility</th> <th>Youth Shelter</th> </tr> </thead> <tbody> <tr> <td>9th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>10th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>11th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>12th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>TOTAL</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Overall Student Enrollment</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Grade	JP Torres Success Academy	Youth Correctional Facility	Youth Shelter	9 th				10 th				11 th				12 th				TOTAL				Overall Student Enrollment				<p>3.4.3 Second Chance No data collected 4th quarter starts the new school year.</p>
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3.4.3 Second Chance	By end of SY2021-22, 80% of 17-21 or 2 years or more behind enrolled will graduate or earn credits to progress to next grade level.	Graduation status report for enrolled students	Number of students that graduate and/or on track to graduate	Yes	73% of students 17-21 and 2 or more years behind who earn credits to progress to next grade level 79% (19) – 11 th 50% (20) – 10 th 75% (4) – 9 th	Target At least 70% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level Actual 26% (39) of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level	Target At least 75% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level Actual 28.8% (40) of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level	Target At least 80% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level Actual 41% (71) of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level	This marks the start of a new school year.

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<p>3.4.3 Second Chance</p>	<p>By end of SY2021-22, 80% of 17-21 or 2 years or more behind enrolled will graduate or earn credits to progress to next grade level.</p>	<p>Student status report for students housed in Youth Shelters.</p>	<p>Number of students that increased by 1 grade level</p>	<p>Yes</p>		<p><u>Target</u> At least 5% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p> <p><u>Actual</u> 100% (8) of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p>	<p><u>Target</u> At least 7% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p> <p><u>Actual</u> 80% (4) of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p>	<p><u>Target</u> At least 10% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p> <p><u>Actual</u> 100% (10) of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p>	<p>This marks the start of a new school year.</p>
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3.5 Alternative Pathways: By end of SY2021-22, 65% of 17-21 or 2 years or more behind enrolled will graduate or earn credits to progress to next grade level.</p>	<p>3.5 Alternative Pathways Alternative Pathways provides at-risk students with the opportunity to recover credit through monitored self-paced instruction outside the regular school day on flexible hours for students. (Ongoing, 100%)</p>	<p>3.5 Alternative Pathways There are currently 100 students enrolled in <i>Asmuyao</i> Community School receiving instruction to help them earn credits towards graduation.</p>

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input checked="" type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>3.5 Alternative Pathways No data collected. This starts the new school year.</p>	<p>3.5 Alternative Pathways No data collected. This starts the new school year.</p>

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3.5 Alternative Pathways	By end of SY2021-22, 65% of 17-21 or 2 years or more behind enrolled will graduate or earn credits to progress to next grade level.	Graduation status report for enrolled students	Number of students that graduate and/or on track to graduate.	Yes	78% of students 17-21 and 2 or more years behind who earn credits to progress to next grade level.	<u>Target</u> At least 45% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level <u>Actual</u> 74% (40) of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level	<u>Target</u> At least 55% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level <u>Actual</u> 68% (49) of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level	<u>Target</u> At least 65% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level <u>Actual</u> 66% (66) of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level	This marks the start of a new school year.

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PART II:	
LIST TRAVEL ACTIVITIES COMPLETED.	No travel had been requested and approved within CSAI Project application. Also note that due to COVID-19, all travel activities have been suspended.
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	No travel had been requested and approved within CSAI Project application. Also note that due to COVID-19, all travel activities have been suspended.
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	Project Personnel (Lead Project Coordinator & Program Coordinators) facilitated project meetings, conducted consultation meeting with participating schools, administrators and teachers; and address any programmatic issues. TAs/ IPAs provided small group instruction and 1:1 tutoring to support at risk students. Teachers provided instruction and created lesson plans to address student needs.
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	Survey results from Summer School are used to show effectiveness of the project along with ways it can be improved. Some of the areas for improvement are the types of support we provide students. As a result of the COVID-19 pandemic, much focus has been emphasized on addressing learning loss. The project will assess to see how to incorporate enrichment and wellness activities to support students. Also improvements on administrative things such as forms that schools complete quarterly. Much of the data collected show positive impact the projects have on student achievement.

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<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>Project funds were used for personnel to support interventions for students and teacher supports through Teacher Assistants and Instructional Program Aides, State Systemic Improvement Plan (SSIP) training, teachers supporting Second Chance, contractual with Asmuyao Community School for Alternative Pathways; procurement of online subscriptions (IXL & Moby Max), instructional supplies and materials and technology equipment for classroom usage. Teacher Service Agreements were paid to teachers to teach Summer School. Teachers design lessons and intervention activities that address the needs of struggling students, provide additional support, and reinforce skills and concepts.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>The CSAI Project has not experienced much challenges this quarter. The delay with procurement processing contracts, etc. Hiring the needed personnel to fill vacant positions has been slow and the pool of has been limited. The recruitment of teachers to support activities such as Summer School has also posed some challenges. Many teachers have expressed teacher burn out and have opted not to participate. This causes the number of students to be served to be less than projected.</p> <p>All contractual and equipment activities have been entered in the requisition. The main program challenge would be not implementing some activates.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>The following activities will be implemented next quarter:</p> <ul style="list-style-type: none"> • ASPIRE • <i>Eskuelan Puengi</i> Fall • Implementation of SAM
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>CSAI has used a variety of tools to evaluate the effectiveness of the Project and activities being implemented. This quarter CSAI has used perception surveys, project meetings, training evaluations, and student grades. 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. CSAI continues to maintain communication with school administrators and all stakeholders. Stakeholders have been involved in planning the implementation of activities for the new school year.</p>

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #3: Classroom Supports & Academic Interventions (CSAI)

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Joshua C. Blas
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

10/10/2022
DATE

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


PROJECT MANAGER (SIGNATURE)

10/10/2022
DATE

FEDERAL PROGRAMS DIVISION



FY 2021 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Quarterly Personnel Certification

October 31, 2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form

CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year

Reporting Period: 4th Qtr (July-Sept)



This is to certify that the following individuals have worked 100% of their time under a single cost objective for this grant and are not employed in other teaching, learning, safe schools, support students who are at-risk academically, increase graduation rates, and prepare students for college and career upon graduation for this reporting period and within the grant period.

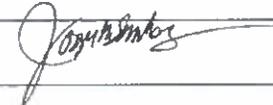
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
9418	CHACO, FELIX A.	Program Coordinator IV	C&I - 820	
14978	PUNALAN, NELLY P.	Administrative Officer	C&I - 820	
6792	PENDON, JESSE R.	Program Coordinator IV	C&I - 820	
16712	CRUZ, CHRISTINE	Program Coordinator II	C&I - 820	
16718	QUINTANILLA, CHRISTINA T.	Program Coordinator III	C&I - 820	
9781	GARRIDO, STEPHANIE	Teacher Assistant (TA)	MU Lujan - 314	Detailed from MULES to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. May 24, 2021. Resigned eff. July 18, 2022
15014	TITHIN, COURTNEY ANN C R	Teacher Assistant (TA)	Adacao - 329	Detailed from AES to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff January 2022. Resigned eff. 9/30/22
14679	GUZMAN, BILLI-JO MARIE	Teacher Assistant (TA)	Harry S Truman - 307	Detailed from HSTES to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff January 2022
16211	MARTINEZ, SHAIANNE L.	Teacher Assistant (TA)	CL Taitano - 304	Detailed from CLTES to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff January 2022
14310	OSBORN, AVEANNA	Teacher Assistant (TA)	CL Taitano - 304	Detailed from CLTES to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff January 2022
14543	LAMORENA, KATHLEEN R.	Administrative Assistant	C&I - 820	

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

Immediate Supervisor's Name: JOSHUA C. BLAS		10/10/22
Immediate Supervisor's Signature		Date

Project Coordinator Name: JOSHUA C. BLAS		10/10/22
Project Coordinator Signature		Date

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS		
Federal Programs Compliance Administrator Signature		Date

Project Manager Name: JOSEPH L.M. SANCHEZ		10/17/2022
Project Manager Signature:		Date

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year

Reporting Period: 4th Qtr (July-Sept)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
15779	ARRIOLA, LORI	Teacher Assistant (TA)	Adacao - 329	
15110	CAMACHO, ALYSSA MARIE S.	Teacher Assistant (TA)	Adacao - 329	
16595	PALOMO, ISABEL	Teacher Assistant (TA)	Adacao - 329	
15802	BIGUERAS, JOYCE ANNE C	Teacher Assistant (TA)	Adacao - 329	
15014	TITHIN, COURTNEY ANN C R	Teacher Assistant (TA)	Adacao - 329	Detailed C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff January 2022. Resigned eff. September 30, 2022
5527	QUITUGUA, JENNIFER M.	Teacher Assistant (TA)	Adacao - 329	Not assigned at Adacao

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

Immediate Supervisor's Name: JANICE CHARGUALAF	
Immediate Supervisor's Signature <i>J. Chargualaf</i>	Date 10/05/22
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature <i>J. Blas</i>	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature <i>Joseph Sanchez</i>	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

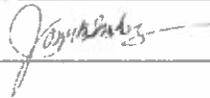
Fiscal Year
 Reporting Period: 4th Qtr (July-Sept)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
15515	BLAS, ALICA NORMA JEAN	Teacher Assistant (TA)	Agana Heights - 301	
13854	PABLO, MARIE A	Teacher Assistant (TA)	Agana Heights - 301	Employee on FMLA
15381	CAMACHO, CELINE	Teacher Assistant (TA)	Agana Heights - 301	Resigned 8/26/22
11376	CEPEDA, CHARLENE	Teacher Assistant (TA)	Agana Heights - 301	Resigned 8/16/22
11376	DIONES, ARLENE	Teacher Assistant (TA)	Agana Heights - 301	

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

Immediate Supervisor's Name: DR. JOLENE CABRERA	
Immediate Supervisor's Signature 	Date 10/5/22
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature 	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature 	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year

Reporting Period: 4th Qtr (July-Sept)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
16155	MTIN, ZANE	Teacher Assistant (TA)	Agueda Johnston - 430	
13683	TAIMANGLO, JUDITH	Teacher Assistant (TA)	Agueda Johnston - 430	
15571	GUERRERO, TIARAH COLLEEN DUENAS	Teacher Assistant (TA)	Agueda Johnston - 430	
16046	TAISIPIC, RUDYLENE JOY	Teacher Assistant (TA)	Agueda Johnston - 430	

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

Immediate Supervisor's Name: DR. REBECCA PEREZ	
Immediate Supervisor's Signature <i>Dr. Perez</i>	Date <u>10/04/22</u>
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature <i>Josua Blas</i>	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature <i>Joseph L.M. Sanchez</i>	Date <u>10/17/2022</u>

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year
 Reporting Period: 4th Qtr (July-Sept)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
8486	BORJA, CORRINE C.	Teacher Assistant (TA)	Astumbo ES - 325	
6828	CEPEDA, JOANNE	Teacher Assistant (TA)	Astumbo ES - 325	
7182	TAJALLE, DIANA MARIE	Teacher Assistant (TA)	Astumbo ES - 325	
14273	QUENGA, DANNYN	Teacher Assistant (TA)	Astumbo ES - 325	
	MARTIN, JAY KAY	Teacher Assistant (TA)	Astumbo ES - 325	
	RAPOLLA, RAYLEEN ANN	Teacher Assistant (TA)	Astumbo ES - 325	
15474	PEREIRA, JANALYNN M.	Teacher Assistant (TA)	Astumbo ES - 325	<i>Resigned Effective 06/01/22</i>

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

Immediate Supervisor's Name: JOSEPHINE FONTBUENA	
Immediate Supervisor's Signature <i>[Signature]</i>	Date 10/3/2022
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature <i>[Signature]</i>	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature <i>[Signature]</i>	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: **82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS**

Fiscal Year
 Reporting Period: **4th Qtr (July-Sept)**

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13772	BOONE, MARTY	Teacher Assistant (TA)	Carbullido - 303	
15514	CASTRO, AUSTIN	Teacher Assistant (TA)	Carbullido - 303	
15554	SAN MIGUEL, GIANNA	Teacher Assistant (TA)	Carbullido - 303	RESIGNED, EFFECTIVE 9/16/22
14104	QUICHOCHO, CHRISTINE F	Teacher Assistant (TA)	Carbullido - 303	
16619	PALOMO, LORNE J	Teacher Assistant (TA)	Carbullido - 303	

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

Immediate Supervisor's Name: DR. LISA COOPER-NURSE <i>[Signature]</i>	10/5/22
Immediate Supervisor's Signature	Date

Project Coordinator Name: JOSHUA BLAS <i>[Signature]</i>	
Project Coordinator Signature	Date

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: <i>[Signature]</i>	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
4554	AGUIRRE, MARYJANE	Teacher Assistant (TA)	DL Perez - 323	
10982	CRUZ, CHRISTINE	Teacher Assistant (TA)	DL Perez - 323	
15371	FLICKINGER, JENNIFER-JAYNETTE P.	Teacher Assistant (TA)	DL Perez - 323	
8765	QUINTANILLA, TAMAR M.D.	Teacher Assistant (TA)	DL Perez - 323	
7035	RIVARD, DOMINICA	Teacher Assistant (TA)	DL Perez - 323	
5829	SARDON, LEA M.	Teacher Assistant (TA)	DL Perez - 323	
3841	PENARANDA, CARMENSITA L	Teacher Assistant (TA)	DL Perez - 323	
16575	MONOGHAN, NATHANIEL	Teacher Assistant (TA)	DL Perez - 323	Detailed to HR to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff January 2022

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

Immediate Supervisor's Name: DR. DARLENE ROBERTO
Immediate Supervisor's Signature: <i>[Signature]</i> Date: <u>10/4/22</u>

Project Coordinator Name: JOSHUA BLAS
Project Coordinator Signature: <i>[Signature]</i> Date:

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS
Federal Programs Compliance Administrator Signature: _____ Date:

Project Manager Name: JOSEPH L.M. SANCHEZ
Project Manager Signature: <i>[Signature]</i> Date: <u>10/17/2022</u>

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: **82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS**

Fiscal Year
 Reporting Period: **4th Qtr (July-Sept)**

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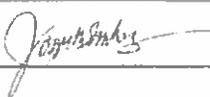
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
15325	BUNAG, JUNE	Teacher Assistant (TA)	Finegayan - 306	
16124	CASTRO, VERNIE-LYNN	Teacher Assistant (TA)	Finegayan - 306	
14613	CRUZ, JENIEVA GRACE S.	Teacher Assistant (TA)	Finegayan - 306	
15359	MALATE, ELSIELINA CAMILLE	Teacher Assistant (TA)	Finegayan - 306	
6722	MEZA, RENEE LYNN Q.	Teacher Assistant (TA)	Finegayan - 306	
13292	PANGELINAN, DAYNA JEAN	Teacher Assistant (TA)	Finegayan - 306	
10716	VELASCO, GABRIEL H.	Teacher Assistant (TA)	Finegayan - 306	
14948	NORTE, ANALOU	Teacher Assistant (TA)	Finegayan - 306	
12143	CRUZ, FRANCINE	Teacher Assistant (TA)	Finegayan - 306	
16052	ANTONIO, REJIE	Teacher Assistant (TA)	Finegayan - 306	
16435	BENAVENTE, ILEEN R.	Teacher Assistant (TA)	Finegayan - 306	

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

Immediate Supervisor's Name: MARITESS GARCIA	
Immediate Supervisor's Signature 	Date 10/4/22

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature 	Date

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature 	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year
 Reporting Period: 4th Qtr (July-Sept)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
11537	MORRISON, GENESE	Teacher Assistant (TA)	Harry S Truman - 307	Resigned eff. August 5, 2022
9439	MENDIOLA, JUSTIN J	Teacher Assistant (TA)	Harry S Truman - 307	Resigned eff. August 19, 2022
16607	MORRISON, TROY ALLEN	Teacher Assistant (TA)	Harry S Truman - 307	Detailed to Central Office eff. September 20, 2022
14679	GUZMAN, BILLI-JO MARIE	Teacher Assistant (TA)	Harry S Truman - 307	Detailed to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff January 2022
15360	CHARGUALAF, MIKAELA RA'E A.	Teacher Assistant (TA)	Harry S Truman - 307	

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

Immediate Supervisor's Name: ANNETTE SALAS	
Immediate Supervisor's Signature 	Date 10/4/22

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature 	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature 	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: B2B20 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year
 Reporting Period: 4th Qtr (July-Sept)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
7667	DIEGO, BERNICE M.	Teacher Assistant (TA)	Inarajan ES - 309	
16608	PUNZAL, ALIANA JEAN T	Teacher Assistant (TA)	Inarajan ES - 309	
12468	DUENAS, JADINE	Teacher Assistant (TA)	Inarajan ES - 309	

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

Immediate Supervisor's Name: ELIAS TAKIPIC ACTING PRINCIPAL	<i>Elias Takipic</i>	4 Oct 21
Immediate Supervisor's Signature		Date

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	<i>Joshua Blas</i>
Project Coordinator Signature	Date

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: <i>Joseph L.M. Sanchez</i>	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year

Reporting Period: 4th Qtr (July-Sept)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
8180	HEFLIN, MARIA	Teacher Assistant (TA)	JM Guerrero - 308	
15296	MENDIOLA, CHRISTIANNA-FAYE	Teacher Assistant (TA)	JM Guerrero - 308	
15930	MENDIOLA, JOELYN GINMARIE I.	Teacher Assistant (TA)	JM Guerrero - 308	
14110	MORALES, HOPE BRIANNE	Teacher Assistant (TA)	JM Guerrero - 308	
11676	ROSARIO, KINEISHA-LYNN	Teacher Assistant (TA)	JM Guerrero - 308	
12439	CRUZ, THOMAS JOSEPH H	Teacher Assistant (TA)	JM Guerrero - 308	
1426	PALOMO, LANCE M	Teacher Assistant (TA)	JM Guerrero - 308	
15445	SAN NICOLAS, ANNAYAH MARIE G.	Teacher Assistant (TA)	JM Guerrero - 308	

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

Immediate Supervisor's Name: ROSE CASTRO	
Immediate Supervisor's Signature <i>Rose M. Castro</i>	Date 10/3/22
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature <i>Josua Blas</i>	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: <i>Joseph L.M. Sanchez</i>	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: **82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS**

Fiscal Year

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
15839	AGUERO, DORA ANN	Teacher Assistant (TA)	JQ San Miguel - 311	
144856	CRUZ, BEATRICE	Teacher Assistant (TA)	JQ San Miguel - 311	
4725	FRANCISCO, ROSE MARIE	Teacher Assistant (TA)	JQ San Miguel - 311	
14648	SANTOS, ELYSSA	Teacher Assistant (TA)	JQ San Miguel - 311	Detailed to SCCE Project to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. May 24, 2021
16136	CAMACHO, JOSEPH	Teacher Assistant (TA)	JQ San Miguel - 311	Resigned 7/18/2022.
16227	RODRIGUEZ, MAE IMAIZUMI	Teacher Assistant (TA)	JQ San Miguel - 311	

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

Immediate Supervisor's Name: ELIZABETH HANZSEK	
Immediate Supervisor's Signature <i>[Signature]</i>	Date 10/05/2022
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature <i>[Signature]</i>	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature <i>[Signature]</i>	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13340	AQUINO, ANTHONY	Teacher Assistant (TA)	Jose Rios - 434	
7117	CAMACHO, SHARLEEN ANN	Instructional Program Aide	Jose Rios - 434	
16024	CHACO, AMIALYNN I.S.	Teacher Assistant (TA)	Jose Rios - 434	
16209	MANSAPIT, KAELANI	Teacher Assistant (TA)	Jose Rios - 434	
9693	QUIDACHAY, TARA ANN	Teacher Assistant (TA)	Jose Rios - 434	
15301	SAN NICOLAS, PETER	Teacher Assistant (TA)	Jose Rios - 434	<i>Resigned eff. September 16, 2022</i>
14853	NEDEDOG, JOLYNN APRIL M	Teacher Assistant (TA)	Jose Rios - 434	
14760	BLAS, TAMI FRANETTE	Teacher Assistant (TA)	Jose Rios - 434	
16267	PENDON, ZOE TERRYSE	Teacher Assistant (TA)	Jose Rios - 434	Resigned eff. August 16, 2022
15949	PABLO, MARIANO BENJAMIN S.	Teacher Assistant (TA)	Jose Rios - 434	

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

Immediate Supervisor's Name: MARIANN LUJAN	
Immediate Supervisor's Signature <i>[Signature]</i>	Date <i>10/12/2022</i>
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature <i>[Signature]</i>	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature <i>[Signature]</i>	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
1681	CEPEDA, JOSE L	Teacher	JP Torres - 438	
10462	CRUZ, ROSEMARIE SN	Teacher	JP Torres - 438	
13310	MENO, COLIN MICHAEL	Teacher Assistant (TA)	JP Torres - 438	
9160	MENO, MELISSA JC	Teacher	JP Torres - 438	
15060	MORRISON, TAYLOR	Teacher Assistant (TA)	JP Torres - 438	
8533	MUNOZ, ROSEMARIE J	Teacher	JP Torres - 438	On long term military orders until November 2, 2024
10134	ORTIZ, ELISA DC	Instructional Program Aide	JP Torres - 438	
7167	PALACIOS, DEBRALYNN A	Clerk Typist III	JP Torres - 438	
9634	SAN NICOLAS, JOHN G	Teacher	JP Torres - 438	
15775	SMITH, BRITANY CHAUNTEL	Teacher Assistant (TA)	JP Torres - 438	
11257	TAITANO, MELISSA KP	Instructional Program Aide	JP Torres - 438	
7814	TOPASNA, CATHY ROSE C	Instructional Program Aide	JP Torres - 438	
11178	REOGANIS, GEMMA V I	Teacher	JP Torres - 438	
15958	JOAQUIN, KATHLEEN CARMEN	Teacher Assistant (TA)	JP Torres - 438	

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

Immediate Supervisor's Name: DR. ASHERDEE ROSETE	<i>[Signature]</i>	10/7/2022
Immediate Supervisor's Signature		Date

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS		
Federal Programs Compliance Administrator Signature		Date

Project Coordinator Name: JOSHUA BLAS	<i>[Signature]</i>	
Project Coordinator Signature		Date
Project Manager Name: JOSEPH L.M. SANCHEZ		
Project Manager Signature:	<i>[Signature]</i>	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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Fiscal Year
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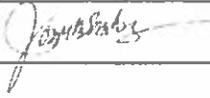
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
10413	BUSTILLO, CAMARIN Q.	Teacher Assistant (TA)	Liguan - 328	
7262	CRUZ, DIONE E.	Teacher Assistant (TA)	Liguan - 328	
15778	DELA CRUZ, T'ANNA-RAY ABCDE	Teacher Assistant (TA)	Liguan - 328	
11715	HATTIG, GLENDALE	Teacher Assistant (TA)	Liguan - 328	Resigned eff. August 29, 2022
7599	MANSAPIT, DOROTHY	Teacher Assistant (TA)	Liguan - 328	
13285	NAUTA, JONALYN	Teacher Assistant (TA)	Liguan - 328	
5351	SANTOS-BLAS, BARBARA JEAN	Teacher Assistant (TA)	Liguan - 328	

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

Immediate Supervisor's Name: JOHANSEN PUNONGBAYAN	
Immediate Supervisor's Signature 	Date 10/5/22

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature 	Date

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature 	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: **82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS**

Fiscal Year

Reporting Period: **4th Qtr (July-Sept)**

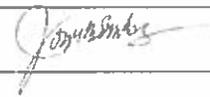
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
1602 2	ADA, ADRIAN ANTHONY	Teacher Assistant (TA)	Luis P Untalan - 435	
10130	PARK, KRISTINE L.C.	Teacher Assistant (TA)	Luis P Untalan - 435	
16133	TAITINGFONG, JERICA CHRISTINE M.	Teacher Assistant (TA)	Luis P Untalan - 435	
16216	CASTRO, RICO J.	Teacher Assistant (TA)	Luis P Untalan - 435	
16241	LEON GURRERO, VINCENT P.	Teacher Assistant (TA)	Luis P Untalan - 435	
15573	KIM, JD CRUZ	Teacher Assistant (TA)	Luis P Untalan - 435	
16318	QUICHOCHO, BARBARA	Teacher Assistant (TA)	Luis P Untalan - 435	
15688	UMIPIG, JERAR S.	Teacher Assistant (TA)	Luis P Untalan - 435	
16241	LEON GUERRERO, VINCENT PAUL	Teacher Assistant (TA)	Luis P Untalan - 435	
	ATTAO, INA	Teacher Assistant (TA)	Luis P Untalan - 435	Resigned eff. July 2, 2022

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

Immediate Supervisor's Name: AGNES GUERRERO		10-5-22
Immediate Supervisor's Signature		Date

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: 	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: B2820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year
 Reporting Period: 4th Qtr (July-Sept)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
12420	LIZAMA, SERINA ULLOA	Teacher Assistant (TA)	Machananao - 327	
15167	MENDIOLA, PRUDENCE	Teacher Assistant (TA)	Machananao - 327	
15335	ULLOA, AMANDA ROSE	Teacher Assistant (TA)	Machananao - 327	
14161	VILLAGOMEZ, ELENA	Teacher Assistant (TA)	Machananao - 327	
16328	SAN NICOLAS, VALERIE-DESHA	Teacher Assistant (TA)	Machananao - 327	
16326	MALALIS, JANELLE SARAH	Teacher Assistant (TA)	Machananao - 327	
16594	PALAKIKO, JESSICA	Teacher Assistant (TA)	Machananao - 327	

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

Immediate Supervisor's Name: SARAH LEE VALENCIA	
Immediate Supervisor's Signature <i>S. Valencia</i>	Date 10/4/2022
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature <i>J. Blas</i>	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature <i>J. Sanchez</i>	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year

Reporting Period: 4th Qtr (July-Sept)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
8668	CEPEDA, SYLVERIA	Teacher Assistant (TA)	Maria Ulloa - 313	NO longer at NAME
4414	ECHON, IMELDA	Teacher Assistant (TA)	Maria Ulloa - 313	
4484	LOSING, EVANGELINE	Teacher Assistant (TA)	Maria Ulloa - 313	
11897	LUJAN, TAMMY MARIE	Teacher Assistant (TA)	Maria Ulloa - 313	
16125	NAUTA, DARIUS	Teacher Assistant (TA)	Maria Ulloa - 313	
3525	ROQUE, ROSALIE	Teacher Assistant (TA)	Maria Ulloa - 313	

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

Immediate Supervisor's Name: BEVERLY SAN AGUSTIN	
Immediate Supervisor's Signature <i>Beverly San Agustín</i>	Date 10-17-22
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature <i>Joshua Blas</i>	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature <i>Joseph L.M. Sanchez</i>	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: **82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS**

Fiscal Year

Reporting Period: **4th Qtr (July-Sept)**

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
14980	AGUON, ALANA	Teacher Assistant (TA)	Marcial Sablan - 302	Detailed to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. August 2021. Detailed to Payroll.
11737	AGUSTIN, COLEEN R.	Teacher Assistant (TA)	Marcial Sablan - 302	
12600	DELA PAZ, MARY	Teacher Assistant (TA)	Marcial Sablan - 302	
8311	LEON GUERRERO, EILEEN	Teacher Assistant (TA)	Marcial Sablan - 302	
15317	NAUTA, JESSIRAE JANELL S.	Teacher Assistant (TA)	Marcial Sablan - 302	
14387	REYES, VICTORIA	Teacher Assistant (TA)	Marcial Sablan - 302	
16017	SMITH, ANGELA S.	Teacher Assistant (TA)	Marcial Sablan - 302	
13684	BORJA, RONA C	Teacher Assistant (TA)	Marcial Sablan - 302	
11631	SINK, STEPHANIE ROSE	Teacher Assistant (TA)	Marcial Sablan - 302	

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

Immediate Supervisor's Name: GERALDINE RABLO <i>Amanda Salas</i>	Date <i>10/12/22</i>
Immediate Supervisor's Signature <i>[Signature]</i>	Date

Project Coordinator Name: JOSHUA BLAS	Date
Project Coordinator Signature <i>[Signature]</i>	Date

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	Date
Federal Programs Compliance Administrator Signature <i>[Signature]</i>	Date

Project Manager Name: JOSEPH L.M. SANCHEZ	Date
Project Manager Signature: <i>[Signature]</i>	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year

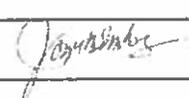
Reporting Period: 4th Qtr (July-Sept)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
8007	BERNARDO, THERESA	Teacher Assistant (TA)	MU Lujan - 314 ✓	
16149	CABRERA, DEREK	Teacher Assistant (TA)	MU Lujan - 314 ✓	
5698	FEJERAN, BERNADETTE	Teacher Assistant (TA)	MU Lujan - 314 ✓	
9781	GARRIDO, STEPHANIE	Teacher Assistant (TA)	MU Lujan - 314	Resigned eff. July 18, 2022
14410	MENO, CRISTIANN JUANITA	Teacher Assistant (TA)	MU Lujan - 314 ✓	
16513	AGUERO, CHEYANNE ROSE	Teacher Assistant (TA)	MU Lujan - 314 ✓	
14342	LUJAN, JARED F.	Teacher Assistant (TA)	MU Lujan - 314 ✓	
16609	MENO, JUDINA F.	Teacher Assistant (TA)	MU Lujan - 314 ✓	
13173	QUICHOCHO, ANDREA L.	Teacher Assistant (TA)	MU Lujan - 314 ✓	

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

Immediate Supervisor's Name: NATASHA DELA CRUZ	10.4.22
Immediate Supervisor's Signature 	Date
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: 	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: **82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS**

Fiscal Year

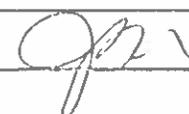
Reporting Period: **4th Qtr (July-Sept)**

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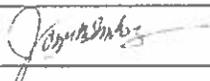
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
16113	ABULENCIA, CASSANDRA	Teacher Assistant (TA)	Oceanview - 436	
10360	CRUZ, LEAH	Teacher Assistant (TA)	Oceanview - 436	
13676	MANSAPIT, LEAH CHRISTIANNE	Teacher Assistant (TA)	Oceanview - 436	
7922	PALACIOS, CATHERINE	Teacher Assistant (TA)	Oceanview - 436	

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

Immediate Supervisor's Name: DUANE MANTANONA	
Immediate Supervisor's Signature: 	Date: 10-03-2022

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature: 	Date:

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date:

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: 	Date: 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year

Reporting Period: 4th Qtr (July-Sept)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
4430	BORBON, EMMALYN A	Instructional Program Aide	Okkodo - 475	
15323	ROSARIO, BEATRICE ANN	Teacher Assistant (TA)	Okkodo - 475	
14644	WEGER, DEANNA L	Teacher Assistant (TA)	Okkodo - 475	
16839	MARTIN, JESSIE	Teacher Assistant (TA)	Okkodo - 475	

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

Immediate Supervisor's Name: RITA FLORES	
Immediate Supervisor Signature <i>Rita Flores</i>	Date 10/4/22

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature <i>Joshua Blas</i>	Date

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: <i>Joseph L.M. Sanchez</i>	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year

Reporting Period: 4th Qtr (July-Sept)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
12083	JESUS, KRISTAL-RAE	Teacher Assistant (TA)	Ordot Chalan Pago - 316	
6111	MANTANDNA, RHONDA	Teacher Assistant (TA)	Ordot Chalan Pago - 316	
5406	SAN NICOLAS, ARLENE	Teacher Assistant (TA)	Ordot Chalan Pago - 316	
9753	SANTIAGO, STEPHANIE	Teacher Assistant (TA)	Ordot Chalan Pago - 316	
15784	TAITANO, ALEXIS	Teacher Assistant (TA)	Ordot Chalan Pago - 316	
16221	SAN NICOLAS, JADA	Teacher Assistant (TA)	Ordot Chalan Pago - 316	
16126	CHARGUALAF, XAVIER-JESUS	Teacher Assistant (TA)	Ordot Chalan Pago - 316	

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

Immediate Supervisor's Name: TRICIA MOWLAN Michael Perez	<i>Michael Perez</i>	10-4-22
Immediate Supervisor's Signature	<i>[Signature]</i>	Date
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS		
Federal Programs Compliance Administrator Signature	<i>[Signature]</i>	Date

Project Coordinator Name: JOSHUA BLAS	<i>[Signature]</i>	
Project Coordinator Signature	<i>[Signature]</i>	Date
Project Manager Name: JOSEPH L.M. SANCHEZ		
Project Manager Signature:	<i>[Signature]</i>	Date
		10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year

Reporting Period: 4th Qtr (July-Sept)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
14183	DUENAS, TANYA NICOLE Y	Teacher Assistant (TA)	PC Lujan - 317	
2296	FEJERAN-ACFALLE, JOVANI	Teacher Assistant (TA)	PC Lujan - 317	
16019	GUERRERO, MEAGAN NICOLE	Teacher Assistant (TA)	PC Lujan - 317	
12138	MESA, CYNTHIA	Teacher Assistant (TA)	PC Lujan - 317	
9743	OGO, ELINA	Teacher Assistant (TA)	PC Lujan - 317	
15443	CARRIAGA, CHARLENE JEAN	Teacher Assistant (TA)	PC Lujan - 317	
12136	AFAISEN, RAEANNE	Teacher Assistant (TA)	PC Lujan - 317	
16754	NAPUTI, CALIN JON O.	Teacher Assistant (TA)	PC Lujan - 317	
16576	INDALECIO, ZERIAH	Teacher Assistant (TA)	PC Lujan - 317	Detailed to HR to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff January 2022

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

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

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature	Date

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature:	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

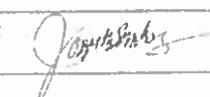
Fiscal Year
 Reporting Period: 4th Qtr (July-Sept)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13488	AROMIN, ALEXIS-NICOLE	Teacher Assistant (TA)	Price - 318	
15872	BORJA, MISHAY RAELENE F.	Teacher Assistant (TA)	Price - 318	
15431	CAMACHO, VANESSA	Teacher Assistant (TA)	Price - 318	
13709	ICHIOS, LEI	Teacher Assistant (TA)	Price - 318	
15322	PINZON, TERILYN ROSE T.	Teacher Assistant (TA)	Price - 318	
4310	SUMBO, LEVI	Instructional Program Aide	Price - 318	
13686	TOPASNA, SALINA	Teacher Assistant (TA)	Price - 318	
16207	CASTRO, KYLE C.	Teacher Assistant (TA)	Price - 318	
16633	LIZAMA, KEISHA K.	Teacher Assistant (TA)	Price - 318	
16588	GUMBA, AURA GABRIELLE	Teacher Assistant (TA)	Price - 318	
	GOGUE, ANTHONY R.	Teacher Assistant (TA)	Price - 318	
16212	SUZUKI, PATRICK N.	Teacher Assistant (TA)	Price - 318	

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

Immediate Supervisor's Name: JOHN WESOLOWSKI	
Immediate Supervisor's Signature 	Date 10/6/22
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature 	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: 	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year

Reporting Period: 4th Qtr (July-Sept)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
7243	ARRIOLA, ANTONIETTE JR	Instructional Program Aide	Simon Sanchez - 473	
15841	ARRIOLA, KINAJUAN B.	Teacher Assistant (TA)	Simon Sanchez - 473	
15776	URSUA, ISABEL JOY S.	Teacher Assistant (TA)	Simon Sanchez - 473	
16213	DELA CRUZ, MARICARA C.	Teacher Assistant (TA)	Simon Sanchez - 473	
13441	SIMINA, BINASTO	Teacher Assistant (TA)	Simon Sanchez - 473	
14851	WOLFORD, KEIFER MANUEL	Teacher Assistant (TA)	Simon Sanchez - 473	

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

Immediate Supervisor's Name: CARLA MASNAGYON	
Immediate Supervisor's Signature <i>Carla Masnagyon</i>	Date <i>10/4/22</i>
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature <i>Joshua Blas</i>	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature <i>Joseph L.M. Sanchez</i>	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 83000 AMERICAN RESCUE PLAN – STATE EDUCATION AGENCY OUTLYING AREAS

Fiscal Year

Reporting Period: 4th Qtr (July-Sept)

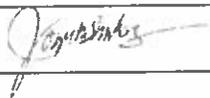
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
10076	NAUTA II, JERRY S	CPA II	Southern - 474	
16460	MIKEL, ANNETTE T	CPA II	Southern - 474	
16702	MENO, VALENTINA M	CPA II	Southern - 474	
14626	SANTOS, TRAVIS	CPA II	Southern - 474	
16713	SABLAN, NITALIA RAE L	CPA II	Southern - 474	
13721	CRISOSTOMO, REGINA LYNN C.B.	Teacher Assistant (TA)	Southern - 474	
16476	TAJALLE, LEI'HUA-ACHA W.	Teacher Assistant (TA)	Southern - 474	

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

Immediate Supervisor's Name: MICHAEL MENO	
Immediate Supervisor's Signature 	Date 10.4.22

ESF/ ARP Authorized Compliance Personnel Name:	
ESF/ ARP Authorized Compliance Personnel Signature:	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature 	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: 	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



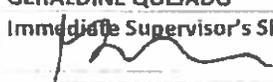
CFDA Title:
 Project Title: **82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS**

Fiscal Year
 Reporting Period: **4th Qtr (July-Sept)**

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13051	GARCIA, ROSALIE	Teacher Assistant (TA)	Tamuning - 320	
4538	LEYSA, ISABEL I.	Teacher Assistant (TA)	Tamuning - 320	Revising @ LEJES - 312.
15006	ALEXANDER, ELIZABETH	Teacher Assistant (TA)	Tamuning - 320	
16106	SAMBRANO, JASMIN	Teacher Assistant (TA)	Tamuning - 320	
13288	DIAZ, FEBELYN	Teacher Assistant (TA)	Tamuning - 320	

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

Immediate Supervisor's Name: GERALDINE QUEJADO	
Immediate Supervisor's Signature 	Date 10/4/22
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature 	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: 	Date 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

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FIN No.	Employee Name	Employee Position Title	Site Location	Comments
10994	LAXAMANA, JUNELLIE MAE	Teacher Assistant (TA)	Upi - 321	
11906	MOJICA, LATOYA	Teacher Assistant (TA)	Upi - 321	
15780	QUEJADO, ASHLEY K.	Teacher Assistant (TA)	Upi - 321	Assigned
13346	TORRES, MARISSA	Teacher Assistant (TA)	Upi - 321	
16591	CARLOS, KARLA	Teacher Assistant (TA)	Upi - 321	
13752	SANTOS, JAMES MIKKAEL	Teacher Assistant (TA)	Upi - 321	
15710	YURKO, AALIYAH	Teacher Assistant (TA)	Upi - 321	

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

Immediate Supervisor's Name: JULIE SALAS	
Immediate Supervisor's Signature:	Date: 10/4/22

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature:	Date: 10/17/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: **82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS**

Fiscal Year
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
11753	CRISOSTOMO, JUILET	Teacher Assistant (TA)	VS Benavente - 431	
3040	PANGELINAN, MARIA F.	Teacher Assistant (TA)	VS Benavente - 431	
5527	QUITUGUA, JENNIFER M.	Teacher Assistant (TA)	VS Benavente - 431	
11677	ROSARIO, KILANI MARIE	Teacher Assistant (TA)	VS Benavente - 431	
16632	SABLAN, JEREMIAH MICHAEL	Teacher Assistant (TA)	VS Benavente - 431	
	ESAP, JOEY	Teacher Assistant (TA)	VS Benavente - 431	HAS NOT reported to VSABMS Employee effective start after October 1, 2022

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

Immediate Supervisor's Name: *Freda ARII Sablan, Jedi*
 Immediate Supervisor's Signature: *[Signature]*
 Date: *10/4/2022*

Project Coordinator Name: *Joshua Blas*
 Project Coordinator Signature: *[Signature]*
 Date:

Federal Programs Compliance Administrator Name: **IGNACIO C. SANTOS**
 Federal Programs Compliance Administrator Signature: _____
 Date:

Project Manager Name: **JOSEPH L.M. SANCHEZ**
 Project Manager Signature: *[Signature]*
 Date: **10/17/2022**

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year
 Reporting Period: 4th Qtr (July-Sept)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13743	BAZA, TINA MARIE	Teacher Assistant (TA)	Wettengel - 322	
13470	BENAVENTE, DARNELLE-RENEE	Teacher Assistant (TA)	Wettengel - 322	
4334	CORDERO, EUSA	Teacher Assistant (TA)	Wettengel - 322	
12398	LUJAN, CHERIAH	Teacher Assistant (TA)	Wettengel - 322	
5149	MCDERMOTT, JANET R. A.	Teacher Assistant (TA)	Wettengel - 322	
14320	TOSIWO, ABRAHAM	Teacher Assistant (TA)	Wettengel - 322	
#####	#####	#####	#####	#####
10967	SANTOS, TELIANN ROSE SAN NICOLAS	Teacher Assistant (TA)	Wettengel - 322	
13006	AQUINO, NINA MARIE	Teacher Assistant (TA)	Wettengel - 322	

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Immediate Supervisor's Name: EVANGELINE IGLESIAS	
Immediate Supervisor's Signature: <i>[Signature]</i>	Date: 10-4-22
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature	Date

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature: <i>[Signature]</i>	Date
Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: <i>[Signature]</i>	Date: 10/17/2022

PROJECT NAME: Classroom Supports & Academic Interventions (CSAI)

REGULAR SALARIES				FY20 Carryover			FY21			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Total
PPE 7/ 2/ 22		\$ 216,238.84	100%	\$ 216,238.84	\$ 86,495.54	\$ 302,734.38	\$ 216,238.84	\$ 86,495.54	\$ 302,734.38	\$ 432,477.60	\$ 172,991.07	\$ 605,468.73
PPE 7/ 16/ 22		\$ 207,167.02	100%	\$ 207,167.02	\$ 82,866.81	\$ 290,033.83	\$ 207,167.02	\$ 82,866.81	\$ 290,033.83	\$ 414,334.04	\$ 163,733.62	\$ 580,067.66
PPE 7/ 30/ 22		\$ 208,579.80	100%	\$ 208,579.90	\$ 83,431.96	\$ 292,011.86	\$ 208,579.90	\$ 83,431.96	\$ 292,011.86	\$ 417,159.80	\$ 166,863.92	\$ 584,023.72
PPE 8/ 13/ 22		\$ 212,076.60	100%	\$ 212,076.60	\$ 84,830.64	\$ 296,907.24	\$ 212,076.60	\$ 84,830.64	\$ 296,907.24	\$ 424,153.30	\$ 169,661.28	\$ 593,814.48
PPE 8/ 27/ 22		\$ 213,709.07	100%	\$ 213,709.07	\$ 85,483.63	\$ 299,192.70	\$ 213,709.07	\$ 85,483.63	\$ 299,192.70	\$ 427,418.14	\$ 170,967.26	\$ 598,385.40
PPE 9/ 10/ 22		\$ 218,143.11	100%	\$ 218,143.11	\$ 87,257.24	\$ 305,400.35	\$ 218,143.11	\$ 87,257.24	\$ 305,400.35	\$ 436,286.22	\$ 174,514.49	\$ 610,800.71
PPE 9/ 24/ 22		\$ 215,755.64	100%	\$ 215,755.64	\$ 86,302.26	\$ 302,057.90	\$ 215,755.64	\$ 86,302.26	\$ 302,057.90	\$ 431,511.28	\$ 172,604.51	\$ 604,115.79
Sub Totals		1,491,670		1,491,670	596,668	2,088,338	1,491,670	596,668	2,088,338	2,983,340	1,193,336	4,176,677
Indirect Cost (9.5%)		141,709										141,709
Total 3rd Qtr		\$ 1,633,378.85		\$ 1,491,670.18	\$ 596,668.07	\$ 2,088,338.25	\$ 1,491,670.18	\$ 596,668.07	\$ 2,088,338.25	\$ 2,983,340.36	\$ 1,193,336.14	\$ 4,176,676.50
Sub Totals												
Indirect Cost (9.5%)												
Total 3rd Qtr												
Grand Total 3rd Qtr		\$ 1,633,378.85		\$ 1,491,670.18	\$ 596,668.07	\$ 2,088,338.25	\$ 1,491,670.18	\$ 596,668.07	\$ 2,088,338.25	\$ 2,983,340.36	\$ 1,193,336.14	\$ 4,176,676.50

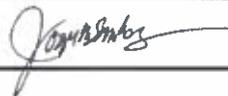
PART-TIME SALARIES				FY20 Carryover			FY21			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Totals
PPE 7/ 2/ 22		\$ 836.70	100%	\$ 836.70	\$ 334.68	\$ 1,171.38	\$ 836.70	\$ 334.68	\$ 1,171.38	\$ 1,673.40	\$ 669.36	\$ 2,342.76
PPE 7/ 16/ 22		\$ 791.06	100%	\$ 791.06	\$ 316.42	\$ 1,107.48	\$ 791.06	\$ 316.42	\$ 1,107.48	\$ 1,582.12	\$ 632.85	\$ 2,214.97
PPE 7/ 30/ 22		\$ 801.21	100%	\$ 801.21	\$ 320.48	\$ 1,121.69	\$ 801.21	\$ 320.48	\$ 1,121.69	\$ 1,602.42	\$ 640.97	\$ 2,243.39
PPE 8/ 13/ 22		\$ 789.92	100%	\$ 789.92	\$ 315.97	\$ 1,105.89	\$ 789.92	\$ 315.97	\$ 1,105.89	\$ 1,579.84	\$ 631.94	\$ 2,211.78
PPE 8/ 27/ 22		\$ 1,085.17	100%	\$ 1,085.17	\$ 434.07	\$ 1,519.24	\$ 1,085.17	\$ 434.07	\$ 1,519.24	\$ 2,170.34	\$ 868.14	\$ 3,038.48
PPE 9/ 10/ 22		\$ -	100%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PPE 9/ 24/ 22		\$ -	100%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals		4,304		4,304	1,722	6,026	4,304	1,722	6,026	8,608	3,443	12,051
Indirect Cost (9.5%)		409										409
Total 3rd Qtr		\$ 4,712.95		\$ 4,304.06	\$ 1,721.62	\$ 6,025.68	\$ 4,304.06	\$ 1,721.62	\$ 6,025.68	\$ 8,608.12	\$ 3,443.25	\$ 12,051.37
Sub Totals												
Indirect Cost (9.5%)												
Total 3rd Qtr												
Grand Total 3rd Qtr		\$ 4,712.95		\$ 4,304.06	\$ 1,721.62	\$ 6,025.68	\$ 4,304.06	\$ 1,721.62	\$ 6,025.68	\$ 8,608.12	\$ 3,443.25	\$ 12,051.37

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

Type or Print Name and Title of Program Manager

JOSEPH L.M. SANCHEZ
Deputy Superintendent, Curriculum & Instructional Improvement

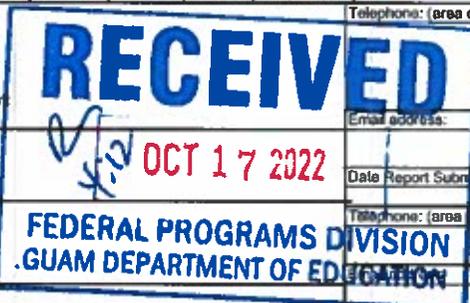
Signature of Authorized Certifying Official:



Type or Print Name and Title of Project Coordinator:

JOSHUA BLAS, Project Lead

Signature of Project Coordinator:

Telephone: (area code, number, and extension)

617-300-1630

Email address:

JSANCHEZ@GDOE.NET

Date Report Submitted: (Month, Day, Year)

10/10/2022

Telephone: (area code, number, and extension)

671-300-1254

JCBLAS@GDOE.NET

Date Report Submitted: (Month, Day, Year)

10/10/2022

FEDERAL PROGRAMS DIVISION



FY 2021 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

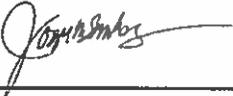
Fixed Assets

October 31, 2022

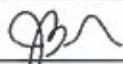
53825		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53826		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53827		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53828		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53829		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53830		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53831		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53832		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53833		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53834		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53835		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53836		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53837		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53838		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53839		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53840		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53841		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53842		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53843		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
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53848		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53849		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53850		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53851		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53852		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53853		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53854		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	

Certification: By signing this report, I certify to the best of my knowledge that the Fixed Asset Inventory Report is true, complete, and accurate and in accordance with rules and regulations governing the program or project. I am aware that any false,

fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

Type or Print Name and Title of Program Manager	JOSEPH L.M. SANCHEZ	Telephone: (area code, number, and extension)	671-300-1630
Signature of Authorized Certifying Official:		Email address:	jsanchez@gdoe.net
Type or Print Name and Title of Project Coordinator:	JOSHUA BLAS	Telephone: (area code, number, and extension)	671-300-1254
Signature of Project Coordinator:		Email address: jcbias@gdoe.net	Date Report Submitted: (Month, Day, Year)
			10/10/2022

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

Inventory Date:	10/10/2022	JOSHUA BLAS			10/10/2022							
		Name		Signature	Date							
New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments

Certification: By signing this report, I certify to the best of my knowledge that the Fixed Asset Inventory Report is true, complete, and accurate and in accordance with rules and regulations governing the program or project. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 219, Section 1001)

Type or Print Name and Title of Program Manager JOSEPH L.M. SANCHEZ Deputy Superintendent, Curriculum & Instructional Improvement	Telephone: (area code, number, and extension)
	671-300-1630
Signature of Authorized Certifying Official: 	Email address:
	jsanchez@qdoe.net
Type or Print Name and Title of Project Coordinator: JOSHUA BLAS	Date Report Submitted: (Month, Day, Year)
	10/10/2022
Signature of Project Coordinator: 	Telephone: (area code, number, and extension)
	671-300-1254
	Email address:
	jblas@qdoe.net
	Date Report Submitted: (Month, Day, Year)
	10/10/2022

FEDERAL PROGRAMS DIVISION



FY 2021 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 4

School Climate Culture and Engagement (SCCE)

Quarterly Report Documents:

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

October 31, 2022

FEDERAL PROGRAMS DIVISION



FY 2021 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Original Submitted Quarterly Report

October 31, 2022

**FFY 2021 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A210002**

Grant Name: Consolidated Grant FFY 2021 **Grant#:** S403A210002

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

PROJECT TITLE: #4 SCHOOL CLIMATE CULTURE & ENGAGEMENT PROJECT

PROJECT COORDINATOR: DORIS BUKIKOSA

PROJECT MANAGER: ERIKA S. CRUZ, DS ESCL

STATE PROGRAM OFFICER: STEPHANIE N. CHARGUALAF

10/01/21- 12/31/21	01/01/22- 03/31/22	04/01/22- 06/30/22	07/01/22- 09/30/22
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
			X
REPORT DUE: 1/10/22	REPORT DUE: 04/11/22	REPORT DUE: 07/11/22	REPORT DUE: 10/10/22
ANNUAL REPORT DUE: 11/14/2022			

AMOUNT BUDGETED (FFY 2021): \$ <u>4,191,698.61</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>1,053,766.59</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>25</u> %
AMOUNT BUDGETED (FFY 2020): \$ <u>3,560,549.96</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>3,359,572.56</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>94</u> %

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
Pre-K - 5					3,245	209	198	737
6 - 8					1,571	0	140	224
9 - 12					1,722	96	110	415

LIST THE PROJECT GOALS: At the end of the three-year grant, the goal of this project is to reduce drop out, discipline and suspension rates for students and to improve the health and physical fitness of students.

LIST THE PROJECT OBJECTIVES:

- 4.1 SSOT:**
 - Year 2: 75% successful completion (issue(s) addressed and resolved)
- 4.2 PBIS Framework:**
 - Year 2: 3% increase in school site implementation of the PBIS Framework from previous year
 - Year 2: Increase School Safety Perception Survey rate to 82%.
- 4.3 Promoting Positive Behavior and Safe School Environment**
 - Year 2: 60% more knowledgeable and more confident
 - Year 2: Reduce discipline rate to 37%

**FFY 2021 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A210002**

- Year 2: Reduce the suspension rate to 18%
- 4.4 Health & Safety**
- Year 2: Increase the number of student participants by 10% from previous year
 - Year 2: Reduce the number of obese and extremely obese students by 0.33% from the previous year

PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>I. Social Supports & Outreach Teams (SSOT)</p>	<p>4.1 SSOT</p> <ul style="list-style-type: none"> ▪ SSOT closed 6,618 referrals with 117 pending for the 3rd quarter, conducting 947 home visits. ▪ Eight (8) Student Engagement (SE) activities and three (3) Parent Engagement (PE) activities were conducted this reporting period. ▪ Seven (7) Staff Development (SD) trainings were conducted this reporting period. ▪ Three (3) Professional Development (PD) trainings were attended this reporting period. 	<p>SSOT</p> <ul style="list-style-type: none"> ▪ The Guam Department of Education completed School Year 2021-22, utilizing two (2) Models of Learning: Distance Learning – Online and the Traditional Face to Face (FTF). Although the island lifted many of the COVID-19 restrictions, the schools maintained many of the safety precautions in order to ensure a safe and healthy learning environment for our students and employees. ▪ Eight SE were conducted: <ul style="list-style-type: none"> Student Engagement (SE) ➤ 07/18/22: Summer Outreach ➤ 07/20/22: Summer Outreach ➤ 07/28/22: Summer Outreach ➤ 07/29/22: Summer Outreach ➤ 08/03/22: Two Student/Parent Orientations ➤ 08/04/22: Two Student/Parent Orientations ▪ Three PE were conducted: <ul style="list-style-type: none"> Parent Engagement (PE) ➤ 07/30/22: 6th Annual GDOE Fair ➤ 08/03/22: Student Parent Orientation ➤ 08/04/22: Student Parent Orientation ▪ Seven Staff Development were conducted: <ul style="list-style-type: none"> Staff Development (SD) ➤ 06/28/22: School Safety Conference ➤ 06/29/22: School Safety Conference ➤ 06/30/22: School Safety Conference ➤ 07/26/22: Leadership Academy ➤ 08/08/22: AIJMS Professional Development ➤ 09/02/22: Two CG Technical Assistance Training

**FFY 2021 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A210002**

		<ul style="list-style-type: none"> ▪ Three PD sessions were provided: Professional Development (PD) <ul style="list-style-type: none"> ➤ 07/06/22: Cultural & Linguistically Appropriate Services (CLAS) Training ➤ 09/01 & 02/22: CG22 Technical Assistance Training ➤ 09/02/22: Guam Psychological Association (GPA) Ethics Training 																																							
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS																																							
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input checked="" type="checkbox"/> FULLY COMPLETED</p>	<p>1. Table of Student Referrals</p> <table border="1" data-bbox="575 548 1211 899"> <thead> <tr> <th rowspan="2">Type of Referral</th> <th colspan="2">4th Quarter</th> </tr> <tr> <th>Closed</th> <th>Open</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td align="center">327</td> <td align="center">38</td> </tr> <tr> <td>Behavior</td> <td align="center">25</td> <td align="center">3</td> </tr> <tr> <td>Interpreter/Translator</td> <td align="center">0</td> <td align="center">1</td> </tr> <tr> <td>Medical</td> <td align="center">139</td> <td align="center">22</td> </tr> <tr> <td>Registration</td> <td align="center">95</td> <td align="center">16</td> </tr> <tr> <td>School Parent Conference</td> <td align="center">65</td> <td align="center">4</td> </tr> <tr> <td>Support Services</td> <td align="center">5,967</td> <td align="center">33</td> </tr> <tr> <td>TOTALS</td> <td align="center">6,618</td> <td align="center">117</td> </tr> <tr> <td>Home visits</td> <td align="center" colspan="2">653</td> </tr> </tbody> </table> <p>2. Table on Survey Results</p> <table border="1" data-bbox="575 954 1211 1091"> <thead> <tr> <th rowspan="2">Parent Feedback</th> <th>4th Quarter</th> </tr> <tr> <th>Results</th> </tr> </thead> <tbody> <tr> <td>Increased knowledge</td> <td align="center">0</td> </tr> <tr> <td>Did not increase in knowledge</td> <td align="center">0</td> </tr> </tbody> </table>	Type of Referral	4 th Quarter		Closed	Open	Attendance	327	38	Behavior	25	3	Interpreter/Translator	0	1	Medical	139	22	Registration	95	16	School Parent Conference	65	4	Support Services	5,967	33	TOTALS	6,618	117	Home visits	653		Parent Feedback	4 th Quarter	Results	Increased knowledge	0	Did not increase in knowledge	0	<p>The SCCE Project SSOT Services achieved an actual completion rate of 98% for this reporting period, exceeding its annual goal of 75%.</p>
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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Target vs. Actual)				
					Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
I. SSOT 4.1 75% successful completion of referrals Completion rate on student referrals – 6,618/6,735=98% (Target met)	Year 2: 75% successful completion (issue(s) addressed and resolved)	SCCE Project Data	Percentage of student referrals which were serviced completely by the Project	Yes	SY20-21: (4 th Qtr): <u>Target:</u> 60% success rate <u>Actual:</u> 94% success rate (SY20 - 21: 4 th Qtr): 87% Referrals 338 26 EA ▪ 8 SE/19 PE ▪ 7 SD 11 PD – Up to 27	<u>Target:</u> 75% success rate <u>Actual:</u> 92% success rate (SY21 - 22: 1 st Qtr): 96% Referral completions 204 open 6 EA ▪ 0 SE/0 PE ▪ 2 SD (1/37) 4 PD – Up to 24	<u>Target:</u> 75% success rate <u>Actual:</u> 93% success rate (SY21 - 22: 2 nd Qtr): 96% Referral completion 226 open 14 EA ▪ 1 SE/0 PE ▪ 1 SD (1/46) 12 PD – Up to 24	<u>Target:</u> 75% success rate <u>Actual:</u> 96% success rate (SY21 - 22: 3 rd Qtr): 96% Referral completion 77 open 3 EA ▪ 0 SE/0 PE ▪ 0 SD 3 PD – Up to 16	<u>Target:</u> 75% success rate <u>Actual:</u> 98% success rate (SY21 - 22: 4 th Qtr): 98% Referral completion 1177 open 21 EA ▪ 8 SE/3 PE ▪ 7 SD 3 PD – Up to 7

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PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION																									
<p>4.2. Positive Behavior Interventions and Support (PBIS) Framework</p>	<p>4.2 PBIS Framework</p> <p>1. Increase in school site PBIS implementation by 2%.</p> <p>Coaching Supports</p> <ul style="list-style-type: none"> ▪ Zero Student Engagement (SE) activity and one (1) Parent Engagement (PE) activities were conducted this period. ▪ Provided nine (9) Staff Development (SD) trainings to personnel <i>Ongoing</i> (100% completed). ▪ Project personnel took the opportunity to attend one (1) Professional Development (PD) training <i>Ongoing</i> (100% completed). <p>Positive Learning Center Classrooms SY21-22</p> <table border="1" data-bbox="541 787 1318 966"> <thead> <tr> <th>School</th> <th>1st QTR</th> <th>2nd QTR</th> <th>3rd QTR</th> <th>4th Qtr</th> </tr> </thead> <tbody> <tr> <td>VSABMS</td> <td align="center">15</td> <td></td> <td></td> <td></td> </tr> <tr> <td>OMS</td> <td align="center">0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>JRMS</td> <td align="center">1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>LPUMS</td> <td align="center">22</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Tiered Fidelity Inventory (TFI) (Implementation Assessment) – Tiers I, II and II</p> <p>2. Maintain School Safety Perception Survey Rate of 82% - Assessment conducted in 3rd Quarter.</p> <ul style="list-style-type: none"> ▪ Last School Safety Perception Survey conducted in 3rd Qtr SY18-19. 	School	1 st QTR	2 nd QTR	3 rd QTR	4 th Qtr	VSABMS	15				OMS	0				JRMS	1				LPUMS	22				<p>PBIS</p> <ul style="list-style-type: none"> ▪ The Guam Department of Education completed School Year 2021-22, utilizing two (2) Models of Learning: Distance Learning – Online and the Traditional Face to Face (FTF). Although the island lifted many of the COVID-19 restrictions, the schools maintained many of the safety precautions in order to ensure a safe and healthy learning environment for our students and employees. ▪ Zero (0) SE, one (1) PE were conducted. <p>Parent Engagement</p> <ul style="list-style-type: none"> ➢ 07/30/22: 6th Annual GDOE Fair ▪ Nine SD were conducted <p>Staff Development</p> <ul style="list-style-type: none"> ➢ 06/28/22: Two School Safety Conference ➢ 06/29/22: Two School Safety Conference ➢ 06/30/22: Two School Safety Conference ➢ 07/28/22: PBIS Professional Development ➢ 08/08/22: Two PBIS Professional Development ▪ One PD was provided <p>Professional Development</p> <ul style="list-style-type: none"> ➢ 09/01 & 02/22: CG22 Technical Assistance Training <ul style="list-style-type: none"> ▪ TFI Results Annual assessment administered in 3rd quarter
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Tiered Fidelity Inventory(TFI) Implementation Assessment (cont'd)

Schools	Tier I		Tier II		Tier II	
	SY19-20	SY21-22	SY19-20	SY21-22	SY19-20	SY21-22
A.I. Johnston MS	30%					
Astumbo MS	31%	83%		85%		
F.B. Leon Guerrero MS	32%	43%				
Inarajan MS	23%	40%				
J. Rios MS	26%	23%				
L.P. Untalan MS	41%	60%	41%			
Oceanview MS	31%	100%				
V.S.A. Benavente MS	26%	90%				
G. Washington HS						
J.F. Kennedy HS		50%				
Olkodo HS		57%				
Southern HS						
S. Sanchez HS						
Tiyan HS	31%	100%				

Tier I

Target met: 14 Elementary Schools; 6 Middle Schools and 3 High School.

Target not met: 12 Elementary Schools; 2 Middle Schools and 3 High Schools.

Tier II

Target met: 14 Elementary Schools; 1 Middle Schools and 0 High School.

Target not met: 12 Elementary Schools; 7 Middle Schools and 6 High Schools.

Tier II

Target met: 15 Elementary Schools; 0 Middle Schools and 0 High School.

Target not met: 12 Elementary Schools; 8 Middle Schools and 6 High Schools.

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2. Maintain School Safety Perception Survey Rate of 80% - Target not met.

School-wide Assessment Survey (SAS) & School Safety Survey (SSS) (3rd Qtr Results)

Schools	SAS	SSS	
		Risk Factors	Protective Factors
Adacao ES	94%	27%	80%
Agana Heights ES	82%	22%	73%
Astumbo ES	88%	38%	71%
B.P. Carbullido ES	87%	32%	77%
Gapt. H.B. Price ES	82%	46%	73%
Chief Brodie ES	9%	39%	69%
C.L Taitano ES	51%	26%	80%
D.L. Perez ES	84%	40%	71%
Finegayen ES	96%	36%	72%
H.S. Truman ES	57%	23%	78%
Inarajan ES	99%	24%	64%
J.M. Guerrero ES	96%	39%	73%
J.Q. San Miguel ES	88%		
Liguan ES	88%	17%	81%
L.B. Johnson ES	81%	24%	77%
M.A. Ulloa ES	100%	30%	71%
M:U. Lujan ES	78%	35%	61%
Machananao ES	100%	25%	68%
M. Sablan ES	78%	32%	75%
Merizo Martyrs ES	41%	28%	70%
Ordot-Chln Pago ES	29%	22%	83%
P.C. Lujan ES	87%	22%	81%
Talofoto ES	76%	30%	76%
Tamuning ES	81%	36%	78%
Upi ES	100%	29%	69%
Wettengel ES	96%	41%	71%

3rd Quarter SSP Results

- Year 2: Increase Safety Perception Survey to 82%.

School-wide Assessment Survey Results

SAS

- 16 Elementary Schools out of 26 rated 82% or higher
- 3 Middle Schools out of 8 rated 82% or higher
- 1 High School out of 6 rated 82% or higher

School Safety Survey Results

SSS

Risk Factors

- 25 out of 26 Elementary Schools completed the survey with 1 school having the lowest Risk Factor Rating of 17% and another school with the highest Risk Factor Rating of 46%
- All 8 Middle Schools completed the survey with 1 school having the lowest Risk Factor Rating of 39% and another school with the highest Risk Factor Rating of 62%
- All 6 High Schools completed the survey with 1 school having the lowest Risk Factor Rating of 36% and another school with the highest Risk Factor Rating of 67%

Protective Factors

- 25 out of 26 Elementary Schools completed the survey with 1 school having the lowest Protective Factor Rating of 61% and another school with the highest Protective Factor Rating of 83%
- All 8 Middle Schools completed the survey with 1 school having the lowest Protective Factor Rating of 63% and another school with the highest Protective Factor Rating of 84%
- All 6 High Schools completed the survey with 1

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school having the lowest Protective Factor Rating of 56% and another school with the highest Protective Factor Rating of 75%

School-wide Assessment Survey (SAS) & School Safety Survey (SSS) Results (cont'd)

Schools	SAS	SSS	
		Risk Factors	Protective Factors
A.I. Johnston MS	67%	55%	67%
Astumbo MS	85%	44%	76%
F.B. Leon Guerrero MS	59%	61%	63%
Inarajan MS	71%	45%	66%
J. Rios MS	74%	39%	65%
L.P. Untalan MS	80%	47%	77%
Oceanview MS	93%	44%	84%
V.S.A. Benavente MS	89%	56%	80%
G. Washington HS	21%	67%	56%
J.F. Kenneday HS	69%	36%	68%
Okkodo HS	70%	54%	73%
Southern HS	70%	58%	68%
S. Sanchez HS	75%	62%	70%
Tiyan HS	84%	52%	75%

**FFY 2021 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A210002**

Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</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 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
II. PBIS Framework 4.2.1 3% overall increase in each school site in the level of implementation of the PBIS Framework Target Met: Tier I: 23 schools Tier II: 15 schools Tier III: 15 schools	<ul style="list-style-type: none"> Year 2: 3% increase in school site implementation of the PBIS Framework from previous year 	1. Tiered Fidelity Inventory Assessment	Percentage increase in implementation assessment rate	Yes	Target: Ongoing implementation Actual: No assessment conducted	Target: 3% increase from previous year Actual: ES TFI AVG (26 schools): Tier 1: 81% Tier 2: 72% Tier 3: 71% MS TFI AVG (1 school): Tier 1: 79% HS TFI AVG (1 school): Tier 1: 51%	Target: 3% increase From previous year Actual: ES TFI: 17 schools met 3% increase MS TFI: 6 schools met 3% increase HS TFI 1 school met 3% increase	Target: 3% increase From previous year Actual: ES TFI: 14 schools met 3% increase MS TFI: 6 schools met 3% increase HS TFI 3 school met 3% increase	Target: 3% increase From previous year Actual: Annual Assessment conducted in 3 rd quarter

**FFY 2021 CONSOLIDATED GRANT
 QUARTERLY REPORT
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<p>4.2.2 Increase Safety Perception Survey to 82%.</p> <p>Target Met: SAS: 20 schools</p>	<ul style="list-style-type: none"> Year 2: Increase School Safety Perception Survey rate to 82%. 	<p>2. School-wide Assessment Survey and School Safety Survey</p>	<p>Percentage increase in safety perception survey results</p>	<p>Yes</p>	<p>Target: Maintain 80% rate</p> <p>Actual: No assessment conducted</p>	<p>Target: 82% rate</p> <p>Actual: Assessment to be conducted in 3rd quarter</p>	<p>Target: 82% rate</p> <p>Actual: Assessment to be conducted in 3rd quarter</p>	<p>Target: 82% rate</p> <p>Actual: SAS > 16 Elem Schools out of 26 rated 82% or higher > 3 Middle Schools out of 8 rated 82% or higher > 1 High School out of 6 rated 82% or higher</p> <p>SSS Risk Factors > 25 Elem Schools: Lowest Rate = 17%; Highest Rate = 46%</p> <p>> 8 Middle Schools: Lowest Rate = 39%; Highest Rate = 62%</p> <p>> 6 High Schools: Lowest Rate = 36%; Highest Rate = 67%</p>	<p>Target: 82% rate</p> <p>Actual: Annual Assessment conducted in 3rd quarter</p>
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**FFY 2021 CONSOLIDATED GRANT
 QUARTERLY REPORT
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									SSS Protective Factors > 25 Elem Schools: Lowest Rate = 61%; Highest Rate = 83% > 8 Middle Schools: Lowest Rate = 63%; Highest Rate = 84% > 6 High Schools: Lowest Rate = 56%; Highest Rate = 75%
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**FFY 2021 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A210002**

PART I:		
GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
4.3 Promoting Positive Behavior And Safe School Environment	4.3 Promoting Positive Behavior And Safe School Environment 1. 60% SCCE and school personnel report feeling more knowledgeable and more confident in implementing strategies learned 2. Reduce discipline rate to 37% 3. Reduce the suspension rate to 18%	<ul style="list-style-type: none"> ➤ Training sign in sheets ➤ Survey results compilation sheet ➤ District Discipline Data ➤ District Discipline Data

**FFY 2021 CONSOLIDATED GRANT
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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input checked="" type="checkbox"/> FULLY COMPLETED 	<ol style="list-style-type: none"> 1. 60% SCCE and school personnel report feeling more knowledgeable and more confident in implementing strategies learned <ul style="list-style-type: none"> ➤ FBLGMS: 51 Respondents/69 Participants = 94% responded more knowledgeable (Target met) ➤ VSABMS: 19 Respondents/19 Participants = 95% responded more knowledgeable (Target met) ➤ AMS: 14 Respondents/14 Participants = 100% responded more knowledgeable (Target met) 2. Reduce discipline rate to 37% 1,218 Infractions/26,619 Students Enrolled = 5% (Target met) 3. Reduce the suspension rate to 18% 628 Suspension/26,619 Total Infractions = 2% (Target met)

**FFY 2021 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A210002**

PART I:		
GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
4.4 Health & Safety	<p>4.4 Health & Safety</p> <ol style="list-style-type: none"> 1. Increase the number of student participants in health education activities by 10% from previous year 2. Reduce the current number of obese (1,824) and extremely obese (1,054) students by 33% <ul style="list-style-type: none"> ▪ No data available 	<p>➤ No training sessions conducted during this reporting period.</p> <p>COVID-19 Pandemic testing, contact tracing and tracking was prioritized, prohibiting the School Health Counselors from conducting Body Mass Index (BMI) assessments on students.</p>

**FFY 2021 CONSOLIDATED GRANT
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GOAL/COMPONENT

DATA GENERATED FROM ACTIVITIES

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

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

3rd Qtr Results

1. 10 % increase in student participants rate

Father Duenas Memorial School

SY2021-2022	Number of Students
9 th Grade	94
10 th Grade	83
11 th Grade	7
12 th Grade	20
TOTAL	204

2. 33% reduction in number of obese and extremely obese students

- No data

**FFY 2021 CONSOLIDATED GRANT
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PART II:	
LIST TRAVEL ACTIVITIES COMPLETED.	(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) No travel conducted during this reporting period.
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	(Was training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) I. N/A
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	(The description needs to align with project components and activities outlined in the approved project application.) I. SSOT focused on responding to referrals and continued assisting in the distribution of PPEs to the GDOE schools. II. PBIS Coaches focused on providing support to school site personnel to ensure discipline data was compiled accurately and provide training and consultation, to support the sustainability of the PBIS Framework. III. Positive Behaviors & Safe School Environments: No Project Personnel; however, PBIS Coaches and School Based Behavioral Health Team members focused on introducing strategies and supports to school personnel for all students returning to face to face instruction. IV. Health & Safety: No Project Personnel; however, the Project Lead and GDOE Community Health & Nursing Administrator have consulted to determine how to reinstate training opportunities to personnel and students.
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	(What strategies are working, not working?) <ul style="list-style-type: none"> ▪ Outreaches were held before the opening of the SY21-22 and were very successful in getting much needed information to parents and families. ▪ Project personnel will resume the use of parent surveys to determine effectiveness of project services.
EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	(How did activities implemented contribute to improving student outcomes?) <ul style="list-style-type: none"> ▪ SSOT – contacted families and students experiencing challenges and assisted in resolving the challenges so students could safely return to school. ▪ PBIS – collaborated with SBBH personnel trying to address mental health and behavioral health concerns, easing anxiety in students, parents and employees.

FEDERAL PROGRAMS DIVISION



FY 2021 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Quarterly Personnel Certification

October 31, 2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: 82830 SCHOOL CLIMATE CULTURE AND ENGAGEMENT

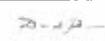
Fiscal Year **2021-2022**
 Reporting Period: 4th Quarter (July - September 2022)

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

EIFA No.	Employee Name	Employee Position Title	Site Location	Comments
6022	DORIS D BUKIKOSA	PROG COORD IV	840 ESCL	
13837	ANA MARIA T.O. AGUON	PROG COORD IV	812 FP	
8812	STEVEN V PANGELINAN	SOC SRVC SPVR I	840 ESCL	
5545	NORMA J AGUON	SOCIAL WKR III	840 ESCL	
9907	DEVINA D GARRIDO	SOCIAL WKR III	840 ESCL	
6860	ERLINDA C TOVES	SOCIAL WKR III	840 ESCL	
2281	JUAN K MARTIN	SOCIAL WKR III	840 ESCL	
4505	MARICOR M AMANDE	SOCIAL WKR III	840 ESCL	
7593	ROSA G MAFNAS	SOCIAL WKR III	840 ESCL	
2280	SIMEON C PEREZ	SOCIAL WKR III	840 ESCL	
12241	MARY CHRISTINA V ZABALA-DULLA	SOCIAL WKR III	840 ESCL	
15705	VANESSA L NAGAL	SOCIAL WKR III	840 ESCL	
16292	GRACE G IWASHITE	SOCIAL WKR III	840 ESCL	
11448	CATHERINE M ERNE	TEACHER III	431 VSABMS	
4034	DORES Z CENTENO	COMM PROG AIDE II	840 ESCL	

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

Immediate Supervisor's Name: STEVEN V. PANGELINAN, SSS	
Immediate Supervisor's Signature: 	Date: 10/10/2022

Project Coordinator Name: DORIS D. BUKIKOSA, PL	
Project Coordinator Signature: 	Date: 10/11/2022

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature:	Date:

Project Manager Name: ERIKA S. CRUZ, DS ESCL	
Project Manager Signature:	Date: 10/12/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: 82830 SCHOOL CLIMATE CULTURE AND ENGAGEMENT

Fiscal Year 2021 - 2022
 Reporting Period: 4th Quarter (July - September 2022)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
10706	ALLAN P JASMIN	COMM PROG AIDE II	840 ESCL	
5858	ELIZIA D CRUZ	COMM PROG AIDE II	840 ESCL	
00-0000	VACANT	COMM PROG AIDE II	840 ESCL	Vice: EVA CAMACHO
5975	MARCIA C DIEGO	COMM PROG AIDE II	840 ESCL	
5913	MARGARET R MANALISAY	COMM PROG AIDE II	840 ESCL	
00-0000	VACANT	COMM PROG AIDE II	840 ESCL	Vice: Raymond C. Perez
6865	THERESE F JAMES	COMM PROG AIDE II	840 ESCL	
9920	TINA LYNN S LEON GUERRERO	COMM PROG AIDE II	840 ESCL	
00-0000	VACANT	COMM PROG AIDE II	840 ESCL	Vice: Anthon Edward
12500	CONNIE Q SANTIAGO	PROG COORD III	840 ESCL	
13397	FRANCISCO G LIMITIACO	PROG COORD III	840 ESCL	
7315	JOYCE L.G. KANESHIRO	PROG COORD III	840 ESCL	
5074	LUCILLE C PALOMO	PROG COORD III	840 ESCL	
7657	PETER J TOVES	TEACHER III	434 JLGRMS	
16343	ROSALIN MEEKS	TEACHER IV	436 OMS	

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

Immediate Supervisor's Name: STEVEN V. PANGELINAN, SSS	
Immediate Supervisor's Signature: 	Date: 10/10/2022

Project Coordinator Name: DORIS D. BUKIKOSA, PL	
Project Coordinator Signature: 	Date: 10/11/2022

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	
Federal Programs Compliance Administrator Signature:	Date:

Project Manager Name: ERIKA S. CRUZ, DS ESCL	
Project Manager Signature:	Date: 10/12/2022

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82830 SCHOOL CLIMATE CULTURE AND ENGAGEMENT

Fiscal Year 2021-2022

Reporting Period: 4th Quarter (July - September 2022)

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

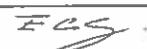
Ein No.	Employee Name	Employee Position Title	Site Location	Comments
00-0000	VACANT	TEACHER IV	430 AUMS	Vice: Ordella Pritchard
4170	VELMA V CRUZ	TEACHER IV	437 ASTMS	Resignation EFF: May 24, 2022
6928	JANA SALAS	TEACHER IV	435 LPUMS	
00-0000	VACANT	TEACHER IV	840 ESCL	
14419	VAN JOSEPH ABIERA	COMP TECH II	820 C&I	
15608	ISAAC DAVID	COMP TECH II	820 C&I	Resignation EFF:
13987	PATTERSON AGUSTIN	COMP TECH II	820 C&I	
13985	AUBREY SANTOS	COMP TECH II	820 C&I	

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

Immediate Supervisor's Name: STEVEN V. PANGELINAN	Date: 10/10/2022
Immediate Supervisor's Signature: 	

Project Coordinator Name: DORIS D. BUKIKOSA, PL	Date: 10/11/2022
Project Coordinator Signature: 	

Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	Date:
Federal Programs Compliance Administrator Signature:	

Project Manager Name: ERIKA S. CRUZ, DS ESCL	Date: 10/12/2022
Project Manager Signature: 	

PROJECT NAME: #4 SCHOOL CLIMATE CULTURE & ENGAGEMENT PROJECT

REGULAR SALARIES				FY'20 Carryover			FY'21			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Total
PPE: 07/02/22	28	\$ 47,414.15	100%			\$ -	\$ 47,414.15	\$ 18,535.47	\$ 65,949.62	\$ 47,414.15	\$ 18,535.47	\$ 65,949.62
PPE: 07/16/22	28	\$ 49,723.41	100%			\$ -	\$ 49,723.41	\$ 18,233.68	\$ 67,957.09	\$ 49,723.41	\$ 18,233.68	\$ 67,957.09
PPE: 07/30/22	28	\$ 57,914.13	100%			\$ -	\$ 57,914.13	\$ 19,921.75	\$ 77,835.88	\$ 57,914.13	\$ 19,921.75	\$ 77,835.88
PPE: 08/13/22	28	\$ 48,640.09	100%			\$ -	\$ 48,640.09	\$ 18,482.69	\$ 67,122.78	\$ 48,640.09	\$ 18,482.69	\$ 67,122.78
PPE: 08/27/22	26	\$ 47,567.38	100%			\$ -	\$ 47,567.38	\$ 17,804.31	\$ 65,371.69	\$ 47,567.38	\$ 17,804.31	\$ 65,371.69
PPE: 09/10/22	27	\$ 48,489.59	100%			\$ -	\$ 48,489.59	\$ 18,363.53	\$ 66,853.12	\$ 48,489.59	\$ 18,363.53	\$ 66,853.12
PPE: 09/24/22	27	\$ 48,254.77	100%			\$ -	\$ 48,254.77	\$ 18,270.65	\$ 66,525.42	\$ 48,254.77	\$ 18,270.65	\$ 66,525.42
Sub Totals	192	\$ 348,004					\$ 348,004	\$ 129,612	\$ 477,616	\$ 348,004	\$ 129,612	\$ 477,616
Indirect Cost (9.5%)		\$ 33,060.33										\$ 33,060
Total 4th Qtr	192	\$ 381,063.85					\$ 348,003.52	\$ 129,612.08	\$ 477,615.60	\$ 348,003.52	\$ 129,612.08	\$ 477,615.60

PART-TIME SALARIES				FY'20 Carryover			FY'21			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Totals
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals												
Indirect Cost (9.5%)												\$ -
Total 4th Qtr												\$ -
Grand Total 4th Qtr												\$ -

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

Type or Print Name and Title of Program Manager	ERIKA S. CRUZ DS ESCL	Telephone: (area code, number, and extension)	(671) 300-1631
		Email address:	escruz@doe.net
Signature of Authorized Certifying Official:		Date Report Submitted: (Month, Day, Year)	10/12/2022
		Telephone: (area code, number, and extension)	(671) 300-1625
Type or Print Name and Title of Project Coordinator:	Doris Bukikosa Project Lead	Email address:	dbukikosa@doe.net
		Date Report Submitted: (Month, Day, Year)	10/11/2022
Signature of Project Coordinator:			

FEDERAL PROGRAMS DIVISION



FY 2021 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Fixed Assets

October 31, 2022

FEDERAL PROGRAMS DIVISION



FY 2021 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 5

Private-Non-Public

Quarterly Report Documents:

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

October 31, 2022

FEDERAL PROGRAMS DIVISION



FY 2021 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Original Submitted Quarterly Report

October 31, 2022

**FFY 2021 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A210002**

Grant Name: Consolidated Grant FFY 2021 Grant#: S403A210002

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

PROJECT TITLE: Project #5: Private, Non-Public – Office of Catholic Education

PROJECT COORDINATOR: Fr. Val Gabriel Rodriguez

PROJECT MANAGER: Ike C. Santos

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

10/ 01/21- 12/31/21	01/01/22- 03/31/22	04/01/22- 06/30/22	07/01/22- 09/30/22
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
			X
REPORT DUE: 1/10/22	REPORT DUE: 04/11/22	REPORT DUE: 07/11/22	REPORT DUE: 10/10/22
ANNUAL REPORT DUE: 11/14/2022			

AMOUNT BUDGETED (FFY 2021): \$ <u>3,518,585.39</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>32,063.96</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>0.09%</u>
AMOUNT BUDGETED (FFY 2020): \$ <u>2,742,029.72</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>1,542,395.31</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>56%</u>

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
Pre-K - 5	1,310		126					
6 - 8	704		45	21				
9 - 12	1,025		85	12				
TOTAL	3,039		256	33				

LIST THE PROJECT GOALS: By the end of the three-year grant program, the PNPs will have achieved the following overall goal: a) Expand student access to experiences to improve student performance in math and reading and enhance their college and career readiness; and b) Provide professional development and technology support for teachers to hone their knowledge and skills in technology integration and disciplinary specific pedagogies.

LIST THE PROJECT OBJECTIVES: **Goal 1, Year 2:** Improve academic performance in math and reading by at least 2% from baseline on the summative assessment used by the Private, Non-Public (PNP) school.

**FFY 2021 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A210002**

Goal 2, Year 2: The percent of AP students scoring 3 or above will increase by at least 2% for those PNPs offering AP.
Goal 3, Year 2: At least 40% of teachers participating in PD trainings will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
Goal 4, Year 2: There will be at least a 2% increase in student participation in STEAM activities, other academic and non-academic special events and at least 60% of participating students will report they are more engaged in learning and that they had a positive experience.
Goal 5, Year 2: 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 15% off these students will indicate an interest in pursuing a STEAM college path/CTE path.
Goal 6, Year 2: At least 10% of teachers and students in participating schools will report improved access to technology and online resources and increased integration of technology in the classroom.

PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p><u>Note to PNP:</u> Each of the six (6) goals below has to have a separate narrative for this section, as applicable to the school.</p> <p>Goal 1: Academic Performance Improve academic performance in math and reading by at least 5% from baseline on the summative assessment used by the Private, Non-Public (PNP) school.</p> <p>Goal 2: Advanced Placement (AP)</p>	<p><u>GOAL 1: Academic Performance</u></p> <ul style="list-style-type: none"> Summative assessment methods were used in OCE classrooms including open responses, participation, reviews, skills performance, article reviews, assignments, written work, essays, homework, iso portfolios, learning checks, online and classroom quizzes, tests: chapter, unit, skill, standardized, cumulative assessments, quarterly exams, presentations, quarterly projects, etc. Pre ACT 8/9 was administered to 8th and 9th graders in during this reporting period at 6 schools with 8th grade students and 3 high schools with 9th grade students. 	<p><u>GOAL 1: Academic Performance</u></p> <ul style="list-style-type: none"> OCE schools continue to implement formative and summative assessments in all classrooms for over 3,000 students grades Pre-K to 12. Schools reported students were able to thrive more with in person learning and work closely with teachers to improve literacy skills with a more hands on approach with various activities, tests, quizzes to assess their performance. Consistent face to face learning allowed students to apply themselves more in class rather than virtual learning. Summative assessments used include <ul style="list-style-type: none"> Skills Performance Student Participation Essays ISO portfolios Chapter Quizzes Quarterly Exams

**FFY 2021 CONSOLIDATED GRANT
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 Grant Award #: S403A210002**

<p>The percent of Advanced Placement (AP) students scoring 3 or better will increase by at least 5% for those PNPs offering AP.</p> <p>Goal 3: Professional Development (PD) At least 50% of teachers participating in Professional Development (PD) trainings will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).</p> <p>Goal 4: Specialized Events & Opportunities There will be at least a 5% increase in student participation in Science, Technology, Engineering, Arts, and Math (STEAM) activities, other academic and non-academic special events, and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.</p> <p>Goal 5: Academic & Career Planning At least 80% of participating students will indicate that College/Career Fair is helpful in providing them the</p>	<p><u>GOAL 2: Advanced Placement</u></p> <ul style="list-style-type: none"> • OCE High Schools administered AP exams in 3rd quarter. <p><u>GOAL 3: Professional Development (PD)</u></p> <ul style="list-style-type: none"> • IXL Webinar • Violent Crimes Against Children Symposium • Beginner’s Guide to Nearpod • Active Shooter Training • Intro to Web-Based Apps • 15 Minute Kami Training • FY22 CG Workshop for School Administrators & OCE staff <p><u>GOAL 4: Specialized Events & Opportunities</u></p> <ul style="list-style-type: none"> • 490 students participated in classroom STEAM Activities in 3 high schools and 6 PreK-8 schools. <p><u>GOAL 5: Academic & Career Planning</u> College Exploration and Readiness Opportunities held for students by FDMS. College/Career Fair</p> <ul style="list-style-type: none"> • September 23, 2022, Virtual College Visit – Seattle University 	<p><u>GOAL 2: Advanced Placement</u> AP classes were held in 3 OCE high schools (AOLG, FDMS, NDHS) for this reporting period. 392 students participated in AP classes in multiple subjects including Calculus, Comparative Government, English Literature & Composition, Psychology, U.S. Government, U.S. History, and World History.</p> <p><u>GOAL 3: Professional Development (PD)</u> OCE teachers and staff participated and completed multiple PDs this quarter. Evidence provided in attachment.</p> <p><u>GOAL 4: Specialized Events & Opportunities</u> Participation by students in specialized events including STEAM, ACB, NFL activities. These opportunities allowed them to be more engaged in learning and broadened their knowledge in various areas. Students reported a positive experience.</p> <p><u>GOAL 5: Academic & Career Planning</u> One high school (FDMS) facilitated a virtual College Visit with Seattle University in which students participated during their lunch hour. Number student participating in</p>
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<p>information needed to prepare for a college/career path, and at least 25% of participating students will indicate an interest in pursuing a STEAM college path/CTE path.</p> <p>Goal 6: Technology & Technology Integration At least 30% of teachers and students in all of the participating schools will report improved access to technology and online resources and increased integration of technology in the classroom.</p>	<ul style="list-style-type: none"> September 26, 2022, Virtual College Visit – Vanderbilt University <p><u>GOAL 6: Technology & Technology Integration</u></p> <ul style="list-style-type: none"> 100% of teachers and students have access to technology. Each teacher is provided a laptop and/or desktop from either the school and/or a federal grant. Most students use laptops are available for each student to use while on campus. 89% of teachers and students reported improved access to technology/online resources. 84% of teachers and students reported increased integration of technology in the classroom. 	<p>two (2) Virtual University College visits is pending.</p> <p><u>GOAL 6: Technology & Technology Integration</u> Use of technology by both teachers and students facilitated and supplemented learning throughout the quarter.</p> <ul style="list-style-type: none"> 3 High schools: Students used laptops in the classrooms and at home to access online resources provided by teachers and completed assignments, digital presentations and portfolios as required for all content areas. 6 K-8 schools: Students used laptops in the classroom to access online resources and complete assignments for all content areas. 3 Nursery- Kinder Schools: Students used technology devices for teaching and learning early childhood development activities such as free play, learning nursery rhymes, movement, dancing, vocabulary, and more.
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT’S EFFECTIVENESS</p>
<p>Goal 1: Academic Performance Goal 1, Year 2: Improve academic performance in math and reading by at least 4% from baseline on the summative assessment used by the Private, Non-Public (PNP) school.</p>	<p><u>GOAL 1: Academic Performance</u></p> <ul style="list-style-type: none"> Over 3,000 students in 12 schools; 3 high schools serving students grades 9-12; 6 schools serving grades PreK-8, and 3 schools serving nursery-Kinder enrolled students. 	<p><u>GOAL 1: Academic Performance</u></p> <ul style="list-style-type: none"> 3 high schools serving grades 9-12 indicate COMPLETED 50% OR MORE 5 schools serving grades PreK-8 indicate COMPLETED 50% OR MORE 1 school serving grades PreK-8 indicate they are at LESS THAN 50% 3 schools serving grades Nursery-Kinder indicated

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<p>Goal 2: Advanced Placement (AP) Goal 2, Year 2: The percent of AP students scoring 3 or above will increase by at least 4% for those PNPs offering AP.</p> <p>Goal 3: Professional Development (PD) Goal 3, Year 2: At least 45% of teachers participating in PD trainings will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).</p> <p>Goal 4: Specialized Events & Opportunities Goal 4, Year 2: There will be at least a 4% increase in student participation in STEAM activities, other academic and non-academic</p>	<p><u>GOAL 2: Advanced Placement (AP)</u></p> <ul style="list-style-type: none"> • 392 students enrolled in AP course at 3 high schools <p><u>GOAL 3: Professional Development (PD)</u> Participation in school PDs; both local and federally funded:</p> <ul style="list-style-type: none"> • 3 High schools: 31 teachers/staff participation • 4 PreK-8 schools: 125 teachers/staff participation • 2 Nursery- Kinder schools: 16 teachers/staff participation <p><u>GOAL 4: Specialized Events & Opportunities</u></p> <ul style="list-style-type: none"> • 490 students participated in classroom STEAM Activities in 3 high schools and 6 PreK-8 schools. 	<p align="center">COMPLETED 50% OR MORE</p> <ul style="list-style-type: none"> • Summative assessments used by schools include <ul style="list-style-type: none"> • Skills Performance • Student Participation • Essays • ISO portfolios • Chapter Quizzes • Quarterly Exams <p>See attached supporting document for evidence on goals/components.</p> <p><u>GOAL 2: Advanced Placement (AP)</u></p> <ul style="list-style-type: none"> • 3 high schools COMPLETED 50% OR MORE <p>See attached supporting document for evidence on goals/components.</p> <p><u>GOAL 3: Professional Development (PD)</u></p> <ul style="list-style-type: none"> • 3 high schools COMPLETED 50% OR MORE • 4 PreK-8 schools COMPLETED 50% OR MORE • 2 PreK-8 schools COMPLETED LESS THAN 50% • 3 Nursery-Kinder schools COMPLETED LESS THAN 50% <p>See attached supporting document for evidence on goals/components.</p> <p><u>GOAL 4: Specialized Events & Opportunities</u></p> <ul style="list-style-type: none"> • 3 high schools COMPLETED 50% OR MORE • 3 PreK-8 schools COMPLETED 50% OR MORE • 3 PreK-8 schools COMPLETED LESS THAN 50% • 3 Nursery-Kinder schools COMPLETED 50% OR MORE
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special events and at least 65% of participating students will report they are more engaged in learning and that they had a positive experience.

Goal 5: Academic & Career Planning

Goal 5, 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 20% off these students will indicate an interest in pursuing a STEAM college path/CTE path.

Goal 6: Technology & Technology Integration

Goal 6, Year 2: At least 20% of teachers and students in participating schools will report improved access to technology and online resources and increased integration of technology in the classroom.

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

- NOT STARTED
- LESS THAN 50% COMPLETED

GOAL 5: Academic & Career Planning
REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER.

GOAL 6: Technology & Technology Integration

- 21 high school students at 1 high school
- 48 high school teachers at 2 high schools
- 197 students at 1 PreK-8 school
- 10 teachers at 1 Nursery-Kinder school

See attached supporting document for evidence on goals/components.

GOAL 5: Academic & Career Planning

- 13 schools indicated NOT STARTED/Less Than 50%

GOAL 6: Technology & Technology Integration

- 2 high schools schools COMPLETED 50% OR MORE
- 1 high school COMPLETED LESS THAN 50%
- 6 PreK-8 schools COMPLETED 50% OR MORE
- 3 Nursery-Kinder schools COMPLETED 50% OR MORE

See attached supporting document for evidence on goals/components.

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<input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED		
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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Target vs. Actual)			
					Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022
Goal 1: Academic Performance					<u>Target:</u> 4% improvement <u>Target:</u> ACT Aspire testing not done at this time. <u>Actual:</u> Ongoing instruction.	<u>Target:</u> ACT Aspire testing not done at this time. <u>Actual:</u> Ongoing instruction	Not available at time at this time; Of 13 schools, 85% of students report being more engaged in learning and/or had a more positive experience in school this quarter.	<u>Target:</u> 4% <u>Math-</u> 48.35% improved <u>Language Arts-</u> 48.25% improved

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<p>Goal 2: Advanced Placement (AP)</p>							<p><u>Target:</u> AP Testing not administered at this time</p>	<p>392 students enrolled in AP courses or 38% of students.</p>
<p>Goal 3: Professional Development (PD)</p>					<p><u>Target:</u> 20% (if survey administered at this time. <u>Actual:</u> 25% of teachers participated in professional development activities.</p>	<p><u>Target:</u> 20% (if survey administered at this time. <u>Actual:</u> 43 teachers participated in school level professional development activities.</p>	<p><u>Target:</u> 20% (if survey administered at this time. <u>Actual:</u> 40% teachers, administrators and staff participated in school level and federal professional development activities.</p>	<p>100% of teachers have access to laptops with 30% having access to MiFi devices; 172 teachers and students were issued laptops and MiFi devices this quarter.</p>
<p>Goal 4: Specialized Events & Opportunities</p>					<p><u>Target:</u> 4% increase in student participation in STEAM activities, other academic and non-academic special</p>	<p><u>Target:</u> 4% increase in student participation in STEAM activities, other academic and non-academic</p>	<p><u>Target:</u> 4% increase in student participation in STEAM activities, other academic and non-academic special</p>	<p>490 students participated in classroom STEAM Activities in 3 high schools and 6 PreK-8 schools.</p>

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<p>Goal 5: Academic & Career Planning</p>					<p>events. <u>Actual:</u> 581 students participated in STEAM activities. Student survey indicates 85% agree and 25% strongly agree they were engaged in learning and confident in their academic work.</p> <p><u>Target:</u> 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.</p> <p><u>Actual:</u> No activity for this quarter.</p>	<p>special events. <u>Actual:</u> 394 students participated in STEAM activities and other academic and non-academic activities including ACB, NFL, and GATE.</p> <p><u>Target:</u> 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.</p> <p><u>Actual:</u> No activity for this quarter.</p>	<p>events. <u>Actual:</u> 45% of students participated in STEAM classroom activities. 15% of students participated in ACB & and 18% in NFL.</p> <p><u>Target:</u> 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.</p> <p><u>Actual:</u> No activity for this quarter.</p>	<p><u>Target:</u> 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.</p> <p><u>Actual:</u> No data available for this quarter.</p>
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<p>Goal 6: Technology & Technology Integration</p>					<p><u>Target:</u> At least 20% of teachers and students in participating schools report improved access to technology and online resources and increased integration technology in the classroom.</p> <p><u>Actual:</u> 98% of teachers and students have access to technology and use of technology in the classroom and at home</p>	<p><u>Target:</u> At least 20% of teachers and students in participating schools report improved access to technology and online resources and increased integration technology in the classroom.</p> <p><u>Actual:</u> 98% of teachers and 100% students have access to technology. 100% of teachers and students benefit from technology integration in the classroom.</p>	<p><u>Target:</u> At least 20% of teachers and students in participating schools report improved access to technology and online resources and increased integration technology in the classroom.</p> <p><u>Actual:</u> 98% of teachers and 100% students have access to technology. 100% of teachers and students benefit from technology integration in the classroom.</p>	<p><u>Target:</u> At least 20% of teachers and students in participating schools report improved access to technology and online resources and increased integration technology in the classroom.</p> <p><u>Actual:</u> 100% of teachers and 85% students have access to technology. 100% of teachers and students benefit from technology integration in the classroom.</p>
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PART II:

LIST TRAVEL ACTIVITIES COMPLETED.	No travel activity to report during this reporting period.
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FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	No travel activity to report during this reporting period.
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PART III:

DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	The OCE staff continues to provide monitoring and guidance to the 12 OCE schools during this reporting period with the support & assistance of Grants Office/FPD. Project personnel include the OCE Superintendent, Grant & Development Coordinator (G&DC), and Administrative Assistant. The OCE Grant & Development Coordinator prepared the quarterly reports while most of the procurement related responsibilities are handled by the Administrative Assistant. Progress continues to move forward to transfer procurement activities to the G&DC.
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<p>USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</p>	<p>OCE project personnel continue to process purchase orders, delivery and receiving reports and submitting to the Federal Programs Division/FPD. Invoice processing is moving along and the recording and maintaining of internal procurement records has been established. OCE has shared Google files with FPD. CG Quarterly reports are up to date at this time. Project personnel continue to provide guidance to all schools and respective grant teams in preparing quarterly reports.</p> <p>Progress and areas for improvement for this quarter:</p> <ol style="list-style-type: none"> 1) timely distribution and delivery of supplies, materials, and equipment, to schools 2) reaching benchmarks and clarifying with schools which of the 6 components applies to them 3) schools request summer PD activities instead of during school year 4) supplemental 3rd party technology training for teachers
<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>The supplies, equipment, and contractual items provided enable a more conducive and productive learning environment. Students' academic achievement is encouraged with the tools provided with program funds. The participation of our students in various extracurricular activities such as island wide competitions indicates their interest in engaging in more learning activities outside of the classroom.</p> <p>Project activities completed for all schools for Year 2:</p> <ul style="list-style-type: none"> • Goal 2: Advanced Placement – Year 2 AP activities completed. • Goal 3: Professional Development – Year 2 PD activities completed. • Goal 4: Specialized Events & Opportunities – Year 2 activities completed. • Goal 5: Academic & Career Planning – Year 2 activities completed. • Goal 6: Technology & Technology Integration – Year 2 technology activities completed.
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>OCE main office challenges:</p> <ul style="list-style-type: none"> • Bottleneck of invoice processing for three (3) Federal grants and having only one person address emails, calls, and processing activities. • Federally funded supplies, materials, equipment being delivered to OCE with post delivery distribution activities over 30 days causing storage of these items. • Recommending future purchase orders allow for OCE to work with vendors for direct delivery to schools instead of OCE main office. <p>School level challenges:</p> <ul style="list-style-type: none"> • Responding to each project's respective goals when not all the federally funded items requested to supplement the learning goals and objectives are received. i.e., they are still in the GDOE workflow for procurement. For example, the virtual dissection tables requested for the Science classes, the interactive whiteboards with accompanying peripherals for AP classes and other classes, etc.

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WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	Project activities incomplete that will continue to be implemented next quarter: <ul style="list-style-type: none"> • Goal 1: Academic Performance – an ongoing activity in all schools Schools are preparing for next quarter activities for all Year 3 Goals. Travel activities will take place next quarter where 13 teachers/administrators will participate in national educational conferences and upon return will provide district training to colleagues toward capacity building efforts.
EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.	<ul style="list-style-type: none"> • OCE staff monitor federally funded procurement activities including inputting of requisitions, communicating with vendors, arranging deliveries, and submitting delivery records signed invoices for payment processing. • OCE maintains fixed assets records and reports at our main office, currently at SVCS main office. • School grant teams monitor fixed assets at the school level, maintain delivery records and submit required paperwork to OCE as needed.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #5: Private, Non-Public – Office of Catholic Education

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Fr. Val Rodriguez _____
AUTHORIZED SCHOOL REPRESENTATIVES SIGNATURE DATE

PROJECT MANAGER NAME (PRINT) SIGNATURE DATE

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Grant Name: Consolidated Grant FFY 2021 **Grant#:** S403A210002

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

PROJECT TITLE: Project #5: Private, Non-Public School – Harvest Christian Academy

PROJECT COORDINATOR: Joshua Taylor

PROJECT MANAGER: Ike C. Santos

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

10/01/21- 12/31/21	01/01/22- 03/31/22	04/01/22- 06/30/22	07/01/22- 09/30/22
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
			X
REPORT DUE: 1/10/22	REPORT DUE: 04/11/22	REPORT DUE: 07/11/22	REPORT DUE: 10/10/22
ANNUAL REPORT DUE: 11/14/2022			

AMOUNT BUDGETED (FFY 2021): \$ <u>3,518,585.39</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>32,063.96</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>0.09%</u>
AMOUNT BUDGETED (FFY 2020): \$ <u>2,742,029.72</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>1,542,395.31</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>56%</u>

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 5	400								
6 - 8	192								
9 - 12	224								

LIST THE PROJECT GOALS: By the end of the three-year grant program (SY 22-23), the PNPs will have achieved the following overall goal: a) Expand student access to experiences to improve student performance in math and reading and enhance their college and career readiness; and b) Provide professional development and technology support for teachers to hone their knowledge and skills in technology integration and disciplinary-specific pedagogies.

LIST THE PROJECT OBJECTIVES: Due to the COVID-19 pandemic that created difficulty in data collection for Year 1, the annual targets for Year 2 and Year 3 have been revised. To make it more realistic for the project, the annual percentages/targets for Year 1 were maintained for Year 2, and Year 3 percentages were changed to reflect the original Year 2 percentages.

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~~For SY 21-22, the Private, Non-Public (PNP) schools will have achieved the following goals~~ **have the following annual targets:**

- Goal 1, Year 2:** Improve academic performance in math and reading by at least 2% from baseline on the summative assessment used by the Private, Non-Public (PNP) school.
- Goal 2, Year 2:** The percent of AP students scoring 3 or above will increase by at least 2% for those PNPs offering AP.
- Goal 3, Year 2:** At least 40% of teachers participating in PD trainings will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
- Goal 4, Year 2:** There will be at least a 2% increase in student participation in STEAM activities, other academic and non-academic special events and at least 60% of participating students will report they are more engaged in learning and that they had a positive experience.
- Goal 5, Year 2:** 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 15% of these students will indicate an interest in pursuing a STEAM college path/CTE path.
- Goal 6, Year 2:** At least 10% of teachers and students in participating schools will report improved access to technology and online resources and increased integration of technology in the classroom.

PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
Goal 4: Specialized Events & Opportunities	<p>5.1.3.2 Academic Special Events: Stipends for eligible Coaches to promote academic excellence and support the Private, Non-Public School (PNP) students. Coaches for Math Olympiad, Math Counts, Academic Challenge Bowl and National Forensic League (may be teachers) are identified by principals and prepare students for competitions after school and on Saturdays. Coaching and competitions are held outside regular school day. An annual island wide awards ceremony will be held in May at venue (funded) to award all Academic Special Events winners (funds for trophies/medals/ribbons). Special events include:</p> <p> Math Olympiad:</p>	<p align="center">N/A</p>

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	<p>No activity during this reporting period.</p> <p> Math Counts: No activity during this reporting period.</p> <p> Academic Challenge Bowl (ACB): No activity during this reporting period.</p> <p> National Forensic League (NFL): No activity during this reporting period.</p>	<p>The Math Counts activities took place during the months of February – May 2022.</p> <p>The Academic Challenge Bowl activities took place during the months of February – May 2022.</p> <p>The National Forensic League activities took place during the months of February – May 2022.</p>												
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT’S EFFECTIVENESS</p>												
<p>Goal 4: Specialized Events & Opportunities</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input checked="" type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <table border="1" data-bbox="535 906 1276 1380"> <tr> <td colspan="2" data-bbox="535 906 1276 966">FFY 2021 Total Student Participants: 53</td> </tr> <tr> <td data-bbox="535 966 844 1079">Academic Special Event</td> <td data-bbox="844 966 1276 1079">No. of Student Participants</td> </tr> <tr> <td data-bbox="535 1079 844 1128">Math Olympiad</td> <td data-bbox="844 1079 1276 1128">0</td> </tr> <tr> <td data-bbox="535 1128 844 1234">Math Counts</td> <td data-bbox="844 1128 1276 1234">24 (12 of which qualified for 2nd and 3rd rounds)</td> </tr> <tr> <td data-bbox="535 1234 844 1307">ACB</td> <td data-bbox="844 1234 1276 1307">8 Middle School 0 High School</td> </tr> <tr> <td data-bbox="535 1307 844 1380">National Forensic League</td> <td data-bbox="844 1307 1276 1380">21</td> </tr> </table>	FFY 2021 Total Student Participants: 53		Academic Special Event	No. of Student Participants	Math Olympiad	0	Math Counts	24 (12 of which qualified for 2 nd and 3 rd rounds)	ACB	8 Middle School 0 High School	National Forensic League	21	<p>BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE PROJECT’S PROGRESS FOR THE QUARTER?</p> <p>In these four Academic Special Events, there was a 24.29% decrease in the total number of students participating from FFY2019 to FFY2021.</p> <p>Although less total students competed in these competitions in FFY2021 than in FFY2019, the quality of these students’ competition was still high, with a few students moving on to compete in the national round of Math Counts.</p> <p>The perceived value of these competitions is hopefully not skewed by the drop in participants, as there was a challenge with students being unable to compete in FFY2020 due to the COVID pandemic. Our school intends to continue participating in these competitions.</p>
FFY 2021 Total Student Participants: 53														
Academic Special Event	No. of Student Participants													
Math Olympiad	0													
Math Counts	24 (12 of which qualified for 2 nd and 3 rd rounds)													
ACB	8 Middle School 0 High School													
National Forensic League	21													

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FFY 2019 Total Student Participants: 70

Academic Special Event	No. of Student Participants
Math Olympiad	0
Math Counts	26
ACB	18 Middle School 10 High School
National Forensic League	16

Since there were no competition participation in FFY2020 (due to the COVID pandemic), the total student count for FFY2021 is compared to the total student count for FFY2019.

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<p>are more engaged in learning and had a positive experience</p>									
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PART II:

LIST TRAVEL ACTIVITIES COMPLETED.

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

No travel activities to report during this reporting period.

FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.

No travel activities to report during this reporting period.

PART III:

**FFY 2021 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A210002**

<p>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.</p>	<p>Because the Academic Special Events that Harvest participated in occurred during the 2nd and 3rd quarters, no task was carried out by Harvest during this reporting period.</p>
<p>USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</p>	<p>Because the Academic Special Events that Harvest participated in occurred during the 2nd and 3rd quarters, no task was carried out by Harvest during this reporting period.</p>
<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>Although less total students competed in these competitions in FFY2021 than in FFY2019, the quality of these students' competition was still high, with a few students moving on to compete in the national round of Math Counts. Our school intends to continue participating in these competitions.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>No challenges to report during this reporting period.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>None at all, this is the final quarter of this Consolidated Grant cycle.</p>

FFY 2021 CONSOLIDATED GRANT
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EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.

Due to the COVID pandemic and stay at home orders, data is unavailable from the previous year to compare to, Harvest will use our student numbers from this year to grow on for the next school year.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #5: (School Name)

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Ben Olson
AUTHORIZED SCHOOL REPRESENTATIVE (PRINT)


AUTHORIZED SCHOOL REPRESENTATIVE (SIGN)

10-13-2022
DATE

Joshua Taylor
PROJECT MANAGER NAME (PRINT)


PROJECT MANAGER (SIGN)

10-13-2022
DATE

**FFY 2021 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A210002**

Grant Name: Consolidated Grant FFY 2021 **Grant#:** S403A210002

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

PROJECT TITLE: Project #5: Private, Non-Public School – (St. John’s School)

PROJECT COORDINATOR:

PROJECT MANAGER: Ike C. Santos

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

10/ 01/21- 12/31/21	01/01/22- 03/31/22	04/01/22- 06/30/22	07/01/22- 09/30/22
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
			X
REPORT DUE: 1/10/22	REPORT DUE: 04/11/22	REPORT DUE: 07/11/22	REPORT DUE: 10/10/22
ANNUAL REPORT DUE: 11/14/2022			

AMOUNT BUDGETED (FFY 2021): <u>\$3,518,585.39</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) <u>\$ 32,063.96</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>0.09%</u>
AMOUNT BUDGETED (FFY 2020): <u>\$2,742,029.72</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) <u>\$ 1,542,395.31</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>56%</u>

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 5	184		16	1					
6 - 8	123		13	1					
9 - 12	183		21	1					

LIST THE PROJECT GOALS:

By the end of the three-year grant program, the PNPs will have achieved the following overall goal: a) Expand student access to experiences to improve student performance in math and reading and enhance their college and career readiness; and b) Provide professional development and technology support for teachers to hone their knowledge and skills in technology integration and disciplinary specific pedagogies.

**FFY 2021 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A210002**

LIST THE PROJECT OBJECTIVES:	<p>Goal 1, Year 2: Improve academic performance in math and reading by at least 2% from baseline on the summative assessment used by the Private, Non-Public (PNP) school.</p> <p>Goal 2, Year 2: The percent of AP students scoring 3 or above will increase by at least 2% for those PNPs offering AP.</p> <p>Goal 3, Year 2: At least 40% of teachers participating in PD trainings will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).</p> <p>Goal 4, Year 2: There will be at least a 2% increase in student participation in STEAM activities, other academic and non-academic special events and at least 60% of participating students will report they are more engaged in learning and that they had a positive experience.</p> <p>Goal 5, Year 2: 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 15% off these students will indicate an interest in pursuing a STEAM college path/CTE path.</p> <p>Goal 6, Year 2: At least 10% of teachers and students in participating schools will report improved access to technology and online resources and increased integration of technology in the classroom.</p>
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PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>Goal 1: Academic Performance</p> <p>Goal 2: Advanced Placement (AP)</p> <p>Goal 3: Professional Development (PD)</p> <p>Goal 4: Specialized Events & Opportunities</p> <p>Goal 5: Academic & Career Planning</p> <p>Goal 6: Technology & Technology Integration</p>	<ul style="list-style-type: none"> ➤ GOAL 1: Academic Performance: ONGOING - This is usually measured by the standardized tests given each year. These tests are given in late April and early May, this the results are not yet available. ➤ GOAL 2: Advanced Placement: ONGOING - As with above, testing has not yet occurred, teachers and students are in class preparing for exams. ➤ GOAL 3: ONGOING Teachers have been involved in Social/Emotional Health training and Critical thinking training. ➤ GOAL 4: ONGOING Students are participating in Academic challenge Bowl ➤ GOAL 5: This activity is delayed. ➤ GOAL 6: ONGOING 	<ul style="list-style-type: none"> ➤ GOAL 1: Classes are in session and we will test in about 4 weeks. This is usually measured by the standardized tests given each year. These tests are administered in late April and early May, this the results are not yet available. ➤ GOAL 2: Teaching is ongoing and the culmination of these classes is the exam period, which is next month. Results will be available in July. ➤ GOAL 3: Teacher has recently completed work in these two areas. They have commented that they found the training to be relevant and helpful. They are working the ideas into their daily lessons. ➤ GOAL 4: Students are currently engaged in the Academic Challenge Bowl season. ➤ GOAL 5: The Career and College Planning activities were delayed. ➤ GOAL 6: Teachers are using technology and integrating into their classes.

**FFY 2021 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A210002**

GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>Goal 1: Academic Performance</p> <p>Goal 2: Advanced Placement (AP)</p> <p>Goal 3: Professional Development (PD)</p> <p>Goal 4: Specialized Events & Opportunities</p> <p>Goal 5: Academic & Career Planning</p> <p>Goal 6: Technology & Technology Integration</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ GOAL 1: Standardized test results were received and evaluated ➤ GOAL 2: AP test results were received and evaluated ➤ GOAL 3: Data will be reflected in online surveys answered by faculty. ➤ GOAL 4: Data will be reflected in online surveys conducted by students. ➤ GOAL 5: This activity has been delayed ➤ GOAL 6: Data will be reflected in online surveys answered by faculty and students/parents. <p><i>Insert Primary Data Here:</i></p>	<p>BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ GOAL 1: Standardized test results show that students are continuing to succeed, however the anticipated growth was not achieved. ➤ GOAL 2: AP test results were well above national averages, however the desired goal was not achieved. ➤ GOAL 3 : These surveys not yet completed ➤ GOAL 4: These surveys will be completed by the end of the year. ➤ GOAL 5: This activity has been delayed, the College Fair was postponed. ➤ GOAL 6: This is progressing nicely. 81.1% of faculty and 91.6% of students/parents are happy with the technology use in helping to facilitate the learning. At this time, with the lack of any external, standardized data, our conclusions on academic advancement will be only anecdotal. Teachers have been confident they can deliver an effective curriculum, but feel they have been put behind in their timelines, due to restricted hours of instruction under COVID. On the component "Technology and Technology Integration", both students and teachers alike are positive that significant strides have been made on improving access to technology and the use of technology in the teaching and learning process. Survey results for both groups show that the target percentages are way exceeded for the quarter. Nothing can be said regarding effectiveness on the rest of the goals/components because there is no data to base it on, resulting from the inability to implement activities due to the COVID-related restrictions.

**FFY 2021 CONSOLIDATED GRANT
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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</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 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
Goal 1: Academic Performance	Goal 1: 5% increase in Math and Reading	Test scores	Percentiles	Yes	Baseline data was changed. This will be the initial year of new data.	Target: ACT Aspire/ summative testing not done at this time	Standardized testing not completed at this time	Testing does not show a 5% overall increase in reading and math	A new school year has begun, thus no new testing data is available
Goal 2: Advanced Placement (AP)	Goal 2: 5% increase in students receiving a 3 or better	Test scores	Percentiles	Yes	78.8%	Actual: Ongoing instruction Target: ACT Aspire/ summative testing not done at this time	Standardized testing not completed at this time.	Number of students earning a 3 or better fell from 78 to 61	A new school year has begun, thus no new testing data is available
Goal 3: Professional Development (PD)	Goal 3: 50% of teachers reporting using PD in class.	Survey	Percentage response	Yes	No Baseline data	Actual: Ongoing instruction	PD was delayed and not performed at this time.	PD was delayed and not performed.	New PD programs have begun, but are not completed.
Goal 4: Specialized Events & Opportunities	Goal 4: Specialized Events & Opportunities	Survey	Percentage response	Yes	No Baseline data		Survey not administered.	Special Events were not offered	Special events have not begun yet
Goal 5: Academic & Career Planning	Goal 5: 5% increase in STEM	Survey	Percentage response	Yes	No Baseline data			College and Career Fairs	

**FFY 2021 CONSOLIDATED GRANT
 QUARTERLY REPORT
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<p>Goal 6: Technology & Technology Integration</p>	<p>and 70% indicating positive experience Academic & Career Planning</p> <p>Goal 6: 30% of teachers reporting increased integration</p>	<p>Survey</p>	<p>Percentage response</p>	<p>Yes</p>	<p>No baseline data</p>		<p>81.1%</p>	<p>were not available 83.3%</p>	<p>College and Career fairs have not yet taken place.</p>
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PART II:

<p>LIST TRAVEL ACTIVITIES COMPLETED.</p>	<p>No travel activities to report during this reporting period.</p>
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<p>FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p>	<p>No travel activities to report during this reporting period.</p>
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PART III:

<p>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.</p>	<p>The bulk of our standardized testing was performed and evaluated. Teachers have been working on the new school year and developing lessons for students. There is some professional development that has begun, but is not yet completed.</p>
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**FFY 2021 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A210002**

USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	The data has been received and is being evaluated by both administration and the faculty. The areas for improvement have been analyzed. Teachers has begun their new planning to develop ideas to improve results.
EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	The funds used in the training of our faculty and the events available to our students all help to promote academic success among our students, In addition, the access to technology we would otherwise not have helps to prepare our students for the 21 st century.
EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.	The activities and programs are still impacted by COVID, but we are able to conduct more meetings and some travel activities are taking place.
WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	While instruction for the new year has just begun, some professional development activities have also begun. These are in process or are anticipated in the coming weeks.

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EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.

Methods of monitoring are administrative oversight, records of activities and meetings, and testing results.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #5: (School Name)

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

J. Robert Kelley
AUTHORIZED SCHOOL REPRESENTATIVE (PRINT)

AUTHORIZED SCHOOL REPRESENTATIVE (SIGN)

DATE

PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGN)

DATE

**FFY 2021 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A210002**

Grant Name: Consolidated Grant FFY 2021 **Grant#:** S403A210002

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

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

PROJECT COORDINATOR: Debbie Pineda

PROJECT MANAGER: Ike C. Santos

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

10/01/21-12/31/21	01/01/22-03/31/22	04/01/22-06/30/22	07/01/22-09/30/22
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
			X
REPORT DUE: 1/10/22	REPORT DUE: 04/11/22	REPORT DUE: 07/11/22	REPORT DUE: 10/10/22
ANNUAL REPORT DUE: 11/14/2022			

AMOUNT BUDGETED (FFY 2021): \$ <u>3,518,585.39</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>32,063.96</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>0.09%</u>
AMOUNT BUDGETED (FFY 2020): \$ <u>2,742,029.72</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>1,542,395.31</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>56%</u>

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 5	126		8						
6 - 8	102		15 (Secondary Total)						
9 - 12	162		15 (Secondary Total)						

LIST THE PROJECT GOALS: By the end of the three-year grant program, the PNPs will have achieved the following overall goal: a) Expand student access to experiences to improve student performance in math and reading and enhance their college and career readiness; and b) Provide professional development and technology support for teachers to hone their knowledge and skills in technology integration and disciplinary specific pedagogies.

**FFY 2021 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A210002**

<p>LIST THE PROJECT OBJECTIVES:</p>	<p>Goal 1, Year 2: Improve academic performance in math and reading by at least 2% from baseline on the summative assessment used by the Private, Non-Public (PNP) school.</p> <p>Goal 2, Year 2: The percent of AP students scoring 3 or above will increase by at least 2% for those PNPs offering AP.</p> <p>Goal 3, Year 2: At least 40% of teachers participating in PD trainings will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).</p> <p>Goal 4, Year 2: There will be at least a 2% increase in student participation in STEAM activities, other academic and non-academic special events and at least 60% of participating students will report they are more engaged in learning and that they had a positive experience.</p> <p>Goal 5, Year 2: 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 15% off these students will indicate an interest in pursuing a STEAM college path/CTE path.</p> <p>Goal 6, Year 2: At least 10% of teachers and students in participating schools will report improved access to technology and online resources and increased integration of technology in the classroom.</p>
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PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p><i>Note to PNP: Each of the six (6) goals below has to have a separate narrative for this section, as applicable to the school.</i></p> <p>Goal 1: Academic Performance</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <ul style="list-style-type: none"> • ACT Aspire testing was completed in April/May 2021. • Drone Bundle Kits Status: Delayed/ Not Received. Reporting on this goal/component not applicable for this quarter. 	<p>➤ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <ul style="list-style-type: none"> • ACT Aspire testing was conducted during April/May 2021. Only students who opted for face-to-face instruction took the test while online students did not. Evidence is in the form of the test results.

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<p>Goal 2: Advanced Placement (AP)</p> <p>Goal 3: Professional Development (PD)</p> <p>Goal 4: Specialized Events & Opportunities</p> <p>Goal 5: Academic & Career Planning</p> <p>Goal 6: Technology & Technology Integration</p>	<ul style="list-style-type: none"> • Not applicable at this time. • Status of PD activities is ongoing. Teachers continue to integrate technology and implement strategies as we are hybrid since the start of this school year August 2021 to present. • Robotics teacher was able to have a field trip for an underwater robotics competition among SPCS robotics classes in November 2021 and host an in-school demonstration at the end of last school year. Instruction is ongoing. • Not applicable at this time. • Ongoing – Teachers and students (face-to-face) had access to laptops and iPads in elementary and core secondary classes. At this time we offered hybrid learning options due to COVID-19. Students at home utilized their own personal laptops/iPads. 	<ul style="list-style-type: none"> • Not applicable at this time. • Teachers who attended the PD last school year are implementing at least 1-2 strategies learned in their training. A PD session was held in May 2022. Implementation of strategies is ongoing • Using what students learned in robotics, students participated in an underwater robotics competition held at Onward Water Park. Total number of participants were 23 students + 1 robotics teacher + 1 assistant teacher. On campus activities were conducted as well. Instruction is ongoing. • Not applicable at this time. • Ongoing – Teachers and students (face-to-face) had access to laptops and iPads in elementary and core secondary classes. At this time we offered hybrid learning options due to COVID-19. Students at home utilized their own personal laptops/iPads.
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT’S EFFECTIVENESS</p>
<p><u>Note to PNP:</u> Each of the six (6) goals</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p>	<p>BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE</p>

**FFY 2021 CONSOLIDATED GRANT
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below has to have a separate narrative for this section, as applicable to the school.

- **IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a 'count') FOR USE IN CALCULATING A PERFORMANCE MEASURE UNDER THIS COMPONENT. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH.**
- **USING THE TABLE ON THE NEXT PAGE, PROVIDE SECONDARY DATA (e.g. a 'percentage') ON THE PROJECT'S PERFORMANCE MEASURES. IF DATA IS NOT AVAILABLE, SPECIFY WHY AND INDICATE WHEN DATA WILL BE AVAILABLE.**

¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'.
²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.

Insert Primary Data Here:

Goal 1: Academic Performance

- Please note that we have not receive the summative results/data for the ACT Aspire testing that was conducted in April/May 2021. This was indicated in our previous report. We are still awaiting a reply from the testing coordinator.

Goal 2: Advanced Placement (AP)

- Not applicable at this time.

Goal 3: Professional Development (PD)

- Teachers were given time from August-present to familiarize themselves with strategies learned from the training. Implementation of strategies is ongoing through the rest of this school year May 2022.

Goal 4: Specialized Events &

- Robotics teacher was able to have a field trip for an

PROJECT'S PROGRESS FOR THE QUARTER?

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

- Progress for this quarter includes teachers utilizing online ebooks and supplemental resources to carry out lessons, objectives, and standards for each grade level.

- Not applicable at this time.

- PD trainings were very condensed over a 2-3 day period and all sessions were online during summer 2021. With so much information to sift through and process, teachers just need more time to assess which strategies to utilize that will best aide in instruction in their respective content areas.

- Using what students learned in robotics, students participated in an underwater robotics competition

**FFY 2021 CONSOLIDATED GRANT
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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</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 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
<p><u>Note to PNP:</u> Each of the six (6) goals below has to have a separate table, as applicable to the school.</p> <p>Goal 1: Academic Performance</p> <p>a) At least 5% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding” level in Math from baseline</p>	<p>a) At least 4% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding” level in Math from baseline</p>	<p>ACT Aspire Spring Summative Results</p> <p>Or</p>	<p>% of teachers who report, or are observed, to have a change in classroom instructional practices</p>	<p>Yes</p>	<p>Target: <i>(This can be lifted from the Table of Performance Measures using the project’s Approved FFY’21 CGA Application)</i></p>				<p>Actual: Summative testing not done at this time.</p>

**FFY 2021 CONSOLIDATED GRANT
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<p>b) At least 2% increase in students scoring at the “<i>Proficient/Ready</i>” and “<i>Advanced/Exceeding</i>” level in Reading from baseline</p> <p>Goal 2: Advanced Placement (AP)</p> <p>Goal 3: Professional Development (PD)</p> <p>At least 50% of teachers participating in PD will report implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy)</p> <p>Goal 4: Specialized Events &</p>	<p>b) At least 4% increase in students scoring at the “<i>Proficient/Ready</i>” and “<i>Advanced/Exceeding</i>” level in Math from baseline</p> <ul style="list-style-type: none"> • Not applicable at this time. <p>At least 45% of teachers participating in PD will report implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy)</p>	<p>Results of any similar Summative Assessment used by the PNPs</p> <p>Web-based survey, Interviews</p>	<p>% of teachers who report, or are observed, to have a change in classroom instructional practices</p>	<p>Yes</p>	<p></p>	<p></p>	<p></p>	<p>Actual:</p> <p>Summative testing not done at this time.</p> <p>This marks the start of the new school year. Strategies will be implemented throughout the rest of this school year.</p> <p>This marks</p>
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<p>Opportunities</p> <p>a) There will be at least a 5% increase in student participation in STEAM activities, and other academic and non-academic special events</p> <p>b) At least 70% of students who participate in STEAM activities, and other academic and non-academic special events will indicate being engaged in learning and confident in their academic work</p>	<p>a) There will be at least a 4% increase in student participation in STEAM activities, and other academic and non-academic special events</p> <p>b) At least 65% of students who participate in STEAM activities, and other academic and non-academic special events will indicate being engaged in learning and confident in their academic work</p>	<p>Events Roster</p> <p>Web-based survey on ASE, VPA, Theater and Music events, and STEAM events</p>	<p>% increase in student participation in specialized events</p> <p>% of student participants who indicate being “engaged” and “confident” in their work</p>	<p>Yes</p>	<p>-----</p>			<p>the start of a new school year</p> <p>Actual: Robotics program continues with two middle school sections, two high school sections, and an elementary section.</p> <p>This marks the start of a new school year.</p> <p>Actual: More data will be made available in the next</p>
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<p>Goal 5: Academic & Career Planning</p>	<ul style="list-style-type: none"> • Not applicable at this time. 							<p>report as students become more engaged and familiar with the program.</p>
<p>Goal 6: Technology & Technology Integration</p> <p>a) At least 30% of teachers reporting 'improved access to technology and online</p>	<p>a) At least 20% of teachers reporting <i>'improved access to technology and</i></p>	<p>Web-based survey</p>	<p>% teachers reporting improved access to technology and online resources and more</p>	<p>Yes</p>				<p><u>Target:</u> This marks the start of a new school year.</p>

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<p>resources' and 'more technology integration in the classroom</p> <p>b) At least 30% of students reporting improved access to technology and online resources and more technology integration in the classroom</p>	<p><i>online resources' and 'more technology integration in the classroom</i></p> <p>At least 20% of students reporting 'improved access to technology and online resources' and 'more technology integration in the classroom</p>	<p>Web-based survey</p>	<p>technology integration in the classroom</p> <p>% students reporting improved access to technology and online resources and more technology integration in the classroom</p>						<p>Actual:</p> <p>94% - Satisfied 6% - Not Applicable</p> <p>Target:</p> <p>This marks the start of a new school year.</p> <p>Actual:</p> <p>90% - Agree 10% - Not Applicable</p>
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PART II:

<p>LIST TRAVEL ACTIVITIES COMPLETED.</p>	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT</p> <p>No travel activity to report during this reporting period.</p>
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<p>FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p>	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p>No travel activity to report during this reporting period.</p>
<p>PART III:</p>	
<p>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.</p>	<p>(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT</p> <p>SPCS teachers continue to do their best in implementing/incorporating technology to both online students and face-to-face students. Students on campus have access to laptops and/or iPads in their core classes. Our Robotics instructor continues to be creative by incorporating in-class and off-campus opportunities to showcase skills learned. Teachers selected to attend PD workshops online during summer 2022 used the first semester to familiarize themselves with the strategies, then implement and share strategies with teachers during the final in-school PD held during May 2023. They will be encouraged to utilize these strategies throughout this school year.</p>
<p>USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</p>	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>Data shows that majority of teachers and students are satisfied with the availability of technology and the implementation/incorporation of technology via iPads, laptops, online platforms, and ebooks. With grant funding, we will do a better job of obtaining quotes to renew subscriptions for ebooks and other online platforms.</p>

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<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>As of this quarter, we have yet to receive any materials or resources via CG2021 or CG2022 funding thus far. More will be updated in the next report. Since many students have gone from online to face-to-face learning and vice-versa, the platforms we have in place with ebooks and online resources have greatly helped students to access materials regardless of where they study from.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <p>Since I teach five classes full-time, I have had some struggles with being on task with following up on quotes and entering requisitions. One of our administrators resigned recently and another administrator is on maternity leave which puts the burden on me to do all tasks related to the federal grant. My mother also recently passed away and we are in the process of planning the funeral for later this month. In this reporting period (summer 2022), I will no longer teach full time and can now focus on grant reports and requisitions. I will also finally have a co-worker to assist me in August 2022.</p> <p>As of August 2022, I have a new assistant to help me with our grants. We are currently awaiting training for Munis to begin entering requisitions and were told to stand by for an update on training this week. This request was made almost a month ago.</p>

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WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT By next quarter, the project will hope to have the requisitions entered and materials/resources on hand. Teachers will meet to review and update the strategies they have been utilizing in their classes. Our robotics instructor will continue to find creative ways to showcase students’ skills using the resources provided.
EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.	100 WORD COUNT Resources used for project monitoring include data collection, surveys, interviews, and sign-in sheets.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #5: (St. Paul Christian School)

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Deborah Pineda
AUTHORIZED SCHOOL REPRESENTATIVE (PRINT)

Deborah Pineda
AUTHORIZED SCHOOL REPRESENTATIVE (SIGN)

Oct. 13, 2022
DATE

PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGN)

DATE

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Grant Name: Consolidated Grant FFY 2021 **Grant#:** S403A210002

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

PROJECT TITLE: Project #5: Private, Non-Public – Guam Adventist Academy

PROJECT COORDINATOR: Joaquina Vega

PROJECT MANAGER: Ike C. Santos

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

10/01/21- 12/31/21	01/01/22- 03/31/22	04/01/22- 06/30/22	07/01/22- 09/30/22
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
			X
REPORT DUE: 1/10/22	REPORT DUE: 04/11/22	REPORT DUE: 07/11/22	REPORT DUE: 10/10/22
ANNUAL REPORT DUE: 11/21/2022			

AMOUNT BUDGETED (FFY 2021): <p align="center"><u>\$3,518,585.39</u></p>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) <p align="center"><u>\$0.00</u></p>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <p align="center"><u>0%</u></p>
AMOUNT BUDGETED (FFY 2020): <p align="center"><u>\$2,742,029.72</u></p>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) <p align="center"><u>\$1,428,846.25</u></p>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <p align="center"><u>52%</u></p>

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 6	57	74	4						
7 - 8	22	37	11						
9 - 12	36	58	Same teachers 7-8	2 Pre-K-12					

LIST THE PROJECT GOALS:

By the end of the three-year program, the Private, Non-Public (PNP) schools will have achieved the following goals:

1. Improve academic performance in math and reading by at least 5% from baseline on the summative assessment used by the Private, Non-Public (PNP) school.
2. The percent of Advanced Placement (AP) students scoring 3 or better will increase by at least 5% for those PNPs offering AP.
3. At least 50% of teachers participating in Professional Development (PD) trainings will report implementing what was learned in the

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	<p>classroom and feeling more confident in their teaching effectiveness (teacher efficacy).</p> <p>4. There will be at least a 5% increase in student participation in Science, Technology, Engineering, Arts, and Math (STEAM) activities, other academic and non-academic special events, and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.</p> <p>5. 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 25% of participating students will indicate an interest in pursuing a STEAM college path/CTE path.</p> <p>6. At least 30% of teachers and students in all of the participating schools will report improved access to technology and online resources and increased integration of technology in the classroom.</p>
LIST THE PROJECT OBJECTIVES:	<p>Goal 1, Year 2: Improve academic performance in math and reading by at least 4% from baseline on the summative assessment used by the Private, Non-Public (PNP) school.</p> <p>Goal 2, Year 2: The percent of AP students scoring 3 or above will increase by at least 4% for those PNPs offering AP.</p> <p>Goal 3, Year 2: At least 45% of teachers participating in PD trainings will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).</p> <p>Goal 4, Year 2: There will be at least a 4% increase in student participation in STEAM activities, other academic and non-academic special events and at least 65% of participating students will report they are more engaged in learning and that they had a positive experience.</p> <p>Goal 5, 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 20% off these students will indicate an interest in pursuing a STEAM college path/CTE path.</p> <p>Goal 6, Year 2: At least 20% of teachers and students in participating schools will report improved access to technology and online resources and increased integration of technology in the classroom.</p>

PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>1. Academic Performance</p> <ul style="list-style-type: none"> ➤ Engineering/Robotics ➤ STEAM Enrichment Kits ➤ Initial Teacher Certification Assistance ➤ Early Childhood Universal Screeners ➤ LAS Links ➤ Kinder Learn 	<ul style="list-style-type: none"> ➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why. ➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”. <p><i>Provide bullet form listing below:</i></p>	<ul style="list-style-type: none"> ➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc. ➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)

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<ul style="list-style-type: none"> ➤ Eskuelan Puengi ➤ Summer School 	<p align="center">“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p>	<p align="center">“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p>
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT’S EFFECTIVENESS</p>
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a ‘count’) FOR USE IN CALCULATING A PERFORMANCE MEASURE. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE SECONDARY DATA (e.g. a ‘percentage’) ON THE PROJECT’S PERFORMANCE MEASURES. IF DATA IS NOT AVAILABLE, SPECIFY WHY AND INDICATE WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a ‘count’.</small></p> <p><small>²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p><i>Insert Primary Data Here:</i></p> <ul style="list-style-type: none"> ➤ “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”. 	<p>BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE PROJECT’S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA PRESENTED IN THE PERFORMANCE MEASURES TABLE INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i> <p align="center">NOT APPLICABLE FOR THIS QUARTER</p> <p align="center">“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p>

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students scoring at the “Proficient/Ready” and “Advanced/Exceeding” level in Reading from baseline	students scoring at the “Proficient/Ready” and “Advanced/Exceeding” level in Math from baseline	Summative Assessment used by the PNPs	appropriate grade levels scoring in the “Proficient” & “Advanced” levels in Math/Reading (similar tests)		Actual: Summative testing not done at this time.	Actual: See MAP winter 2022 scores Attached in page 23	Actual: Spring MAP test not administered as it was too close to the winter MAP administration	Actual: Fall MAP 2022 Page 25
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
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<p>2. Advanced Placement</p> <ul style="list-style-type: none"> ➤ Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP) ➤ AP Instructional Supplies ➤ AP Exam Test Fees 	<ul style="list-style-type: none"> ➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why. ➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”. <p align="center"><i>Provide bullet form listing below:</i></p> <p>“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p>	<ul style="list-style-type: none"> ➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc. ➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <p align="center">“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p>
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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT’S EFFECTIVENESS
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<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a 'count') FOR USE IN CALCULATING A PERFORMANCE MEASURE UNDER THIS COMPONENT. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE SECONDARY DATA (e.g. a 'percentage') ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND INDICATE WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>WHEN DATA WILL BE AVAILABLE.</i></p> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p>Insert Primary Data Here:</p> <p align="center">“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <p>➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p> <p align="center">“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p>
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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</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 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
Advanced Placement (AP) At least 5% increase in the percentage of AP students scoring 3 or better among PNPs offering AP	At least 4% increase in the percentage of AP students scoring 3 or better among PNPs offering AP	AP Test Results	% of AP test takers who score a 3 or better	Yes	Each PNP offering AP to provide baseline data on % of AP students scoring 3 or better, if available	Target: AP Testing was not administered at this time. Actual: No students enrolled in AP courses at this time.	Target: AP Testing was not administered at this time. Actual: No students enrolled in AP courses at this time.	Target: AP Testing was not administered at this time. Actual: No students enrolled in AP courses at this time.	Target: AP Testing was not administered at this time. Actual: No students enrolled in AP courses at this time.

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3. Professional Development</p> <ul style="list-style-type: none"> ➤ Project Based Learning ➤ STEAM PD ➤ CITW ➤ Cooperative Learning and Student Engagement Strategies ➤ Higher Order Thinking Skills ➤ STEAM Science Training (Foss Kits) ➤ Next Generation Science Standards ➤ Technology Integration ➤ Professional Development for academic programs with focus on high-quality instruction for high-ability students ➤ Using Assessment Data for Educational Planning and Interventions ➤ Literacy Training ➤ Pre-K Academics & Early Childhood ➤ Play by the Rules 	<ul style="list-style-type: none"> ➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why. ➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”. <p style="text-align: center;"><i>Provide bullet form listing below:</i></p> <p style="text-align: center;">“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p>	<ul style="list-style-type: none"> ➤ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc. ➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <p style="text-align: center;">“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p>

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a 'count') FOR USE IN CALCULATING A PERFORMANCE MEASURE UNDER THIS COMPONENT. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE SECONDARY DATA (e.g. a 'percentage') ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND INDICATE WHEN DATA WILL BE AVAILABLE.</i></p> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p><i>Insert Primary Data Here:</i></p> <p>Two teachers attended professional development. One attended TCEA Certification for EV3 Robotics. The other attended TCEA Certification for WeDo 2.0 Robotics</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <p>➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p> <p>“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p>The robotics' teachers need more kits in order to work with students with robotics. There are plans to work on it this coming school year.</p>

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</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 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
Professional Development (PD) At least 50% of teachers participating in PD will report implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy)	At least 45% of teachers participating in PD will report implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy)	Web-based survey	% of teachers who report, or are observed, to have a change in classroom instructional practices	Yes	No baseline data.	Target: No teachers Participated in PD courses at this time. Actual: No teachers Participated in PD courses at this time.	Target: No teachers Participated in PD courses at this time. Actual: No teachers Participated in PD courses at this time.	Target: 50% Teachers participate in PD courses Actual: 14% participated PD courses	Target: No teachers Participated in PD courses at this time. Actual: No teachers Participated in PD courses at this time.

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>4. Specialized Events and Opportunities</p> <ul style="list-style-type: none"> ➤ Academic Special Events <ul style="list-style-type: none"> ○ Academic Challenge Bowl (ACB) 	<ul style="list-style-type: none"> ➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why. ➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”. <p><i>Provide bullet form listing below:</i></p> <ul style="list-style-type: none"> • Academic Challenge Bowl (ACB) 	<ul style="list-style-type: none"> ➤ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc. ➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <p align="center">(See the attachment in page 25)</p>
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT’S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input checked="" type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a ‘count’) FOR USE IN CALCULATING A PERFORMANCE MEASURE UNDER THIS COMPONENT. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH. ➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE SECONDARY DATA (e.g. a ‘percentage’) ON THE PROJECT’S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND INDICATE WHEN DATA WILL BE AVAILABLE. <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a ‘count’.</small></p> <p><small>²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p>Insert Primary Data Here:</p> <p>GAA had a middle and high school ACB teams. The middle school rank 3rd place overall. High school did not rank.</p>	<p>BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE PROJECT’S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ EXPLAIN WHAT THE DATA PRESENTED IN THE PERFORMANCE MEASURES TABLE INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT. <p>The middle and high school teams participated and completed all their games.</p>

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</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 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
Specialized Events & Opportunities a) There will be at least a 5% increase in student participation in STEAM activities, and other academic and non-academic special events b) At least 60% of students who participate in	a) There will be at least a 4% increase in student participation in STEAM activities, and other academic and non-academic special events b) At least 65% of students who	Events Roster Web-based survey	% increase in student participation in specialized events % of student participants who indicate	Yes Yes	No baseline data. No baseline	Target: Ongoing specialized events and activities Actual: No event attended Target: At least 55% (If survey done at this time)	Target: Ongoing specialized events and activities Actual: No event attended Target: At least 55% (If survey done at this time)	Target: At least 5% of students participate in special events Actual: 18% students participated in specialized events Target: At least 60% (If survey done at this time)	Target: Ongoing specialized events and activities Actual: No event attended Target: At least 55% (If survey done at this time)

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STEAM activities, and other academic and non-academic special events will indicate being engaged in learning and confident in their academic work	participate in STEAM activities, and other academic and non-academic special events will indicate being engaged in learning and confident in their academic work	on ASE, VPA, Theater and Music events, and STEAM events	being “engaged” and “confident” in their work		data.	Actual: No event attended	Actual: No event attended	Actual: 100% participated	Actual: No event attended
GOAL/COMPONENT		ACTIVITIES				WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION			
5. Academic and Career Planning ➤ Career and Technical Education (CTE) Workshops ➤ Skilled Labor and Trades Academy ➤ College Fair ➤ Career Fair		➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form . Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why. ➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”. Provide bullet form listing below: <ul style="list-style-type: none"> • Career Week from January 24-27 • College exploration 				➤ In five or less brief sentence(s) , describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i> , etc. ➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) (See attachment in page 29) As a result of exploring options at GCC seven students will be taking the English class at GCC this coming school year. (See attached communication email with GCC)			
GOAL/COMPONENT		DATA GENERATED FROM ACTIVITIES				NARRATIVE ON COMPONENT’S EFFECTIVENESS			
STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓		WHAT PRIMARY ¹ & SECONDARY ² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?				BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE PROJECT’S PROGRESS FOR THE QUARTER?			

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<p> <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input checked="" type="checkbox"/> FULLY COMPLETED </p>	<p> ➤ IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a 'count') FOR USE IN CALCULATING A PERFORMANCE MEASURE UNDER THIS COMPONENT. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH. </p> <p> ➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE SECONDARY DATA (e.g. a 'percentage') ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND INDICATE WHEN DATA WILL BE AVAILABLE. </p> <p> <i>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'.</i> </p> <ul style="list-style-type: none"> • 98% of students who participated in the career week. • College exploration <p> <i>²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</i> </p> <p> <i>Insert Primary Data Here: None</i> </p>	<p> ➤ EXPLAIN WHAT THE DATA PRESENTED IN THE PERFORMANCE MEASURES TABLE INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT. </p> <p> “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”. </p> <ul style="list-style-type: none"> • The career week is conducted once annually. The percentage indicated represent the number of students that participated in this activity for the year. • As a result of exploring options at GCC seven students will be taking the English class at GCC this coming school year.
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an interest in pursuing STEAM college path or a CTE path	pursuing STEAM college path or a CTE path					Actual: No fair(s) held this quarter.	Actual: Survey is not yet conducted	Actual: Survey is not yet conducted	Actual: No fair(s) held this quarter.
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
6. Technology and Technology Integration <ul style="list-style-type: none"> ○ Interactive Whiteboards and accessories ○ Laptops/Mobile Carts for Kinder Learn 	<ul style="list-style-type: none"> ➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why. ➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”. <p align="center"><i>Provide bullet form listing below:</i></p> <p>“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p>	<ul style="list-style-type: none"> ➤ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc. ➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <p>“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p>
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT’S EFFECTIVENESS
STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓ <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE 	WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER? <ul style="list-style-type: none"> ➤ <i>IN THIS COLUMN, PROVIDE PRIMARY DATA (e.g. a ‘count’) FOR USE IN CALCULATING A PERFORMANCE MEASURE. PRIMARY DATA MAY BE PRESENTED IN A NARRATIVE, TABLE OR GRAPH.</i> 	BASED ON DATA REGARDING THE PERFORMANCE MEASURE(S) FOR THIS COMPONENT, WHAT IS THE PROJECT’S PROGRESS FOR THE QUARTER? <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA PRESENTED IN THE PERFORMANCE MEASURES TABLE INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i>

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□ FULLY COMPLETED

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

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

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

Insert Primary Data Here:

- **Interactive white board are in nine class rooms.**
- **Teachers use the interactive white boards in the daily basis.**

Students' survey results indicated teachers use of interactive white boards to be 97%.

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</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 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
Technology and Technology Integration a) At least 30% of teachers reporting 'improved access to technology and online resources' and 'more technology integration in the classroom'	a) At least 20% of teachers reporting 'improved access to technology and online resources' and 'more technology integration in the classroom'	Web-based survey	% teachers reporting improved access to technology and online resources and more technology integration in the classroom	Yes	(To PNP: As baseline, provide the result for your school's teachers in the FY'20 Technology Survey.) Results are attached.	Target: Ongoing instruction Actual: 69.2%	Target: Ongoing instruction Actual: 69.2% (As of the last survey conducted in 2021)	Target: 30% of teachers reporting access to technology and online resources Actual: 94% (As of the last survey conducted in 2022)	Target: 30% of teachers reporting access to technology and online resources Actual: Survey was not conducted at this time

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b) At least 10% of students reporting improved access to technology and online resources and more technology integration in the classroom	b) At least 20% of students reporting 'improved access to technology and online resources' and 'more technology integration in the classroom'	Web-based survey	% Students reporting improved access to technology and online resources and more technology integration in the classroom	Yes	(To PNP: As baseline, provide the result for your school's <i>students</i> in the FY'20 Technology Survey.)	<u>Target:</u> Ongoing instruction <u>Actual:</u> 92.9%	<u>Target:</u> Ongoing instruction <u>Actual:</u> (As of the last survey conducted in 2021)	<u>Target:</u> 10% of students reporting access to technology <u>Actual:</u> 94% (As of the last survey conducted in 2022)	<u>Target:</u> 10% of students reporting access to technology <u>Actual:</u> Survey was not conducted at this time
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PART II:

LIST TRAVEL ACTIVITIES COMPLETED.

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

No travel activity during this reporting period.

FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.

(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?)

No travel activity during this reporting period.

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PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	<p>(The description needs to align with project components and activities outlined in the approved project application.)</p> <p>Project personnel were not able to carry out significant number of activities this quarter since part of the quarter cover summer vacation.</p>
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>The two areas for improvement are:</p> <ol style="list-style-type: none"> 1. We would able to increase the time frame between MAP test administration so that they are not administered too close to each other. This will provide more reliable data in regards to student achievement growth. 2. We will develop surveys at the school site to collect data on usage of technology by faculty and students.
EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>The activities in which the teachers and students participated significantly broaden their horizon. Said activities improved teachers' professional growth and students' academic achievements.</p>
EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.)</p> <p>We are still experiencing some challenges implementing some of the activities in the project.</p>
WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of "best practice" procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT</p> <ul style="list-style-type: none"> • MAP testing • Dual enrollment at GCC

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EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.

Teachers write their project activities in their lesson plans. Administration makes periodic checks to insure project activities completion.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Joaquina Vega

Joaquina Vega

10/25/22

AUTHORIZED SCHOOL REPRESENTATIVE (PRINT)

AUTHORIZED SCHOOL REPRESENTATIVE (SIGN)

DATE

PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGNATURE)

DATE

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Guam Adventist Academy GC'20 Teacher/Faculty Technology Survey

Questions	Responses
At least one (i.e., one or more) of the classrooms I teach in has a digital interactive white board.	69.2% Yes 30.8 % No
How often do you use a digital interactive white board for teaching?	61.5% 1-5 times a week 30.8 % 1-5 times a month 7.7% Not at all
With the infusion of technology equipment and technology resources for learning, would you say that starting last school year up to now, you have more access to technology and online resources?	69.2% Yes 30.8 % No
Would you say that from last school year up to now, you have put more effort in incorporating technology into your lessons (e.g., online videos, activities using laptops, apps, or Google classrooms, etc.)	84.6% Yes 15.4 % No

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 Students' MAP Math Performance**

Grade	Winter 2021 Math % Proficient	Winter 2022 Math % Proficient	Math Increase/ Decrease		Winter 2021 Math % Advanced	Winter 2022 Math % Advanced	Math Increase/ Decrease
3	33	14	-19		17	43	26
4	25	0	-25		25	71	46
5	13	20	7		25	20	-5
6	13	11	-2		25	33	8
7	21	14	-7		35	14	-21
8	0	43	43		80	21	-59
9	0	17	17		50	50	0
10	0	22	22		22	44	22
11	44	0	-44		55	25	-30
12	0	30	30		33	60	27

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Students' MAP Reading Performance

Grade	Winter 2021 Reading % Proficient	Winter 2022 Reading % Proficient	Reading Increase/ Decrease		Winter 2021 Reading % Advanced	Winter 2022 Reading % Advanced	Reading Increase/ Decrease
3	20	0	-20		80	29	-51
4	25	57	32		25	18	-7
5	25	10	-15		38	20	-18
6	50	0	-50		25	55	30
7	31	14	-17		30	29	-1
8	20	21	1		80	35	-45
9	38	33	-5		51	50	-1
10	11	33	22		22	44	22
11	1	25	24		89	13	-76
12	0	10	10		67	70	3

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Students' MAP Math Performance				Students' MAP Reading Performance			
Grade	Fall 2022 Math % Proficient		Fall 2022 Math % Advanced	Grade	Fall 2022 Reading % Proficient		Fall 2022 Reading % Advanced
3	20		60	3	20		20
4	0		38	4	25		13
5	17		66	5	0		50
6	33		22	6	8		25
7	11		44	7	14		29
8	30		0	8	20		10
9	15		54	9	31		54
10	13		50	10	38		38
11	14		43	11	43		43
12	13		25	12	25		38

This certifies that

Cynthia Tkalec

has completed the

**TCEA Certification for
*WeDo 2.0 Robotics***

on Apr 12 2022 10:18 PM and has earned
12 CPE credit hours of professional development



Lori Gracey
Lori Gracey
Executive Director
TEA Provider #500114

www.tcea.org

This certifies that

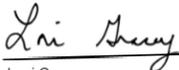
Patricia Rikin

has completed the

**TCEA Certification for
*EV3 Robotics***

on Apr 8 2022 2:27 AM and has earned
12 CPE credit hours of professional development




Lori Gracey
Executive Director
TEA Provider #500114

www.tcea.org

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ACB Results, S2 SY21-22 Inbox 



Ernest O. Ochoco May 24
to John, Jovita, Gina, Jeremy, Of...  

Hafa Adai Coaches,

We have the certificates for your students ready for pick up at GDOE central office. We are on the 3rd flr Rm 308. Please see me or Ms. Shauna.

**CONGRATULATIONS TO THE WINNERS
OF ACB 2021-2022**

The top 3 winners of ACB Middle School are:

3rd Place - Guam Adventist Academy (GAA)

2nd Place - Luis P. Untalan Middle School (LPUMS)

1st Place - Saint Anthony Catholic School (SACS)

The top 3 winners of ACB High School are:

3rd Place - Father Duenas Memorial School (FDMS)

2nd Place - Okkodo High School (OHS)

1st Place - John F. Kennedy High School (JFKHS)

Thank you all for your wonderful work with our students and ~~for recognizing the~~ benefits of

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1.3 Academic Special Events: LEGEND: **GREEN – NFL** Activity Lead: Ernest Ochoco **YELLOW – Middle School ACB** Co-Activity Lead: David Camacho
BLUE – High School ACB **PURPLE - Mathcounts**
PINK – Math Olympiad
GRAY – PBS STUDIO ACB

February 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
6	7	8	9	10	11	12 NFL JUDGE'S TRAINING ZOOM Session 1 9PM – 11PM Session 2 12PM – 2PM
13	14	15	16	17	18 MATHCOUNTS STATE/NATIONALS	19
20	21 PRESIDENT'S DAY GDOE SCHOOLS IN SESSION	22	23 ACB MS PBS STUDIO SACS VS HCA 3PM-5PM	24	25	26 NFL MEET HCA 8AM – 2PM
27	28 ACB High School GDOE 1 st FLR LOUNGE FDMS VS GAA 4PM-5PM SSHS VS GAA 5PM-6PM ACB Middle School GDOE RM209 SACS VS GAA 4PM-5PM HCA VS GAA 5PM-6PM					

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March 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5 ACB High School GDOE RM127* AOLG VS GW 10AM – 11AM AOLG VS JFK 11AM – 12PM FDMS VS OHS 1PM-2PM FDMS VS SSHS 2PM-3PM ACB Middle School GDOE RM209 SACS VS UMS 2PM-3PM SACS VS AMS 3PM-4PM
6	7	8	9 ACB HS PBS STUDIO AOLG VS FDMS 3PM-5PM	10	11	12 NFL MEET TBA 8AM – 2PM
13	14	15	16 ACB MS PBS STUDIO AMS VS GAA 3PM-5PM	17	18	19 ACB High School GDOE 127* FDMS VS GW 10AM – 11AM FDMS VS JFK 11PM-12PM AOLG VS FDMS 1PM-2PM ACB Middle School GDOE RM209 HCA VS UMS 11AM-12PM SACS VS HCA 1PM-2PM
20	21	22	23 ACB HS PBS STUDIO GW VS JFK 3PM-5PM	24	25	26 NFL MEET TBA 8AM – 2PM
27	28	29	30	31		

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April 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2 ACB High School GDOE 127* GW VS OHS 10AM – 11AM GW VS SSHS 11AM – 12PM GW VS JFK 1PM-2PM JFK VS SSHS 2PM-3PM JFK VS OHS 4PM-5PM ACB Middle School GDOE RM209 UMS VS AMS 11AM-12PM HCA VS AMS 1PM-2PM
3	4 ACB High School GDOE RM302 JFK VS GAA 4PM-5PM OHS VS GAA 5PM-6PM ACB Middle School GDOE RM209 AMS VS GAA 4PM-5PM UMS VS GAA 5PM-6PM	5	6 ACB HS PBS STUDIO OHS VS SSHS 3PM-5PM	7	8	9 NFL MEET FDMS 8AM – 2PM
10	11 GDOE SPRING BREAK	12 GDOE SPRING BREAK	13 GDOE SPRING BREAK	14 GDOE SPRING BREAK NFL MEET (TENTATIVE OHS OR AOLG) 8AM-2PM	15 GDOE SPRING BREAK	16
17	18	19	20 ACB MS PBS STUDIO UMS VS AMS 3PM-5PM	21	22	23 ACB High School GDOE RM127* OHS VS SSHS 10AM – 11AM AOLG VS OHS 11PM-12PM AOLG VS SSHS 1PM-3PM
24	25	26	27 ACB HS PBS STUDIO GAA VS AOLG 3PM-5PM	28	29	30 NFL MEET FDMS 8AM – 2PM

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May 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2 ACB High School GDOE RM302 AOLG VS GAA 4PM-5PM GW VS GAA 5PM-6PM	3	4 ACB HS PBS STUDIO OHS VS GAA 3PM-5PM	5	6 MATH OLYMPIAD GDOE RM302 3PM-7PM	7 NFL SEMI-FINALS JFK 8AM – 2PM
8	9	10	11	12	13	14 NFL FINALS JFK 8AM – 2PM
15	16	17 ANNOUNCEMENT OF WINNERS 4:30PM ALL CERTIFICATES FOR COACH'S PICK UP	18	19	20	21
22	23	24 LAST DAY OF SCHOOL GDOE	25	26	27	28



Joaquina Vega <jvega@gaasda.org>

Academic counselor

1 message

Gina Oh <goh@gaasda.org>

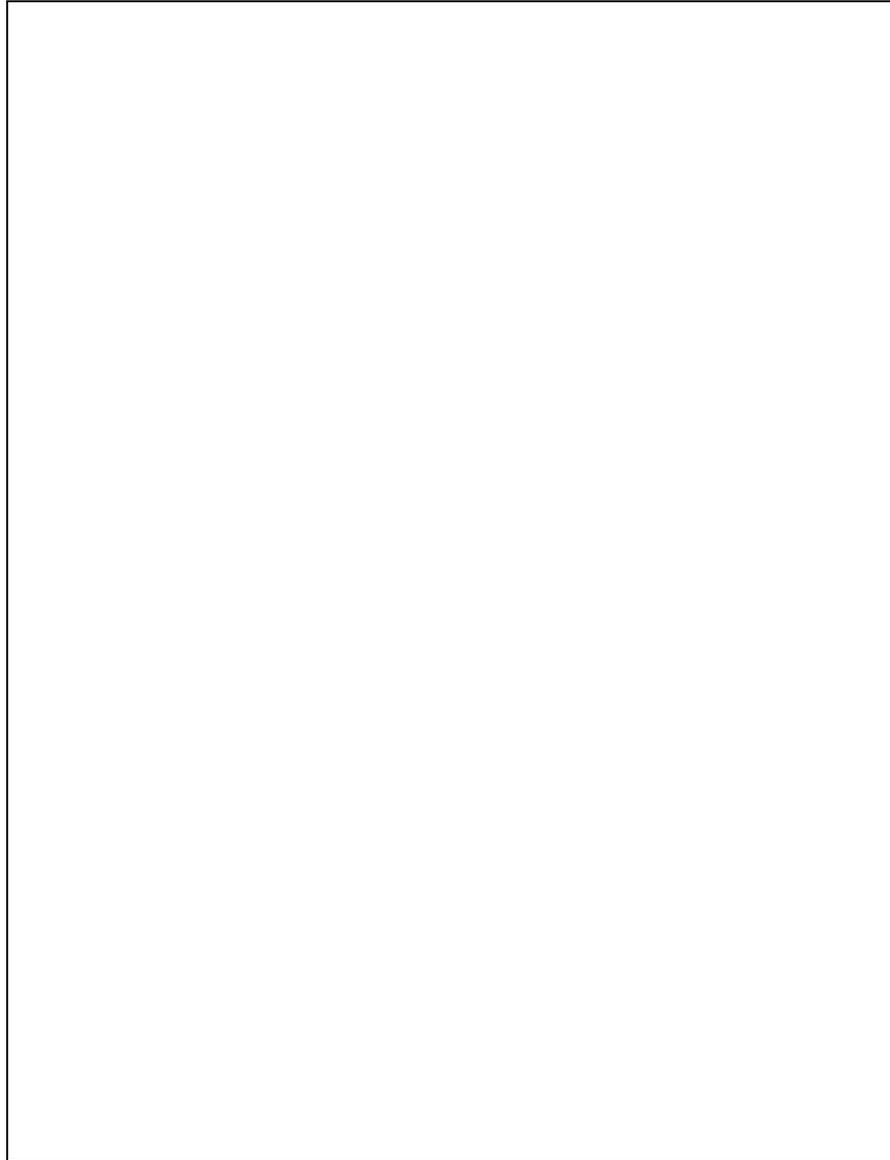
Sun, Jun 5, 2022 at 7:33 PM

To: Joaquina Vega <jvega@gaasda.org>

I have given academic counseling to the upper school during the SY 2021-2022. This included future courses for next year, review of MAP tests, Guam Community College dual enrollment program (if applicable to the student), PSAT, ACT and SAT test counseling, review of potential colleges and majors as well as scholarship information.

Thank you,
Gina Oh

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Guam Adventist Academy Teacher STEM Survey		
Grade Level	Question	Response Yes/No
Kinder	Did your class participated in the GAA STEM Fair 2021-2022?	Yes
1		Yes
2		Yes
3		Yes
4		Yes
5		Yes
6		Yes
7		Yes
8		Yes
9		Yes
10		Yes
11		Yes
12		Yes

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**Guam Adventist Academy
Master Calendar
School Year 2021-2022**

Days	July	August	September	October	November	December	January	February	March	April	May	Day
	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	
	Open Enrollment & Picture ID 7/4-5 - Teachers Arrive 7/4 - Independence Day - Holiday 07-21 - Liberation Day - Holiday 07-23 - Teachers Prepare Classroom 7-28-29 - Teacher's Orientation 7/31 - Teacher Consecration Service	8/3 Parent's Orientation 8/4 - Student Orientation and First Day School - Spirit Day 8-23-27 - Yearbook Picture Week 8/31 - SA Elections 8/31 - HSA Meeting	9/1 - School Spirit Day 9/6 - Labor Day (No School) 9/8 - Career Exploration Testing 9/17 - USA Constitution Day/International Day 9/20-23 - MAP Testing (Fall) 9/25 - GAA Sabbath 9/28 - Reading Day 9/28 - HSA Meeting	10/1 - School Spirit Day 10/5 - NHS/NHS Nomination 10/6 - First Quarter ends (45 Days) 10/11 - (Flex Day) 10/12 - P-S-T Conference 10/13 - PSAT/NMSQT Testing 10/18-22 - Week of Prayer 10/26 - HSA Meeting 10/25-29 - Red Ribbon Week 10/31 - NHS/NHS Induction	11/1 - Professional Development 1/2 Day 11/1 - School Spirit Day 11/11 Veteran's Day (No School) 11/19-21 SA Retreat 11/25-26 Thanksgiving Break (26 - Flex Day) 11/30 HSA Meeting	12/1 School Spirit Day 12/9 Christmas Program 12/10-15 1st Semester Final Exams 12/15 - Second Quarter Ends (45 Days) 12/16-31 - Christmas Break	1/3 - School Resumes 2/17 - MLK Day (Flex Day) 2/24-27 - Career Week 2/25 - HSA Meeting	2/14 - Professional Development 1/2 Day 2/16 - STEM Day 2/21 - President's Day (No School) 2/22 - HSA Meeting	Mrs Chamorro & Cross Curriculum Month 3/7 - Chamorro Heritage Holiday (Flex Day) 4/8 - School Spirit 3/10 - Third Quarter Ends (46 Days) ---Upper School Field Trip 3/21 - PS-T Conference ---Lower School Field Trip 3/29 - HSA Meeting	4/1 - School Spirit Day 4/4-8 - Week of Prayer 4/11-15 - Spring Break 4/26 - HSA Meeting 4/30 - GAA Sabbath 4/25-29 - MAP Testing (Spring)	5/6 - Art Show 5/17-20 - 2nd Semester Final Exams 5/20 - School Spirit Awards Last Day (46 Days) 5/15 - Kindergarten Graduation 10:00 AM 5/20 - 12th Graders Consecration Service 5/21 - 12th Graders Baccalaureate 5/22 - 8th Graders Promotion 10:00 AM 5/22 - 12th Graders Graduation 5:30 PM	

90 First Semester School Days
Second Semester School Days 91

"Flex Day" means that the school will be in session if regular school days are canceled due to emergencies or extreme weather. If not, there will be no classes on these days.
Listen to Joy FM (91.9) for emergency school closure announcements.

Instructional Days 180
P-T-C (Parents Teachers Conferences) 2
Total School Days 182

HSA stands for Home and School Association

This calendar is subject to change, advance notice will be given.

Mid-America Union Conference of Seventh-day Adventists Education Code:

"School Days - Minimum Number

The minimum number of school days in the school year shall be 180 or more if state law requires, 175 of which must be teacher-student instructional days."

**FFY 2021 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A210002**

Grant Name: Consolidated Grant FFY 2021 **Grant#:** S403A210002

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

PROJECT TITLE: Project #5: Private, Non-Public – The Japanese School of Guam

PROJECT COORDINATOR: Primary Authorized Representatives

PROJECT MANAGER: Ike C. Santos

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

10/01/21- 12/31/21	01/01/22- 03/31/22	04/01/22- 06/30/22	07/01/22- 09/30/22
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
			X
REPORT DUE: 1/10/22	REPORT DUE: 04/11/22	REPORT DUE: 07/11/22	REPORT DUE: 10/10/22
ANNUAL REPORT DUE: 11/21/2022			

AMOUNT BUDGETED (FFY 2021): \$ <u>3,518,585.39</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>32,063.96</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>0.09%</u>
AMOUNT BUDGETED (FFY 2020): \$ <u>\$2,742,029.72</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>1,542,395.31</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>56%</u>

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
Pre-K - 5	47		16	Pre K-K: 1 Principal 1 st -9 th Grade: 1 Principal / 1 Vice Principal 6: Admin/ Support Staff				
6 - 8	8		3					
9 – 12 (JSG only has up to 9 th grade)	3		1					

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<p>LIST THE PROJECT GOALS:</p>	<p>By the end of the three-year grant program (SY 22-23), the PNPs will have achieved the following overall goal: a) Expand student access to experiences to improve student performance in math and reading, and enhance their college and career readiness; and b) Provide professional development and technology support for teachers to hone their knowledge and skills in technology integration and disciplinary-specific pedagogies.</p>
<p>LIST THE PROJECT OBJECTIVES:</p>	<p>For SY 21-22, the Private, Non-Public (PNP) schools will have achieved the following goals have the following annual targets:</p> <ol style="list-style-type: none"> 1. Improve academic performance in math and reading by at least 3% 2% from baseline on the summative assessment used by the Private, Non-Public (PNP) school. 2. The percent of Advanced Placement (AP) students scoring 3 or better will increase by at least 3% 2% for those PNPs offering AP. 3. There will be at least a 2% increase in student participation in Science, Technology, Engineering, Arts, and Math (STEAM) activities, other academic and non-academic special events and at least 60% of participating students will report they are more engaged in learning and that they had a positive experience. 4. 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 15% of these students will indicate an interest in pursuing a STEAM college path/CTE path. 5. At least 50% 40% of teachers participating in Professional Development (PD) trainings will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy). 6. Teachers in participating schools will report at least 10% improved access to technology and online resources and increased integration of technology in the classroom.

PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>4. Technology and Technology Integration ➤ Tablets</p>	<p>Supplemental Resources and Equipment Supports:</p> <ul style="list-style-type: none"> • Procure electronic tablets for students and teachers <p>Reporting on this goal/component not applicable for this quarter.</p>	<p>Status of this activity is delayed and has not been implemented during this reporting period, as tablets are still in requisition at this time, and the project continues to follow up on this item's procurement.</p>

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</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 (Actual vs. Target)			
						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
Technology and Technology Integration									
a) At least 30% 20% of teachers reporting 'improved access to technology and online resources' and 'more technology integration in the classroom'	a) At least 20% 10% of teachers reporting 'improved access to technology and online resources' and 'more technology integration in the classroom'	Web-based survey	% teachers reporting improved access to technology and online resources and more technology integration in the classroom	Yes	Not available as tablets have not been awarded yet and teachers' responses in the FY '20 Technology Survey stated "not applicable" for both students and teachers. No baseline data.	Target: Ongoing instruction Actual: No survey has been conducted this quarter as tablets are still in requisition.	Target: Ongoing instruction Actual: No survey has been conducted this quarter as tablets are still in requisition.	Target: Ongoing instruction (This marks the start of a new school year for JSG.) Actual: No survey has been conducted this quarter as tablets are still in requisition.	Target: Ongoing instruction At least 10% Actual: No survey has been conducted this quarter as tablets are still in requisition.
b) At least 30% 20% of students reporting improved access	b) At least 20% 10% of students	Web-based survey	% students reporting improved	Yes	No baseline data.	Target: Ongoing instruction	Target: Ongoing instruction	Target: Ongoing instruction	Target: Ongoing instruction At

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 QUARTERLY REPORT
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to technology and online resources and more technology integration in the classroom	reporting 'improved access to technology and online resources' and 'more technology integration in the classroom'		access to technology and online resources and more technology integration in the classroom			Actual: No survey has been conducted this quarter as tablets are still in requisition	Actual: No survey has been conducted this quarter as tablets are still in requisition	(This marks the start of a new school year for JSG) Actual: No survey has been conducted this quarter as tablets are still in requisition.	least 10% Actual: No survey has been conducted this quarter as tablets are still in requisition.
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PART II:

LIST TRAVEL ACTIVITIES COMPLETED.	No travel activities took place during this reporting period.
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FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	No travel activities took place during this reporting period.
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PART III:

DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	No tasks have been carried out for this reporting period, as the electronic tablets have not been procured due to delay in the procurement process.
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<p>USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</p>	<p>The project or activity cannot be evaluated for this reporting period, as the electronic tablets have yet to be procured.</p>
<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>Once the tablets are procured, the school will be able to expand technology and interactive lessons to include lower elementary grade students and teachers, as well as English instructors.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>Challenge is with the procurement process, it was a very lengthy process.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>No activities are planned for next quarter, as the school is awaiting procurement of the tablets.</p>
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>No monitoring methods have been implemented this quarter, as the school is awaiting procurement of the tablets.</p>

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QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project # 5: Private, Non-Public School – THE JAPANESE SCHOOL OF GUAM

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Amy L. Wahl

10/1/22

AUTHORIZED SCHOOL REPRESENTATIVE (PRINT)

AUTHORIZED SCHOOL REPRESENTATIVE (SIGN)

DATE

PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGNATURE)

DATE