DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION

FY 2024 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas
1st Quarterly Reports

January 10, 2025

FEDERAL PROGRAMS DIVISION

FY 2024 Title V, Part B: Rural Low Income Schools

Consolidated Grant to Insular Areas Quarterly Report

Project No. 1

Life Readiness (LR)

Quarterly Report Documents:

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

January 10, 2025

FEDERAL PROGRAMS DIVISION

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

Finalized Quarterly Report with Federal Programs Division (FPD) Review

January 10, 2025

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

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

PROJECT TITLE: Project #1 Life Readiness (LR)

PROJECT COORDINATOR: Joshua C. Blas

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

STATE PROGRAM OFFICER: Shandice J. Calano

STATE DATA OFFICER: Ana O. Aguon

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

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

AMOUNT BUDGETED (FFY 2024): **N/A**	**AMOUNT ENCUMBERED/REQUISITION UISITIONS:** **N/A**	**AMOUNT OF EXPENDITURES:** **N/A**
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GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
Pre-K – 5					11,464 + 1,059 = 12,523		795 + 51 = 846	98 + 9 = 107
6 – 8					5,455 + 670 = 6,125		486 + 35= 521	
9 - 12					8,729 + 303 = 9,032		539 + 23 = 562	

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

LIST THE PROJECT OBJECTIVES:	**1: Teachers, who participate in the professional development, will accrue the knowledge and skills to implement high-quality, relevant CTE, AP, and STEAM curricula to meet the needs of all Guam students.** • YEAR 2: 86% of those who completed the self-reflection survey will report being more knowledgeable and increased use of the teaching strategies as a result of the CTE, AP and STEAM professional development training. **2: Students, who are exposed to the modified teaching and curricula, will demonstrate increased academic achievement in the form of improved course grades, AP test scores, WorkKeys Assessments scores, and NCRC certification.** • YEAR 2: 65% of students will earn a "C" or better in the CTE and AP/Honors taken; and AP test takers scoring a 3 or higher will increase by 3% from baseline data. • YEAR 2: 86% of test takers pass the WorkKeys Assessment with a bronze score or higher and achieve a NCRC certificate. **3: Students, who are exposed to Opportunities and Experiences in academic, visual performing arts, and sports events, will demonstrate increased academic confidence and engagement.** • YEAR 2: 65% of students who participate in Academic Special Events, Visual Performing Arts (art, music, dance, theater programs), and STEAM opportunities will demonstrate increased learning engagement and confidence in handling academic work. **4: Opportunities and Experiences in College/Career Readiness events to help guide their decision about the path they want to pursue after high school.** • YEAR 2: 35% of participating students will be more knowledgeable about college and career options and indicate an interest in pursuing a college or career pathway, as evidenced by self-reflection surveys.

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

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
➢ **In this column, list all the Project Components.** ➢ **<u>In bullet form</u>, list all the specific activities falling under each Component.** ➢ ***Insert Additional rows as needed.***	➢ **For each activity listed in the previous column, state the status of each activity (*ongoing, delayed, or completed*), and describe the details of the work accomplished during the period. Specify the *what, when, where, how, how many participants (a primary data or 'count')*, etc. Primary data may be presented in narrative form, or as a table or graph.** ➢ **If there was an activity that was not implemented during this reporting period, then simply indicate "REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER". Include the reason why the activity was not conducted for the quarter.**

1.1 Rigorous Academic and Technical Courses with High-Quality Instruction 1.1.1 National Career Academies	1.1.1 National Career Academies Training: *Not Started* Tiyan High School (THS) received MODEL certification for all three of their academies *(Business, Arts, and Information Technology or BAIT; Health and Human Services or HHS; Transportation, Logistics, and Construction or TLC)* and seven (7) school personnel are slated to attend the National Career Coalition (NCAC) Conference to present the results of the school's recent success. The conference was held in Chicago, IL from November 18–20, 2024. Please note this activity was for FY '23 project application. A cadre of four (4) administrators had attended the Association for Career & Technical Education (ACTE) *Career Tech Vision 2024 Conference* in San Antonio, Texas from December 4-7, 2024. The conference provided professional development and certification to strengthen knowledge and skills to ensure current and effective guidance and technical assistance if provided to all stakeholders. The project anticipates using the cadre to support CTE development opportunities for all schools.
1.1.2 Project Based Learning (PBL)	1.1.2 Project Based Learning (PBL): *Not Started* Project personnel in collaboration with vendor, Deborah Ellen, successfully completed three (2) day sessions of Project Based Learning Training for GDOE elementary and secondary CTE and STEAM teachers to include *Guåhan* Charter Academy. On October 24-25, ten (10) participants completed *Revisiting Project Based Learnin*g; on October 24-25; November 17-18, forty-five (45) participants completed *Introduction to PBL.* Requisition 25000084 has been entered for this activity.
1.1.3 Visual Communication/Video Production & Broadcasting Program with Media Camera Equipment (Visual & Video Production/Broadcasting)	1.1.3 Visual Communication/Video Production & Broadcasting Program with Media Camera Equipment (Visual and Video Production/Broadcasting): *Not Started* PO 20240507; Activity initiated June 2024 and is now completed. Classes sessions were conducted October 5, October 10, October 12, November 9, November 16 and 23rd. Participants from GDOE, Academy of Our Lady of Guam (AOLG), and Father Duenas Memorial School (FDMS) completed the *Digital Journalism Workshops.* The vendor Greenlight had procured equipment for this activity along with provide training to teachers on to create lessons for online platforms such as YouTube websites and other social media platforms. There is no further activity for this PO. Next steps for SY 25-26 is to determine the effectiveness and need for this activity and to begin a new scope of work for the requisition.
1.1.4 Computer Science/Information Technology Program	1.1.4 Computer Science/Information Technology Program: *Not Started* Requisition 25000161 has been entered for this activity. The Project is currently waiting on the vendor to update the quotation, please note that this does not delay the process, just needs the quotation to be valid.

1.1.5 STEAM Robotics PD	1.1.5 STEAM Robotics PD –*Delayed* Based on feedback from stakeholders and meetings with Project personnel, it was decided to pursue a local vendor for these services. The Project is awaiting a quote from the vendor to initiate the Requisition process. PD is tentatively set to take place during the Summer of 2025 for GDOE, Charter, and PNP teachers.
1.1.6 STEAM Global GreenSTEM	1.1.6 STEAM Global GreenSTEM – *Not Started* Requisition 25000118 has been entered to procure professional services. The Project is working with procurement to expedite a purchase order for this activity, in hopes to begin a summer or Fall 2025 professional development or Fall 2025.
1.1.7 AP and Pre-AP Summer Institute	1.1.7 AP and Pre-AP Summer Institute: *Not started* Requisition 25000162 has been entered for this activity. The Project is currently waiting on the vendor to update the quotation, please note that this does not delay the process, just needs the quotation to be valid. The Project is working closely with Procurement to push this activity.
1.1.8 Career and Technical Education (CTE) Workshop—Career Exploration	1.1.8 Career and Technical Education (CTE) Workshop—Career Exploration: *Ongoing* Career Exploration was renewed for its 4th and Final Renewal of Agreement (PO 20241805). Agreement was executed September 30, 2024. The Project plans to start training sessions, tentatively scheduled for the 2nd Quarter of 2025. Additionally, the vendor will incorporate Artificial Intelligence (AI) focused training to address that growing industry and how it directly impacts the GDOE. Requisition will be entered to begin the FRP for this activity. The Project is currently developing the scope of work.
1.2 College, Career Oriented and Technical Programs and Assessments 1.2.5 CTE Academies 1.2.6 Skilled Labor & Trades Academy	1.2.5 CTE Academies: *Ongoing* Aside from the monthly meetings with the service provider (*Guam Community College*), the CTE programs continue at the seven (7) GDOE high schools (*GWHS, JFKHS, OHS, SSHS, SHS, THS, and JPTSA*). At the time of reporting assessment for SY24-25 was not available and will be ready at the end of SY24-25. 1.2.6 Skilled Labor & Trades Academy: *Delayed* Requisition 2500081 has been entered to procure professional services and the Project awaits a new purchase order to continue Skilled Labor and Trades Academy activities. This activity typically is implemented in December during the Christmas Break.

1.2.8 Career Interest Inventory Management & Assessment	1.2.8 Career Interest Inventory Management & Assessment: *Ongoing* Program is active. Purchase Order 20250062 (FY23) was issued in December 2024 for SY 24-25. Project personnel, in collaboration with the School Counselor Coordinator, distributed program login information to access the program Project personnel will check in with elementary counselors regarding the effectiveness of the program and implementation during 2nd quarter. Requisition 25000095 has been entered for FY24 funds.
1.2.11 Pre-AP; AP	1.2.11 Pre-AP; AP: *Ongoing* Project personnel provided the updated scope of work to the vendor to provide a price quote. Vendor is finalizing details of quote. Once project receives the updated information, Requisition will be input and released in workflow for the Pre-AP, AP Professional Development Training. Project personnel entered Requisition 25000091 for AP Exams for SY 24-25. Challenges in procuring the AP Exams were the late payments due to College Board for SY 23-24 (PO#20240253). The delay in ordering AP Exams for two (20 high schools (George Washington and Okkodo HS) was due to schools submitting invoices timely. This also affected timely payment to the vendor. In an effort to resolve, project personnel continue to track payments and follow up with GDOE's Accounts Payable to resolve the matter.
1.2.12. College Fair	1.2.12. College Fair: *Delayed* Requisition 2500179 has been entered to procure logistical support to execute College Fair activities. Project personnel plans to conduct a fair during in March 2025. Procurement is working closely with the Project in expediting this. Stakeholder feedback with high school counselors was held on December 12, 2024 to discuss the planning and format for the College Fair. In addition, the Project also discussed recommendations and improvements based on last year's College Fair. The proposed plan is to have grade 9-10 students participate in the college readiness fair in the Spring and 11-12 grade students participate in the college fair in Fall 2025.
1.2.14. Science, Technology, Engineering Arts and Math (STEAM) Mentoring	1.2.15. Science, Technology, Engineering Arts and Math (STEAM) Mentoring: *Delayed* Requisition 25000166 has been entered to procure support to provide STEAM Mentoring services. The Project plans to continue and improve services under this activity. Services are intended for grades K-12, for afterschool and summer activities. The Project plans to collaborate with Project 3 on the after school activities to identify schools to receive supports in 4H to maintain, expand or initiate new activities such as sustainable raise bed gardens.
1.2.15. College Readiness Programs a. National Technical Honor Society b. Skills USA c. National Career Academy Coalition d. ACTE Memberships e. Health Certificates f. Health First Aid Certification	a. The Project has received few responses from schools that intend to participate. Update provided to NTHS to update quote. Pending NTHS response to input into munis. b. National Technical Honor Society – *Delayed* Project personnel will be working with School Counselor Coordinator and school principals to identify if there is interest in Skills USA to proceed with Requisition entry.

g. Driver's License Education	c. National Career Academy Coalition - - *Completed* – Tiyan High School (THS) was honored by the National Career Academy Coalition (NCAC) as a MODEL career academy school, with three of its academies recognized for excellence in integrating academics with real-world career experiences in May 2024. School staff and administrators presented on behalf of the district November 18, 2024 at an NCAC conference in Chicago, IL. d. ACTE Membership - *Ongoing*—The Project is pending an updated quote for renewal of current ACTE Memberships. Vendor advised a new survey to be sent out with the bulk application to be completed by the school administrator. Pending responses of intent to renew before vendor finalizes quote. e. Health Certificates - *Ongoing*—Project personnel obtained a new price quote for the Department of Public Health and Social Services (DPHSS) health workshop and certificates and released Requisition 25000116. The Project is currently working with school principals to identify students to send to the workshop. f. Health First Aide Certificates - *Ongoing*—The Project has identified a vendor to provide the Health First Aid Certification. Once procurement has established the vendor, Requisition 25000171will be released into the workflow. The Project has also sought alternative other options to avail of Health First Aid Certification by our GDOE head nurse, Julietta Quinene. g. Driver's License Education - *Ongoing*—Current challenge is the unresponsiveness to GDOE's Requisition for quote for driver's license classes. Challenges reported by vendor is that the target number of students to take driver's classes is beyond their capacity. Scope of work to be revisited to allow flexibility of scheduling and lists of qualifications expected of vendor. The Project along with Procurement is currently exploring the possibility of split vendors to reduce the number of students needing services.
1.3 Specialized Events, Skills Training and Opportunities 1.3.1 STEAM Enrichment Planning a. STEAM Mentoring b. Year-Long Requisition . c. College Readiness Math & English Camp d. Career Exploration **e.** Dual Enrollment	a. STEAM Mentoring Please reference 1.2.14 STEM Robotics Competition is schedule to take place in March 2025. Registration had closed in December 2024. The Project will be meeting with the teams in January to discuss the logistics of the competition. b. Please reference 1.2.14 c. College Readiness Math & English Camp – *Not started* Requisition 25000182 has been entered. This activity will commence once a purchase order was received. d. Career Exploration - *Ongoing* Please reference 1.1.8 e. Dual Enrollment – *Not Started*

1.3.4 E-sports	1.3.4 E-sports – Planning: *Ongoing* UOG Global Learning and Engagement (GLE) has received partial deliveries of equipment to support E-Sports activities. Project staff will validate equipment once all items have been received by GLE. Requisition . 24000025 has been entered to procure professional services to continue E-sports activities. Training is tentatively set to occur during the Summer of 2025.
1.3.5 Academic Special Events (ASE) • National Forensic League • Academic Challenge Bowl • Math Counts • Math Olympiad	1.3.5 Academic Special Events (ASE): *Ongoing* At the time of reporting, no ASE activities were conducted. Project personnel is in the process of planning the SY 24-25 competition season. Standard Service Agreements have been approved by Federal Programs. Standard Service Agreements for coaches have been disseminated to the schools in January 2025. Standard Service Agreements for National Forensic League Judges (NFL) are in the process of approval.
1.3.6 Visual Performing Arts (VPA) • Music Band • Art • Dance • Theater • Audio/ Visual • MTCA Theater	Teachers continue to provide services to schools. Musical Theatre Competitions of America (MTCA) was held on September 20-21, 2024 and October 5, 2025. A total of twenty (20) students had auditioned. As a result of the competition, six (6) students will participate and compete in the MTCA Nationals in Anaheim, California from February 6-9, 2025. Rehearsals and training in script analysis, acting, blocking, costumes, props, makeup, hair, and voice began in October and services are ongoing. Music Band: Maximo Ronquillo initiated services with the Okkodo High School (OHS), Tiyan High School (THS), and George Washington High School (GWHS) August 2024 and services are ongoing. • OHS – 122 students; Beginning Band; The band is working towards a public performance at the Okkodo High School Graduation • THS – 12 students; Beginning Band • GWHS – 12 students; Intermediate Band and Rock Band; The band is preparing for the annual Tumon Bay Music Festival; the band has played at school pep rallies in preparation for the music festival Art: Gisela Guile continues services with Ordot Chalan Pago Elementary School (OCPES); August – December, 2024 • OCPES – 150 students serviced during the reporting period • During this reporting period Ms. Guile focused on charcoal, oil pastels, watercolor, collages, and fine pen techniques. • There is a need for space to store the art supplies expressed by Ms. Guile. She has expressed this concern with the school administration. Project personnel will work towards other possible solutions. Dance: Cesar Medina initiated services with Finegayan Elementary School (FES), Science is Fun and Awesome (SIFA), Simon Sanchez High School (SSHS), and iLearn Academy and services are ongoing. • PCLES – 43 students • SSHS – 28 students • LPUMS – 25 students Theater: Miren Ramirez initiated services with Machananao Elementary School (MACHES) August 2024 and services are

	ongoing. • MACHES – 66 students; Musical Revue of Broadway Songs (10 songs) being taught during these sessions. Audio Visual: Brett Maluwelmeng initiated services with THS, John F. Kennedy High School (JFKHS), OHS, JFKHS, FDMS, SSHS and services are ongoing. Currently working to develop a short film, promotional videos, and a podcast. • THS – 20 students • GWHS - 10 • JFKHS – 3 students • OHS – 7 students • FDMS - 2 • SSHS - 10
1.3.7 Interscholastic Sports	1.3.7 Interscholastic Sports: - *Ongoing* The Project is currently working with the Interscholastic Sports Association (ISA) to develop a uniform Standard Service Agreement. The SSA is currently with Federal Programs for compliance review. This activity will be implemented for 3rd and 4th quarter sports.

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

Project Activity *Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.* ***Insert additional rows as needed.***	**Corresponding Annual Objective** *Enter the annual objective from 6b that this project activity aligns with.*	**Data Source** *Enter where the data are located. Identify where the data will come from.*	**Unit of Measurement** *Enter the unit of measurement.*	**Evidence-Based** *Please indicate: Yes or No*	**Actual Data: Baseline** *(Current school year or most recent)*	**Quarterly Performance Measures (Target vs. Actual)** Performance Target End of December 2023	Performance Target End of March 2025	Performance Target End of June 2025	Performance Target End of September 2025
1. Rigorous Academic and Technical Courses with High Quality Instruction Professional Development Training	By the end of SY 24-25, 86% of those who completed the self-reflection will report being more knowledgeable and increased use of the teaching strategies as a	Web-based survey from post PD on change in teaching practices.	Percentage of teachers who self-report as feeling *"more knowledgeable"*, *"well prepared"* or *"more*	Yes	**FY '23 APR:** 100% Breakdown: **43%** of teachers self -reported that they were *"well-prepared"* and **7%** indicated that they are *"more*	**Target:** Planning Phase for the Training **Actual:** Survey to be administered in the 3rd quarter.			

	result of the CTE, AP and STEAM professional development training		*than well prepared"* to teach the content.		*than well prepared"* after the completion of the PD; **50%** self-reported that they are *"More knowledgeable"*.				
CTE Academies, AP/Honors, STEAM	By the end of SY 24-25, 65% of CTE, AP/Honors, students will earn a "C" or better	District data on CTE and AP student grades	Percentage of students with "C" Grades or better	Yes	**FY '23 APR:** Of the data collected for CTE, 83% scored C or better.	**Target:** 60% (1st semester of academic year) **Actual:** Data will be reported next quarter. Requested information from schools.			
AP Testing	By the end of SY 24-25, there will be a 3% increase of AP test scores being a 3 or better from baseline of SY 22-23 AP Test	AP Test Results	Percentage of AP test takers who score a 3 or better	Yes	**FY '23 APR:** 28% of AP test scores were at least a "3" or higher.	**Target:** AP Testing not administered at this time **Actual:** Data will be provided in the 4th quarter			
2. Career-oriented Programs and Assessments	By the end of SY 24-25, 86% of WorkKeys testers will score a *Bronze* or higher	District data on WorkKeys assessment results	Percentage of test takers who score *"Bronze"* or higher	Yes	**FY '23 APR:** 80% (1335 out of 1673)	**Target:** WorkKeys testing not administered at this time			

WorkKeys Assessment	and achieve an NCRC certificate				WorkKeys testers earned a *Bronze* or higher and achieved an NCRC certificate	**Actual:** Data will be provided in the 4th quarter			
3. Specialized Events and Opportunities Academic Special Events, Visual Performing Arts, Sports	By the end of SY 24-25, 65% of students who participate in ASE, VPA, STEAM programs will indicate being more engaged in learning and confident in their academic work	Web-based survey on post ASE, VPA, STEAM events and sports opportunities	Percentage of student participants who indicate being *"more engaged"* and *"confident"* in their work	Yes	**FY '23 APR:** ASE: 68% of participants surveyed indicated being more engaged in learning 74% of participants surveyed indicated greater confidence in handling academic work VPA: 89% of respondents Indicated being more engaged in learning 83% of respondents indicated positive responses towards confidence in academic work	**Target:** Planning & Conduct of Events **Actual:** Data will be provided in the 4th quarter.			

4. Academic & Career Planning College Fair, Career Fair	By the end of SY 24-25, 35% of participating students will be more knowledgeable about college and career options, and indicate an interest in pursuing college or career pathway	Web-based survey on College Fair	Percentage of participating students indicating more knowledge about college and career options, and indicate an interest in pursuing a college or career pathway	Yes	**FY '23 APR:** 85% of those surveyed indicated greater interest in pursuing College after graduation	**Target:** Survey not administered at this time **Actual:** Data to be provided after College Fair survey is conducted			

PART II: *Successes, Challenges, and Evaluation*

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

- The Life Readiness Project has pending data on all of its performance measures, the earliest reporting of which will occur in the 3rd fiscal quarter. Although much of the data is reported in the 4th quarter, the project will gather as much information and data to report out in the next quarter. In addition, the Project will be working with the State Data Officer on developing perception surveys that are aligned to the performance measures. Hence, the list of quantifiable evidence to its successes is on hold until the data are presented. Below are supplemental information:
    - Visual Performing Arts (VPA) conducted a student perception survey for 1st quarter activities. A total of 46 students responded from 5 schools (2 elementary, 2 high school and 1 charter school). Students participated in the following activities: *Dance, Music, Theater* and *Art*.

      Some of the highlights of the survey are indicated below:

      As a result of participation, the activity has made me more creative
      - ✓ 63% Strongly Agree
      - ✓ 35% Agree
      - ✓ 2% Undecided

      As a result of participation, the activities help student minds be stimulated and more receptive to academic learning
      - ✓ 72% Strongly Agree
      - ✓ 19% Agree
      - ✓ 9% Undecided

      Participation in the activity helps students feel confident to handle academic work
      - ✓ 60% Strongly Agree
      - ✓ 28% Agree
      - ✓ 12% Undecided

      Participation in activates helps students know more about VPA careers
      - ✓ 65% Strongly Agree
      - ✓ 26% Agree
      - ✓ 9% Undecided

Observations and/or Challenges *List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?* *At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.*	Challenges with processing procurement items in a timely manner continue. Not having requisitions convert to purchase orders by September 30, 2024 has caused the Project to reenter requisitions in the new fiscal year. In addition, the delay in the MUNIS opening up in late December 2024 has also added to the delays. Additional challenges with the two (2) vacant personnel positions Program Coordinator IV (Project Lead) and Program Coordinator III has also added to the Project implementing activities in a timely manner. The Project Lead, Mr. Leon Bamba had retired in June 2024 leaving the Program Coordinator III as an acting lead. The Project had also proceeded to fill the vacant, PCIII position in August 2024, however a hiring freeze across the department was implemented. As of January 2025 all vacant positions for CG funded personnel are allowed to proceed with hiring. In November 2024, Mr. Joshua Blas was detailed as Acting Project Lead (locally funded personnel) to support the project. In December 2024, he was detailed as Interim Project Lead for Life Readiness until further notice.
What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?	LR uses a variety of tools to evaluate the effectiveness of the Project and activities being implemented. This quarter LR has used perception surveys, project meetings and training evaluations. Evaluation results will be used to improve the implementation of the project along with doing any recommended corrective actions. Also, collaborative meetings with administrators help ensure smooth implementation and school involvement in the design. LR is committed to maintaining communication with school administrators and all stakeholders. Stakeholders have been involved in planning the implementation of activities.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Life Readiness (LR)

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

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

Joshua C. Blas		1/31/2025
PROJECT COORDINATOR NAME (PRINT)	**PROJECT COORDINATOR NAME (SIGNATURE)**	**DATE**
Joseph L.M. Sanchez		1/31/2025
PROJECT MANAGER NAME (PRINT)	**PROJECT MANAGER (SIGNATURE)**	**DATE**

FEDERAL PROGRAMS DIVISION

FY 2024 Title V, Part B: Rural Low Income Schools

Consolidated Grant to Insular Areas Quarterly Report

Project No. 2

Curriculum Instruction Assessments (CIA)

Quarterly Report Documents:

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

January 10, 2025

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January 10, 2025

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

25-725

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

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

PROJECT COORDINATOR: Frank Leon Guerrero

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICERS: Sean R. Rupley / Michelle Salanatin

STATE DATA OFFICER: Ana O. Aguon

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

10/ 01/24-12/31/24	01/01/25-03/31/25	04/01/25-06/30/25	07/01/25-09/30/25
1st Qtr	**2nd Qtr**	**3rd Qtr**	**4th Qtr**
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AMOUNT BUDGETED (FFY 2024): **N/A**	**AMOUNT ENCUMBERED/REQUISITIONS:** **N/A**	**AMOUNT OF EXPENDITURES:** **N/A**
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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	1,311		99	66	12,037		600	100
6 – 8	711				5,957			
9 - 12	1,154				8,773			

LIST THE PROJECT GOALS:	By providing supplemental supports, professional services, and materials, the Curriculum – Instruction – Assessment (CIA) Project endeavors to 1) increase teacher recruitment, induction, and retention; 2) improve the effectiveness of teaching practices; and 3) increase monitoring of student achievement.
LIST THE PROJECT OBJECTIVES:	**Annual Objective 1: The CIA project will increase teacher recruitment, induction, and retention rates with services that support the teacher certification process, mentor new teachers, and coach seasoned teachers.**

- Year 1: The CIA project will increase the number of Highly Qualified Teachers [in the classroom] by 20 teachers from the previous school year as shown by the number of teachers who complete the Initial Teacher Certification Assistance Program.
- Year 2: The CIA project will increase the number of Highly Qualified Teachers [in the classroom] by 24 teachers from the previous school year as shown by the number of teachers who complete the Initial Teacher Certification Assistance Program.
- Year 3: The CIA project will increase the number of Highly Qualified Teachers [in the classroom] by 26 teachers from the previous school year as shown by the number of teachers who complete the Initial Teacher Certification Assistance Program.

- Year 1: The CIA project will increase the teacher retention rate by 5% from previous baseline of 1,910.
- Year 2: The CIA project will increase the teacher retention rate by 5% from the previous school year.
- Year 3: The CIA project will increase the teacher retention rate by 5% from the previous school year.

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

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

- Year 1: Through web-based surveys and classroom observations, 80% of teachers who participate in professional development opportunities will report or show increased use of research-proven instructional strategies used in the classroom.
- Year 2: Through web-based surveys and classroom observations, 83% of teachers who participate in professional development opportunities will report or show increased use of research-proven instructional strategies used in the classroom.
- Year 3: Through web-based surveys and classroom observations, 86% of teachers who participate in professional development opportunities will report or show increased use of research-proven instructional strategies used in the classroom.

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

- Year 1: Teachers will demonstrate increased capacity to use the interim and formative assessment tool to monitor Tier 3 students in Reading and Math, and a baseline will be established at the end of SY 23-24.
- Year 2: Teachers will demonstrate increased capacity to use the interim and formative assessment tool to monitor an increased student caseload of 3% of Tier 3 students in Reading and Math from baseline.
- Year 3: Teachers will demonstrate increased capacity to use the interim and formative assessment tool to monitor an increased student caseload of 5% of Tier 3 students in Reading and Math from baseline.

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

● Year 1: Students performing at Tier 1 and Tier 2 levels in Reading will increase to 64% as a result of the interventions they received as measured by the interim assessment system.
● Year 2: Students performing at Tier 1 and Tier 2 levels in reading will increase to 66% as a result of the interventions they received as measured by the interim assessment system.
● Year 3: Students performing at Tier 1 and Tier 2 levels will in reading increase to 68% as a result of the interventions they received as measured by the interim assessment system.

● Year 1: Students performing at Tier 1 and Tier 2 levels in Math will increase to 48% as a result of the interventions they received as measured by the interim assessment system.
● Year 2: Students performing at Tier 1 and Tier 2 levels in Math will increase to 50% as a result of the interventions they received as measured by the interim assessment system.
● Year 3: Students performing at Tier 1 and Tier 2 levels in Math will increase to 52% as a result of the interventions they received as measured by the interim assessment system.

● Year 1: Students performing at Level 3 and Level 4 in Reading will increase to 16% as a result of the interventions they received as measured by the summative assessment system.
● Year 2: Students performing at Level 3 and Level 4 in Reading will increase to 18% as a result of the interventions they received as measured by the summative assessment system.
● Year 3: Students performing at Level 3 and Level 4 in Reading will increase to 20% as a result of the interventions they received as measured by the summative assessment system.

● Year 1: Students performing at Level 3 and Level 4 in Math will increase to 9% as result of the interventions they received as measured by the summative assessment system.
● Year 2: Students performing at Level 3 and Level 4 in Math will increase to 11% as result of the interventions they received as measured by the summative assessment system.
● Year 3: Students performing at Level 3 and Level 4 in Math will increase to 13% as result of the interventions they received as

	measured by the summative assessment system.

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

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
➢ **In this column, list all the Project Components.** ➢ **<u>In bullet form</u>, list all the specific activities falling under each Component.** ➢ ***Insert Additional rows as needed.***	➢ **For each activity listed in the previous column, state the status of each activity (*ongoing, delayed, or completed*), and describe the details of the work accomplished during the period. Specify the *what, when, where, how, how many participants (a primary data or 'count')*, etc. Primary data may be presented in narrative form, or as a table or graph.** ➢ **If there was an activity that was not implemented during this reporting period, then simply indicate "REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER". Include the reason why the activity was not conducted for the quarter.**

2.1. Teacher Recruitment, Induction, and Retention	• **Online teacher observation tool:** The observation tool, Power Walkthrough, is used by administrators, district mentors, school-based mentors, and coaches to provide feedback to teachers.
	• **Initial Teacher Certification Assistance program** The new ITCA RFP was published in the 2nd Quarter.
	• **Teacher mentoring:** Initial Teacher mentoring services and School based mentor Professional Development are currently ongoing. 76 new teachers (Mentees) are being mentored at various GDOE schools throughout the island by 51 School-based mentors. 4 D*istrict* mentors and 51 *school-based* mentors provided services to these 76 mentees. Services provided were: Mentor orientations in September, New Teacher Professional Learning Seminars were conducted On November 12, 13, and 14, 2024. 2 Charter Schools also opted to participate in mentoring: 2 district mentors are providing support.
	• **Teacher coaching:** Instructional Coaches are providing direct services to their school sites daily. 19 coaches are assigned to assist 41 schools and support various numbers of teachers at each school, depending on the needs of each school. Some schools need more professional development; others would like to focus on professional learning communities (PLCs), and some others need direct 1:1 coaching support for some teachers.
	• **Coaching and Mentoring Professional Development**: Instructional coaches were assigned to schools to provide the following supports (ongoing):
	  o Promoted and assisted with the implementation of district initiatives
	  o Helped to facilitate discussions on using data to drive instruction
	  o Organized professional development opportunities for teachers
	• Coaching and Mentoring Professional Development workshops were conducted monthly by the vendor, University of Guam, who sub-contracted *Learning Forward*, a leading organization dedicated to advancing professional learning for K-12 educators, to conduct the PD.

2.2. Effective Teaching Practices	**Professional Development:** • Obligated contracts were executed at the end of last fiscal year (Sept. 2024). These activities include a Cooperative Learning contract, a renewal for Coaching/Mentoring training, Next Generation Science Standards (NGSS) training, and a Conscious Discipline training contract. We are targeting training to take place in the second quarter of FY2025 (FFY'24, est. January - March 2025). • Travel to Professional Conferences: o 2024 National Association for Gifted Children Conference (NAGC): Nov. 21-24, 2024 Seattle, WA (5 Charter School Teachers, 2 GDOE Teachers). This conference provides training for teachers of high-ability students. o 2024 Solutions Tree Mathematics Summit: December 3-5, 2024 Baltimore, MD (4 Charter School Teachers, 2 GDOE Teachers). This conference is geared to help teachers of Mathematics. o 2024 Learning Forward National Conference: December 8-11, 2024 Denver, CO (3 Charter School Teachers) This conference is how to plan, implement, and measure high-quality professional learning that changes educator practice and improves results for all students.
2.3. Specialized School Supports	• **Library Improvement:** Subscription services for a library tracking system and a media subscription service are ongoing. • **PreK Academics** GDOE continues to collaborate with the Department of Public Health and the Guam Early Learning Council to provide training to early childhood education teachers and staff. • **Gifted and Talented Education:** Gifted and Talented Education (GATE) teachers are being provided with supplies and materials for their classrooms. • **Contracts for** Early Childhood Education and a Gifted and Talented training focusing on high-ability students have made it through our procurement process late towards the end of the fiscal year and we hope to implement services in the second quarter of FY'2025 (Q2 FFY'24). • **Student Planners:** A RFP for this contract is funded by the Consolidated Grant and is out for pre-publication. We hope to get a contract this quarter of FY'2025/FFY'24 Q2 • **Bandwidth and Internet access Expansion:** The project renewed a purchase order for bandwidth expansion services with a local vendor to increase bandwidth to 41 schools by adding 500Mbs with 50% bursting symmetrical data.
2.4. Interim and Summative Assessments:	• Alternate Assessments: This activity in to support special education students that require additional services/ supports to participate in district assessment efforts. • **Universal PreK and Kindergarten Screener Kits:** Currently procuring assessment kits for Gifted and Talented Education. A requisition entered last fiscal year did not make it through the procurement process. • **Online Interim & Summative Assessments:** Online Interim and Summative Assessments were procured in December 2023 and the project staff worked with the vendor to set the system up and train district personnel on the

	use of the system and the administering the tests. GDOE went live with the District Wide Summative Assessment (DWA): Smarter Balanced Assessment Consortium last April, which included participation from various Charter and Private schools. New Interim Assessments were conducted this December, and the results will be reported soon. The Project was able accomplishment to obligate and encumber a 1.1M contract for Smarter Balanced for a Year 2 renewal. • **Universal Screeners:** Gifted and Talented teachers are currently using an online Universal Screener, Pearson's NNAT3, to screen their students for giftedness. • **Longitudinal Assessment Database:** The Project is procured a license for the longitudinal database, Linkit! and is working with the vendor to implement services. • **Digital online curriculum and assessment (SIFA Charter School)** This activity is currently being procured.

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

Project Activity *Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.* ***Insert additional rows as needed.***	**Corresponding Annual Objective** *Enter the annual objective from 6b that this project activity aligns with.*	**Data Source** *Enter where the data are located. Identify where the data will come from.*	**Unit of Measurement** *Enter the unit of measurement.*	**Evidence-Based** *Please indicate: Yes or No*	**Actual Data: Baseline** *(Current school year or most recent)*	**Quarterly Performance Measures (Target vs. Actual)**			
						Performance Target End of December 2024	**Performance Target End of March 2025**	**Performance Target End of June 2025**	**Performance Target End of September 2025**
2.1. Teacher Recruitment, Induction, and Retention • Online teacher observation tool • Initial Teacher Certification Assistance program • Teacher mentoring • Teacher Coaching • Coaching and Mentoring Professional Development	The CIA project will increase the number of Highly Qualified Teachers [in the classroom] by 24 teachers from the previous school year as shown by the number of teachers who complete the Initial Teacher Certification Assistance program.	Annual reporting of teachers who complete the Initial Teacher Certification Assistance Program.	# of teachers who complete the Initial Teacher Certification Assistance Program	Yes	**FY '23 APR:** 26 teachers	**Target:** Not reported until the 4th quarter **Actual:** Not reported until the 4th quarter			
	The CIA project will increase the teacher retention rate by 5% from the baseline of the previous school year	Data from Human Resources to show teacher retention	# of certified, or Highly Qualified Teachers who remain actively	Yes	**FY '23 APR:** 1,685 teachers	**Target:** Not reported until the 4th quarter **Actual:** Not reported			

			employed at the GDOE			until the 4th quarter			
	Through web-based surveys and classroom observations, 75% of mentored or coached teachers will report or show improved instructional practices as a result of support provided.	Web-based surveys and classroom observations	% of coached or mentored teachers who report or show improved instructional practices	Yes	**FY '23 APR:** 81%	**Target:** 60% **Actual:** No survey administered. Survey will be done in the 3rd Quarter			
2.2. Effective Teaching Practices • Professional Development • Teacher and Math Science Kits • Travel to Professional Conference • Equipment to enhance classroom instruction	Through web-based and classroom observations, 83% of teachers who participate in professional development opportunities will report or show increased use of research-proven instructional strategies ~~used~~ in the classroom.	Web-based surveys and classroom observations	% of teachers observed or self-reported to increase use of research-proven instructional strategies used in the classroom.	Yes	**FY '23 APR:** 100%	**Target:** 70% **Actual:** No survey administered. Survey will be done in the 3rd Quarter			

2.3. Specialized School Supports • Library Improvement • PreK Academics • Gifted and Talented Education • Travel to Professional Conference • Student Planners • Bandwidth and Internet access Expansion	83% of teachers who participate in professional development opportunities will report increased student engagement through web-based surveys.	Web-based surveys	% of teachers observed or self-reported to increase student engagement	Yes	**FY '23 APR:** 75%	**Target:** 70% **Actual:** No survey administered. Survey will be done in the 3rd Quarter			

2.4. Interim and Summative Assessments • Universal PreK and Kindergarten Screener Kits • Online Interim Assessments • Assessment kits • Universal Screeners • Online interim assessment	Teachers will demonstrate increased capacity to use the interim and formative assessment tools to monitor an increased student caseload of 3% of Tier 3 students in Reading and Math.	Progress Monitoring data	% of increased caseload of Tier 3 students in K-8 being actively monitored in Reading and Math	Yes	**FY ’23 APR:** 15% increased caseload on Tier 3 students (baseline)	**Target:** 15% **Actual:** AimsWeb Interim Assessments ongoing. (New pilot) Smarter Balanced Interim Assessment			
	Students performing at Tier 1 and Tier 2 levels in *Reading* will increase to 66% as a result of the interventions they received as measured by the interim assessment system.	Assessment data	% of students in Tier 1 and Tier 2 in Reading	Yes	**FY ’23 APR:** Below are the Spring 2024 AIMsWeb *Reading* results: K - 71% (√) 1st – 47% (x) 2nd – 50% (x) 3rd – 53% (x) 4th – 59% (x) 5th – 67% (√) 6th – 63% (x) 7th – 70% (√) 8th – 78% (√) Legend: (√) – met the FY ’23 target of 64%	**Target:** Not reported until the 3rd quarter **Actual:** Not reported until the 3rd quarter			

	Students performing at Tier 1 and Tier 2 levels in *Math* will increase to 50% as a result of the interventions they received as measured by the interim assessment system	Assessment data	% of students in Tier 1 and Tier 2 in Math.	Yes	**FY '23 APR:** Below are the Spring 2024 AIMsWeb *Math* results: K - 78% (√) 1st – 67% (√) 2nd – 56% (√) 3rd – 45% (x) 4th – 50% (√) 5th – 56% (√) 6th – 49% (√) 7th – 61% (√) 8th – 46% (x) Legend: (√) – met the FY '23 target of 48%	**Target:** Not reported until the 3rd quarter **Actual:** Not reported until the 3rd quarter			

• Online summative assessments • Longitudinal Assessment Database • Digital online curriculum and assessment (SIFA)	Students performing at Level 3 and Level 4 in *Reading* will increase to 18% as a result of the interventions they received as measured by the summative assessment system.	Assessment Data	% of students scoring in the Level 3 or 4 performance levels on the summative assessment in Reading.	Yes	**FY '23 APR:** Below are the Spring 2024 Smarter Balanced *Reading* results: 3rd – 10% 4th – 13% 5th – 14% 6th – 11% 7th – 18% 8th – 16% 11th – 21% *As FY '23 is the first year for the district's use of the Smarter Balanced assessment tool, the above will form the baseline data in Reading.*	**Target:** Not reported until the 4th quarter **Actual:** Not reported until the 4th quarter			

	Students performing at Level 3 and Level 4 in Math will increase to 11% as result of the interventions they received as measured by the summative assessment system.	Assessment Data	% of students scoring in the Level 3 or 4 performance levels on the summative assessment in Math	Yes	**FY '23 APR:** Below are the Spring 2024 Smarter Balanced *Math* results: 3rd – 8% 4th – 7% 5th – 4% 6th – 2% 7th – 3% 8th – 2% 11th – 5% *As FY '23 is the first year for the district's use of the Smarter Balanced assessment tool, the above will form the baseline data in Math.*	**Target:** Not reported until the 4th quarter **Actual:** Not reported until the 4th quarter			

PART II: *Successes, Challenges, and Evaluation*

Evidence of Success/Progress *Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).*	Since the CIA project has pending data on all of its performance measures, the earliest reporting of which will occur in the 3rd fiscal quarter, the list of quantifiable evidence to its successes is on hold until the data are presented.
Observations and/or Challenges *List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?* *At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.*	Due to a large number of ARP funded requests processed by our procurement office, many of our contracts were delayed implementation. We are currently conducting professional development using Consolidated Grant Fiscal Year 2023 funds, as some of purchase orders were issued near the end of the fiscal year (September 30, 2024) and a few P.O.s had to be modified to change some funding sources, further delaying 1st Quarter implementation. A current hiring freeze for Central Office program coordinators has affected the project's ability to provide timely service to its stakeholders. The project has 2 vacancies it is trying to fill, but has not been able to due to the hiring freeze.
What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?	Web-based surveys, on-site monitoring, observations, meetings and discussions with schools will be conducted, supports provided by district mentors and coaches will be employed, as well as monitoring of the AIMSweb formative assessment tool will be tracked.

QUARTERLY REPORT CERTIFICATION

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

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

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

Frank Leon Guerrero		**01/31/25**
PROJECT COORDINATOR NAME (PRINT)	**PROJECT COORDINATOR NAME (SIGNATURE)**	**DATE**
Joseph L.M. Sanchez		1/31/2025
PROJECT MANAGER NAME (PRINT)	**PROJECT MANAGER (SIGNATURE)**	**DATE**

FEDERAL PROGRAMS DIVISION

FY 2024 Title V, Part B: Rural Low Income Schools

Consolidated Grant to Insular Areas Quarterly Report

Project No. 3

Classroom Supports & Interventions (CSI)

Quarterly Report Documents:

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

January 10, 2025

FEDERAL PROGRAMS DIVISION

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

Finalized Quarterly Report with Federal Programs Division (FPD) Review

January 10, 2025

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

25-742

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

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

PROJECT COORDINATOR: Jesse R. Pendon

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

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana / Jennifer Torres

STATE DATA OFFICER: Ana O. Aguon

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

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

AMOUNT BUDGETED (FFY 2024):	**AMOUNT ENCUMBERED/REQUISITIONS:**	**AMOUNT OF EXPENDITURES:**
N/A	**N/A**	**N/A**
AMOUNT BUDGETED (FFY 2023):	**AMOUNT ENCUMBERED/REQUISITIONS:**	**AMOUNT OF EXPENDITURES:**
N/A	**N/A**	**N/A**

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

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

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

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

	• 24-25: 70% of high school students ages 17-21 who are behind in credit to graduate will increase by 1 grade level.

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

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
➢ **In this column, list all the Project Components.** ➢ **<u>In bullet form</u>, list all the specific activities falling under each Component.** ➢ ***Insert Additional rows as needed.***	➢ **For each activity listed in the previous column, state the status of each activity (*ongoing, delayed, or completed*), and describe the details of the work accomplished during the period. Specify the *what, when, where, how, how many participants (a primary data or 'count')*, etc. Primary data may be presented in narrative form, or as a table or graph.** ➢ **If there was an activity that was not implemented during this reporting period, then simply indicate "REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER". Include the reason why the activity was not conducted for the quarter.**
Component 3.1 Professional Development 3.1.1 State Systemic Improvement Program (SSIP) Activity 25% Complete	3.1.1 State Systemic Improvement Program (SSIP) o The SSIP Core Team met on Thursday, November 7, 2024, from 1:00 p.m. to 3:00 p.m. to review key data and discuss upcoming activities. The team analyzed Fall AIMSWEB screening data, screening administration data, and lesson progress data for resource room teachers to assess current performance and guide future actions. Reporting surveys were deemed not applicable for this quarter as initial trainings are still being conducted, allowing teachers time to practice and implement the strategies learned. The first surveys are scheduled for the 2nd quarter. Discussions also focused on planning follow-up activities to support teachers and align with the data reviewed.
3.1.2 English as a Second Language (ESL) Activity 25% Complete	3.1.2 English as a Second Language (ESL) o The project has procured professional services from eligible proponents to provide professional development for English as a Second Language (ESL) teachers and coordinators, regular classroom teachers, administrators, and project personnel. This initiative focuses on building teacher capacity and enhancing instructional strategies and practices in classroom instruction, emphasizing two critical topics: Pacific Islander Cultural Awareness and Second Language Acquisition. o The professional development aims to equip educators with the necessary tools to address the unique needs of ESL students while fostering a deeper understanding of Pacific Islander cultural values and traditions. Training on Pacific Islander Cultural Awareness will help teachers create inclusive classroom environments by integrating culturally responsive teaching practices that respect and celebrate diversity. Meanwhile, the focus on Second Language Acquisition will provide educators with evidence-based strategies to support students' language development effectively. This includes understanding the stages of second language development, scaffolding instruction, differentiating teaching methods, and using tools to assess and enhance language learning.

Component 3.2 Interventions

3.2.1a ASPIRE:

- Activity 35% Complete

Component 3. ASPIRE

Benchmark Tier Details: Tier Score Ranges

	Tier 1	Tier 2	Tier 3
Math	**163-304**	**152-162**	**0-151**
Reading	**347-660**	**328-346**	**0-327**

TOTAL ELM	Tier 1	Tier 2	Tier 3
Total Elementary Reading Fall Testing	465	247	679
	33%	18%	49%
Total Elementary Reading Winter Testing	N/A	N/A	N/A
	N/A	N/A	N/A
Number of students who increased at least 10 points	111	111	312
Percentage of students who increased at least 10 points	24%	45%	46%

TOTAL ELM	Tier 1	Tier 2	Tier 3
Total Elementary Math Fall Testing	450	316	625
	32%	23%	45%
Total Elementary Math Winter Testing	N/A	N/A	N/A
	N/A	N/A	N/A
Number of students who increased at least 10 points	95	105	260
Percentage of students who increased at least 10 points	21%	33%	42%

- 3.2.1 ASPIRE: ON TARGET
  - AIMSweb testing of current ASPIRE students based on their Spring 24 and Winter 24 AIMSWEB Testing
  - 5 Middle Schools and 26 Elementary Schools chose to participate in the ASPIRE Program this year.
  - 40 Coordinator Standard Service Agreements were issued as well as 135 Teacher Standard Service Agreements are being processed.

3.2.1 ASPIRE: Of the 1391 elementary students who participated in ASPIRE *Reading* for the 1st quarter of SY 24-25:

- 465 out of 1391 (33%) of the students tested Tier 1. Out of this 465, 111 increased score by at least 10 points (24%).
- 247 out of 1391 (18%) of the students tested Tier 2. Out of this 247, 111 increased score by at least 10 points (45%).
- 679 out of 1391 (49%) of the students tested Tier 3. Out of this 679, 312 increased score by at least 10 points (46%).

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

- 450 out of 1391 (32%) of the students tested Tier 1. Out of this 450, 95 increased score by at least 10 points (21%).
- 316 out of 1391 (23%) of the students tested Tier 2. Out of this 316, 105 increased score by at least 10 points (33%).
- 625 out of 1391 (45%) of the students tested Tier 3. Out of this 625, 260 increased score by at least 10 points (42%).

TOTAL MIDDLE	Tier 1	Tier 2	Tier 3
Total Middle School Reading Fall Testing	24	24	75
	18%	19%	62%
Total Middle School Reading Winter Testing	N/A	N/A	N/A
	N/A	N/A	N/A
Number of students who increased at least 10 points	6	13	34
Percentage of students who increased at least 10 points	25%	54%	45%

3.3.1 ASPIRE: Of the 123 Middle School students who participated in ASPIRE *Reading* for the SY 24-25:

- 24 out of 123 (19.5%) of the students tested Tier 1. Out of this 24, 6 increased score by at least 10 points. (25%).
- 24 out of 123 (19.5%) of the students tested Tier 2. Out of this 24, 13 increased score by at least 10 points (54%).
- 75 out of 123 (61%) of the students tested Tier 3. Out of this 75, 34 increased score by at least 10 points (45%).

TOTAL MIDDLE	Tier 1	Tier 2	Tier 3
Total Middle School Math Fall Testing	21	22	71
	17%	20%	63%
Total Middle School Math Winter Testing	N/A	N/A	N/A
	N/A	N/A	N/A
Number of students who increased at least 10 points	5	7	24
Percentage of students who increased at least 10 points	24%	32%	34%

3.3.1 ASPIRE: Of the 123 Middle School students who participated in ASPIRE *Math* for the SY 24-25:

- 21 out of 114 (18%) of the students tested Tier 1. Out of this 21, 5 increased score by at least 10 points (24%).
- 22 out of 114 (19%) of the students tested Tier 2. Out of this 22, 7 increased score by at least 10 points (32%).
- 71 out of 114 (62%) of the students tested Tier 3. Out of this 71, 24 increased score by at least 10 points (34%).

3.2.1b ASPIRE Summer School:

- Not applicable for this Quarter; Activity Not Started, will start 3rd QTR

- GDOE's SY 24-25 Summer School is anticipated to begin in June 2025, and initial planning for the schools with the project has been scheduled to begin in February 2025.

<table>
<tr>
<td>3.2.2 Student Advocate & Mentor (SAM)
• ACTIVITY is at 50% Complete</td>
<td>• 3.3.3 Student Advocate & Mentor (SAM)

SAM
<table>
<tr><th></th><th>1st QTR</th><th>2nd QTR</th><th>3rd QTR</th><th>4th QTR</th></tr>
<tr><td>Total Number of Teachers</td><td>15</td><td>------</td><td>------</td><td>------</td></tr>
<tr><td>Total Number of Students</td><td>148</td><td>------</td><td>------</td><td>------</td></tr>
<tr><td>Number of Students at grade level</td><td>37</td><td>------</td><td>------</td><td>------</td></tr>
<tr><td>% of student at grade level</td><td>25%</td><td>------</td><td>------</td><td>------</td></tr>
</table></td>
<td>• 3.2.2 Student Advocate & Mentor (SAM): NOT ON TARGET
○ The Student Advocate & Mentor activity is currently under its intended target, with 37 out of 148 students (25%) reported at grade level. One high school was unable to submit its data for inclusion in the report. This high school shares its campus with another school, and the project has granted a late submission. The data will be updated and included in the report for the next quarter.
○ The first semester grades for the 2024–2025 school year will be updated at the end of January 2025. Due to the timing of this update, it falls outside the first quarter reporting period. A rise in the percentage of passing students is anticipated and will be reflected in the second quarter report.
○ Stipend payments for SAM were processed and it is expected to be paid out in Jan 2025 (2nd QTR)</td>
</tr>
<tr>
<td>3.2.3 Second Chance
• ACTIVITY is at 35% Complete</td>
<td>• 3.2.3 Second Chance

Second Chance Seniors
<table>
<tr><th></th><th>1st QTR</th><th>2nd QTR</th><th>3rd QTR</th><th>4th QTR</th></tr>
<tr><td>Total Number of Seniors</td><td>38</td><td>------</td><td>------</td><td>n/a</td></tr>
<tr><td>Total Number Progressing</td><td>22</td><td>------</td><td>------</td><td>n/a</td></tr>
<tr><td>% of seniors on track to graduate</td><td>58%</td><td>------</td><td>------</td><td>n/a</td></tr>
</table></td>
<td>○ 3.2.3 Second Chance ON TARGET

○ 22 out of the 38 (58%) seniors in the Second Chance program are actively progressing with their graduation requirements, with four students having already completed them. This milestone underscores the program's effectiveness in supporting student achievement and persistence.

○ 1 classroom teacher, 1 School Administrator, and 1 Project Personnel have been selected to attend the National Youth Advocacy and Resilience Conference in Savannah, Georgia, from March 2-5, 2025.The purpose of their participation is to utilize our current at-risk models and explore new or alternate models being implemented nationally. This will help enhance our strategies for supporting at-risk students. Travel packets for the attendees are currently being processed.</td>
</tr>
</table>

Second Chance 11,10 & 9th

	1st QTR	2nd QTR	3rd QTR	4th QTR
Total Number of students	117	------	------	n/a
Total Number Progressing	62	------	------	n/a
% of students on track to next grade level	53%	------	------	n/a

- 62 students out of the 117 enrolled in the 11th, 10th, and 9th grades (53%) are on track to progress to the next grade level. This reflects the ongoing efforts to support and guide these students toward their academic goals.

Youth Shelters

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

- 21 out of the 21 (100%) of the students at the Youth Shelters continue with 1-1 instruction and progressing well.

Component 3.3 Credit Recovery

3.3.1 *Eskuelan Puengi*

- ACTIVITY is at 50% Complete

- 3.3.1 *Eskuelan Puengi*

Eskuelan Puengi

	Session A	Session B	Session C	Session D
Total Number of students	709	766	------	------
Number of students earning a Passing Rate	613	682	------	------
Percentage of students earning a Passing Rate	86%	89%	------	------

- **-3.3.1 *Eskuelan Puengi*: ON TARGET**
  - The project completed Session A and Session B of the *Eskuelan Puengi* Fall program. Notably, 86% of students enrolled in Session A earned credit, while 78% of students in Session B achieved the same milestone. These outcomes highlight the program's effectiveness in supporting student learning and credit attainment.
  - Stipend payments for the Eskuelan Puengi were processed and it is expected to be paid out in Jan 2025 (2nd QTR)

BOOST

	1st QTR	2nd QTR	3rd QTR	4th QTR
Total Number of students	246	------	------	n/a
Total Number Progressing	168	------	------	n/a
% of students on track to next grade level	68%	------	------	n/a

- 113 out of 159 students (71%) in the BOOST program earned a credit and progressed using this after school credit recovery activity.
- Stipend payments for BOOST were processed and it is expected to be paid out in Jan 2025 (2nd QTR)

3.3.2 Alternative Pathways

Alternative Pathways

	1st QTR	2nd QTR	3rd QTR	4th QTR
Total Number of students	50	------	------	n/a
Total Number Progressing	n/a	------	------	n/a
% of students on track to next grade level	n/a	------	------	n/a

- All of the schools have selected and referred students to Alternative Pathways. Due to the late execution of the Alternative Pathways contract, none of the students had significant time in the program to measure progression. This will be reported 2nd QTR.

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

Project Activity *Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.* ***Insert additional rows as needed.***	**Corresponding Annual Objective** *Enter the annual objective from 6b that this project activity aligns with.*	**Data Source** *Enter where the data are located. Identify where the data will come from.*	**Unit of Measurement** *Enter the unit of measurement.*	**Evidence-Based** *Please indicate: Yes or No*	**Actual Data: Baseline** *(Current school year or most recent)*	**Quarterly Performance Measures (Target vs. Actual)** Performance Target End of December 2024	Performance Target End of March 2025	Performance Target End of June 2025	Performance Target End of September 2025
Component 3.1 *Professional Development* 3.1.1 State Systemic Improvement Program (SSIP)	By the end of SY 24-25: 75% of teachers attending training will self-report level of feeling well prepared implementing strategies learned in the classroom.	Surveys from post professional development on types of strategies implemented in the classroom.	% of teachers who self-report as feeling "well prepared" implementing strategies trained in the classroom to improve instruction.	Yes	**FY '23 APR: SSIP** 72% of teachers self-report level of feeling well prepared implementing strategies learned in the classroom.	**Target:** 55% **Actual:** No data available at this time. Survey to be administered in the succeeding quarter.			

3.1.2 English as a Second Language (ESL)/	By the end of SY 24-25: 75% of teachers attending training will self-report level of feeling well prepared implementing strategies learned in the classroom.	Surveys from post professional development on types of strategies implemented in the classroom.	% of teachers who self-report as feeling "well prepared" implementing strategies trained in the classroom to improve instruction.	Yes	**FY '23 APR:** **ESL** 90% of teacher participants report that training was beneficial to their work	**Target:** 55% **Actual:** No data available at this time. PD in planning phase and will be executed in the succeeding quarters			
Component 3.2 *Interventions* 3.2.1a ASPIRE	By end of SY 24-25: 60% of those in ASPIRE K-8 will increase AIMSweb benchmark scores by at least 10 points in *Reading*	AIMSweb Scores for Oral Reading Fluency	% of students that increase AIMSweb scores in ORF by at least 10 points	Yes	**FY '23 APR:** Below is the % of ASPIRE students K-8th who increased their scores in *Reading* by at least 10 points: **Elem:** 67% **Mid:** 29%	**Target:** 40% of students will increase by at least 10 points in *Reading* **Actual:** **Elem:** **38%** (534 out of 1391) of students increased by at least 10 points in *Reading* **Middle:** **43%** (53 out of 123) of students increased by at least 10 points in *Reading*			
	By end of SY 24-25: 40% of participating students K-8 will increase	AIMSweb Scores for Number Sense Fluency	% of students that increase AIMSweb scores in NSF by at least 10	Yes	**FY '23 APR:** Below is the % of ASPIRE	**Target:** 20% of students will increase by at least 10 points			

	AIMSweb benchmark scores by 10 points in *Math*		points		students K-8th who increased their scores in *Math* by at least 10 points: **Elem:** 40% **Mid:** 17%	in *Math* **Actual:** **Elem:** **33%** (460 out of 1391) of students increased by at least 10 points in *Math* **Middle:** **32%** of (36 out of 114) students increased by at least 10 points in *Math* b			
3.2.1b ASPIRE Summer School	60% of those in Summer School K-8 will increase AIMSweb benchmark scores by 10 points in *Reading*	AIMSweb Scores in *Reading*	% of students that increase AIMSweb scores in *Reading* by at least 10 points	Yes	**FY '23 APR:** % of Summer School students K-8th increased their scores in *Reading* by at least 10 points: **Elem:** 39% of students increase score by at least 10 points in *Reading* **Middle:** 33% of	**Target:** N/A **Actual:** No data yet. Summer School to be done in the 3rd quarter.			

					students increase score by at least 10 points in *Reading*				
	40% of those in Summer School K-8 will increase AIMSweb benchmark scores by 10 points in *Math*	AIMSweb Scores in *Math*	% of students that increase AIMSweb scores in *Math* by at least 10 points	Yes	**FY '23 APR:** % of Summer School students K-8th increased their scores in *Math* by at least 10 points: **Elem:** 30% of students increase score by at least 10 points in *Math* **Middle:** 32% of students increase score by at least 10 points in *Math*	**Target:** N/A **Actual:** No data yet. Summer School to be done in the 3rd quarter.			

Interventions 3.2.2 Student Advocate & Mentor	By end of SY·24-25: 55% of 9th & 10th grade students mentored will be on grade level	List of students mentored graduation status report	% of mentored students who are on track with grade level	Yes	**FY '23 APR:** 46% (75 out of 164) students mentored were on grade level	**Target:** 35% **Actual:** 25% (37/148)			
3.2.3 Second Chance	By end of SY-24-25: 50% of Seniors enrolled will graduate, 50% of Freshmen, Sophomores, and Juniors will progress to the next grade level	Graduation status report for enrolled students	% of students who graduate and/or on track to graduate	Yes	**FY '23 APR:** 66% of Seniors enrolled graduated; 40% of Freshmen, Sophomores, and Juniors progressed to the next grade level	**Target:** 30% of Seniors enrolled will graduate, and 30% of Freshmen, Sophomores, and Juniors will progress to the next grade level **Actual:** **58%** (22 out of 38) of Seniors enrolled are on track to graduate, and **53%** (62 out of 117) of Freshmen, Sophomores, and Juniors are on track to progress to the next grade level			

	By end of SY 24-25: 40% of incarcerated students in Youth Shelter will advance by one grade level	Graduation status report for enrolled students	% of students who graduate and/or on track to graduate	Yes	**FY '23 APR:** 100% of incarcerated students in Youth Shelter advanced by one grade level	**Target:** 30% **Actual**: 100% (21 out of 21) are on track to progress to the next grade			
Component 3.3 *Credit Recovery* 3.3.1 *Eskuelan Puengi (EP)/* Summer School	By end of SY 24-25: 75% of EP-participating high school students will earn credits towards graduation with a passing rate of 70% or higher	Teacher Gradebooks that will include grades and credits earned for each EP course	% of students that receive a passing grade of 70% or higher to earn credit	Yes	**FY '23 APR:** Session A – 79.3% passing rate Session B – 77.5% passing rate Session C – 76.5% passing rate Session D – 77.9% passing rate	**Target:** 65% **Actual**: Session A – **86%** (613 out of 709) Session B – **89%** (682 out of 766)			
	By end of SY 24-25: 75% of Summer School-participating high school students will earn credits towards graduation	Teacher Gradebooks that will include grades and credits earned for each Summer School	% of students that receive a passing grade of 70% or higher to earn credit	Yes	**FY '23 APR:** 76% (853 out of 1123) of participating high	**Target:** N/A **Actual:** No data yet. Summer			

	with a passing rate of 70% or higher	course			school students earned credits towards graduation with a passing rate of 70%	School to be done in the 3rd quarter.			
3.3.2 Alternative Pathway	By end of SY 24-25: 70% of high school students ages 17-21 who are behind in credit to graduate will increase by 1 grade level.	Graduation status report for enrolled students	% of students that graduate and/ or on track to graduate	Yes	**FY '23 APR:** The Alternative Pathways activity did not take place in FY '23 due to the lack of a contract. **FY '22 APR:** 68% (76 out of 111) of the students earned credits	**Target:** 50% **Actual:** N/A Not enough time to measure progress; will report 2nd quarter			

PART II: *Successes, Challenges, and Evaluation*

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

- On the CSI project's ASPIRE *Reading* activity, **38%** of elementary students (K-5th) and **43%** of middle school students (6th-8th) increased in their AIMSweb scores by at least 10 points in *Reading*, quite a good start considering the 1st quarter target which is 40%. It is tracking to meet the project's annual target of 60% for *Reading*.

  Specifics:

  For the SY 24-25, the ASPIRE Reading program is serving 1,391 elementary students, yielding valuable insights into their reading proficiency levels. During the 1st fiscal quarter, 33% (465 students) tested at Tier 1, indicating strong reading skills and proficiency. Another 18% (247 students) fell into Tier 2, showing moderate progress but requiring additional support to enhance their reading abilities. The remaining 49% (679 students) were at Tier 3, needing significant intervention to strengthen foundational skills. These results underscore the importance of differentiated instruction and targeted support to address the diverse needs of students, particularly those in Tiers 2 and 3, to foster improved literacy outcomes.

  For the SY 24-25, the ASPIRE Reading program is supporting 123 middle school students, with assessments revealing varying levels of reading proficiency. During the 1st fiscal quarter, 19.5% (24 students) tested at Tier 1, demonstrating strong reading skills. Another 19.5% (24 students) were at Tier 2, indicating moderate progress with a need for additional support. The majority, 61% (75 students), were identified at Tier 3, requiring intensive intervention to build foundational reading skills. These results highlight the critical need for targeted strategies and resources to support middle school students, particularly those at Tier 3, as they work toward improving literacy and academic success.

- On the project's ASPIRE *Math* activity, **33%** of elementary students (K-5th) and **32%** of middle school students (6th-8th) increased in their AIMSweb scores by at least 10 points in *Math*, already exceeding the 1st quarter target which is 20%. Barring any unforeseen dips, it is tracking to meet the annual target of 40%.

  Specifics:

  For the SY 24-25, the ASPIRE Math program is engaging 1,391 elementary students, with assessments revealing diverse levels of mathematical proficiency. During the 1st fiscal quarter, 32% (450 students) achieved Tier 1 status, demonstrating strong mathematical skills. Another 23% (316 students) tested at Tier 2, indicating moderate progress and a need for further support. Meanwhile, 45% (625 students) were categorized in Tier 3, requiring intensive intervention to strengthen foundational math skills. These results emphasize the need for targeted instructional strategies and resources, particularly for students in Tier 2 and Tier 3, to enhance mathematical understanding and success.

  For the SY 24-25, the ASPIRE Math program is supporting 114 middle school students, with assessments highlighting their varying levels of mathematical proficiency. During the 1st fiscal quarter, 18% (21 students) tested at Tier 1, demonstrating strong mathematical skills. Another 19% (22 students) were identified at Tier 2, showing moderate progress and a need for additional support. The majority, 62% (71 students), tested at Tier 3, requiring significant intervention to build foundational math skills. These results underscore the importance of focused strategies and resources to address the needs of students in Tiers 2 and 3, fostering improved mathematical outcomes.

	• On the project's Second Chance activity, **58%** of Seniors enrolled are on track to graduate, **53%** of Freshmen, Sophomores, and Juniors are on track to progress to the next grade level, already exceeding the annual target of 50% for both groups. Also, **100%** of incarcerated students at the Youth Shelters are showing progress. Specifics: In the Second Chance program, for the 1st fiscal quarter of FY '24, 22 out of 38 seniors (58%) and 62 out of 117 (53%) Freshmen, Sophomores, and Juniors are actively progressing with their graduation requirements, with four students having already completed them. Also, 21 out of the 21 (100%) of the students at the Youth Shelters continue with 1-1 instruction and progressing well. These achievements highlight the program's effectiveness in supporting student persistence and success in meeting academic goals. • On the project's *Eskuelan Puengi* activity, participating high school students are earning credits towards graduation with a passing rate of 70% or higher. In the 1st quarter, Session A had **86%** credit earners, while Session B had **89%**, both groups exceeding not only the project's 1st quarter target of 65%, but even the project's annual target of 75%. Specifics: The *Eskuelan Puengi* Fall program successfully concluded Sessions A and B for the 1st fiscal quarter of FY '24, achieving impressive outcomes in supporting student learning and credit attainment. In Session A, 86% of enrolled students earned credit, while 78% of Session B participants reached the same milestone, showcasing the program's effectiveness. Additionally, stipend payments for staff involved in the program have been processed and are expected to be disbursed in January 2025, during the second quarter. These achievements reflect the program's commitment to enhancing academic success and providing timely support to both students and educators.
Observations and/or Challenges *List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?* *At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.*	There has been significant delays in the hiring process for School Aide I (Teacher Assistant) positions under the Classroom Supports and Interventions (CSI) project. The CSI project initiated the Request to Fill (RTF) for additional School Aide I positions on October 29, 2024, to support at-risk students and ensure compliance with program objectives. The timeline of events is as follows: on October 29, 2024, the RTF was submitted by the CSI project; on November 5, 2024, the document reached the Budget Office for review; on December 10, 2024, the document was delivered to the Human Resource Division; and as of January 10, 2025, no new hires have been made. The prolonged timeline has critically impacted the project's ability to deploy Teacher Assistants to schools and utilize allocated funds effectively within the fiscal year. The delays have negatively impacted the program in several ways. First, the absence of new hires has hindered efforts to provide timely academic and behavioral support to at-risk students. Second, delays in executing hiring have restricted the project's ability to fully expend allocated funds, posing a risk of reduced funding in future cycles.

What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?	The project employs a combination of methods, tools, and processes to ensure effective monitoring and continuous improvement. Establishing baseline data using AIMSweb provides an initial point of reference to measure progress. By reviewing this data at multiple intervals, we can identify trends, monitor advancements, and adjust strategies to meet program objectives effectively. Regular meetings and reports play a crucial role in maintaining alignment among all components of the program. Attendance tracking, surveys, and general briefings with stakeholders ensure that updates are shared consistently. These touchpoints allow the program team to reflect on outcomes and make necessary adjustments to improve implementation and results. Evaluation interviews are another key component, providing a structured opportunity for feedback and professional development. These scheduled conversations, conducted during regular departmental training sessions for Teacher Assistants, enable the program to assess individual performance, set goals, and discuss areas for improvement. This process fosters growth and aligns individual efforts with program objectives. Surveys conducted after professional development training sessions offer valuable insights into the activity's relevance and impact. Feedback from participants helps the program assess whether the training provided current and effective teaching strategies. Additionally, the surveys help determine if these research-based techniques are being successfully applied in the classroom, ensuring the training translates into improved instructional practices and student outcomes. The Student Advocate & Mentor activity is currently below its intended target, with 37 out of 148 students (25%) reported. One high school, which shares its campus with another school, was unable to submit its data for inclusion in the report. The project has granted a late submission for this school, and the data will be updated and included in the next quarter's report. Additionally, the first semester grades for the 2024-2025 school year will be updated at the end of January 2025. Since this update falls outside the first quarter reporting period, it will not be reflected until the second quarter report, where a rise in the percentage of passing students is anticipated.

QUARTERLY REPORT CERTIFICATION

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

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

Jesse Pendon		**1.10.24**
PROJECT COORDINATOR NAME (PRINT)	**PROJECT COORDINATOR NAME (SIGNATURE)**	**DATE**
Joseph L.M. Sanchez		**02/02/25**
PROJECT MANAGER NAME (PRINT)	**PROJECT MANAGER (SIGNATURE)**	**DATE**

FEDERAL PROGRAMS DIVISION

FY 2024 Title V, Part B: Rural Low Income Schools

Consolidated Grant to Insular Areas Quarterly Report

Project No. 4

School Climate Culture and Engagement (SCCE)

Quarterly Report Documents:

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

January 10, 2025

FEDERAL PROGRAMS DIVISION

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

Finalized Quarterly Report with Federal Programs Division (FPD) Review

January 10, 2025

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

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

PROJECT COORDINATOR: Steven V. Pangelinan

PROJECT MANAGER: Dr. Barbara Adamos, DS ESCL

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

STATE DATA OFFICER: Ana O. Aguon

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

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

AMOUNT BUDGETED (FFY 2024):	**AMOUNT ENCUMBERED/REQUISITIONS:**	**AMOUNT OF EXPENDITURES:**
N/A	**N/A**	**N/A**
AMOUNT BUDGETED (FFY 2023):	**AMOUNT ENCUMBERED/REQUISITIONS:**	**AMOUNT OF EXPENDITURES:**
N/A	**N/A**	**N/A**

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					486	91	198	119
6 – 8					495	10	144	
9 - 12					224	20	132	

LIST THE PROJECT GOALS:	Overall GOAL: By the end of the three years, there will be a decline in dropout rates, discipline and suspension rates for at-risk students. Overall GOAL: By the end of the three years, there will be an improvement to students' physical fitness and social and emotional health. Through services provided in all 4 Project Components *(4.1 Social Supports & Outreach Teams, 4.2 PBIS Implementation, 4.3 Promoting Positive Behaviors and 4.4 Safe and Healthy Schools*) the challenges of at-risk students will be addressed and students will remain in school and focus on learning.

LIST THE PROJECT OBJECTIVES:	**4.1 Social Services & Outreach Teams:** Addressing student/family challenges through a referral system will help remove barriers and allow students to come to school and focus on learning. 1. By the end of Year 3, SSOT will maintain or exceed the current successful completion rate of 96%. • Year 1: ≥96% maintain or exceed successful completion (issue(s) addressed and resolved) • Year 2: ≥96% maintain or exceed successful completion (issue(s) addressed and resolved) • Year 3: ≥96% maintain or exceed successful completion (issue(s) addressed and resolved) 2. By the end of Year 3, SSOT will maintain or reduce the current pending cases rate of 4%. • Year 1: ≤4% maintain or reduce pending cases rate • Year 2: ≤4% maintain or reduce pending cases rate • Year 3: ≤4% maintain or reduce pending cases rate **4.2 Positive Behavior Intervention & Support Framework:** Successful and consistent implementation of the PBIS Framework creates a safe nurturing environment that is conducive to learning. 1. By the end of Year 3, of all schools who completed the Tiered Fidelity Inventory, there will be a 10% in school-site TFI results • Year 1: 2% increase in school-site TFI rate (at least 87%) • Year 2: 3% increase in school-site TFI rate (at least 90%) • Year 3: 5% increase in school-site TFI rate (at least 95%) **4.3 Promoting Positive Behavior and Safe School Environment:** Providing social & emotional supports through appropriate intervention & supports help Tier II and Tier III students address their specific issues. 1. By the end of Year 3, the District-wide discipline rate will be maintained or reduced at the current rate of 30% • Year 1: Maintain or reduce the ≤30% discipline rate • Year 2: Maintain or reduce the ≤30% discipline rate • Year 3: Maintain or reduce the ≤30% discipline rate 2. By the end of a Year 3, the District-wide suspension rate will be maintained or reduced at the current rate of 15%. • Year 1: Maintain or reduce ≤15% suspension rate • Year 2: Maintain or reduce ≤15% suspension rate • Year 3: Maintain or reduce ≤15% suspension rate **4.4 Health & Safety:** Interventions to promote healthier lifestyles and safer schools

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

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

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
➢ **In this column, list all the Project Components.** ➢ **<u>In bullet form</u>, list all the specific activities falling under each Component.** ➢ ***Insert Additional rows as needed.***	➢ **For each activity listed in the previous column, state the status of each activity (*ongoing, delayed, or completed*), and describe the details of the work accomplished during the period. Specify the *what, when, where, how, how many participants (a primary data or 'count')*, etc. Primary data may be presented in narrative form, or as a table or graph.** ➢ **If there was an activity that was not implemented during this reporting period, then simply indicate "REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER". Include the reason why the activity was not conducted for the quarter.**
4.1 Social Support & Outreach Teams (SSOT): • **Address referrals and conduct home visits** • **Student Engagement Activities** • **Parent Engagement Activities** • **Staff Development Activities** • **Professional Development Activities** • **Travel Activities**	**Social Support & Outreach Teams (SSOT):** *Ongoing* • SSOT closed 2,151 referrals with 112 pending this reporting period, conducting 1,640 home visits. Table of Referrals **Type of Referral** / **1st Quarter** (Closed / Open) **Attendance** 409 / 33 **Behavior** 71 / 2 **Interpreter/Translator** 3 / 1 **Medical** 135 / 21 **Registration** 149 / 9 **School Parent Conference** 179 / 6 **Support Services** 1,205 / 40 **TOTALS** 2,151 / 112 **Home visits** 1,640 • SSOT conducted and completed five (5) Student Engagement (SE) Activities, seven (7) Parent Engagement (PE) activities, one (1)

Staff Development (SD) activity, three (3) Professional Development (PD) activities and one (1) travel activity.

(5) Student Engagement Activities

- 10/12/24 – LPUMS SSOT conducted a canned food drive to support Tiyan High Students as they participated in the "Tower for Humanity" activity (27 participants).
- 10/23/24 – SSOT personnel set up display tables and disseminated program information during the Elementary School Parent Teacher Conferences (PTC) at Ordot Chalan Pago Elementary (OCPES) and Marcial A. Sablan Elementary School or MASES (89 participants).
- 10/24/24 – SSOT Personnel set up display tables and disseminated program information during the Middle School PTCs at Agueda I. Johnston Middle School (AIJMS), AsTumbo Middle School (ASTMS), Jose Rios Middle School (JRMS), and Oceanview Middle School (OMS) (131 participants).
- 11/21/24 – SSOT social workers set up a display table and disseminated information on PBIS to parents during Literacy Night at MASES.
- 11/08/24 – 11/22/24 – Luis P. Untalan Middle School (LPUMS) SSOT supported the school's National Junior Honor Society food and hygiene drive.

(7) Parent Engagement Activities

- 09/26/24 – J.Q. San Miguel Elementary School (JQSMES) SSOT set up a display table and distributed project information during the JRMS Open House (15 participants).
- 10/05/24 – Chief Brodie Memorial Elementary School (CBMES) SSOT set up a display table and distributed project information during the Adacao Elementary School (AES) Parent Teacher Organization (PTO) meeting (35 participants).
- 10/23/24 – SCCE personnel set up display tables and distributed project information during Elementary School PTCs at AsTumbo Elementary School (ASTES), MASES, B.P. Carbullido Elementary School (BPCES), OCPES and Wettengel Elementary School (WES) School (168 participants).
- 10/24/24 – SCCE personnel set up display tables and distributed project information during Middle School PTCs at ASTMS, OMS, AIJMS and LPUMS (185 participants).
- 10/25/24 – SCCE personnel set up display tables and distributed project information during High School PTCs at Simon Sanchez High School (JFKHS Campus), and Tiyan High School (THS) (89 participants).
- 11/21/24 – SCCE personnel set up display tables and distributed project information during the MASES Literacy Night (22 participants).
- 12/10/24-12/12/24 – SCCE personnel hosted 3 parent information workshops at various locations (*Pagachao Community Center, Mongmong-Toto-Maite Community Center & Yigo Community Gym*), and provided information to parents from *Guam Contractor's Association Trades Academy, Guam Community College Adult Education, Department of Labor* as well as providing information on school attendance and PBIS (105 participants).

(1) Staff Development Activities

- 11/21/24 – The Social Worker assigned Captain H.B. Price Elementary School (CHBPES) conducted training on claiming mileage for the three new social workers (1 trainer / 3 participants)

(3) Professional Development Activities

- 09/24/24 – 09/26/24 – SSOT Community Program Aides: David Quidachay, Heylla Towai and Dianne Quinata, attended the Guam Coalition Against Sexual Assault and Family Violence Conference (3 participants).

	• 10/07/24 & 10/09/24 – PBIS Coach and Social Services Supervisor attended an *"Adult Mental Health First Aid"* training (2 participants). • 10/30/24 – JQSMES Social Worker and PBIS Coach attended the *"Behind the Post: Teen Dating Violence and Technology"* webinar (2 participants). (1) Travel Activity • 10/17/24, 11/20/24 & 12/16/24 – Four (4) SCCE personnel conducted "echo trainings" for thirty-two project staff during the SCCE project monthly meetings. These sessions covered information gathered from off-island trainings that included: 2024 Innovative Summit, the 2024 National Association of Social Workers National Conference, the 22nd Annual Northwest PBIS Conference and the 45th LRP National Institute on Legal Issues of Education Individuals with Disabilities (4 trainers / 32 participants).
4.2 Positive Behavior Intervention and Support Framework: • **Student Engagement Activities** • **Parent Engagement Activities** • **Staff Development Activities** • **Professional Development Activities** • **Travel Activities** • **Tiered Fidelity Inventory (TFI)**	**Positive Behavior Intervention and Support Framework (PBIS) -** *Ongoing* • During this reporting period, PBIS personnel conducted and participated in four (4) Student Engagement Activities, three (3) Parent Engagement Activities, two (2) Staff Development Activities, three (3) Professional Development Activities, one (1) Travel Activity and the Tiered Fidelity Inventory. • In addition, PBIS coaches launched their monthly *"Tier Tune-In"* Newsletter, which is a PBIS newsletter intended to keep schools updated on PBIS news and resources, as well as showcase how different schools implement their PBIS framework. (4) Student Engagement Activities • 10/23/24 – PBIS coach set up an information table and disseminated information on PBIS to students during the MASES PTC (46 students) • 10/25/24 – PBIS coach set up an information table and disseminated information on PBIS to students during the SSHS PTC (37 students). • 11/06/24 & 11/13/24 – PBIS coach presented to students at MASES on the school-wide behavior expectations. • 11/21/24 – PBIS coach set up a display table and disseminated information on PBIS to parents during *Literacy Night* at MASES. (3) Parent Engagement Activities • 10/23/25 – PBIS personnel set up display tables and disseminated program information during the MASES PTC (85 participants). • 10/24/24 – PBIS personnel set up display tables and disseminated program information during the LPUMS PTC (85 participants). • 12/20/24 – 12/12/24 – PBIS coaches presented at the SCCE parent information workshop series at various locations around the island. They spoke on the PBIS and how it can be used in the home. (2) Staff Development Activities • 10/01/24 – PBIS coaches conducted training on Classroom Strategies to faculty from LPUMS (2 trainers / 44 participants). • 10/08/24 – PBIS coach conducted training on the PBIS framework for faculty from Captain H.B. Price Elementary School (CHBPES) (1 trainer / 27 participants). (3) Professional Development Activities • 09/25/24 – PBIS coach attended the *"Why Boys Struggle in School and How to Help"* webinar (1 participants). • 10/22/24 – PBIS coaches attended the *"Why Your PBIS Isn't Working and What To Do About It"* webinar (2 participants) • 11/08/24 & 11/15/24 – Project Lead, Social Services Supervisor and PBIS coaches attended the *"Administration of Tiered Fidelity Inventory (TFI) Assessment Tool"* training session (5 participants).

Travel Activity

10/17/24, 11/20/24 & 12/16/24 – Four (4) SCCE personnel conducted *"echo trainings"* for thirty-two project staff during the SCCE project monthly meetings. These sessions covered information gathered from off-island trainings that included: 2024 Innovative Summit, the 2024 National Association of Social Workers National Conference, the 22nd Annual Northwest PBIS Conference and the 45th LRP National Institute on Legal Issues of Education Individuals with Disabilities (4 trainers / 32 participants).

Tiered Fidelity Inventory (TFI) – The TFI is a standard PBIS survey. Each school's PBIS team, or *"School Climate Cadre"* takes this self-assessment to gauge their level of fidelity in regards to implementation of PBIS in their schools.

Implementation Assessment

SY 24-25 *Elementary* Schools: 1st Quarter

Elementary Schools	Tier I				Tier II				Tier III			
	SY 24-25 1st Qtr.	SY 24-25 2nd Qtr	SY 24-25 3rd Qtr.	SY 24-25 4th Qtr	SY 24-25 1st Qtr	SY 24-25 2nd Qtr	SY 24-25 3rd Qtr	SY 24-25 4th Qtr	SY 24-25 1st Qtr	SY 24-25 2nd Qtr	SY 24-25 3rd Qtr	SY 24-25 4th Qtr
Adacao ES	**97%**				**96%**				**97%**			
Agana Heights ES	83%				N/A				N/A			
Astumbo ES	**100%**				**100%**				**100%**			
B.P. Carbullido ES	**90%**				**100%**				85%			
Capt. H.B. Price ES	77%				54%				**91%**			
Chief Brodie ES	63%				65%				68%			
C.L Taitano ES	N/A				N/A				N/A			
D.L. Perez ES	**100%**				**96%**				**94%**			
Finegayen ES	**100%**				**100%**				**100%**			
H.S. Truman ES	63%				N/A				N/A			
Inarajan ES	80%				N/A				N/A			
J.M. Guerrero ES	87%				69%				68%			
J.Q. San Miguel ES	47%				N/A				N/A			
Liguan ES	N/A				N/A				N/A			
L.B. Johnson ES	73%				65%				88%			
M.A. Ulloa ES	**90%**				**100%**				**97%**			
M.U. Lujan ES	**93%**				54%				65%			
Machananao ES	80%				N/A				N/A			
M. Sablan ES	**97%**				N/A				N/A			
Merizo Martyrs ES	**90%**				77%				82%			
Ordot-Chln Pago ES	**100%**				N/A				N/A			
P.C. Lujan ES	N/A				N/A				N/A			
Talofofo ES	70%				N/A				N/A			
Tamuning ES	73%				65%				88%			
Upi ES	77%				**100%**				**100%**			
Wettengel ES	**100%**				**100%**				**100%**			

- **Bold font are schools that met the target 90% rate.**
- **Second and Fourth quarters are not included, because the survey is not administered during these quarters.**

Tiered Fidelity Inventory (TFI) Implementation Assessment
SY 24-25 *Secondary* Schools: 1st Quarter

Secondary Schools	Tier I				Tier II				Tier III			
	SY 24-25 1st Qtr	SY 24-25 2nd Qtr	SY 24-25 3rd Qtr.	SY 24-25 4th Qtr.	SY 24-25 1st Qtr	SY 24-25 2nd Qtr	SY 24-25 3rd Qtr.	SY 24-25 4th Qtr.	SY 24-25 1st Qtr	SY 24-25 2nd Qtr	SY 24-25 3rd Qtr.	SY 24-25 4th Qtr.
A.I. Johnston MS	57%											
Astumbo MS	87%				58%							
F.B. Leon Guerrero MS	N/A											
Inarajan MS	50%											
J. Rios MS	70%											
L.P. Untalan MS	**97%**				**92%**							
Oceanview MS	**100%**											
V.S.A. Benavente MS	87%											
G. Washington HS	N/A											
J.F. Kenneday HS	N/A											
Okkodo HS	N/A											
Southern HS	60%											
S. Sanchez HS	N/A											
Tiyan HS	**93%**				**100%**							

- **Bold font are schools that met the target 90% rate.**
- **Second and Fourth quarters are not included, because the survey is not administered during these quarters.**

Legend: N/A **- Not all the schools completed the SY 24-25 1st quarter TFI due to the school's priority being the preparation for the school sanitation inspection with the Department of Public Health and Social Services.**

TFI Results for SY 24-25 1st Quarter

- **Tier I:**
  - 11 out of 26 (42%) of Elementary Schools met the target 90% rate
  - 2 out of 8 (25%) of Middle Schools met the target 90% rate
  - 1 out of 6 (17%) of High Schools met the target 90% rate
  - A total of 26 out of 41 participating schools met the 70% acceptable rate

	▪ **Tier II:** ➢ 8 out of 26 (31%) of Elementary Schools met the target 90% rate ➢ 1 out of 8 (13%) Middle Schools met the target 90% rate ➢ 1 out of 6 (17%) of High Schools met the target 90% rate ➢ A total of 11 out of 41 participating schools met the 70% acceptable rate ▪ **Tier III:** ➢ 8 out of 26 (31%) of Elementary Schools met the 90% rate ➢ No Middle School met the 90% rate ➢ No High School met the 90% rate ➢ 12 participating schools met the 70% acceptable rate * Secondary Schools are still solidifying Tier I Universal Supports, after which they can start working on implementing their Tier II and Tier III supports. Most Elementary schools have their Tier I supports firmly established and have made some strides in their Tier II and Tier III implementation.
4.3 Promoting Positive Behavior and Safe School Environment • **District Discipline Data** • **Positive Learning Center Data**	**Promoting Positive Behavior and Safe School Environment -** *Ongoing* **Discipline Data: Discipline Infractions for the 1st quarter** Maintain or Reduce Suspension Rate of 30% • 2,277 infractions/22,943= 10% **(Target met)** **Discipline Data: Suspension Data for the 4th quarter** Maintain or Reduce Suspension Rate of 15% • 822 Suspensions/22,943 = 3.6% **(Target met)** ***Note*: GDOE's SY 24-25 official student enrollment count = 22,943**

Table below identifies the number of student participants in the Positive Learning Center (PLC) Classrooms in the middle schools for the 1st Quarter of SY 24-25:

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

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

- The remaining middle schools do not currently have a PLC classroom or teacher. The project lead will continue to follow up to see if these schools are interested in having one.

4.4 Health and Safety

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

Health and Safety – *Ongoing*

Student Participation in Health Education Activities
- Data to be collected next quarter.

First Aid & CPR
- Data collection was delayed, and will be reported next reporting period.
- CPR training at Tiyan High School is currently ongoing.

School Climate Survey
- School Climate Survey will be conducted in Spring of 2025.

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

Project Activity *Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.* ***Insert additional rows as needed.***	**Corresponding Annual Objective** *Enter the annual objective from 6b that this project activity aligns with.*	**Data Source** *Enter where the data are located. Identify where the data will come from.*	**Unit of Measurement** *Enter the unit of measurement.*	**Evidence-Based** *Please indicate: Yes or No*	**Actual Data: Baseline** *(Current school year or most recent)*	**Quarterly Performance Measures (Target vs. Actual)**			
						Performance Target End of December 2024	**Performance Target End of March 2025**	**Performance Target End of June 2025**	**Performance Target End of September 2025**
4.1 Social Support & Outreach Teams (SSOT)	By the end of SY 24-25, ≥96% successful completion of referrals (issue(s) addressed and resolved)	Programmatic Data: Total # of referrals completed	Number of completed Referrals/Total # Referrals received	Yes	**FY '23 APR:** Completed referrals/Total referrals received 96%	**Target:** ≥96% completion rate **Actual:** 95.1% (2,151 out of 2,263)			
	By the end of SY 24-25, ≤4% pending cases rate	Programmatic Data: Total # of pending referrals	Number of pending referrals/Total # Referrals received	Yes	Pending referrals/Total referrals received 4%	**Target**: ≤4% pending rate **Actual:** 4.9% (112 out of 2,263)			

4.2 Positive Behavior Intervention and Support Framework	By the end of Year 2: 3% increase in school site implementation of the PBIS Framework from SY 2023-2024 (or 90%)	Annual Assessment Result	Tiered Fidelity Inventory (TFI) Rates	Yes	**FY '23 APR**: No. of Schools where Target of ≥87% TFI was met: Tier 1: 15 ES, 4 MS, and 2 HS Tier II: 10 ES, 1 MS Tier III: 11 ES	**Target:** 3% increase from SY '23-24 TFI rate (or 90%) **Actual:** **Tier I:** ES TFI: 11 schools met the target MS TFI: 2 schools met the target HS TFI: 0 schools met the target **TIER II:** ES TFI: 8 schools met the target. MS TFI: 1 school met the target HS TFI: 1 school met the target **TIER III:** ES TFI: 8 schools met the target MS TFI: 0			

						schools met the target HS TFI: 0 schools met the target			
4.3 Promoting Positive Behavior and Safe School Environment	By the end of Year 2, the District-wide discipline rate will be maintained or reduced at the current rate of 30%	District Discipline Data	Discipline Rate	Yes	**FY '23 APR:** Overall discipline rate = 22%	**Target:** ≤30% discipline rate **Actual:** (2,277 infractions / 22,943 enrollment) = **10%**			
	By the end of Year 2, the District-wide suspension rate will be maintained or reduced at the current rate of 15%	District Suspension Data	Suspension Rate	Yes	**FY '23 APR:** Overall suspension rate = 10%	**Target:** ≤15% suspension rate **Actual:** (822 suspensions / 22,943 enrollment) = **3.6%**			
4.4 Health & Safety	Increase the number of student participants by 10% from previous year	Attendance Sheets	Attendance/ Participation	Yes	**FY '23 APR:** 137 student participants	**Target:** 10% increase from SY '23-24 total number **Actual:**			

	By the end of Year 2: obtain an 82% positive response rate on the School Safety Perception Survey	Annual Assessment result	Percentage of positive responses in Safety Perception results	Yes	**FY '23 APR:** 14 out of 41 total GDOE schools met the 80% target. 25 out of 41 total GDOE schools had at least 76% of their students with positive ratings in the school climate survey.	Data to be collected next quarter **Target:** 82% positive response on School Safety Perception Survey **Actual:** The School Safety Perception Survey will be conducted in Spring of 2025.			

PART II: *Successes, Challenges, and Evaluation*

Evidence of Success/Progress *Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).*	• With a 95.1% actual completion rate and a 4.9% actual pending cases rate for the 1st quarter of FY '24, the SCCE project is off to a good start of working to reach its annual objective of at least 96% completion rate and at most 4% pending cases rate. • For FY '24, the SCCE project is aiming for at least a 90% Tiered Fidelity Inventory (TFI) in all three tiers (Tier I, Tier II, and Tier III). The 1st quarter yielded: *11 elementary schools and 2 middle schools that met the target (for Tier I); 8 elementary schools and 1 middle school, and 1 high school that met the target (for Tier II); and 8 elementary schools that met the target (for Tier III)*. The project has significant work to do for the next three quarters to encourage all 41 schools within the GDOE system to implement the PBIS framework with high fidelity. • The 1st quarter discipline rate of 10% and suspension rate of 3.6% are well below the project's annual targets of ≤30% for discipline rate and ≤15% for suspension rate. Barring any unforeseen spikes to this starting numbers, the project is on track to meet its target for both.
Observations and/or Challenges *List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?* *At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.*	• Due to the close of the Fiscal Year 2023-2024 on 9/30/2024, access to the MUNIS Financial System was temporarily unavailable, which resulted in delays in procurement activities, including requisition entry, purchase order conversion, and modifications to existing purchase orders. • A recent local mandate provided funding for School Resource Officers (SRO), prompting us to request a budget adjustment to reallocate the funds, as instructed by the Superintendent. • The SCCE project is planning with the relevant personnel to expand certain activities in 4.4 Health & Safety, as there is currently limited data available for collection.

What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?	• Programmatic data collected by the project: Number of referrals received, completed and pending. • Programmatic data collected by the project: Number of trainings conducted and received. • Results from school PBIS surveys. • PBIS Training Exit Surveys. • Program Evaluations. • Parent/Student Surveys.

QUARTERLY REPORT CERTIFICATION

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

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

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

Steven Pangelinan		**01/10/25**
PROJECT COORDINATOR NAME (PRINT)	**PROJECT COORDINATOR NAME (SIGNATURE)**	**DATE**
Dr. Barbara Adamos, DS ESCL		1/10/2025
PROJECT MANAGER NAME (PRINT)	**PROJECT MANAGER (SIGNATURE)**	**DATE**

FEDERAL PROGRAMS DIVISION

FY 2024 Title V, Part B: Rural Low Income Schools

Consolidated Grant to Insular Areas Quarterly Report

Project No. 5

Prugråman Tiningo'

Quarterly Report Documents:

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

January 10, 2025

FEDERAL PROGRAMS DIVISION

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

Finalized Quarterly Report with Federal Programs Division (FPD) Review

January 10, 2025

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

25-701

Grant Name: Consolidated Grant FFY 2024 Grant#: S403A240002

PROJECT TITLE: Project #5 *PRUGRAMAN TININGO* (KNOWLEDGE PROJECT)

PROJECT COORDINATOR: Jimmy Teria / Brandy Martinez

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

STATE PROGRAM OFFICER: Stephanie N. Chargualaf / Rhea Taitano

STATE DATA OFFICER: Ana O. Aguon

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

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

AMOUNT BUDGETED (FFY 2024): N/A	**AMOUNT ENCUMBERED/REQUISITIONS: N/A**	**AMOUNT OF EXPENDITURES: N/A**
AMOUNT BUDGETED (FFY 2023): N/A	**AMOUNT ENCUMBERED/REQUISITIONS: N/A**	**AMOUNT OF EXPENDITURES: N/A**

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

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

LIST THE PROJECT GOALS:	5a. Goal Statement: By providing supplemental supports to CHamoru classroom teachers, the Prugråman Tiningo' strives to: 1) Increase the number of CHamoru teachers and the retention rate of highly qualified CHamoru language teachers; 2) Increase the effectiveness of CHamoru teachers; 3) Increase the proficiency level of CHamoru speakers in the district; and 4) Increase the number of engaged parents in the CHamoru language program.
LIST THE PROJECT OBJECTIVES:	**Annual Objective 1: The *Prugråman Tiningo'* project will increase the retention rate of highly qualified CHamoru teachers.**

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

YEAR 1: The number of highly qualified CHamoru language teachers who remain employed with the GDOE will increase by 3% from baseline.
YEAR 2: The number of highly qualified CHamoru language teachers who remain employed with the GDOE will increase by 5% from baseline.
YEAR 3: The number of highly qualified CHamoru language teachers who remain employed with the GDOE will increase by 7% from baseline.

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

YEAR 1: Through web-based surveys, 40% of participating teachers will indicate an increase in the utilization of evidence- based instructional strategies (learned from professional development opportunities or curricular resources in their classrooms).
YEAR 2: Through web-based, 45% of participating teachers will indicate an increase in the utilization of evidence-based proven instructional strategies learned from professional development opportunities or curricular resources in their classrooms.
YEAR 3: Through web-based surveys 50% of participating teachers will indicate an increase in the utilization of evidence-based instructional strategies (learned from professional development opportunities or curricular resources in their classrooms.

Annual Objective 3: The *Prugråman Tiningo'* project will provide CHamoru Language teachers tools that measure and monitor the proficiency level of CHamoru speakers in the district and encourage the use of formative and summative assessment data to assess students' CHamoru language proficiency.

YEAR 1: 5% of students who participate in CHamoru language classes will perform at the Limited CHamoru Speaker Level (Level 3) by the end of SY 2023-2024 as shown in proficiency assessments.
YEAR 2: 10% of students who participate in CHamoru language classes will perform at the Limited CHamoru Speaker Level (Level 3) by the end of SY 2024-2025 as shown in proficiency assessments.
YEAR 3: 15% of students who participate in CHamoru language classes will perform at the Limited CHamoru Speaker Level (Level 3) by the end of SY 2025-2026 as shown in proficiency assessments.

YEAR 1: 15% of students who participate in *Faneyåkan Sinipok* (CHamoru Immersion program) will perform at the Near Fluent in CHamoru Speaker Level (Level 4) by the end of SY2023-2024 as shown in proficiency assessments.
YEAR 2: 20% of students who participate in *Faneyåkan Sinipok* (CHamoru Immersion program) will perform at the Near Fluent in

	CHamoru Speaker Level (Level 4) by the of SY2024-2025 as shown in proficiency assessments. YEAR 3: 25% of students who participate in *Faneyåkan Sinipok* (CHamoru Immersion program) will perform at the Near Fluent in CHamoru Speaker Level (Level 4) by the of SY2025-2026 as shown in proficiency assessments. **Annual Objective 4: The *Prugråman Tiningo'* project will provide supports to increase parent engagement in the CHamoru language program.** YEAR 1: Through web-based surveys, 30% of parents who attend parent classes and conference(s) will indicate they are able to assist their children with CHamoru Immersion assignments and other activities in school. YEAR 2: Through web-based surveys, 35% of parents who attend parent classes and conference(s) will indicate they are able to assist their children with CHamoru Immersion assignments and other activities in school. YEAR 3: Through web-based surveys, 40% of parents who attend parent classes and conference(s) will indicate they are able to assist their children with CHamoru Immersion assignments and other activities in school. Note: The above outcome-based performance measure starting in Year 2 (FY '24) replaced a Year 1 (FY '23) output-based measure (i.e. "count of parent attendees to weekly Parent Night CHamoru classes and forums"). YEAR 1: Through web-based surveys, 30% of parents who attend parent classes and conference(s) will report an increase in the utilization of CHamoru speaking at home. YEAR 2: Through web-based surveys, 35% of parents who attend parent classes and conference(s) will report an increase in the utilization of CHamoru speaking at home. YEAR 3: Through web-based surveys, 40% of parents who attend parent classes and conference(s) will report an increase in the utilization of CHamoru speaking at home.

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

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

➢ **In this column, list all the Project Components.** ➢ **<u>In bullet form</u>, list all the specific activities falling under each Component.** ➢ ***Insert Additional rows as needed.***	➢ **For each activity listed in the previous column, state the status of each activity (*ongoing, delayed, or completed*), and describe the details of the work accomplished during the period. Specify the *what, when, where, how, how many participants (a primary data or 'count')*, etc. Primary data may be presented in narrative form, or as a table or graph.** ➢ **If there was an activity that was not implemented during this reporting period, then simply indicate "REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER". Include the reason why the activity was not conducted for the quarter.**
5.1. Improving CHamoru Teacher Recruitment & Retention 5.1.1 PD Opportunities - CHamoru Pedagogy; Language Acquisition Best Practices 5.1.1 a CHamoru teacher recruitment initiative	**5.1 : Improving CHamoru Teacher Recruitment & Retention** Status: On-Going – Scope of work has been created and is under review for compliance within the Project. **5.1.1 Professional Development (PD) Opportunities – CHamoru Pedagogy; Language Acquisition Best Practices** Status: On-Going – Scope of work has been created and is under review for compliance within the Project. **5.1.1.a CHamoru Teacher Recruitment Initiative** Status: On-Going – Scope of work has been created and is under review for compliance within the Project.
5.2 Curriculum Development 5.2.1 CHamoru Immersion Curriculum Development 5.2.3 CHamoru Summative Assessments 5.2.4 Traditional Arts Curriculum/Assessment Development (SSA) 5.2.5 Visual Performing Arts (VPA) CHamoru Songs/Dance (SSA) 5.2.6 Professional Printing Services	**5.2 Curriculum Development** Status: Delayed. Unfortunately, the project is experiencing issues in locating a possible vendor to assist us in the implementation of this activity. **5.2.1 CHamoru Immersion Curriculum Development** This activity is to develop Curricula, Modules and Support services for grades 4-12. In addition, this activity also supports the instruction of the native language of CHamoru to include proficiency assessments. Status: Delayed: The project is experiencing issues in locating a possible vendor to assist us in the implementation of this activity. **5.2.3 CHamoru Summative Assessments** This activity is to procure professional services to develop and create assessments that measure speaking proficiency for all CHamoru Language & Culture Program students. Status: On-Going: Scope of work have been created and are under review for compliance within the project. **5.2.4 Traditional Arts Curriculum/Assessment Development** This activity was developed to assist with the Traditional Arts Curriculum, Materials and assessment development in order to support supplemental indigenous education goals and objectives. Status: Delayed. Due to some technical difficulties, this activity had to be delayed, however, there are current plans underway and the activity is moving forward.

	5.2.5 Visual Performing Arts (VPA) This activity provides After-School supports to CHamoru Teachers to further enhance arts i.e. *Kantan CHamoru / Bailan CHamoru* (CHamoru Song & Dance). Status: In Progress. Standard Service Agreement was approved by the FPD on 1/7/2025. A Kick-Off meeting was conducted; however, the project is currently awaiting final action from Business Office (assignment of account numbers and amounts). **5.2.6 Professional Printing Services** Professional printing services to print locally-developed CHamoru resources for Teachers & Students Status: In progress. The project has requisitioned CHamoru Dictionaries for CHamoru Student & Teacher use. The project will also print additional CHamoru Resources, however, we are awaiting quotations from vendors.
5.3. *Faneyåkan Sinipok* (CHamoru Immersion) 5.3.2 *Eskuelan Tiempon Somnak* (Summer School) 5.3.3 *Prugråman Despues di Eskuela* (After School Program) 5.3.4 *Mapoksai* CHamoru 5.3.5 CHamoru Cultural Experts	**Activity 5.3:** CHamoru Immersion Supports for *Faneyåkan Sinipok* (CHamoru Immersion School). Instruction in the CHamoru Language is currently ongoing in grades K-5th. There are currently 29 students enrolled in *Faneyåkan Sinipok* CHamoru Immersion Program. Supports below are all geared to assist students currently enrolled. The overarching goal of this activity aims to support student achievement in proficiency in all subjects which are taught in the CHamoru Language. Status: On-Going **Activity 5.3.1:** Teacher Assistants for Faneyåkan Sinipok are hired and placed in the classrooms to provide supports to the students in the Immersion School. There are 5 TA positions and all TA positions are currently filled. Status: Staffing is complete; however, instruction and support continue. **Activity 5.3.2:** Standard Service Agreement is currently being drafted. In addition, project is in the process of adopting a call-out for CHamoru Teachers. At this time, the project will provide supports to *Faneyåkan Sinipok* students. The goal of this activity is to ensure that student proficiency levels do not regress over the Summer months. In addition, this activity will assist the project in ensuring more proficient students emerge out of the Immersion School. **Activity 5.3.3:** Standard Service Agreement for *Despues di Eskuela* are currently underway. Teachers are currently providing after-school supports to Students to increase proficiency. In addition, Teachers are able to provide additional supports to students on a more 1:1 basis to ensure students are achieving maximum potential in the CHamoru Language for all subjects. Status: On-Going. 2 Teachers are currently Teaching this activity. **Activity 5.3.4:** This activity was designed for High School CHamoru Educators to provide CHamoru Language & Culture Mentorship to students in 10th-12th grade who aspire to become future CHamoru Educators. The activity will assist the Project in

	possibly recruiting additional CHamoru Language Educators- filling the dire need for additional CHamoru Language Educators across the Guam Department of Education. Status: On-Going. Standard Service was approved by FPD 1/7/2025. Documents are currently being routed. **Activity 5.3.5:** Standard Service Agreement for Cultural Experts in various aspects of the CHamoru culture (i.e. gardening/farming) Delayed. Due to some technical difficulties with the format of the Standard Service Agreement (unable to be conducted during normal instruction hours), this activity had to be delayed, however, there are current plans underway and the activity is moving forward.
5.4 Parent Engagement & Language Revitalization 5.4.1 a *Eskuelan Manaina* (Parent Classes *Faneyakan*) 5.4.1 b *Eskuelan Manaina* (Parent Classes CHamoru Language & Culture Program) 5.4.2 *Komferensian Manaina* (Parent Revitalization Conference**)**	**Activity 5.4:** Parent Engagement & Revitalization. This activity was designed to assist parents with students in *Faneyåkan Sinipok*. The goal behind this was to ensure that parents are able to continue conversations with their students in the CHamoru Language- ensuring minimal regression as the conversations in the CHamoru Language would boost Proficient Speakers. Status: Delayed. Due to issues (State of Emergency/Sanitation Inspections/Delayed opening of SY24-25) the Project had to move activities that were originally scheduled for September 2024 (utilizing CG23 Funding). With the delay in the CG 23, this has caused delays in the implementation of the CG 24 activities. **Activity 5.4.1a:** This Standard Service Agreement was designed for Parents in the *Faneyåkan Sinipok* Immersion School to be able to continue the conversations with their children in the CHamoru Language outside of the school setting. This activity was also geared to assist parents with increasing their proficiency levels- ensuring additional proficient speakers are added to such a unique and small community. Status: On-going. Teachers completed the 1st Semester and deliverable submission is underway for project review. **Activity 5.4.1b:** This Standard Service Agreement is a Pilot Program that the project wanted to test with the CHamoru Language & Culture Program. Agana Heights Elementary School was selected as the pilot site as the only CHamoru Educator there came from *Faneyåkan Sinipok* Immersion School and has experience teaching and increasing proficiency with parents who have no experience speaking the language. The project is aiming at increasing supports as well as proficient speakers outside of the Immersion School. Status: On-going. No teachers were selected for *Eskuelan Manaina* for the CHamoru Language & Culture Program, however, plans are underway to pilot this activity and measure the success/outcome(s). Activity 5.4.2: *Komferensian Manaina* (Parent Conference) focus is to hold mini language revitalization conferences for parents. The conference aims at bridging the gap between beginning, intermediate, and proficient speakers. Status: Delayed. Due to the State of Emergency, CG23 activity was moved to FY 2025. Project is currently in the process of scheduling and planning the next *Komferensian Manaina (CG24 activity)*.

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

Project Activity *Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.* ***Insert additional rows as needed.***	**Corresponding Annual Objective** *Enter the annual objective from 6b that this project activity aligns with.*	**Data Source** *Enter where the data are located. Identify where the data will come from.*	**Unit of Measurement** *Enter the unit of measurement.*	**Evidence-Based** *Please indicate: Yes or No*	**Actual Data: Baseline** *(Current school year or most recent)*	**Quarterly Performance Measures (Target vs. Actual)**			
						Performance Target End of December 2024	**Performance Target End of March 2025**	**Performance Target End of June 2025**	**Performance Target End of September 2025**
5.1. Improving CHamoru Teacher Recruitment & Retention 5.1.1 PD Opportunities-CHamoru Pedagogy; Language Acquisition Best Practices 5.1.1a CHamoru teacher recruitment initiative	a) 50% of all CHamoru language teachers will obtain a certificate in CHamoru pedagogy by the end of SY 2024-2025.	CHamoru class roster	% of teachers who complete a Certificate in CHamoru pedagogy	Yes	**FY '23 APR:** No baseline data was established in FY '23. This activity was not implemented due to a delayed purchase order (received on 09/29/24).	**Target:** Reported at the end of SY 24-25 **Actual:** CG '23 currently has a contract for CHamoru Teachers to obtain Pedagogy Certificates. There are currently 20 registered CHamoru Teachers who will be taking advantage of this course. CG '24 contracts are pending quotations at this time.			
	b) The number of highly qualified CHamoru language	Personnel records on the number of highly qualified	% of highly Qualified CHamoru	Yes	**FY '23 APR:** 114 Chamoru	**Target:** Reported at the end of SY 24-25			

	teachers who remain employed with the GDOE will increase by 5% from baseline.	CHamoru teachers who continue to remain employed with the GDOE.	teachers who continue to the next year		languag e teachers	**Actual:** CHamoru instruction being conducted by 114 CHamoru language teachers			
5.2 Curriculum Development 5.2.1 CHamoru Immersion Curriculum Development 5.2.2 Revision of the CHamoru Content Standards & Performance Indicators 5.2.3 CHamoru Summative Assessments 5.2.5 Traditional Arts Curriculum/Assessme nt Development (SSA) 5.2.6 Visual Performing Arts (VPA) CHamoru Songs/Dance (SSA)	Through web-based surveys and/or classroom observations, 45% of participating teachers indicate classroom application of evidence-based instructional strategies (learned from: a) imbedded professional development training; or b) curricular resources developed	Web-based surveys and/or classroom observations to determine increase of strategies learned from PD opportunities	% of teachers who report, or are observed to, have an increase in the utilization of research-proven Instructional strategies	Yes	**FY '23 APR:** Among PD-participatin g teachers who responded to the survey, as far as classroom implement a tion of learned teaching strategies: 39% indicate d *'always'* (every lesson); 49% indicated *'frequently'* (at least once a week); 6% indicated *'infrequent*	**Target:** 25% **Actual:** No survey administered at this time. Project is lining up relevant PD training on curriculum development, summative assessments, and traditional arts curriculum. Also, CG '23 currently has a contract for CHamoru Teachers to develop CHamoru Curriculum. There are approximately 20 CHamoru Teachers who are actively participating in this activity. CG '24 contracts are			

					l y' (at least once a month); and another 6% indicated *'never'*.	pending quotations at this time.			
5.3. *Faneyåkan Sinipok* (CHamoru Immersion) 5.3.2 *Eskuelan Tiempon Somnak* (Summer School) 5.3.3 *Prugråman Despues di Eskuela* (After School Program) 5.3.4 *Mapoksai CHamoru* CHamoru Cultural Experts	a) 10% of students who participate in CHamoru language classes will perform at the Limited CHamoru Speaker Level (Level 3) by the end of SY 2024-2025 as shown in proficiency assessments	Student Performance on the Proficiency Assessments	% of students who perform at the Limited CHamoru Speaker Level (Level 3)	Yes	**FY '23 APR:** 25% (13 out of 52)	**Target:** Reported at the end of SY 24-25 **Actual:** Supplemental Supports (Teacher Assistants/Supplies/ R esources provided by the project) are currently in place to assist *Faneyakan Sinipok* students to attain the overarching goal.			

	b) 20% of students who participate in the *Faneyåkan Sinipok* program will perform at the Near Fluent in CHamoru Speaker Level (Level 4) by the end of SY2024-2025 as shown in proficiency assessments	Student performance on the Proficiency Assessment	% of students who participate in the *Faneyåkan Sinipok* program who perform at the Near Fluent in CHamoru Speaker Level (Level 4).	Yes	**FY '23 APR:** The breakdown of levels was as follows: Level 1: 29% Level 2: 38% Level 3: 25% Level 4: 8%	**Target:** Reported at the end of SY 24-25 **Actual:** Supplemental Supports (Teacher Assistants/Supplies/ Resources provided by the project) are currently in place to assist *Faneyakan Sinipok* students to attain the overarching goal.			

5.4 Parent Engagement & Language Revitalization 5.4.1 a *Eskuelan Manaina* (Parent Classes *Faneyakan*) 5.4.1 b *Eskuelan Manaina* (Parent Classes CHamoru Language & Culture Program) 5.4.2 *Komferensian Manaina* (Parent Revitalization Conference)	a) Through a web-based survey, 35% of parents who attend parent classes and conference(s) will indicate they are able to assist their children with CHamoru Immersion assignments and other activities in school	Web-based surveys	% of parents who indicate they are able to assist their children with their CHamoru assignments and other activities in school *<u>Note</u>: The above new FY '24 outcome-based indicator is replacing the old FY '23 output-based indicator (i.e. # of parents attending weekly CHamoru classes).*	Yes	No baseline data – will be available at the end of SY 24-25 *<u>Note</u>: Since it's a new FY '24 indicator (outcome-based) replacing the old FY '23 indicator (output-based).*	**<u>Target</u>:** 25% **<u>Actual</u>:** On-going active communication and engagement with parents regarding the revitalization of the language through the Parent classes and conferences. Survey to be administered in the 2nd quarter.			
	b) Through web-based surveys, 35% of parents who attend parent classes and conference(s) will report an increase in the utilization of CHamoru speaking at home	Web-based surveys	% of parents reporting increased use of the CHamoru Language at home with students	Yes	**<u>FY '23 APR</u>:** 100% of the 53 parents who attended have shown increases based on the Teacher observations and verbal testing.	**<u>Target</u>:** 25% **<u>Actual</u>:** On-going active communication and engagement with parents regarding the revitalization of the language through the Parent classes and conferences. Survey to be administered in the 2nd quarter.			

PART II: *Successes, Challenges, and Evaluation*

Evidence of Success/Progress *Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).*	At this time, the project is still in the process of compiling data relative to the success of the activities being implemented. Some activities that we are still in the process of collecting data would be the regression/progression (after Summer 2024) in terms of proficiency. In addition, the project is also collecting data on the success of the students in the classroom with the supports of the Teacher Assistants. One success so far is the hiring of the 5th Teacher Assistant (TA). The Project Co-Lead ensured that the TA had all required training and professional development before entering into the classroom. In addition, the Division provided supports at the school site for all TAs involved in this project. Some of the Professional Development include *Classroom Management, Government of Guam Ethics* (basic as we are awaiting the next official course), *Student Disciple, Health & Safety, Child Abuse, Harassment, Sexual Harassment, Relationships with Students, Confidentiality/Tort Liability, Substance Abuse, Non-Discrimination* and other trainings (as outlined in Guam Public Law 30-54).
Observations and/or Challenges *List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?* *At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.*	At this time, the project has no observations or challenges that could anticipate negatively affecting the implementation of any of its activities. Although the project experienced delays due to the GDOE State of Emergency/delayed start of the School Year/School Closures, the project is working diligently to ensure that all activities are initiated or implemented within the timeframe allowed.

What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?	The project has conducted Site Visits to ensure classroom instruction. In addition, the Project Co-Lead meets with Teachers and Teacher Assistants who are involved in activities to address any challenges or concerns ahead of time.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Prugraman Tiningo'

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

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

Jimmy S. Teria		01/29/2025
PROJECT COORDINATOR NAME (PRINT)	**PROJECT COORDINATOR NAME (SIGNATURE)**	**DATE**
Joseph L.M. Sanchez		1.29.25
PROJECT MANAGER NAME (PRINT)	**PROJECT MANAGER (SIGNATURE)**	**DATE**

FEDERAL PROGRAMS DIVISION

FY 2024 Title V, Part B: Rural Low Income Schools

Consolidated Grant to Insular Areas Quarterly Report

Project No. 6

Office of Catholic Education (OCE)

Quarterly Report Documents:

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

January 10, 2025

FEDERAL PROGRAMS DIVISION

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

Finalized Quarterly Report with Federal Programs Division (FPD) Review

January 10, 2025

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

OCE 25-106

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

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

PROJECT COORDINATOR: Fr. Jeffrey San Nicolas, Superintendent

PROJECT MANAGER: Sylvia T. Calvo, FPD Grant Director

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana

STATE DATA OFFICER: Ana O. Aguon

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

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

AMOUNT BUDGETED (FFY 2024):	**AMOUNT ENCUMBERED/REQUISITIONS:**	**AMOUNT OF EXPENDITURES:**
N/A	**N/A**	**N/A**
AMOUNT BUDGETED (FFY 2023):	**AMOUNT ENCUMBERED/REQUISITIONS:**	**AMOUNT OF EXPENDITURES:**
N/A	**N/A**	**N/A**

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K – 5	1196		87	13					
6 – 8	580		60	10					
9 - 12	1007		99	10					

LIST THE PROJECT GOALS:

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

a. Expand student-learning 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:	**A. Expand student access to experiences to improve performance in math and reading and enhance their college and career readiness:** Component 6.1. Academic Performance • **YEAR 1:** Improve academic performance in reading and math and reading by at least 2% from baseline on the summative assessment used by the Private, Non- public (PNP) school. • **YEAR 2:** Improve academic performance in reading and math and reading by at least 4% from baseline on the summative assessment used by the Private, Non- public (PNP) school. • **YEAR 3:** Improve academic performance in reading and math and reading by at least 6% from baseline on the summative assessment used by the Private, Non- public (PNP) school. • **YEAR 1:** The percent of AP test results scoring 3 or above will increase by at least 2% for those OCE schools offering Advanced Placement (AP). • **YEAR 2:** The percent of AP students test results 3 or above will increase by at least 4% for those OCE schools offering Advanced Placement (AP). • **YEAR 3:** The percent of AP students test 3 or above will increase by at least 6% for those OCE schools offering Advanced Placement (AP). Component 6.2. Specialized Events & Opportunities • **YEAR 1:** There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events and at least 70% of participating students will report they are more engaged in learning and confident in handling academic work. • **YEAR 2:** There will be at least a 6% increase in student participation in STEAM activities, other academic and non-academic special events and at least 75% of participating students will report they are more engaged in learning and confident in handling academic work. • **YEAR 3:** There will be at least a 7% increase in student participation in STEAM activities, other academic and non-academic special events and at least 80% of participating students will report they are more engaged in learning and confident in handling academic work. Component 6.3. Academic & Career Planning • **YEAR 1:** At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 20% of these students will indicate an interest in pursuing a STEAM college path/CTE path. • **YEAR 2:** At least 75% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 25% of these students will indicate an interest in pursuing a STEAM college path/CTE path. • **YEAR 3:** At least 80% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 30% of these students will indicate an interest in pursuing a STEAM college path/CTE path.

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

Component 6.4. Professional Development

- **YEAR 1**: At least 60% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
- **YEAR 2:** At least 87% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
  (*Note: The annual target percentage for FY '24 or Year 2 was revised from 63% to 87% based on the actual percentage at the end of FY '22, which was the latest baseline data at the time of this FY '24 application submission.)*
- **YEAR 3:** At least 88% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
  (Note: Consequently, the annual target percentage for FY '25 or Year 3 had to be modified from 65% to 88% based on the Year 2 change.)

Component 6.5. Technology Support & Technology Integration

- **YEAR 1:** At least 98% of teachers in participating schools will report improved access to technology and online resources and increased integration of technology in the classroom.
- **YEAR 2:** At least 83% of teachers in participating schools will report improved access to technology and online resources and increased integration of technology in the classroom.
  (*Note: The annual target percentage for FY '24 or Year 2 was revised from 99% to 83% based on the actual percentage at the end of FY '22, which was the latest baseline data at the time of this FY '24 application submission.)*
- **YEAR 3:** At least 85% of teachers in participating schools will report improved access to technology and online resources and increased integration of technology in the classroom.
  (Note: Consequently, the annual target percentage for FY '25 or Year 3 had to be modified from 100% to 85% based on the Year 2 change.)

- **YEAR 1:** At least 94% of students in participating schools will report improved access to technology and online resources and increased integration of technology in the classroom.
- **YEAR 2:** At least 89% of students in participating schools will report improved access to technology and online resources and increased integration of technology in the classroom.
  (*Note: The annual target percentage for FY '24 or Year 2 was revised from 95% to 89% based on the actual percentage at the end of FY '22, which was the latest baseline data at the time of this FY '24 application submission.)*
- **YEAR 3:** At least 90% of students in participating schools will report improved access to technology and online resources and increased integration of technology in the classroom.
  (Note: Consequently, the annual target percentage for FY '25 or Year 3 had to be modified from 96% to 90% based on the Year 2 change.)

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

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
➢ **In this column, list all the Project Components.** ➢ **<u>In bullet form</u>, list all the specific activities falling under each Component.** ➢ ***Insert Additional rows as needed.***	➢ **For each activity listed in the previous column, state the status of each activity (*ongoing, delayed, or completed*), and describe the details of the work accomplished during the period. Specify the *what, when, where, how, how many participants (a primary data or 'count')*, etc. Primary data may be presented in narrative form, or as a table or graph.** ➢ **If there was an activity that was not implemented during this reporting period, then simply indicate "REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER". Include the reason why the activity was not conducted for the quarter.**
Component 6.1 Academic Performance Summative Assessment	**Summative Assessment:** *Ongoing* a. Ongoing instruction in the core subject areas. b. Summative Testing to take place between April 7th to May 16th. c. Attendance of Interim Assessment meetings d. Anticipated Smarter Balance participation • 3rd grade 134 • 4th grade 120 • 5th grade 135 • 6th grade 177 • 7th grade 205 • 8th grade 306 • 11th grade 245
Advanced Placement (AP)	**Advanced Placement:** *Ongoing* a. Ongoing AP instruction. b. Testing to take place during the CG FY '24 3rd Qtr. c. Participation in Advanced Placement classes: • Biology 10 • Calculus AB 45 • Calculus BC 3 • Chemistry 23

	• English Literature 72 • English Composition 17 • Human Geography 23 • Microeconomics 11 • Psychology 53 • Statistics 18 • US Gov. & Politics 40 • Comparative Gov. & Politics 17 • US History 83 • World History 67 • Pre-AP Language Arts 44 • Pre-AP Math 35 • Pre-AP Algebra 1 12 Total Qtr 1: 573
Component 6.2 Specialized Event & Opportunities S.T.E.A.M.	**S.T.E.A.M.:** *Ongoing* a. Ongoing S.T.E.A.M. instruction. b. Total unique participants (including Practice) in this FY '24 1st quarter: • American Mathematics Competition 39 • Robotics/Coding/Computer Science 176 • Woodshop Class 12 • Congressional App Challenge 78 • Broadcasting 76 • Island-wide Chess Tournament 25 • Art 25 Total Qtr 1: 431
Academic Challenge Bowl (ACB)	a. ACB is ongoing. b. Practice is taking place. Formal competition has not started. c. Total unique participants (including Practice) in this FY 1st quarter • 74 participants

National Forensic League (NFL)	a. NFL is ongoing. b. Project personnel are planning the SY 24-25 competition season. c. Total unique participates (Including Practice) in this FY 1st quarter • 36 participants
Mock Trial	a. Mock Trial is ongoing. b. Guam High Schools Mock Trial regular season October1, 2024 to January 14, 2025. c. Guam High Schools Semi-Finals January 15, 2025. d. Guam High Schools Finals January 22, 2025. e. Total unique participants (including Practice) in this FY '24 1st quarter: • 35 participants
MathCounts	a. MathCounts is ongoing. b. Registration took place on December 16, 2024. c. Total unique participants (including Practice) in this FY '24 1st quarter • 46 participants and 5 adult advisors/coaches
Component 6.3 Academic & Career Planning College and Career Fairs	a. Ongoing planning for College Fair event. b. Anticipated participants • Career and Character Education for grades 6 through 8 ─ 211 participants
Component 6.4 Professional Development PD Training	a. Waiting to receive invites from the CG projects on requested PD training. b. No. of identified participants to school's requested PD training in FY '24: • *Project-Based Learning Training* 9 • *Smarter Balanced Assessment Training* 6 • *UOG Global Learning and Engagement* 6 • *Classroom Instruction that Works* 1 • *Science of Math* 1 • *Next Generation Science Standards* 1 • *National Career Academy Coalition Conference (Nov. 17-22, 2024) held in Chicago* 2 • *Saturday Strategy Seminar on FAFSA (Sept. 14, 2024)* 1 • *National Association for College Admissions Counseling Conference (Sept 23-30, 2024)* 1

	• *Parentally-Placed Private School Students with Disability Meeting (Oct. 10, 2024)* 1
Comp. 6.5: Technology Support and Integration Continuing Use of Acquired Technology	a. Ongoing b. IT Department is preparing all laptops with the updated technical requirements to support the Smarter Balanced Assessment and the AP exams scheduled during the next reporting period. c. 99% Teachers and Students are utilizing acquired technology on a daily or weekly basis. Although there is limited available support, schedules and groupings are created to share laptops on certain days to support online instruction, software learning platforms, and online assessments such *as IXL, Keyboarding, Media Studies,* and *Robotics* need greater access to technology throughout the school week. Additionally, there is a need for Promethean boards to support efficient classroom management and the integration of technology in teaching methods.
Requisition and Procurement of Additional Technology	a. OCE has not received any updates of any technology requisitions and/or purchase orders for consolidated grant. Based on the approved budget narrative we are expected to receive the following; *3D printers, Music/Band equipment, interactive white boards, storage cabinets, mobile carts, interactive educational robots,* etc. The following files were provided to us, but we have not received any updates: • CGFY22 REQUISITIONS & PO's • CG23 Yr1 PO and Receiving • CG23 Yr1 Quotes and DONs a. Pending an updated Requisition and Purchase Order log for all processed by FPD Personnel. This will allow OCE primary liaison to track and monitor status of approved budget line items.

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

Project Activity *Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.* *Insert additional rows as needed.*	**Corresponding Annual Objective** *Enter the annual objective from 6b that this project activity aligns with.*	**Data Source** *Enter where the data are located. Identify where the data will come from.*	**Unit of Measurement** *Enter the unit of measurement.*	**Evidence-Based** *Please indicate: Yes or No*	**Actual Data: Baseline** *(Current school year or most recent)*	**Quarterly Performance Measures (Target vs. Actual)**			
						Performance Target End of December 2024	**Performance Target End of March 2025**	**Performance Target End of June 2025**	**Performance Target End of September 2025**
Comp. 6.1 Academic Performance 1. Summative Assessment ~~**Math**~~	At least 4% increase in number of students who *"Met"* or *"Exceeded" grade level* standards in **math** from baseline.	Smarter Balanced	Percentage of students who *"Met"* or *"Exceeded" grade level* standards in **math**.	Yes	**From FY '23 APR:** 3rd 24% 4th 19% 5th 22% 6th 22% 7th 25% 8th 22% 11th 24%	**Target:** Summative testing is not administered at this time. **Actual:** Ongoing math instruction. Summative testing to be conducted in the 3rd quarter.			

~~**Comp. 6.1 Academic Performance**~~ ~~**Summative Assessment**~~ ~~**Reading**~~	At least 4% increase in number of students who *"Met"* or *"Exceeded" grade level* standards in **reading** from baseline.	Smarter Balanced	Percentage of students who *"Met"* or *"Exceeded" grade level* standards in **reading**.	Yes	**From FY '23 APR:** 3rd 42% 4th 44% 5th 60% 6th 44% 7th 59% 8th 49% 11th 39%	**Target:** Summative testing is not administered at this time. **Actual:** Ongoing reading instruction. Summative testing to be conducted in the 3rd quarter.			
~~**Comp. 6.1 Academic Performance**~~ 2. Advanced Placement (AP)	At least 4% increase in the percentage of AP test results scoring 3 or better.	AP Test Results	Percentage of AP test takers who score a 3 or better	Yes	**From FY '23 APR:** 160 of 484 (33.1%) AP test scores were 3+	**Target:** AP Testing not administered at this time. **Actual:** Ongoing AP instruction. AP testing to be conducted in the 3rd quarter.			

Component 6.2 Specialized Events & Opportunities STEAM activities, Academic Special Events (ASE), Visual Performing Arts (VPA) and Music Activities	a) At least 6% increase in student participation in STEAM, ASE, VPA, and Music activities.	Events Roster	Percentage of students participating in specialized events and opportunities	Yes	**From FY '23 APR:** Total participants (cum. from qtr. 1): STEAM: 495 ACB: 66 NFL: 65 MockTrial: 19 MathCount:54 MathOlym: 12 *Total*: 711 There was a 57% increase in participation from FY '22.	**Target:** Promoting and planning for specialized events and opportunities **Actual:** Total unique participants, including pactices for the FY Qtr 1: STEAM: 431 ACB: 74 NFL: 36 MockTrial: 35 MathCount:46 *Total*: 622			

	b) At least 75% of students who participate in STEAM, ASE, VPA, and Music activities will indicate being engaged in learning and confident in their academic work (as applicable to each PNP school)	Web-based survey on STEAM, ASE, VPA, and Music activities	Percentage of students indicating engagement and academic confidence.	Yes	**From FY '23 APR:** Among the survey respondents who were participants to STEAM, ASE, and VPA activities, 97% indicated greater learning engagement, and 94% felt more confident in handling academic work	**Target:** Survey not administered at this time **Actual:** School awaiting invite from the LR project for students to participate in a specialized event and/or STEAM activity. Survey to be done in the 3rd quarter.			

Component 6.3 Academic & Career Planning College & Career Fairs	At least 75% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path	Student Survey	Percentage of students indicating College/Career Fair relevant and helpful	Yes	**From FY '23 APR:** 84% of survey respondents indicated that the event was helpful	**Target:** At least 75% (if Fair is held at this time) **Actual:** Fair was not held at this time. No survey administered, so no data collected. LR-sponsored College Fair will be held in the 2nd quarter and to be participated in by OCE students.			

	At least 25% of participating students will indicate an interest in pursuing a STEAM college path or a CTE path	Student Survey	Percentage of students indicating an interest in pursuing a STEAM path in college or a CTE path	Yes	**From FY '23 APR:** 81% of survey respondents indicated an interest in pursuing STEAM careers	**Target:** At least 25% (if survey is administered at this time) **Actual:** Fair was not held at this time. No survey administered, so no data collected. Survey will be conducted during the College Fair.			

Component 6.4 Professional Development PD Trainings	At least 87% of teachers participating in PD will report or are observed implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness	Web-based survey	Percentage of teachers who report, or who are observed, implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness	Yes	**From FY '23 APR:** 100% of teacher participants in PD indicated varying levels in classroom application of teaching strategies learned: Always 33% Frequent 17% Infrequent 33% Rare 17%	**Target:** Survey not administered at this time **Actual:** School awaiting invite from the CG projects for selected teachers to participate in a professional development training. Teacher participant survey to be administered in the 3rd quarter to allow time for application of learned teaching strategies in the classroom.			

Comp 6.5. Technology & Technology Integration Teacher	At least 83% of teachers will report improved access to technology and online resources, and more technology integration in the classroom	Web-based Survey	Percentage of teachers reporting improved access to technology and online resources, and more technology integration in the classroom	Yes	**From FY '23 APR:** 83% indicated greater access to technology and online resources among teachers, and 84% indicated using more technology in teaching	**Target:** Survey not administered at this time **Actual:** Survey to be administered in the 3rd quarter. Ongoing usage of past CG-acquired technology.			
~~**Comp 6.5 Technology & Technology Integration**~~ Student	At least 89% of students will report improved access to technology and online resources, and more technology integration in the classroom	Web-based Survey	Percentage of students reporting improved access to technology and online resources, and more technology integration in the classroom	Yes	**From FY '23 APR:** 74% indicated greater access to technology and online resources among students, and 76% indicated teachers using more technology in teaching	**Target:** Survey not administered at this time **Actual:** Survey to be administered in the 3rd quarter. Ongoing usage of past CG-acquired technology			

PART II: *Successes, Challenges, and Evaluation*

Evidence of Success/Progress *Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).*	**Component 6.2: Specialized Events & Opportunities** • In this 1st Qtr, STEAM participation is at 87% of last year's total STEAM participation. With continued STEAM activities in the 2nd, 3rd and 4th quarters, OCE is on track to significantly surpass last year's STEAM participation. • ACB participation increased from 66 to 74. This is a 12% increase compared to last year. • Mock Trial participation has increased from 19 to 35. This is an 84% increase compared to last year. • In the 1st Qtr, OCE is at 87% of last year's overall participation. With continued STEAM, VPA, and music activities in 2nd, 3rd and 4th quarter, OCE is on track to reach its goal of 6% increase in overall student participation (i.e., from 711 overall participants to 754 overall participants) For all the other components, the OCE has pending data on the rest of its performance measures. Since the earliest reporting will occur in the 2nd fiscal quarter (*for College Fair*) and then also in the 3rd quarter (for the rest), the list of quantifiable evidence to its successes is on hold until the data are presented.
Observations and/or Challenges *List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?* *At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.*	Father Duenas's (FD) Primary Liaison emailed the GDOE Federal Programs Division to request for a copy of the Office of Catholic Education's (OCE) Requisition Log and Purchase Orders on December 5, 2024. FD is one of the schools under the OCE. The main challenge this quarter was the delay of the new fiscal year's (FY '24) opening of the Munis System and seeing requisitions not convert to purchase orders. We are continuing efforts on requisition by seeking quote renewals from the vendors to be submitted to GDOE to begin another requisition process for approved activities. Another challenge is in finding vendors willing to quote several other items, art equipment, for which we requested quote.

What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?	OCE evaluates outcomes through: (1) administering Smarter Balanced testing; (2) administering Advanced Placement testing; and (3) distributing surveys to students and teachers.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Office of Catholic Education

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

Fr. Jeffrey San Nicolas, Superintendent		**1/28/25**
PROJECT COORDINATOR NAME (PRINT)	**PROJECT COORDINATOR NAME (SIGNATURE)**	**DATE**
Sylvia T. Calvo		**02/03/25**
PROJECT MANAGER NAME (PRINT)	**PROJECT MANAGER (SIGNATURE)**	**DATE**

FEDERAL PROGRAMS DIVISION

FY 2024 Title V, Part B: Rural Low Income Schools

Consolidated Grant to Insular Areas Quarterly Report

Project No. 7

St. Paul's Christian School (SPCS)

Quarterly Report Documents:

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

January 10, 2025

FEDERAL PROGRAMS DIVISION

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

Finalized Quarterly Report with Federal Programs Division (FPD) Review

January 10, 2025

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

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

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

PROJECT COORDINATOR: Deborah Pineda

PROJECT MANAGER: Sylvia T. Calvo, FPD Grant Director

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana

STATE DATA OFFICER: Ana O. Aguon

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

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

AMOUNT BUDGETED (FFY 2024): **N/A**	**AMOUNT ENCUMBERED/REQUISITIONS:** **N/A**	**AMOUNT OF EXPENDITURES:** **N/A**
AMOUNT BUDGETED (FFY 2023): **N/A**	**AMOUNT ENCUMBERED/REQUISITIONS:** **N/A**	**AMOUNT OF EXPENDITURES:** **N/A**

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K – 5	156		9	3 Total					
6 – 8	112		18 Total Secondary	3 Total					
9 - 12	150		18 Total Secondary	3 Total					

LIST THE PROJECT GOALS:	By the end of the three-year grant program, the St. Paul Christian School (SPCS) will have achieved the following overall goal: a) improve teaching effectiveness and skill in technology integration through professional development and technology support; and b) enhance student learning engagement and increase student performance in math and reading through expanded access to other academic and non-academic learning opportunities and building of the teaching cadre.

LIST THE PROJECT OBJECTIVES:	Expand student access to experiences to enhance student learning engagement and improve performance in math and reading. a. **7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction** Year 2: There will be at least a 3% increase in student participation in STEAM activities and other academic and non-academic special events; and at least 75% will report they are more engaged in learning and confident in handling academic work. b. **7.1.2: Formative and Summative Assessments** Year 2: Improve academic performance in math and reading by at least 3% from baseline on the summative assessment used. c. **7.1.3: Supplemental Resources and Equipment Supports** Year 2: At least 92% of teachers will report an increase of technology integration in the classroom strengthening students' academic performance. Year 2: Through a student technology assessment, at least 65% of students will indicate an improvement in technological literacy and ability to access online resources. d. **7.2: Curriculum Instruction & Assessment** Year 2: At least 65% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).

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

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
➢ **In this column, list all the Project Components.** ➢ **<u>In bullet form</u>, list all the specific activities falling under each Component.** ➢ ***Insert Additional rows as needed.***	➢ **For each activity listed in the previous column, state the status of each activity (*ongoing, delayed, or completed*), and describe the details of the work accomplished during the period. Specify the *what, when, where, how, how many participants (a primary data or 'count')*, etc. Primary data may be presented in narrative form, or as a table or graph.** ➢ **If there was an activity that was not implemented during this reporting period, then simply indicate "REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER". Include the reason why the activity was not conducted for the quarter.**
7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction	**7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction** **Engineering/Robotics:** *Not offered this school year.* • The previous Robotics teacher resigned and relocated to the states. This school year, the school's admin. decided that the newly hired Science teacher would accommodate overall students' needs more by teaching two sections of Biology, two

	sections of Chemistry, and one section of 6th grade Science. In addition, Robotics kits have been pending the past few years under the Consolidated Grant. • So this activity is cancelled for FY '24.
7.1.2: Summative Assessment	**7.1.2: Summative Assessment:** Reporting on this activity not applicable for this period. Instruction on core subjects are ongoing, and the summative assessment will take place in the 3rd fiscal quarter April/May 2025).
7.1.3: Supplemental Resources and Equipment	**7.1.3: Supplemental Resources and Equipment** **Continuing use of CG-acquired technology:** *Ongoing* • Students and teachers continue to use the technology equipment acquired by the school through the Consolidated Grant in past grant cycles. **Requisition and procurement of additional resources:** *Ongoing* • No new equipment/technology has been received. Price quotes and requisitions are pending. • Awaiting quotes from vendors and will work with our Federal Programs representative to ensure documents are submitted for requisition entry. Will follow up next week.
7.2.1: Curriculum Instruction & Assessment Professional Development Training	**7.2.1: Professional Development:** • International Society for Technology in Education: *Completed* Denver, CO June 2024 Two (2) teachers attended this training. Valerie Ngirchomlei conducted training at PD held on October 4, 2024. Othoniel Pineda will conduct training at the next PD in 2025. • Get Your Teach On!: *Completed* Orlando, FL July 2024 Two (2) teachers attended this training. Olda Tiozon-Quejado and Iva Ngirarois conducted training at PD held on December 9, 2024.

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

Project Activity *Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.* ***Insert additional rows as needed.***	**Corresponding Annual Objective** *Enter the annual objective from 6b that this project activity aligns with.*	**Data Source** *Enter where the data are located. Identify where the data will come from.*	**Unit of Measurement** *Enter the unit of measurement.*	**Evidence-Based** *Please indicate: Yes or No*	**Actual Data: Baseline** *(Current school year or most recent)*	**Quarterly Performance Measures (Target vs. Actual)**			
						Performance Target End of December 2023	**Performance Target End of March 2024**	**Performance Target End of June 2024**	**Performance Target End of September 2024**
7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction	a) By the end of SY 24-25, there will be at least a 3% increase in student participation in STEAM activities and other academic and non-academic special events.	List of Student Participants	% increase of students participating in STEAM activities and other academic and non-academic special events	Yes	**From FY '23 APR:** There were thirteen (13) students who enrolled in Robotics	**Target:** 3% increase in participation **Actual:** Robotics not offered this school year. So this activity is cancelled.			
Other academic and non-academic special events	b) By the end of SY 24-25, at least 75% of participating students will indicate they are more engaged in learning and confident in handling academic work.	Student Survey	% of participating students who will indicate they are more engaged in learning and confident in handling academic work	Yes	**From FY '23 APR:** 92% - helps my mind to be stimulated and more receptive to academic learning	**Target:** Survey not administered at this time. **Actual:** Robotics not offered this school year. So this activity is cancelled.			

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

	b) By the end of SY 24-25, there will be at least a 3% increase from baseline in reading in the summative assessment (grades 3-10).	Spring Summative Results	% of students in grades 3-8 and 11th, scoring in the *"Ready"* & *"Exceeding"* levels in reading in the summative assessment	Yes	Results of the FY '23 reading summative assessments are as follows, for the % of test takers who *'met'* or *'exceeded'* the standard: • 3rd Grade = 12% • 4th Grade = 6% • 5th Grade = 27% • 6th Grade = 14% • 7th Grade = 24% • 8th Grade = 13% • 11th Grade = 41% These form the baseline for reading, as this is the first year using the Smarter Balanced assessment tool.	**Target:** Ongoing Instruction **Actual:** Summative assessment to take place in April/May 2025.			

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

7.2.1: Curriculum Instruction Assessment Professional Development (PD) Training	At least 65% of teachers participating in PD will report or are observed implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness.	Web-based survey	Percentage of participating teachers who will report implementing strategies learned and feeling more confident in their teaching effectiveness	Yes	**FY '23 APR:** 100% of teacher participants to PD training reported applying things learned in the classroom	**Target:** Planning and conduct of PD **Actual:** Survey will be administered in the 3rd quarter			

PART II: *Successes, Challenges, and Evaluation*

Evidence of Success/Progress *Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).*	Since the SPCS has pending data on all of its performance measures for this period, the earliest reporting of which will occur in the 3rd fiscal quarter, the list of quantifiable evidence to its successes is on hold until the data are presented.

Observations and/or Challenges *List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?* *At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.*	Awaiting vendor quotes.
What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?	Methods used for project monitoring include surveys, student participant rosters or attendance in activities, and/or sign-in sheets.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #3 PNP – St. Paul Christian School (SPCS)

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

Deborah Pineda	Deborah Pineda	**Jan. 10, 2025**
PROJECT COORDINATOR NAME (PRINT)	**PROJECT COORDINATOR NAME (SIGNATURE)**	**DATE**
Sylvia T. Calvo		**01/31/25**
PROJECT MANAGER NAME (PRINT)	**PROJECT MANAGER (SIGNATURE)**	**DATE**

FEDERAL PROGRAMS DIVISION

FY 2024 Title V, Part B: Rural Low Income Schools

Consolidated Grant to Insular Areas Quarterly Report

Project No. 8

St. John's School (SJS)

Quarterly Report Documents:

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

January 10, 2025

FEDERAL PROGRAMS DIVISION

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

Finalized Quarterly Report with Federal Programs Division (FPD) Review

January 10, 2025

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

ST. JOHN'S 25-102

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

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

PROJECT COORDINATOR: J. Robert Kelley

PROJECT MANAGER: Sylvia T. Calvo, FPD Grant Director

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana

STATE DATA OFFICER: Ana O. Aguon

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

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

AMOUNT BUDGETED (FFY 2024):	**AMOUNT ENCUMBERED/REQUISITIONS:**	**AMOUNT OF EXPENDITURES:**
N/A	**N/A**	**N/A**
AMOUNT BUDGETED (FFY 2023):	**AMOUNT ENCUMBERED/REQUISITIONS:**	**AMOUNT OF EXPENDITURES:**
N/A	**N/A**	**N/A**

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
Pre-K – 5	221		23					
6 – 8	121		16	1				
9 - 12	194		24	1				

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

LIST THE PROJECT OBJECTIVES:	**5b. Annual Objectives:** **A. Expand student access to college readiness supports and academic special events:** **COMPONENT 1: College Readiness & Specialized Events** • YEAR 1: The percent of Advanced Placement test results with a score of 3 or higher will increased by at least 2% from the Year 1 baseline. • YEAR 2: The percent of Advanced Placement test results with a score of 3 or higher will increased by at least 4% from the Year 1 baseline. • YEAR 3: The percent of Advanced Placement test results with 3 or higher will increased by at least 6% from the Year 1 baseline. • YEAR 1: At least 80% of students who participate in Academic Special Events activities will indicate being more engaged in learning and confident in their academic work. • YEAR 2: At least 85% of students who participate in Academic Special Events activities will indicate being more engaged in learning and confident in their academic work. • YEAR 3: At least 90% of students who participate in Academic Special Events activities will indicate being more engaged in learning and confident in their academic work. • YEAR 1: At least 60% of senior students will report increased awareness and confidence in applying to post-secondary education • YEAR 2: At least 70% of senior students will report increased awareness and confidence in applying to post-secondary education • YEAR 3: At least 80% of senior students will report increased awareness and confidence in applying to post-secondary education **B. Provide professional development and technology supports for teachers to implement effective classroom instruction to improve student's academic performance in various content areas** **COMPONENT 2: Increasing Academic Performance** • YEAR 1: At least 2% increase in students scoring at the *"Proficient/Ready"* and *"Advanced/Exceeding"* level in Math and ELA from baseline • YEAR 2: At least 4% increase in students scoring at the *"Proficient/Ready"* and *"Advanced/Exceeding"* levels in Math and ELA from baseline • YEAR 3: At least 6% increase in students scoring at the *"Proficient/Ready"* and *"Advanced/Exceeding"* levels in Math and ELA from baseline **COMPONENT 3: Improving Teacher Effectiveness** • YEAR 1: At least 70% of teachers participating in Professional Development will report implementing what was learned in the classroom and feeling more confident in their teacher effectiveness.

	• YEAR 2: At least 80% of teachers participating in Professional Development will report implementing what was learned in the classroom and feeling more confident in their teacher effectiveness. • YEAR 3: At least 90% of teachers participating in Professional Development will report implementing what was learned in the classroom and feeling more confident in their teacher effectiveness. **COMPONENT 4: Technology Supports and Integration** • YEAR 1: At least 80% of participating teachers will report improved access and integration of technology supports in the classroom. • MODIFIED: YEAR 2: At least 50% of participating teachers will report improved access and integration of technology supports in the classroom. *(Note: The annual target percentage for FY '24 had to be revised from 85% to 50% based on the actual percentage at the end of FY '22, which was the latest baseline data the project had available at the time of this FY '24 application submission.)* • MODIFIED: YEAR 3: Participating teachers will report at least 55% improved access and integration of technology supports in the classroom. *(Note: Consequently, the annual target percentage for FY '25 or Year 3 had to be modified from 90% to 55% based on the FY '24 or Year 2 change.)*

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

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
➢ **In this column, list all the Project Components.** ➢ **In bullet form, list all the specific activities falling under each Component.** ➢ ***Insert Additional rows as needed.***	➢ **For each activity listed in the previous column, state the status of each activity (*ongoing, delayed, or completed*), and describe the details of the work accomplished during the period. Specify the *what, when, where, how, how many participants (a primary data or 'count')*, etc. Primary data may be presented in narrative form, or as a table or graph.** ➢ **If there was an activity that was not implemented during this reporting period, then simply indicate "REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER". Include the reason why the activity was not conducted for the quarter.**
8.1: College Readiness & Specialized Events • Advanced Placement • Academic Special Events	AP Program: Instruction in classes is on-going. Academic Competition: Events have not yet begun, teachers are meeting with and selecting the participants.

• College Fair	College Fair: The College Fair and Career Fairs will take place in the Spring.
8.2: Increasing Academic Performance • Summative Assessments	Regular instruction for K-12th grades are ongoing. Summative assessments to be administered during the 3rd fiscal quarter.
8.3: Improving Teacher Effectiveness • Professional Development	Teacher Professional Development (PD) for the current academic year SY 24-25 has not yet taken place. Awaiting invites from the Consolidated Grant (CG projects).
8.4: Technology Supports and Integration • Supplemental Technology Supplies and Equipment	Technology integration is on-going, with regular usage of technology equipment in the classroom acquired from past CG cycles. In addition, a delivery of interactive white boards was received just before Christmas Break.

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

Project Activity *Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.* ***Insert additional rows as needed.***	**Corresponding Annual Objective** *Enter the annual objective from 6b that this project activity aligns with.*	**Data Source** *Enter where the data are located. Identify where the data will come from.*	**Unit of Measurement** *Enter the unit of measurement.*	**Evidence -Based** *Please indicate: Yes or No*	**Actual Data: Baseline** *(Current school year or most recent)*	**Quarterly Performance Measures (Target vs. Actual)**			
						Performance Target End of December 2023	**Performance Target End of March 2024**	**Performance Target End of June 2024**	**Performance Target End of September 2024**
8.1: College Readiness & Specialized Events									

Advanced Placement (AP)	The percent of AP test results scoring 3 or higher will increased by at least 4% from the Year 1 baseline	Results of AP testing for participating students	Percentage of AP test results with a score a of 3 or higher	Yes	**FY '23 APR:** 68.1% of AP Tests achieved a score of 3 or above	**Target:** AP test results not available at this time **Actual:** AP testing to be conducted in the 3rd quarter, and results reported in the 4th quarter.			
Academic Special Events (ASE)	At least 85% of students who participate in Academic Special Events activities will indicate being more engaged in learning and confident in their academic work	Web-based survey for students participating in Academic Special Events	Percentage of students that indicate being more engaged in learning and confident in academic work	Yes	**FY '23 APR:** 75% of students felt more engaged in school activities and more confident to handle school work	**Target:** Planning and conduct of ASE **Actual:** Survey to be conducted during the 3rd quarter.			
College Fair	At least 70% of senior students will report increased awareness and confidence in applying to	Web-based student survey for 12th grade students	Percentage of students reporting increased awareness and confidence	Yes	**FY '23 APR:** 100% of participating students surveyed felt better prepare	**Target:** 70% if College Fair is conducted at this time			

	postsecondary education				for College and career.	**Actual:** College Fair not conducted at this time			
8.2: Increasing Academic Performance Summative Assessments	a) At least 4% increase in students scoring at the *"Proficient/Ready"* and *"Advanced/Exceeding"* levels in Math from baseline	Math Summative Test Results	% of students scoring at the *"Proficient/Ready"* and *"Advanced/Exceeding"* levels in Math from baseline	Yes	**SY 22-23:** MAP Math Results 2nd: 91% 3rd: 91% 4th: 67% 5th: 91% 6th: Did not finish due to typhoon 7th: Did not finish due to typhoon PSAT Math Results 8th: 91% 9th: 88% 10th: 83%	**Target:** Summative testing not conducted at this time **Actual:** Summative testing to take place during the 3rd quarter			
	b) At least 4% increase in students scoring at the *"Proficient/Ready"* and *"Advanced/Exce*	ELA Summative Test Results	% of students scoring at the *"Proficient/Ready"* and *"Advanced/Ex*	Yes	MAP ELA Results 2nd: 97% 3rd: 83% 4th: 87%	**Target:** Summative testing not conducted at this time			

	eding" levels in ELA from baseline		*ceeding"* levels in ELA from baseline		5th: 84% 6th: 91% 7th: 87% PSAT ELA Results 8th: 83% 9th: 83% 10th: 87%	**Actual:** Summative testing to take place during the 3rd quarter			
8.3: Improving Teacher Effectiveness Professional Development	At least 80% of teachers participating in Professional Development will report implementing what was learned in the classroom and feeling more confident in their teacher effectiveness	Web-based survey for teachers participating in professional development activities	Percentage of teachers participating in professional development that report implementing and feeling confident in learned concepts.	Yes	**FY '23 APR:** 100% of teachers report *'always'* implementing new strategies and 67% report feeling more confident in their effectiveness.	**Target:** Planning/ conduct of PD **Actual:** Survey to be conducted during the 3rd quarter			
8.4: Technology Supports and Integration Supplemental Technology Supplies and Equipment	At least 50% of participating teachers will report improved	Web-based survey for teachers that participate in	Percentage of teachers reporting	Yes	**FY '23 APR:** 76% report	**Target:** Survey not administered			

	access and integration of technology supports in the classroom	project activity	improved access and integration of technology supports		more access to technology and 84% report more integration of technology into their classes.	at this time **Actual:** Survey to be conducted during the 3rd quarter			

PART II: *Successes, Challenges, and Evaluation*

Evidence of Success/Progress *Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).*	The majority of our activities are underway, but we have not had any assessments or surveys at this time.
Observations and/or Challenges *List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?* *At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.*	We have reviewed last year's (FY '23) data, and met with the teachers and coaches. In addition, we have met with the representatives of the College Fair committee and discussed ways to improve the overall impact of the event.

What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?	Currently, the most common tools are the observations of the administration and the peer observations of our teachers. They have a chance to observe each other and discuss what they saw and incorporate ideas for improvement.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: St. John's School

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

J. Robert Kelley **PROJECT COORDINATOR NAME (PRINT)**	**PROJECT COORDINATOR NAME (SIGNATURE)**	1/9/2025 **DATE**
Sylvia T. Calvo **PROJECT MANAGER NAME (PRINT)**	**PROJECT MANAGER (SIGNATURE)**	02/03/25 **DATE**

FEDERAL PROGRAMS DIVISION

FY 2024 Title V, Part B: Rural Low Income Schools

Consolidated Grant to Insular Areas Quarterly Report

Project No. 9

Harvest Christian Academy (HCA)

Quarterly Report Documents:

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

January 10, 2025

FEDERAL PROGRAMS DIVISION

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

Finalized Quarterly Report with Federal Programs Division (FPD) Review

January 10, 2025

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

HCA 25-103

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

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

PROJECT COORDINATOR: Ben Olson

PROJECT MANAGER: Sylvia T. Calvo, FPD Grant Director

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana

STATE DATA OFFICER: Ana O. Aguon

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

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

AMOUNT BUDGETED (FFY 2024):	**AMOUNT ENCUMBERED/REQUISITIONS:**	**AMOUNT OF EXPENDITURES:**
N/A	N/A	N/A
AMOUNT BUDGETED (FFY 2023):	**AMOUNT ENCUMBERED/REQUISITIONS:**	**AMOUNT OF EXPENDITURES:**
N/A	N/A	N/A

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	379	NA	21	1				
6 – 8	214	NA	17	1				
9 - 12	284	NA	24	1				

LIST THE PROJECT GOALS:	By the end of the three-year grant program, Harvest Christian Academy will have achieved the following overall goal: a) Increase student academic engagement through provision of extended opportunities for students to challenge themselves academically-as well as enhanced and expanded learning experience in the classroom and beyond, and b) Enhance instructional delivery in the classroom through provision of professional development opportunities to teachers.
LIST THE PROJECT	9.1. Academic Special Events: Extended opportunities for students to challenge themselves academically and excel academically, emotionally, and socially

OBJECTIVES:	• YEAR 2 (Oct. 2024 – Sept. 2025): a) At least 68% of students competing in the Academic Special Events (ASE) will indicate more engagement in learning and greater confidence in handling academic work. b) Rate of student involvement and effort to join the ASE competitions will increase by 1% in YEAR 2 as compared with YEAR 1. 9.2. STEAM (Science, Technology, Engineering, Arts, and Mathematics) Support: Enhanced and expanded learning in the classroom and beyond • YEAR 2 (Oct. 2024 – Sept. 2025): a) At least 52% of students competing in the ASE will indicate greater learning engagement and confidence in handling academic work. b) At least 10% of participating students will indicate an interest in pursuing a STEAM related college degree. 9.3. Sports and Athletics: Enhanced and expanded learning outside the classroom • YEAR 2 (Oct. 2024 – Sept. 2025): At least 55% of participating students will indicate greater learning engagement and confidence in handling academic work. 9.4. Professional Development (PD): Enhanced instructional delivery in the classroom • YEAR 2 (Oct. 2024 – Sept. 2025): At least 60% of participating teachers will indicate classroom application of PD-learned teaching strategies. • YEAR 2 (Oct. 2024 – Sept. 2025): At least 20% increase from baseline of Cardio-Pulmonary Resuscitation (CPR)-certified teachers.

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

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
➢ **In this column, list all the Project Components.** ➢ **<u>In bullet form,</u> list all the specific activities falling under each Component.** ➢ ***Insert Additional rows as needed.***	➢ **For each activity listed in the previous column, state the status of each activity (*ongoing, delayed, or completed*), and describe the details of the work accomplished during the period. Specify the *what, when, where, how, how many participants (a primary data or 'count')*, etc. Primary data may be presented in narrative form, or as a table or graph.** ➢ **If there was an activity that was not implemented during this reporting period, then simply indicate "REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER". Include the reason why the activity was not conducted for the quarter.**
Provision of Extended Learning Opportunities (Academic and Non-Academic) to Enhance Student Engagement **9.1 Academic Special Events**	**9.1 Academic Special Events - *Ongoing*** **National Forensic League** • Weekly practices were conducted with 33 students. Coaches are waiting on coaching competition guidelines and schedule. **Math Counts**

• *National Forensic League (NFL)* • *Math Counts* • *Math Olympiad*	• Weekly practices were conducted with 18 students. Coaches are waiting on coaching competition guidelines and schedule. **Math Olympiad** • Weekly practices were conducted with 16 students. Coaches are waiting on coaching competition guidelines and schedule.
9.2. STEAM • *Requisitions* • *Academics*	**9.2. STEAM - *Ongoing*** • **Requisitions**: o We are currently following up with vendors on delivery for purchase orders converted for the following items: ▪ (1) science lab equipment for use in science classes and ▪ (2) remaining computer items for use in digital art classes. o The following requisitions passed the deadline of September 30, 2024 to convert to a purchase order, so we are seeking quote renewal to continue pursuing these items in this FFY24 requisition cycle: ▪ (1) musical instruments and music equipment and supplies ▪ (2) DSLR cameras and related accessories for our art classes o We requested quote for other art items listed in our grant narrative but unable to get a vendor to quote those remaining items. • **Academics**: Estimated 284 students participating in STEAM courses/activities, grades 9 through 12.
9.3. Sports and Athletics • *Requisitions*	**9.3. Sports and Athletics – *Ongoing*** • **Requisitions**: o Requisition of plyometric boxes, elliptical, and volleyball standards (volleyball system - poles and net) converted to purchase order and we are awaiting the vendor to deliver these items. o We requested quote for other sports and athletics items listed in our grant narrative but unable to get a vendor to quote those remaining items.
9.4 Professional Development (PD) • *Travel*	**9.4. Professional Development – *Ongoing*** • **Travel completed during this first quarter:** o *2024 Gold Medal Squared Convention (volleyball)*, Scottsdale, AZ December 6 – 8, 2024 Two (2) travelers attended this event. • **Preparations began this quarter for the following travel events occurring in the second quarter:**

- *2025 United Soccer Coaches Convention*, Chicago, IL
  January 8 – 12, 2025
  Two (2) travelers attending this event.

- *2025 American Choral Directors Association National Conference*, Dallas, TX
  March 18 – 22, 2025
  Tentatively two (2) travelers attending this event.

- *2025 Council for Exceptional Children (CEC) Convention & Expo*, Baltimore, MD
  March 12 – 15, 2025
  Tentatively two (2) travelers attending this event.

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

Project Activity *Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.* ***Insert additional rows as needed.***	**Corresponding Annual Objective** *Enter the annual objective from 6b that this project activity aligns with.*	**Data Source** *Enter where the data are located. Identify where the data will come from.*	**Unit of Measurement** *Enter the unit of measurement.*	**Evidence-Based** *Please indicate: Yes or No*	**Actual Data: Baseline** *(Current school year or most recent)*	**Quarterly Performance Measures (Target vs. Actual)** Performance Target End of December 2024	Performance Target End of March 2025	Performance Target End of June 2025	Performance Target End of September 2025
9.1: Academic Special Events Math Counts, Math Olympiad, and National Forensic League	a) By the end of the SY 24-25, at least 68% of students competing in the ASE will indicate more engagement in learning and greater confidence in handling academic work.	Student survey	Percentage of ASE student competitors who indicate more engagement in learning and greater confidence in handling academic work as a result of competing in the Academic	Yes	**FY '23 APR:** **100%** (15 out of 15) indicated greater engagement in learning and greater confidence in handling academic work	**Target:** Survey not administered at this time. **Actual:** School awaiting invite from the LR project for students to participate in an ASE. Survey to be administered in			

			Special Events.			the 3rd quarter.			
	b) Rate of student involvement and effort to join the ASE competitions will increase by 1% in YEAR 2 as compared with YEAR 1.	Listing of students showing initial interest in joining one or more ASE	Total combined count of all students who made an effort to join one or more ASE competition	Yes	**FY '23 APR:** **56** students	**Target:** Counts to be taken this quarter. **Actual:** 67 students			
9.2: STEAM	a) At least 52% of participating students will indicate greater learning engagement and confidence in handling academic work.	Student survey	% of participating students who indicate greater learning engagement and confidence in handling academic work	Yes	**FY '23 APR:** **92%** (24 out of 26) indicated greater learning engagement and **69%** (18 out of 26) felt more confident in handling academic work	**Target:** Survey not administered at this time. **Actual:** Ongoing STEAM instruction Survey to be administered in the 3rd quarter.			
	b) At least 10% of participating students will indicate an interest in pursuing a STEAM related college degree.	Student survey	% of participating students who indicate an interest in pursuing a	Yes	**FY '23 APR:** Of those surveyed, **42%** (11 out of 26) STEAM-	**Target:** Survey not administered at this time. **Actual:** Ongoing			

			STEAM related college degree		participating high school students also participating in Sports & Athletics indicated developing an interest in pursuing a STEAM-related college degree	STEAM instruction. Survey to be administered in the 3rd quarter.			
9.3: Sports & Athletics	At least 55% of participating students will indicate greater learning engagement and confidence in handling academic work.	Student survey	% of participating students who indicate greater learning engagement and confidence in handling academic work	Yes	**FY '23 APR:** **87%** (20 out of 23) indicated greater learning engagement and **78%** (18 out of 23) felt more confident in handling academic work.	**Target:** Survey not administered at this time. **Actual:** Ongoing sports and athletics. Survey to be administered in the 3rd quarter.			
9.4: Professional Development (PD) ***(Note:** This is a new added component to the HCA's Year 2 application.)*	At least 60% of participating teachers will indicate classroom application of PD-learned teaching strategies.	Teacher survey	% of teachers who indicate classroom application of PD-learned teaching strategies	Yes	No baseline data Baseline data to be established in FY '24.	**Target:** Survey not administered at this time. **Actual:** Ongoing PD travel/trainings.			

	At least 20% increase from baseline of Cardio-Pulmonary Resuscitation (CPR)-certified teachers (at least one per grade level K5-12th).	School listing of Certified CPR Trainees	Count of CPR-certified teachers per grade levels K5-12th	Yes	**From current School Listing:** 23 *(Note: These CPR certifications were not funded under the CG.)*	Survey to be administered in the 3rd quarter. **Target:** Count not taken at this time. **Actual:** Ongoing trainings/certification. Count to be taken in the 3rd quarter.			

PART II: *Successes, Challenges, and Evaluation*

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

Successes/Progress:

- With the 1st quarter count of 67 students who expressed interest and made efforts to join one or more academic special events (ASE) for FY '24, this shows a 20% increase from the previous year's count of 56. Aside from being the consequence of a possible increase in student enrollment, this could indicate a build-up of interest among HCA students towards getting involved in academic competitions.

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

We received notice that several requested items have converted to purchase order and vendors have started delivery. These items include:

- ✓ science lab equipment for use in science classes,
- ✓ some remaining computer items for use in digital art classes, and
- ✓ plyometric boxes, elliptical, and volleyball standards (volleyball system - poles and net) for use in our athletics programs.

We were able to send two travelers to the 2024 Gold Medal Squared Convention in Scottsdale, AZ (December 6 – 8) and our

	volleyball coaches plan to apply what they learned to help the student volleyball players think critically and strategize over an extensive set of aspects in the game of volleyball, including form, offensive and defensive strategies, how to drill/practice, and recording and analyzing the effectiveness of what is applied. Also, preparations were begun this quarter for two additional professional development travel events to take place in the second quarter: the 2025 United Soccer Coaches Convention in Chicago, IL (January 8 – 12), the 2025 American Choral Directors Association National Convention in Dallas, TX (March 18 – 22), and the 2025 Council for Exceptional Children (CEC) Convention & Expo, Baltimore, MD (March 12 – 15). **Evaluation:** No survey data was collected during this first quarter, but a baseline count of 56 students from the previous school year was established to help determine this school year's percentage change in the number of students who made efforts to join one or more ASE competition. We began preparations and practices with students interested in competing in the Academic Special Events (ASE). We exceeded our goal of a 1% increase from last year's count of the number of students indicating interest in competing in the ASE. This year's count was 67 students, a 20% increase (rounded) over last year. Also, for the upcoming conferences for professional development of our athletics coaches, music teachers, and special teachers (teachers of special needs / gifted students), we anticipate being able to detail the knowledge, skills, and strategies that our travelers will gain from these conferences and apply in our athletics and musical arts programs as well as for our gifted students and students with special needs.
Observations and/or Challenges *List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?* *At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.*	**Challenges:** The main challenge this quarter was seeing requisitions for music items and DSLR cameras and related accessories not convert to purchase order by the GDOE FFY23 deadline of September 30, 2024. We are continuing efforts on the requisition of these items by seeking quote renewal from the vendors to be submitted to GDOE to begin another requisition process for these items. Another challenge is in finding vendors willing to quote several other items, art equipment, for which we requested quote. Although these are challenges, we count it a success that the items we want to continue pursuing were added to this FFY24 (CG YEAR 2) budget narrative. This was made possible with the grant oversight taking into consideration the challenge that many requisitions can take more than a year from initial request to delivery.

What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?	We continue documenting communications with GDOE in order to develop a picture of the procurement timeline. We are tracking the status of the procurement process per activity in our school's internal records to help ensure we follow through with the items we initially identified in our budget narrative. We are only in the first quarter, but in the third quarter, the following will be key to evaluating the outcomes and quality of implementation: ✓ Internal records of data sources (staff and student counts per category, survey instruments, survey results) used in these quarterly reports. ✓ Surveys conducted among participants to CG-sponsored Professional Development training or a coaching clinic to be informed on whether the research-proven teaching strategies gained are applied in the classroom or if things learned at a coaching clinic effectively improves coaching and enhances athletes' performance and teamwork. ✓ Surveys conducted among student participants in CG project activities to help the school in evaluating the impact of these undertakings on student learning and engagement.

QUARTERLY REPORT CERTIFICATION

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

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

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

Ben Olson		January 10, 2025
PROJECT COORDINATOR NAME (PRINT)	**PROJECT COORDINATOR NAME (SIGNATURE)**	**DATE**
Sylvia T. Calvo		02/03/25
PROJECT MANAGER NAME (PRINT)	**PROJECT MANAGER (SIGNATURE)**	**DATE**

FEDERAL PROGRAMS DIVISION

FY 2024 Title V, Part B: Rural Low Income Schools

Consolidated Grant to Insular Areas Quarterly Report

Project No. 10

Guam Adventist Academy (GAA)

Quarterly Report Documents:

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

January 10, 2025

FEDERAL PROGRAMS DIVISION

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

Finalized Quarterly Report with Federal Programs Division (FPD) Review

January 10, 2025

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

GAA 25-106

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

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

PROJECT COORDINATOR: Joaquina Vega

PROJECT MANAGER: Sylvia T. Calvo, FPD Grant Director

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana

STATE DATA OFFICER: Ana O. Aguon

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

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

AMOUNT BUDGETED (FFY 2024):	**AMOUNT ENCUMBERED/REQUISITIONS:**	**AMOUNT OF EXPENDITURES:**
N/A	**N/A**	**N/A**
AMOUNT BUDGETED (FFY 2023):	**AMOUNT ENCUMBERED/REQUISITIONS:**	**AMOUNT OF EXPENDITURES:**
N/A	**N/A**	**N/A**

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K – 5	44	30	4						
6 – 8	29	18	10						
9 - 12	32	13	Same teachers 7-8	2 Pre-K-12					

LIST THE PROJECT GOALS:

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

a) providing teachers with professional development training and supplemental resources supporting high-quality instruction; and
b) providing opportunities for students to participate in academic and non-academic supplemental activities enhancing student learning engagement and safety.

LIST THE PROJECT OBJECTIVES:	**10.1. Professional Development & Academic Performance:** • **Year 2:** There will be at least 55% of participating teachers who implement a best practice technique learned from the training, as evidenced by teacher surveys. • **Year 2:** Improved academic performance in math, reading, and science by at least % from baseline on the MAP assessment. **10.2. Special Events & Opportunities:** • **Year 2**: There will be at least 3% increase in student participation in STEAM activities, and other academic and non-academic special events and at least 58% of participating students will report they are more engaged in learning and confident in handling academic work. **10.3. Career Oriented Programs and Assessment:** • **Year 2:** There will be at least 25% of students who indicate interest in pursuing a STEAM related college degree or a CTE pathway; and at least 79% of students will indicate that College or Career Fair is relevant and helpful. **10.4. School Climate, Culture and Engagement:** • **Year 2**: At least 55% of students will be participating in health and safety activities and reporting greater engagement in learning and confidence in handling academic work.

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

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
➢ **In this column, list all the Project Components.** ➢ **<u>In bullet form</u>, list all the specific activities falling under each Component.** ➢ ***Insert Additional rows as needed.***	➢ **For each activity listed in the previous column, state the status of each activity (*ongoing, delayed, or completed*), and describe the details of the work accomplished during the period. Specify the *what, when, where, how, how many participants (a primary data or 'count')*, etc. Primary data may be presented in narrative form, or as a table or graph.** ➢ **If there was an activity that was not implemented during this reporting period, then simply indicate "REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER". Include the reason why the activity was not conducted for the quarter.**
10.1. Professional Development (PD) & Academic Performance • **PD Training:** For FY '24, GAA requested training on the o Active Panel 9 End-User Training o Classroom Instruction That Works (CITW) o Cooperative Learning and Student Engagement Strategies	**10.1. Professional Development (PD) & Academic Performance** **PD Training:** *Ongoing* The teachers shared what they learned in the conference, *International Society for Technology in Education (ISTE)* Live from June 23-26, 2024, in Denver, Colorado, with our faculty during our embedded school level professional development session on October 1, 2024.

○ Sheltered Instruction Observation Protocol (SIOP) ○ Higher Order Thinking Skills ○ STEAM Science Training ○ Next Generation Science Standards ○ Technology Integration ○ High-quality Instruction for High-ability Students ○ Using Assessment Data for Educational Planning and Interventions ○ Math Instructional Strategies ○ Literacy Training – Training on Effective Literacy Strategies ○ Conscious Discipline	The school is awaiting invites from the CG projects on the requested training listed in the left column.
• **Summative Assessment**	**Summative Assessment:** *Ongoing* Ongoing instruction in the core subject areas. GAA students will take the *Measures of Academic Progress (MAP)* summative assessment in the Spring 2025.
10.2 Special Events & Opportunities • **Academic Special Events** • **Visual Performing Arts (VPA)**	**10.2 Special Events & Opportunities** **Academic Special Events:** • Middle School ACB, there are seven (7) students interested. • High School ACB, there are four (4) students interested. The word was received from GDOE that they are exploring the possibility of a one (1) day event. We hope that it would not be on a Saturday because our school would not be able to participate. **Visual Performing Arts (VPA):** • The *Tumon Bay Music Festival* (competition) held from February 26 to March 8, 2025. Eleven (11) students are estimated to participate. • The *GAA Christmas and Spring Concerts* where parents and community attends. Seventy-five (75) students are estimate to participate.

	STEAM: • *UOG Chemistry Titration Competition*. UOG did not release the date yet. They are in planning stage.
10.3 Career-Oriented Programs and Assessment • **College Exploration and Readiness Opportunities** • **Career Technical Education (CTE)**	**10.3 Career Oriented Programs and Assessment** **College Exploration and Readiness Opportunities:** The GAA looks forward to having its high school students in 10th and 11th grade participate in the FY '24 College Fair, which is scheduled to take place in the 2nd quarter.
10.4 School Climate, Culture and Engagement • **Health & Physical Fitness** o P.E. Classes	**10.4 School Climate, Culture and Engagement** **Health & Physical Fitness:** *Ongoing* About 82% (86 out of 105) of the GAA student population are participants to the school's physical fitness activities. FY '23 student survey results indicated that the activities in which students participate help them make new friends and feel safe being with others. This refers to P.E. classes where the students are engaged in *stretching exercises, jumping jacks, relays*, etc. (required for PreK-10th and elective for 11th and 12th graders).
• **First Aid & CPR Training and Certification**	**First Aid & CPR Training and Certification** Eight teachers/Staff are interested in the First Aid & CPR training and certification. Also, the GAA continues to work on the procurement of safety equipment for the school that was in the school's FY '23 application.

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

Project Activity *Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.* ***Insert additional rows as needed.***	**Corresponding Annual Objective** *Enter the annual objective from 6b that this project activity aligns with.*	**Data Source** *Enter where the data are located. Identify where the data will come from.*	**Unit of Measurement** *Enter the unit of measurement.*	**Evidence-Based** *Please indicate: Yes or No*	**Actual Data: Baseline** *(Current school year or most recent)*	**Quarterly Performance Measures (Target vs. Actual)**			
						Performance Target End of December 2024	**Performance Target End of March 2025**	**Performance Target End of June 2025**	**Performance Target End of September 2025**
10.1 Professional Development and Academic Performance	a) By the end of SY 24-25, at least 55% of participating teachers will indicate implementing a best practice technique learned from the training, as evidenced by teacher surveys.	Teacher surveys	% of participating teachers who indicate implementing a best practice technique learned from the training.	Yes	**FY '23 APR:** **100%** of teacher participants indicated having applied the PD-learned in the conference, *International Society for Technology in Education (ISTE)* Live. Among teacher attendees to the local	**Target:** Survey not administered at this time. **Actual:** Survey will administered in the 3rd quarter			

					training on the *Promethean Board*, **92%** indicated applying in the classroom what they learned from the training.				
	b) By end of SY 24-25, there will be at least 3% increase from baseline on the MAP assessment in math, reading, and science.	MAP assessment results	% of students whose scores increased by at least 3% from the baseline of the MAP assessment	Yes	**SY 23-24 Spring MAP results:** Math 3rd - 69% 4th – 29% 5th – 43% 6th - 64% 7th – 51% 8th - 76% 9th – 100% 10th – 85% 11th – 100% 12th – 72% Reading 3rd - 54% 4th – 43% 5th – 72% 6th – 76% 7th – 63% 8th – 51% 9th – 80% 10th – 92% 11th – 66%	**Target:** MAP test results not available at this time. **Actual:** MAP Spring summative assessment to take place in the 3rd quarter. **Target:** MAP test results not available at this time. **Actual:** MAP Spring			

					12th – 100% Science 3rd - 45% 4th – 43% 5th – 57% 6th – 76% 7th – 76% 8th – 88% 9th – 99% 10th – 84% 11th & 12th – Data not available for reporting due to small class size.	summative assessment to take place in the 3rd quarter. **Target:** MAP test results not available at this time. **Actual:** MAP Spring summative assessment to take place in the 3rd quarter.			
10.2 Special Events and Opportunities	a) By the end of SY 24-25, there will be at least a 3% increase in student participation in STEAM activities, and other academic and non-academic special events. a) By the end of SY 24-25 at least 58% of participating students will	Student Participant List Student survey	% of student participants to STEAM activities, and other academic and non-academic special events % of participating students who report they	Yes Yes	**FY '23 APR:** Six (6) middle school students participated in ACB **FY '23 APR:** 87% of	**Target:** Planning and conduct of special events **Actual:** Count to be provided in the 2nd qtr. **Target:** Survey not administered at this time			

	report they are more engaged in learning and confident in handling academic work		are more engaged in learning and confident in handling academic work		respondents indicated more learning engagement & 81% reported greater confidence in handling academic work	**Actual:** Survey will be conducted during the 3rd quarter.			
10.3 Career-Oriented Programs and Assessments	a) By the end of SY 24-25, there will be at least 25% of students who indicate interest in pursuing a STEAM related college degree or a CTE pathway.	Student Survey	% of students who Indicate interest in pursuing a STEAM related college degree or a CTE pathway.	Yes	**FY '23 APR:** 80% - participants who indicated an interest in pursuing STEAM or CTE	**Target:** Survey not administered at this time **Actual:** Survey will be conducted during the 3rd quarter.			
	b) By the end of SY 24-25, at least 79% of students will indicate that College or Career Fair is relevant and helpful.	Student Survey	% of students who indicate that the College or Career Fair is relevant and helpful.	Yes	**FY '23 APR:** 91% - participants who indicated the activity was helpful in providing	**Target:** Survey not administered at this time **Actual:** Survey will be conducted during the 3rd quarter.			

					information				
10.4 School Climate, Culture, and Engagement	a) By the end of SY 24-25, at least 55% of students will indicate participating in health and safety activities.	Student Survey	% of students participating in health and safety activities	Yes	**FY '23 APR:** (P.E.) Survey indicated 85% of students participated in STEAM, and activities	**Target:** Ongoing health and safety activities **Actual:** Ongoing health (P.E.) and safety activities. Survey to be conducted in the 3rd quarter.			
	b) By the end of SY 24-25, at least 55% of participating students will report greater engagement in learning and confidence in handling academic work.	Student Survey	% of participating students will report greater engagement in learning and confidence in handling academic work	Yes	**FY '23 APR:** (P.E.) 85% of participating students reported greater engagement in learning and confidence in handling academic work.	**Target:** Ongoing health and safety activities **Actual:** Ongoing health (P.E.) and safety activities. Survey to be conducted in the 3rd quarter.			

PART II: *Successes, Challenges, and Evaluation*

Evidence of Success/Progress *Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).*	Since the GAA has pending data on all of its performance measures for this period, the earliest reporting of which will occur in the 3rd fiscal quarter, the list of quantifiable evidence to its successes is on hold until the data are presented.
Observations and/or Challenges *List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?* *At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.*	A new full-time Principal was hired this school year. He will oversee the implementation of some activities in the grant.
What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?	Methods use for project monitoring include surveys, student participant rosters or attendance in activities, and/or sign-in sheets.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Guam Adventist Academy

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

Joaquina Vega		*1/20/2025*
PROJECT COORDINATOR NAME (PRINT)	**PROJECT COORDINATOR NAME (SIGNATURE)**	**DATE**
Sylvia T. Calvo		02/03/25
PROJECT MANAGER NAME (PRINT)	**PROJECT MANAGER (SIGNATURE)**	**DATE**

FEDERAL PROGRAMS DIVISION

FY 2024 Title V, Part B: Rural Low Income Schools

Consolidated Grant to Insular Areas Quarterly Report

Project No. 11

Providence International Christian Academy (PICA)

Quarterly Report Documents:

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

January 10, 2025

FEDERAL PROGRAMS DIVISION

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

Finalized Quarterly Report with Federal Programs Division (FPD) Review

January 10, 2025

PICA 25-104

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

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

PROJECT COORDINATOR: Michelle Moyer

PROJECT MANAGER: Sylvia T. Calvo, FPD Grant Director

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana

STATE DATA OFFICER: Ana O. Aguon

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

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

AMOUNT BUDGETED (FFY 2024): **N/A**	**AMOUNT ENCUMBERED/REQUISITIONS:** **N/A**	**AMOUNT OF EXPENDITURES:** **N/A**
AMOUNT BUDGETED (FFY 2023): **N/A**	**AMOUNT ENCUMBERED/REQUISITIONS:** **N/A**	**AMOUNT OF EXPENDITURES:** **N/A**

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K – 5	13		1	2					
6 – 8	4		1						
9 - 12	8		2						

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

LIST THE PROJECT OBJECTIVES:	**Component 1. After-School Tutoring. Through the provision of After-School Tutoring, students will indicate greater engagement in learning and confidence in handling academic work in reading and math.** YEAR 1: At least 20% of participating students in After-School Tutoring will indicate greater engagement in learning and confidence in handling academic work in reading and math. YEAR 2: At least 25% of participating students in After-School Tutoring will indicate greater engagement in learning and confidence in handling academic work in reading and math. YEAR 3: At least 30% of participating students in After-School Tutoring will indicate greater engagement in learning and confidence in handling academic work in reading and math. **Component 2. STEAM classes or activities. Through participation in STEAM classes and/or activities, students will indicate greater engagement in learning and an interest in pursuing a STEAM related career or post-secondary degree.** YEAR 1: At least 20% of participating students in STEAM classes and/or activities will indicate greater engagement in learning and an interest in pursuing a STEAM related career or college degree. YEAR 2: At least 25% of participating students in STEAM classes and/or activities will indicate greater engagement in learning and an interest in pursuing a STEAM related career or college degree. YEAR 3: At least 30% of participating students in STEAM classes and/or activities will indicate greater engagement in learning and an interest in pursuing a STEAM related career or college degree. **Component 3. VPA Activities. Through participation in VPA activities, students will indicate greater engagement in learning and confidence in handling academic work.** YEAR 1: At least 20% of participating students in VPA activities will indicate greater engagement in learning and confidence in handling academic work. YEAR 2: At least 25% of participating students in VPA activities will indicate greater engagement in learning and confidence in handling academic work. YEAR 3: At least 30% of participating students in VPA activities will indicate greater engagement in learning and confidence in handling academic work. **Component 4. Professional Development (PD). By participating in PD training on effective teaching strategies, teachers will report an improvement in their skills to plan and implement technology-rich lessons and improve student performance.** YEAR 1: At least 50% of teachers participating in PD training will report implementing the teaching strategies learned in the classroom and indicate an improvement in their planning and instructional skills. YEAR 2: At least 55% of teachers participating in PD training will report implementing the teaching strategies learned in the classroom and indicate an improvement in their planning and instructional skills. YEAR 3: At least 60% of teachers participating in PD training will report implementing the teaching strategies learned in the classroom and indicate an improvement in their planning and instructional skills.

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

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
➢ **In this column, list all the Project Components.** ➢ **<u>In bullet form</u>, list all the specific activities falling under each Component.** ➢ ***Insert Additional rows as needed.***	➢ **For each activity listed in the previous column, state the status of each activity (*ongoing, delayed, or completed*), and describe the details of the work accomplished during the period. Specify the *what, when, where, how, how many participants (a primary data or 'count')*, etc. Primary data may be presented in narrative form, or as a table or graph.** ➢ **If there was an activity that was not implemented during this reporting period, then simply indicate "REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER". Include the reason why the activity was not conducted for the quarter.**
Component 1. After-School Tutoring	**Component 1. After-School Tutoring:** *Ongoing* As a replacement to the Summative Assessment activity in Year 1 (FY '23), which was removed since the PICA decided to do summative testing using a funding source other than the Consolidated Grant (CG), an after-school tutoring activity was put in place. The After-school tutoring activity consists of instruction in reading, math, and creative writing and fine arts activities such as piano, art, and basic dance. Students are given reading and writing activities based on their individual level in each subject. Math tutoring consists of learning and mastering basic operations and higher math concepts as needed by the individual student. On specific days of the week the (Mondays: Art), (Tuesdays: Dance) Fine arts activities are held. Students taking piano lessons practice and receive ongoing instruction every day during the after-school time. As of the 1st quarter, the school is working on finalizing a Standard Service Agreement (SSA) for this activity with the assistance of the Federal Programs Division (FPD). The PICA aims to utilize two (2) school staff to provide after-school tutoring instruction to students who need supplemental help in math and/or reading, guided practice for those taking piano lessons, and supplemental instruction in art and dance.
Component 2. STEAM Classes or Activities	**Component 2. STEAM:** *Ongoing* • Regular STEAM classes are ongoing. Students use laptops and iPads to do research and write essays. They also use them for interactive games, which enhances the use of technology in the classroom. • Student participants in STEAM courses/activities for SY 24-25: o 13 Elementary students

	○ 4 Middle School students ○ 8 High School students are participating in STEAM activities • Reporting on Drone kits and STEM kits that have been requisitioned not applicable for this quarter because the kits have not been provided. The school is still awaiting the STEAM kits that were ordered from the CG. Training on the use of an aquaponics kit received by the school earlier will be conducted during the Summer of 2024 under the Life Readiness (LR) project. • Students participated in planting seeds for the garden. However, the anticipated aquaponics system was not provided for students to complete their garden project.
Component 3. VPA Activities	**Component 3. VPA Activities:** *Ongoing* • The piano for this activity was delivered the last week of SY 23-24. Students were able to have their final lesson using the piano. This was not enough time for a complete understanding of the instrument and implementation in the classroom. Full usage for the purposes of piano lessons and music theory will be implemented in SY 24-25. • Student participants in VPA activities for SY 24-25: ○ 13 Elementary students ○ 4 Middle school students ○ 8 High school students • Some requested supplemental materials have been received by the PICA: a *piano* for use in choir, piano, and music classes. The school also received *drawing boards, drawing paper*, and *pencils*. Pending additional materials are still being requisitioned and/or are awaiting delivery, which include the following instructional items: *easels*, *colored pencils*.
Component 4. **Professional Development (PD)**	**Component 4. Professional Development (PD) Training:** *Ongoing* • PICA has requested for professional development training on *Classroom Instruction that Works (CITW)* for two (2) teachers. • PICA is awaiting the invite and other information on the training from the Curriculum-Instruction-Assessments (CIA) project. To date, the status of requisition for the CITW training is pending, as quotations are still being sought by the CIA project.

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

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

Aquaponics)	will report a greater sense of learning engagement and confidence in handling academic work		sense of learning engagement and confidence in handling academic work		surveyed indicated a greater sense of learning engagement, and **33%** feel more confident handling academic work	**Actual:** Still awaiting STEAM kits. Survey to be conducted in the 3rd quarter.			
	b) By the end of SY 24-25, at least 25% of participating students will indicate an interest in pursuing a STEAM related college degree	Student survey	% of students who indicate an interest in pursuing a STEAM related college degree	Yes	**In SY 23-24, 67%** of students surveyed indicated an interest in pursuing a STEAM-related college degree.	**Target:** Survey not administered at this time **Actual:** Ongoing instruction, still awaiting STEAM kits. Survey will be conducted in the 3rd quarter.			
11.3 Visual and Performing Arts	By the end of the SY 24-25, at least 25% of participating students will report a greater sense of learning engagement and confidence handling academic work	Student Survey	% of participating students who report a greater sense of learning engagement and confidence in	Yes	**In SY 23-24, 86%** indicated a greater sense of learning engagement, and felt more	**Target:** Survey not administered at this time **Actual:** Ongoing instruction.			

			handling academic work		confident in handling academic	Some materials for use were received at the end of SY 23-24 2nd qtr.. Survey will be conducted in the 3rd quarter.			
11.4 Professional Development	By the end of SY 24-25, at least 50% of teachers participating in PD training will report implementing the teaching strategies learned in the classroom and indicate an improvement in their planning and instructional skills	Teacher Survey	% of teachers participating in PD training who will report implementing the teaching strategies learned in the classroom and indicate an improvement in their planning and instructional skills	Yes	No baseline data *(Note: CITW training, which was the sole training PICA requested for, was not offered in FY '23.)*	**Target:** Survey not administered at this time **Actual:** PICA awaits invite from project for FY '24 PD on *Classroom Instruction that Works*. Survey will be administered in the 3rd quarter.			

PART II: *Successes, Challenges, and Evaluation*

Evidence of Success/Progress *Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).*	Since the PICA has pending data on all of its performance measures for this period, the earliest reporting of which will occur in the 3rd fiscal quarter, the list of quantifiable evidence to its successes is on hold until the data are presented.
Observations and/or Challenges *List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?* *At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.*	**Component 1: After-school Tutoring.** The activity has been operating on a limited basis as the standard service agreement (SSA) has not been made between the school and the GDOE. **Component 2: STEAM Classes or Activities** – Participation in this activity was not completed as anticipated this quarter because the equipment (aquaponics steam kit) was not received. **Component 3: VPA Activities –** With the delay in delivery of art supplies, students have been participating in this activity only in a rudimentary manner. **Component 4: Professional Development –** This activity was not available to teachers during this quarter.

What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?	List of Students and Teachers involved in various CG activities, Student and Teacher Surveys.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Providence International Christian Academy (PICA)

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

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

Michelle Moyer	Michelle Moyer	1/6/2025
PROJECT COORDINATOR NAME (PRINT)	**PROJECT COORDINATOR NAME (SIGNATURE)**	**DATE**
Sylvia T. Calvo		02/03/25
PROJECT MANAGER NAME (PRINT)	**PROJECT MANAGER (SIGNATURE)**	**DATE**

FEDERAL PROGRAMS DIVISION

FY 2024 Title V, Part B: Rural Low Income Schools

Consolidated Grant to Insular Areas Quarterly Report

Project No. 12

Japanese School of Guam (JSOG)

Quarterly Report Documents:

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

January 10, 2025

FEDERAL PROGRAMS DIVISION

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

Finalized Quarterly Report with Federal Programs Division (FPD) Review

January 10, 2025

JSOG 25-107

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

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

PROJECT COORDINATOR: Saeko Tokito

PROJECT MANAGER: Sylvia T. Calvo, FPD Grant Director

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana

STATE DATA OFFICER: Ana O. Aguon

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

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

AMOUNT BUDGETED (FFY 2024): **N/A**	**AMOUNT ENCUMBERED/REQUISITIONS:** **N/A**	**AMOUNT OF EXPENDITURES:** **N/A**
AMOUNT BUDGETED (FFY 2023): **N/A**	**AMOUNT ENCUMBERED/REQUISITIONS:** **N/A**	**AMOUNT OF EXPENDITURES:** **N/A**

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K – 5	49		TOTAL 18	TOTAL 3					
6 – 8	8								
9 - 12	2								

LIST THE PROJECT GOALS:	By the end of the three-year project, the JSOG will have achieved the following overall goals: Increase student physical fitness by providing supplemental fitness resources to the core physical education program and increase the students' average raw score from the annual physical fitness test by 5% over the baseline; increase participation rate of students utilizing supplemental resources for physical activities; and improve student engagement in learning and confidence in handling academic work.

LIST THE PROJECT OBJECTIVES:	Promoting student participation in physical activities improves student health and safety. By expanding student access to engaging and stimulating playground equipment, fundamental physical development skills can be attained. Such skills, to include sensory awareness, balance, and core strength, can lead students to improved physical fitness performance and greater participation in physical activities during recess breaks. **12.1: By the end of Year 3, the average raw score from the annual fitness test will increase by 3% over the baseline of 276.98; and there will be a 10% increase over the baseline of 60% in the participation rate of students in physical fitness activities utilizing the supplemental resources.** *(Note: Year 3's end goal had to be adjusted down from 15% to 10%, which reflects Year 2's annual target objective. Procurement delays in FY '23 (Year 1) resulted in the supplemental portable equipment being received by the JSOG only in November 2024 (Year 2), and it completed installation only in January 2025.)* ▪ Year 2: The average raw score from the annual fitness test will increase by 2% over the baseline as a result of physical activities provided in addition to the physical education core program (282.5). *(Note: This is Year 2's revised annual target, which was originally Year 1's annual target on this performance measure.)* ▪ Year 2: At least 5% increase in student participation in physical activity over the baseline (65% or more). *(Note: This is Year 2's revised annual target, which was originally Year 1's annual target on this performance measure.)* **12.2: By the end of Year 3, at least 55% of students will indicate greater engagement with learning and confidence in handling academic work.** *(Note: Year 3's end goal had to be adjusted down from 60% to 55%, which reflects Year 2's annual target objective. Procurement delays in FY '23 (Year 1) resulted in the supplemental portable equipment being received by the JSOG only in November 2024 (Year 2), and it completed installation only in January 2025.)* ▪ Year 2: At least 50% of students will indicate greater engagement with learning and confidence in handling academic work. *(Note: This is Year 2's revised annual target, which was originally Year 1's annual target on this performance measure.)*

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

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
➢ **In this column, list all the Project Components.** ➢ **<u>In bullet form</u>, list all the specific activities falling under each Component.** ➢ ***Insert Additional rows as needed.***	➢ **For each activity listed in the previous column, state the status of each activity (*ongoing, delayed, or completed*), and describe the details of the work accomplished during the period. Specify the *what, when, where, how, how many participants (a primary data or 'count')*, etc. Primary data may be presented in narrative form, or as a table or graph.** ➢ **If there was an activity that was not implemented during this reporting period, then simply indicate "REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER". Include the reason why the activity was not conducted for the quarter.**
Health & Safety **12.1 Student Physical Fitness** • Installation of supplemental physical fitness resources	• Installation of supplemental physical fitness resources: *Completed* The Japanese School of Guam (JSOG) received the portable playground equipment in November 2024, and its installation was completed in January 2025. • Student physical fitness: *"Pre-use"* fitness test administered right before completion of the portable physical fitness facility installation in January 2025 resulted to an average fitness test score of **289.9** for the school's students (K-9th grade). This fitness test measured *"grip strength", "upper body sit-up", "seated forward bend", "repetitive horizontal jump", "20-meter shuttle run", "50-meter run", "standing long jump", and "ball throwing".* A "*post-use"* fitness test to measure impact of the utilization of playground equipment on the students' overall physical fitness will be conducted during the last quarter of the Japanese school's academic year, in March 2025 (FY '24 2nd fiscal quarter).
12.2 Student Learning Engagement Survey on student learning engagement	• Survey on student learning engagement: *Ongoing* This student engagement survey aims to determine how the promotion of increased physical activity among students impacts their learning engagement; whether or not it helps stimulate their minds and helps them to be more receptive to academic learning and confident in handling academic work. A baseline student engagement survey was administered in June 2024 (*'pre-use'*) to determine the portion of students who consider themselves currently engaged in learning, even without the equipment being installed yet. Survey results showed that among students who engaged in physical activity (*playing during recess, or participating in school sports, or*

	attending a PE class), **77%** consider themselves to be engaged in learning, and **91%** feel confident in handling academic work. A '*post-use'* student engagement survey will be conducted during the last quarter of the Japanese school's academic year (runs from April 2024 – March 2025), in March 2025 (*FY '24 2nd fiscal quarter*), to determine if utilization of the playground equipment helped enhance student ability to focus and learn.

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

Project Activity *Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.* ***Insert additional rows as needed.***	**Corresponding Annual Objective** *Enter the annual objective from 6b that this project activity aligns with.*	**Data Source** *Enter where the data are located. Identify where the data will come from.*	**Unit of Measurement** *Enter the unit of measurement.*	**Evidence-Based** *Please indicate: Yes or No*	**Actual Data: Baseline** *(Current school year or most recent)*	**Quarterly Performance Measures (Target vs. Actual)**			
						Performance Target End of December 2023	**Performance Target End of March 2024**	**Performance Target End of June 2024**	**Performance Target End of September 2024**
Health and Safety **Promoting Student Participation in Physical Activities**	a) By the end of the SY ~~25-26~~ 24-25, the average raw score from the annual fitness test will increase by 2% over baseline	Results of Physical Education Annual Fitness Test	Average raw score points from the annual fitness test	Yes	Baseline average raw score from SY 21-22 Annual Fitness Test = 276.98	**Target:** Students engaging in physical activity utilizing supplemental resources **Actual:** Due to procurement delays in FY '23, installation of the portable playground equipment, delivered in November 2024, has just now completed (Jan. 2025).			

						"Pre-use" Fitness test administered right before completion of installation showed an average fitness score of **289.9** for the school's K-9th grade students.			
	b) By the end of the SY 24-25, student participation rate in physical activities utilizing supplemental resources will increase by 5% over the baseline (at least 65%)	Student survey	Percentage of participation in physical activities utilizing supplemental resources	Yes	Current baseline data of **60%** student participation rate in physical activities during recess breaks, from SY 21-22.	**Target:** Students engaging in physical activity utilizing supplemental resources **Actual:** This survey will be administered during the last quarter of the academic year in March 2025, following the Japanese school calendar year, which runs from April to March.			

	c) By the end of SY 24-25, at least 50% of students will indicate greater engagement with learning and confidence in handling academic work	Student survey	% of students who indicate greater engagement with learning and confidence in handling academic work	Yes	Student Engagement Survey results in June 2024: **77%** consider themselves to be engaged in learning, and **91%** feel confident in handling academic work	**Target:** Students engaging in physical activity utilizing supplemental resources **Actual:** This survey will be administered during the last quarter of the academic year in March 2025, following the Japanese school calendar year, which runs from April to March.			

PART II: *Successes, Challenges, and Evaluation*

Evidence of Success/Progress *Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).*	Installation of the portable physical fitness equipment has just now been completed (January 2025). This means that the school's student population can start utilizing it, and reap the benefit of lessened physical inactivity and increased physical fitness. Hopefully, this will translate into improved alertness and focus in the classroom, which in turn should help with greater engagement in learning and confidence in handling academic work. A student engagement survey conducted at the end of the Japanese school year in March 2025 is anticipated to yield '*starting data'* attesting to the above.
Observations and/or Challenges *List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?* *At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.*	There was significant delay in the delivery and installation of the supplemental portable playground equipment. Instead of the anticipated schedule of students beginning to utilize the equipment in January 2024 (*based on the JSOG's approved FY '23 CG application*), item delivery took place in November 2024, and installation was completed in January 2025.
What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?	Survey administration was used to determine the portion of students who consider themselves currently engaged in learning, prior to the installation of the playground equipment. Prior to the portable fitness equipment installation being completed, a *'pre-use'* Fitness Test was conducted by the school for all its students. Then a *'post-use'* Fitness Test to determine impact of usage of the equipment to student physical fitness will again be conducted during the last quarter of the Japanese school's academic year, in March 2025 (FY '24 2nd fiscal quarter).

QUARTERLY REPORT CERTIFICATION

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

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

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

Saeko Tokito	Saeko Tokito	1/16/2025
PROJECT COORDINATOR NAME (PRINT)	PROJECT COORDINATOR NAME (SIGNATURE)	DATE
Sylvia T. Calvo		02/03/25
PROJECT MANAGER NAME (PRINT)	PROJECT MANAGER (SIGNATURE)	DATE

FEDERAL PROGRAMS DIVISION

FY 2024 Title V, Part B: Rural Low Income Schools

Consolidated Grant to Insular Areas Quarterly Report

Project No. 13

State Administration

Quarterly Report Documents:

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

January 10, 2025

FEDERAL PROGRAMS DIVISION

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

Finalized Quarterly Report with Federal Programs Division (FPD) Review

January 10, 2025

Grant Name: Consolidated Grant FFY 2024 Grant#: S403A240002

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

PROJECT MANAGER: Sylvia T. Calvo, Grant Director

STATE PROGRAM OFFICER: Sean Rupley | Hope Cruz

STATE DATA OFFICER: Ana O. Aguon

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

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

AMOUNT BUDGETED (FFY 2024):	**AMOUNT ENCUMBERED/REQUISITIONS**: **$_____N/A_____**	**AMOUNT OF EXPENDITURES:** **$_____N/A_____**
AMOUNT BUDGETED (FFY 2023):	**AMOUNT ENCUMBERED/REQUISITIONS**: **$_____N/A_____**	**AMOUNT OF EXPENDITURES:** **$_____N/A_____**

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
Pre-K – 5	2,274			8	12,523			28
6 – 8	1,197			39	5,855			50
9 - 12	1,659			14	9,028			47

LIST THE PROJECT GOALS:

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

Administration/Supervision/Technical Assistance/Workshops

- 13.1.1. **MODIFIED**: 90% of LEAs (public, charter, PNP) will report satisfaction with process handling and implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the SEA.
  - (*Note: The percentage goal on this performance measure for FY '25 or Year 3 was adjusted (from 93% to 90%) based on the actual percentage at the end of FY '22 (84%), which was the latest updated baseline data available at the time of this FY '24 application submission.*)

- 13.1.2. 93% of GDOE stakeholders will report (a) effective, timely, and relevant information received, (b) improved knowledge of

	pertinent grant information, programs, and requirements, and (c) receipt of high-quality support, guidance, consultation, and technical assistance during the workshops. **Grant Meetings, Workshops / Grants Management Certification and Training** • 13.2.1. **MODIFIED**: 90% of GDOE and project personnel (GDOE Chief State School Officer, Project Managers, and key LEA/SEA personnel) will report increased understanding of proper grants management, project design, planning, evaluation, implementation planning, implementation fidelity, and developing and designing services and activities to better serve the students and teachers within the district. o *(Note: The percentage goal on this performance measure for FY '25 or Year 3 was adjusted (from 96% to 90%) based on the actual percentage at the end of FY '22 (84%), which was the latest updated baseline data available at the time of this FY '24 application submission.)*
LIST THE PROJECT OBJECTIVES:	**Annual Objectives:** This project provides oversight of the entire Consolidated Grant (CG) program and provides administrative, evaluation, financial, and training supports. Thus, the satisfaction of stakeholders with the services provided are appropriate goals and objectives. The objectives will assess progress towards meeting the overall goals. Annual goals are listed below for each goal: **Administration/Supervision/Technical Assistance/Workshops** • 13.1.1. LEAs (public, charter, PNP) will report satisfaction with process handling and implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the SEA. o Year 1 @ 90% o Year 2 @ **MODIFIED** 88% *(Note: The annual target percentage for FY '24 or Year 2 was adjusted (from 91% to 88%) based on the actual percentage at the end of FY '22 (84%), which was the latest updated baseline data available at the time of this FY '24 application submission.)* o Year 3 @ **MODIFIED** 90% *(Note: The annual target percentage for FY '24 or Year 3 was adjusted (from 93% to 90%) based on the actual percentage at the end of FY '22 (84%), which was the latest updated baseline data available at the time of this FY '24 application submission.)* • 13.1.2. GDOE stakeholders will report (a) effective, timely, and relevant information received, (b) improved knowledge of pertinent grant information, programs, and requirements, and (c) receiving high quality support, guidance, consultation and technical assistance during workshops. o Year 1 @ 91% o Year 2 @ 92% o Year 3 @ 93% **Grant Meetings, Workshops/Grants Management Certification and Training** • 13.2.1. GDOE and project personnel (GDOE Chief State School Officer, Project Managers, and key LEA/SEA personnel) will report increased understanding of proper grants management, project design, planning, evaluation, implementation, and developing and designing services and activities to better serve the students and teachers within the district.

	○ Year 1 @ 94% ○ Year 2 @ **MODIFIED:** 88% *(Note: The annual target percentage for FY '24 or Year 2 was adjusted (from 95% to 88%) based on the actual percentage at the end of FY '22 (84%), which was the latest baseline data the project had available at the time of this FY '24 application submission.)* ○ Year 3 @ **MODIFIED:** 90% *(Note: The annual target percentage for FY '25 or Year 3 was adjusted (from 96% to 90%) based on the actual percentage at the end of FY '22 (84%), which was the latest baseline data the project had available at the time of this FY '24 application submission.)*

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

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
➢ **In this column, list all the Project Components.** ➢ **In bullet form, list all the specific activities falling under each Component.** ➢ ***Insert Additional rows as needed.***	➢ **For each activity listed in the previous column, state the status of each activity (*ongoing, delayed, or completed*), and describe the details of the work accomplished during the period. Specify the *what, when, where, how, how many participants (a primary data or 'count')*, etc. Primary data may be presented in narrative form, or as a table or graph.** ➢ **If there was an activity that was not implemented during this reporting period, then simply indicate "REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER". Include the reason why the activity was not conducted for the quarter.**
13.1 Administration/ Supervision/ Technical Assistance Workshops	The Federal Programs Division (FPD) successfully wrapped up the fiscal year by prioritizing collaboration and precision, ensuring continued support for educational programs. By efficiently allocating resources, the team addressed the needs of both schools and students. Their focus on accuracy and timeliness was evident in the handling of requisitions, purchase orders, and contracts. This achievement reflects their unwavering dedication to promoting quality education through strategic planning and teamwork. The FPD team continues to conduct check-in meetings and onsite monitoring to ensure that federally funded activities comply with all relevant regulations and consistently meet performance standards. This oversight helps maintain accountability and alignment with Federal requirements. The State Administration check-in visit was on November 21, 2025 to discuss FFY 2022 purchase orders, the upcoming FFY 2025 Consolidated Grant Application with the Stakeholder Feedback and Consultative Workshop to conducted from February 19 -20, 2025, and upcoming travel activities (see row below for more details). The FFY 2024 1st Quarter onsite monitoring was conducted on December 31, 2024 to evaluate FPD fixed assets. Monthly professional development (PD) sessions are conducted amongst State Administration personnel. This includes sharing knowledge gained at off-island conferences to ensure the team remains aligned with the latest standards and creates a culture of continuous learning.

13.2 Grant Meetings/ Workshops/ Grants Management Certification and Training	• **Fixed Assets Management System:** Twenty (20) schools, inclusive of middle, high, and at least one (1) elementary school, were selected to pilot the Fixed Asset Management System (FAMS) website, gather data for system refinement, and receive tailored training ahead of their inventory dates. A pre-inventory training for all the schools consisted of property liaison officers (PLO) receiving their scanners and tagged tablets. The following sessions were the piloting of schools using FAMS: o Federal Programs Division: 12/4/24 – 12/11/24 o C&I – 12/10/24 to 12/13/24 o VSABMS – 12/17/24 to 12/20/24 o AIJMS and SPED – 12/23/24 to 12/27/24 o FSAIS & CBMES – 12/30/24 to 1/3/25 o FES & AES – 1/6/25 to 1/10/25 o PCLES & HCA – 1/13/25 to 1/17/25 A project's request for additional scanners and tablets for specific roles, along with the plan to use the contract-purchased barcode printer for updating asset tags, is under evaluation to ensure alignment with the SOP and budget. The vendor is providing helpdesk support, tracking user challenges, and piloting new FAMS features like attaching documents to assets, with approvals required for any features not aligned with existing processes. • **Pacific Research and Evaluation, LLC (External Evaluator):** Year 5 Scope of Work includes the review of pre-existing data and generating data collection instruments, mapping of FFY'23 performance measures to existing sources and identify primary data collection needs, preparing for primary data collection for each project (LR and CIA), continuing to work with FPD to gain relevant formative and summative student achievement data, tentatively conducting site visits for primary data collection and cleaning, monitoring and analysis of pre-existing data and primary data. Meeting dates with FPD and PRE are as follows: o November 5, 2024: PRE received CG Quarterly Report submission o November 19, 2024: Discussed the implementation of activities such as Teacher Recruitment, Induction, Retention, and Effective Teaching Practices o December 3, 2024: FPD confirmed FFY '24 grant applications for LR and CIA are approved rather than being in draft form as previously recorded by PRE. These documents were used to inform project-level monthly meetings in mid-November. o December 17, 2024: PRE is working to create an updated version of the timeline of data collection and evaluation activities. 1st Quarter document to be provided by the FPD for PRE's Evaluation: o LR: Final FY '24 1st Quarter Report o CIA: Final FY '24 1st Quarter Report

- **McREL (External Evaluator):**
  Based on feedback from stakeholders within the GDOE, McREL has been contracted to evaluate three projects being conducted under the grant: (1) Classroom Supports Interventions (CSI), (2) School Climate, Culture, and Engagement (SCCE), and (3) Prugraman Tiningo'. A kick-off meeting with McREL included key team members from the projects mentioned above introducing the new evaluation team members. Monthly meetings are conducted for contract management and progress reporting. The lead researcher schedules and conducts 1:1 meetings with each project lead for ongoing collaboration.
  Meeting dates with FPD and McREL are as follows:
  - October 10, 2024: Evaluation project management meeting (McREL to develop project management calendar and invoice schedule)
  - October 29, 2024: Kick-off meeting with FPD
  - November 6, 2024: Kick-off meetings with SCCE
  - November 7, 2024: Kick-off meetings with CSI
  - December 4, 2024: Evaluation project management meeting (FPD to standardize survey with projects and relate to performance measures)
  - December 11, 2024: Evaluation project management meeting (FY '23 APR to be ready in January)

  1st Quarter document to be provided by the FPD for McREL's Evaluation:
  - CSI: Final FY '24 1st Quarter Report
  - SCCE: Final FY '24 1st Quarter Report
  - *Prugraman Tiningo*: Final FY '24 1st Quarter Report

- **Tyler Munis Timekeeper:**
  On December 5, 2025, tasks were assigned for GDOE personnel to assist the project. GDOE HR will provide a list of all employees categorized by funding code and FSAIS will collaborate with the vendor to discuss adjusting the number of participants in the initial training. Expanding the training with include more participants would be ideal and she will also confirm if there are any associated costs.

- **Effective Leadership and Communication:**
  GDOE *Effective Leadership and Communication* vendor continue implementing a series of workshop events focused on improving collaboration and leadership. Initiatives include effective workplace communication, team collaboration and organizational transformation. Follow up sessions continue to be scheduled into FFY 2024.
- The FPD team continues to assist in non-CG projects (*Comprehensive Literacy State Development Grant (CLSD), Federal Emergency Management Agency (FEMA)* – Typhoon Mawar related damages, and ED*Facts* data submissions. *Hazard Mitigation Grant Program* (HMGP) responsibilities were officially transferred to personnel outside of the FPD office. The ongoing efforts ensure that these initiatives receive the necessary guidance and resources for success. Time Distribution Reports are continuously generated for these projects for time keeping.

- **Travel Activities:**
  Two (2) FPD personnel attended the 2024 *Federal Grants Forum - Thompson Grants Training Courses* in New Orleans, LA from December 3-4, 2024. The Federal Grants Forum consisted of learning about grants considerations, the latest *Compliance Supplement* updates, and how uniform guidance changes will affect programs.
- Appropriate staff attended and will continue to attend the *Grants Management Concepts* training online. This training provides a foundational understanding of the federal regulations governing grant administration, ensuring new personnel are equipped to manage grants effectively. Training covers the entire grant lifecycle, from pre-award to post-award and closeout. This helps staff grasp the key stages of grants management and the specific regulatory requirements at each phase.

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

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

					consultation, and technical assistance provided by the FPD.	of guidance and technical assistance to all stakeholders in their beginning implementation of FY '24 activities.			
13.1 Administration/ Supervision/ Technical Assistance Workshops	13.1.2 – At least 92% of stakeholders reporting effective, timely, and relevant information received, improved knowledge of grant information, programs, and requirements, and receiving high quality support, guidance, consultation and technical assistance during workshops.	Quarterly monitoring reports Observation Reports Survey Results	% of participants reporting effective, timely, and relevant information received, improved knowledge of grant information, programs, and requirements, and receiving high quality support, guidance, consultation and technical assistance during workshop	No	**From FY '23 APR *(Updated)*:** 93% of GDOE stakeholders who responded to the survey reported (a) effective, timely, and relevant information received, (b) improved knowledge of pertinent grant information, programs, and requirement s, and (c) receiving high quality support, guidance, consultation and technical assistance during workshops.	**Target:** At least 88% **Actual:** No stakeholder survey administered at this time. Focus was on provision of guidance and technical assistance to all stakeholders in their beginning implementation of FY '24 activities.	**Target:** At least 89%	**Target:** At least 90%	**Target:** At least 92%

13.2 Grant Meetings/ Workshops/ Grants Management Certification and Training	13.2.1 – At least 88% of key LEA/SEA grant/ project personnel reflecting better understanding of proper grant management, project design, planning, evaluation, developing and designing services and activities to better serve students and teachers within the district.	Quarterly monitoring reports Observation Reports Survey Results	% of key LEA/SEA grant/project personnel reflecting better understanding of proper grant management, project design, planning evaluation, developing and designing services and activities to better serve students and teachers within the district.		**From FY ’23 APR *(Updated)*:** 85% of key LEA/FPD personnel indicated increased understanding of proper grants management, project design, planning, evaluation, implementation, and developing and designing services and activities to better serve students and teachers within the district.	**Target:** At least 84% **Actual:** No stakeholder survey administered at this time. Focus was on provision of guidance and technical assistance to all stakeholders in their beginning implementation of FY ’24 activities.	**Target:** At least 86%	**Target:** At least 87%	**Target:** At least 88%

PART II: *Successes, Challenges, and Evaluation*

Evidence of Success/Progress *Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).*	The FPD received the Grant Award Notification (GAN) on October 1, 2024. The FPD coordinated the completion and submission of the Consolidated Grant (CG) FFY 2023 Annual Performance Report (APR) and Federal Financial Report (FFR) on December 30, 2024. No stakeholder survey administered at this time. Focus was on provision of guidance and technical assistance to all stakeholders in their beginning implementation of FY '24 activities. *(Note: This survey was conducted in the FY '23 4th quarter).*
Observations and/or Challenges *List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?* *At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.*	The FPD will work towards improving its grant administration, coordination, and delivery of technical assistance services to all CG stakeholders, to improve on its performance for Year 2 especially with the two (2) out of three (3) objectives not being met during the completion of the FY'23 Annual Performance Report (APR). In addition to evaluations being conducted during workshops, the FPD intends to include multiple feedback sessions with schools to allow ample time for feedback, discussion and finalization of inputs and in turn achieve all the goals by Year 3.
What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?	The FPD continued to monitor all requisitions, purchase orders, invoices and completion of activities on a weekly, monthly and quarterly basis. The FPD ensured all stakeholder project funds, purchase orders and activities can be closed out and expended prior to the end of the performance period. The FPD conducted monitoring site visits and interviews to determine efficacy of project implementation at the school sites.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: State Administration

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

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

Sean Rupley / Hope Cruz		1/31/2025
PROJECT COORDINATOR NAME (PRINT)	**PROJECT COORDINATOR NAME (SIGNATURE)**	**DATE**
Sylvia T. Calvo		02-04-25
PROJECT MANAGER NAME (PRINT)	**PROJECT MANAGER (SIGNATURE)**	**DATE**

Guam Department of Education

Grant Status Report

Grant Status Report as of 1/2/2025 9:38:34 PM

Approp Yr	Project Code	Project Code Segment Description	Expense Category	Budget	Encumbrances	Requisitions	Current Expenditures	Actual Expenditures	Available Budget
23	86001	CONS. GRANTS STATE	REGULAR SALARIES	988,011.90	-	-	64,148.64	121,256.36	866,755.54
23	86001	CONS. GRANTS STATE	BENEFITS	345,076.35	-	-	28,968.04	54,332.75	290,743.60
23	86001	CONS. GRANTS STATE	OFF-ISLAND TRAVEL	127,732.90	-	-	-	-	127,732.90
23	86001	CONS. GRANTS STATE	AIR FARE	-	-	-	4,713.00	42,892.66	(42,892.66)
23	86001	CONS. GRANTS STATE	MISC.REIMBURSMENTS	-	-	-	-	-	-
23	86001	CONS. GRANTS STATE	REGISTRATION	-	-	-	-	15,965.75	(15,965.75)
23	86001	CONS. GRANTS STATE	HOTEL	-	-	-	1,710.69	27,556.41	(27,556.41)
23	86001	CONS. GRANTS STATE	MEALS	-	-	-	680.00	9,316.50	(9,316.50)
23	86001	CONS. GRANTS STATE	CAR RENTAL	-	-	-	199.80	1,745.32	(1,745.32)
23	86001	CONS. GRANTS STATE	CONTRACTUAL	187,873.03	29,312.34	-	3,309.17	3,309.17	155,251.52
23	86001	CONS. GRANTS STATE	PRINTING SERVICES	-	-	-	-	-	-
23	86001	CONS. GRANTS STATE	ADVERTISING	-	8,000.00	-	-	-	(8,000.00)
23	86001	CONS. GRANTS STATE	AUDIT FEES	-	-	-	-	-	-
23	86001	CONS. GRANTS STATE	CONFERENCES/REGISTRATION FEES	-	-	-	-	-	-
23	86001	CONS. GRANTS STATE	MEMBERSHIP FEES	-	-	-	-	-	-
23	86001	CONS. GRANTS STATE	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-	-
23	86001	CONS. GRANTS STATE	PROF. DEVELOPMENT/TRAINING	-	14,796.88	-	-	-	(14,796.88)
23	86001	CONS. GRANTS STATE	SUBSCRIPTION FEE	-	-	-	-	-	-
23	86001	CONS. GRANTS STATE	SUPPLIES	42,145.44	557.51	-	-	-	41,587.93
23	86001	CONS. GRANTS STATE	COMPUTERS/LAPTOP	-	-	-	-	-	-
23	86001	CONS. GRANTS STATE	EQUIPMENT	15,507.50	-	-	-	-	15,507.50
23	86001	CONS. GRANTS STATE	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-	-
23	86001	CONS. GRANTS STATE	COMPUTERS & ELECTRONICS	-	-	-	-	-	-
23	86001	CONS. GRANTS STATE	INDIRECT COST	82,993.78	-	-	-	-	82,993.78
				$ 1,789,340.90	$ 52,666.73	-	$ 103,729.34	$ 276,374.92	$ 1,460,299.25
23	86002	CG LIFE READINESS	REGULAR SALARIES	558,478.93	-	-	15,663.95	15,663.95	542,814.98
23	86002	CG LIFE READINESS	STIPEND	-	-	-	40,500.00	40,500.00	(40,500.00)
23	86002	CG LIFE READINESS	BENEFITS	125,637.32	-	-	7,227.53	7,227.53	118,409.79
23	86002	CG LIFE READINESS	OFF-ISLAND TRAVEL	111,493.00	-	-	-	-	111,493.00
23	86002	CG LIFE READINESS	AIR FARE	-	-	-	-	60,316.13	(60,316.13)
23	86002	CG LIFE READINESS	MISC.REIMBURSMENTS	-	-	-	-	-	-
23	86002	CG LIFE READINESS	REGISTRATION	-	-	-	-	8,437.00	(8,437.00)
23	86002	CG LIFE READINESS	HOTEL	-	-	-	-	22,809.78	(22,809.78)
23	86002	CG LIFE READINESS	MEALS	-	-	-	-	11,399.00	(11,399.00)
23	86002	CG LIFE READINESS	CAR RENTAL	-	-	-	-	6,471.19	(6,471.19)
23	86002	CG LIFE READINESS	LOCAL MILEAGE	-	-	-	-	2,905.37	(2,905.37)
23	86002	CG LIFE READINESS	CONTRACTUAL	3,073,696.78	1,418,791.17	78,588.83	16,407.72	43,760.72	1,532,556.06
23	86002	CG LIFE READINESS	PRINTING SERVICES	-	-	-	-	-	-
23	86002	CG LIFE READINESS	CONFERENCES/REGISTRATION FEES	-	-	25,000.00	-	-	(25,000.00)
23	86002	CG LIFE READINESS	CONSULTANT	-	-	-	-	-	-
23	86002	CG LIFE READINESS	MEMBERSHIP FEES	-	-	1,000.00	-	-	(1,000.00)
23	86002	CG LIFE READINESS	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-	-
23	86002	CG LIFE READINESS	PROF. DEVELOPMENT/TRAINING	-	-	46,051.00	-	16,800.00	(62,851.00)
23	86002	CG LIFE READINESS	SUBSCRIPTION FEE	-	-	-	-	-	-
23	86002	CG LIFE READINESS	TRANSPORTATION LEASE RENTAL	-	-	-	-	-	-
23	86002	CG LIFE READINESS	GRAD/MISC. VENUE RENTAL	-	-	12,000.00	-	-	(12,000.00)
23	86002	CG LIFE READINESS	SUPPLIES	1,058,684.05	3,296.25	-	-	798.00	1,054,589.80
23	86002	CG LIFE READINESS	INSTRUCTIONAL	-	-	-	-	-	-
23	86002	CG LIFE READINESS	ADMIN OFFICE SUPPLIES	-	3,086.68	1,200.00	901.00	1,465.00	(5,751.68)
23	86002	CG LIFE READINESS	PHYSICAL/HEALTH EDUCATION	-	41,067.99	-	-	46,406.79	(87,474.78)
23	86002	CG LIFE READINESS	TECHNOLOGY SUPPLIES	-	1,454.96	-	450.00	2,254.27	(3,709.23)
23	86002	CG LIFE READINESS	EQUIPMENT	104,435.00	-	-	-	-	104,435.00
23	86002	CG LIFE READINESS	COMPUTERS & ELECTRONICS	-	-	-	-	-	-
23	86002	CG LIFE READINESS	INDIRECT COST	46,912.23	-	-	-	-	46,912.23
				$ 5,079,337.31	$ 1,467,697.05	$ 163,839.83	$ 81,150.20	$ 287,214.73	$ 3,160,585.70
23	86003	CG CURRICULUM-INSTRUCTIONAL	REGULAR SALARIES	985,457.74	-	-	38,910.40	43,204.55	942,253.19
23	86003	CG CURRICULUM-INSTRUCTIONAL	PART-TIME	-	-	-	-	25,027.83	(25,027.83)
23	86003	CG CURRICULUM-INSTRUCTIONAL	STIPEND	-	-	-	-	132,250.00	(132,250.00)
23	86003	CG CURRICULUM-INSTRUCTIONAL	BENEFITS	377,153.51	-	-	14,888.32	20,085.65	357,067.86
23	86003	CG CURRICULUM-INSTRUCTIONAL	MILITARY BENEFITS	-	-	-	1,912.53	16,800.89	(16,800.89)
23	86003	CG CURRICULUM-INSTRUCTIONAL	OFF-ISLAND TRAVEL	121,487.50	-	-	-	-	121,487.50
23	86003	CG CURRICULUM-INSTRUCTIONAL	AIR FARE	-	-	-	-	34,373.96	(34,373.96)
23	86003	CG CURRICULUM-INSTRUCTIONAL	MISC.REIMBURSMENTS	-	-	-	-	-	-
23	86003	CG CURRICULUM-INSTRUCTIONAL	REGISTRATION	-	1,258.00	-	9,867.00	26,171.00	(27,429.00)
23	86003	CG CURRICULUM-INSTRUCTIONAL	HOTEL	-	-	-	4,806.85	35,918.43	(35,918.43)
23	86003	CG CURRICULUM-INSTRUCTIONAL	MEALS	-	-	-	4,362.00	14,315.63	(14,315.63)
23	86003	CG CURRICULUM-INSTRUCTIONAL	CAR RENTAL	-	-	-	1,528.14	2,802.18	(2,802.18)
23	86003	CG CURRICULUM-INSTRUCTIONAL	LOCAL MILEAGE	-	-	-	-	5,117.99	(5,117.99)
23	86003	CG CURRICULUM-INSTRUCTIONAL	CONTRACTUAL	3,000,639.31	639,303.37	223,417.02	34,193.14	1,194,363.24	943,555.68
23	86003	CG CURRICULUM-INSTRUCTIONAL	PRINTING SERVICES	-	-	-	-	-	-
23	86003	CG CURRICULUM-INSTRUCTIONAL	CONFERENCES/REGISTRATION FEES	-	400.00	-	-	2,600.00	(3,000.00)
23	86003	CG CURRICULUM-INSTRUCTIONAL	MEMBERSHIP FEES	-	-	-	-	-	-
23	86003	CG CURRICULUM-INSTRUCTIONAL	SUBSCRIPTION FEE	-	-	-	-	5,890.00	(5,890.00)
23	86003	CG CURRICULUM-INSTRUCTIONAL	TESTING/ASSESSMENTS/SCORING	-	-	-	-	107,667.60	(107,667.60)
23	86003	CG CURRICULUM-INSTRUCTIONAL	SUPPLIES	435,306.99	38,054.37	3,604.00	14,636.00	30,139.90	363,508.72
23	86003	CG CURRICULUM-INSTRUCTIONAL	TEST KITS MATERIALS	-	-	-	-	-	-
23	86003	CG CURRICULUM-INSTRUCTIONAL	INSTRUCTIONAL	-	1,716.15	-	-	-	(1,716.15)
23	86003	CG CURRICULUM-INSTRUCTIONAL	ADMIN OFFICE SUPPLIES	-	4,878.81	-	2,375.94	9,467.94	(14,346.75)
23	86003	CG CURRICULUM-INSTRUCTIONAL	LIBRARY MATERIALS	-	-	-	-	-	-
23	86003	CG CURRICULUM-INSTRUCTIONAL	TECHNOLOGY SUPPLIES	-	-	-	-	-	-
23	86003	CG CURRICULUM-INSTRUCTIONAL	TEST KITS	-	-	-	-	-	-
23	86003	CG CURRICULUM-INSTRUCTIONAL	COMPUTERS/LAPTOP	-	-	-	-	-	-
23	86003	CG CURRICULUM-INSTRUCTIONAL	EQUIPMENT	179,975.00	12,410.02	-	-	-	167,564.98
23	86003	CG CURRICULUM-INSTRUCTIONAL	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-	-
23	86003	CG CURRICULUM-INSTRUCTIONAL	LIBRARY EQUIPMENT	-	-	-	-	-	-
23	86003	CG CURRICULUM-INSTRUCTIONAL	COMPUTERS & ELECTRONICS	-	-	-	-	-	-
23	86003	CG CURRICULUM-INSTRUCTIONAL	CLASSROOM EQUIPMENT	-	-	-	-	-	-
23	86003	CG CURRICULUM-INSTRUCTIONAL	TEXTBOOKS	-	-	-	-	-	-
23	86003	CG CURRICULUM-INSTRUCTIONAL	LIBRARY BOOKS	-	-	-	-	-	-
23	86003	CG CURRICULUM-INSTRUCTIONAL	TECHNOLOGY EQUIPMENT	-	-	-	-	-	-
23	86003	CG CURRICULUM-INSTRUCTIONAL	INDIRECT COST	82,778.45	-	-	-	-	82,778.45
				$ 5,182,798.50	$ 698,020.72	$ 227,021.02	$ 127,480.32	$ 1,706,196.79	$ 2,551,559.97
23	86004	CLASSROOM SUPPORTS &	REGULAR SALARIES	4,757,282.99	-	-	1,065,097.50	1,165,123.80	3,592,159.19
23	86004	CLASSROOM SUPPORTS &	OVERTIME	-	-	-	1,894.10	1,951.55	(1,951.55)
23	86004	CLASSROOM SUPPORTS &	PART-TIME	-	-	-	-	-	-
23	86004	CLASSROOM SUPPORTS &	STIPEND	2,096,000.00	-	-	593,500.00	1,861,500.00	234,500.00
23	86004	CLASSROOM SUPPORTS &	BENEFITS	1,992,262.76	-	-	570,151.80	642,530.46	1,349,732.30
23	86004	CLASSROOM SUPPORTS &	MILITARY BENEFITS	-	-	-	3,686.62	18,417.65	(18,417.65)
23	86004	CLASSROOM SUPPORTS &	TRAVEL	-	-	-	-	-	-
23	86004	CLASSROOM SUPPORTS &	OFF-ISLAND TRAVEL	18,838.00	-	-	-	-	18,838.00
23	86004	CLASSROOM SUPPORTS &	AIR FARE	-	-	-	-	3,362.24	(3,362.24)
23	86004	CLASSROOM SUPPORTS &	MISC.REIMBURSMENTS	-	-	-	-	-	-

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23	86004	CLASSROOM SUPPORTS &	REGISTRATION	-	-	-	-	2,390.00	(2,390.00)
23	86004	CLASSROOM SUPPORTS &	HOTEL	-	-	-	-	2,936.71	(2,936.71)
23	86004	CLASSROOM SUPPORTS &	MEALS	-	-	-	-	960.00	(960.00)
23	86004	CLASSROOM SUPPORTS &	CAR RENTAL	-	-	-	-	28.95	(28.95)
23	86004	CLASSROOM SUPPORTS &	LOCAL MILEAGE	-	-	-	-	-	-
23	86004	CLASSROOM SUPPORTS &	CONTRACTUAL	1,746,642.55	945,752.65	-	239,044.18	431,860.68	369,029.22
23	86004	CLASSROOM SUPPORTS &	PRINTING SERVICES	-	-	-	-	-	-
23	86004	CLASSROOM SUPPORTS &	ADVERTISING	-	-	-	-	-	-
23	86004	CLASSROOM SUPPORTS &	CONFERENCES/REGISTRATION FEES	-	-	-	-	-	-
23	86004	CLASSROOM SUPPORTS &	MEMBERSHIP FEES	-	-	-	-	-	-
23	86004	CLASSROOM SUPPORTS &	SUBSCRIPTION FEE	-	-	-	-	280,450.00	(280,450.00)
23	86004	CLASSROOM SUPPORTS &	SUPPLIES	488,245.21	76,222.54	27,653.00	16,535.00	54,200.85	330,168.82
23	86004	CLASSROOM SUPPORTS &	EQUIPMENT	520,991.33	120,730.34	185,948.29	-	2,198.98	212,113.72
23	86004	CLASSROOM SUPPORTS &	INDIRECT COST	606,078.63	-	-	-	-	606,078.63
				$ 12,226,341.47	$ 1,142,705.53	$ 213,601.29	$ 2,489,909.20	$ 4,467,911.87	$ 6,402,122.78
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	REGULAR SALARIES	987,575.00	-	-	26,571.24	26,571.24	961,003.76
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	STIPEND	-	-	-	-	-	-
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	BENEFITS	585,800.94	-	-	12,586.31	12,586.31	573,214.63
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	TRAVEL	-	-	-	-	-	-
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	OFF-ISLAND TRAVEL	255,755.50	-	-	-	-	255,755.50
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	AIR FARE	-	-	-	-	27,022.82	(27,022.82)
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	MISC.REIMBURSMENTS	-	-	-	-	-	-
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	REGISTRATION	-	-	-	-	5,809.00	(5,809.00)
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	HOTEL	-	-	-	-	14,709.09	(14,709.09)
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	MEALS	-	-	-	-	4,311.00	(4,311.00)
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	CAR RENTAL	-	-	-	-	343.04	(343.04)
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	LOCAL MILEAGE	-	-	-	-	7,764.63	(7,764.63)
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	CONTRACTUAL	2,197,456.33	182,266.20	452,500.00	31,122.01	33,047.01	1,529,643.12
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	PRINTING SERVICES	-	-	-	-	-	-
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	MEMBERSHIP FEES	-	-	-	-	-	-
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	SUBSCRIPTION FEE	-	12,488.00	-	-	-	(12,488.00)
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	SUPPLIES	921,996.00	25,870.59	1.00	-	137,496.61	758,627.80
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	CUSTODIAL	-	-	-	-	-	-
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	EQUIPMENT	820,699.42	296,162.99	5,574.25	-	-	518,962.18
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	INDIRECT COST	82,956.30	-	-	-	-	82,956.30
				$ 5,852,239.49	$ 516,787.78	$ 458,075.25	$ 70,279.56	$ 269,660.75	$ 4,607,715.71
23	86006	CG PROGRAMAN TININGO	REGULAR SALARIES	352,252.00	-	-	60,358.39	149,549.70	202,702.30
23	86006	CG PROGRAMAN TININGO	STIPEND	-	-	-	-	23,100.00	(23,100.00)
23	86006	CG PROGRAMAN TININGO	BENEFITS	26,705.67	-	-	29,818.52	68,778.85	(42,073.18)
23	86006	CG PROGRAMAN TININGO	OFF-ISLAND TRAVEL	48,770.00	-	-	-	-	48,770.00
23	86006	CG PROGRAMAN TININGO	AIR FARE	-	-	-	-	20,721.06	(20,721.06)
23	86006	CG PROGRAMAN TININGO	MISC.REIMBURSMENTS	-	-	-	-	-	-
23	86006	CG PROGRAMAN TININGO	REGISTRATION	-	-	-	-	3,209.75	(3,209.75)
23	86006	CG PROGRAMAN TININGO	HOTEL	-	-	-	-	9,111.00	(9,111.00)
23	86006	CG PROGRAMAN TININGO	MEALS	-	-	-	-	4,682.00	(4,682.00)
23	86006	CG PROGRAMAN TININGO	CAR RENTAL	-	-	-	-	760.86	(760.86)
23	86006	CG PROGRAMAN TININGO	LOCAL MILEAGE	-	-	-	-	-	-
23	86006	CG PROGRAMAN TININGO	CONTRACTUAL	611,007.51	328,876.81	-	6,298.15	6,298.15	275,832.55
23	86006	CG PROGRAMAN TININGO	PRINTING SERVICES	-	-	-	14,664.02	14,664.02	(14,664.02)
23	86006	CG PROGRAMAN TININGO	ADVERTISING	-	-	-	-	-	-
23	86006	CG PROGRAMAN TININGO	PROF. DEVELOPMENT/TRAINING	-	7,500.00	-	-	-	(7,500.00)
23	86006	CG PROGRAMAN TININGO	SUBSCRIPTION FEE	-	-	-	700.00	992.00	(992.00)
23	86006	CG PROGRAMAN TININGO	SUPPLIES	59,321.17	235.80	-	577.60	807.60	58,277.77
23	86006	CG PROGRAMAN TININGO	INSTRUCTIONAL	-	2,800.77	-	615.50	4,235.88	(7,036.65)
23	86006	CG PROGRAMAN TININGO	ADMIN OFFICE SUPPLIES	-	2,771.63	-	563.51	2,804.61	(5,576.24)
23	86006	CG PROGRAMAN TININGO	TECHNOLOGY SUPPLIES	-	1,680.26	-	222.88	222.88	(1,903.14)
23	86006	CG PROGRAMAN TININGO	COMPUTERS/LAPTOP	-	6,806.00	-	-	24,223.20	(31,029.20)
23	86006	CG PROGRAMAN TININGO	EQUIPMENT	28,088.00	-	-	-	-	28,088.00
23	86006	CG PROGRAMAN TININGO	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-	-
23	86006	CG PROGRAMAN TININGO	CLASSROOM EQUIPMENT	-	-	-	3,196.00	24,684.00	(24,684.00)
23	86006	CG PROGRAMAN TININGO	INDIRECT COST	26,121.06	-	-	-	-	26,121.06
				$ 1,152,265.41	$ 350,671.27	-	$ 117,014.57	$ 358,845.56	$ 442,748.58
23	86007	OFFICE OF CATHOLIC EDUCATION	REGULAR SALARIES	11,043.57	-	-	-	-	11,043.57
23	86007	OFFICE OF CATHOLIC EDUCATION	BENEFITS	5,253.18	-	-	-	-	5,253.18
23	86007	OFFICE OF CATHOLIC EDUCATION	OFF-ISLAND TRAVEL	88,324.00	-	-	-	-	88,324.00
23	86007	OFFICE OF CATHOLIC EDUCATION	AIR FARE	-	-	-	5,022.80	7,410.52	(7,410.52)
23	86007	OFFICE OF CATHOLIC EDUCATION	MISC.REIMBURSMENTS	-	-	-	-	-	-
23	86007	OFFICE OF CATHOLIC EDUCATION	REGISTRATION	-	-	-	-	-	-
23	86007	OFFICE OF CATHOLIC EDUCATION	HOTEL	-	-	-	-	1,614.72	(1,614.72)
23	86007	OFFICE OF CATHOLIC EDUCATION	MEALS	-	-	-	-	1,009.00	(1,009.00)
23	86007	OFFICE OF CATHOLIC EDUCATION	CAR RENTAL	-	-	-	-	307.22	(307.22)
23	86007	OFFICE OF CATHOLIC EDUCATION	CONTRACTUAL	1,531,183.08	75,069.23	18,000.00	17,240.57	17,240.57	1,420,873.28
23	86007	OFFICE OF CATHOLIC EDUCATION	PRINTING SERVICES	-	-	-	-	-	-
23	86007	OFFICE OF CATHOLIC EDUCATION	ADVERTISING	-	-	-	-	-	-
23	86007	OFFICE OF CATHOLIC EDUCATION	AUDIT FEES	-	-	-	-	-	-
23	86007	OFFICE OF CATHOLIC EDUCATION	CONFERENCES/REGISTRATION FEES	-	-	-	-	-	-
23	86007	OFFICE OF CATHOLIC EDUCATION	MEMBERSHIP FEES	-	-	-	-	-	-
23	86007	OFFICE OF CATHOLIC EDUCATION	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-	-
23	86007	OFFICE OF CATHOLIC EDUCATION	PROF. DEVELOPMENT/TRAINING	-	-	-	-	-	-
23	86007	OFFICE OF CATHOLIC EDUCATION	SUBSCRIPTION FEE	-	-	-	-	-	-
23	86007	OFFICE OF CATHOLIC EDUCATION	TESTING/ASSESSMENTS/SCORING	-	-	-	-	-	-
23	86007	OFFICE OF CATHOLIC EDUCATION	TRANSPORTATION LEASE RENTAL	-	-	-	-	-	-
23	86007	OFFICE OF CATHOLIC EDUCATION	GRAD/MISC. VENUE RENTAL	-	-	-	-	-	-
23	86007	OFFICE OF CATHOLIC EDUCATION	SUPPLIES	1,122,664.06	-	-	-	-	1,122,664.06
23	86007	OFFICE OF CATHOLIC EDUCATION	COMPUTERS/LAPTOP	-	-	-	-	-	-
23	86007	OFFICE OF CATHOLIC EDUCATION	EQUIPMENT	370,798.80	-	-	-	-	370,798.80
23	86007	OFFICE OF CATHOLIC EDUCATION	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-	-
23	86007	OFFICE OF CATHOLIC EDUCATION	COMPUTERS & ELECTRONICS	-	-	-	-	-	-
23	86007	OFFICE OF CATHOLIC EDUCATION	INDIRECT COST	927.66	-	-	-	-	927.66
				$ 3,130,194.35	$ 75,069.23	$ 18,000.00	$ 22,263.37	$ 27,582.03	$ 3,009,543.09
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	REGULAR SALARIES	1,272.74	-	-	-	-	1,272.74
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	BENEFITS	463.31	-	-	-	-	463.31
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	OFF-ISLAND TRAVEL	35,372.00	-	-	-	-	35,372.00
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	AIR FARE	-	-	-	-	7,522.48	(7,522.48)
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	MISC.REIMBURSMENTS	-	-	-	-	-	-
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	REGISTRATION	-	-	-	-	2,578.00	(2,578.00)
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	HOTEL	-	-	-	-	7,729.60	(7,729.60)
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	MEALS	-	-	-	-	2,212.00	(2,212.00)
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	CAR RENTAL	-	-	-	-	351.88	(351.88)
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	CONTRACTUAL	76,049.88	11,913.52	-	2,106.87	2,106.87	62,029.49
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	PRINTING SERVICES	-	-	-	-	-	-
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	ADVERTISING	-	-	-	-	-	-
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	AUDIT FEES	-	-	-	-	-	-
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	CONFERENCES/REGISTRATION FEES	-	-	-	-	-	-
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	MEMBERSHIP FEES	-	-	-	-	-	-

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23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-	-
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	PROF. DEVELOPMENT/TRAINING	-	15,000.00	-	-	-	(15,000.00)
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	SUBSCRIPTION FEE	-	-	-	-	-	-
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	SUPPLIES	103,517.92	-	-	-	-	103,517.92
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	COMPUTERS/LAPTOP	-	-	-	-	-	-
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	EQUIPMENT	60,776.00	-	-	-	-	60,776.00
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-	-
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	COMPUTERS & ELECTRONICS	-	-	-	-	-	-
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	INDIRECT COST	106.91	-	-	-	-	106.91
				$ 277,558.76	$ 26,913.52	-	$ 2,106.87	$ 22,500.83	$ 228,144.41
23	86009	ST. JOHN'S SCHOOL PNP	REGULAR SALARIES	21,520.12	-	-	-	-	21,520.12
23	86009	ST. JOHN'S SCHOOL PNP	BENEFITS	9,417.57	-	-	-	-	9,417.57
23	86009	ST. JOHN'S SCHOOL PNP	OFF-ISLAND TRAVEL	60,241.00	-	-	-	-	60,241.00
23	86009	ST. JOHN'S SCHOOL PNP	AIR FARE	-	-	-	-	21,252.90	(21,252.90)
23	86009	ST. JOHN'S SCHOOL PNP	MISC.REIMBURSMENTS	-	-	-	-	-	-
23	86009	ST. JOHN'S SCHOOL PNP	REGISTRATION	-	-	-	-	11,174.00	(11,174.00)
23	86009	ST. JOHN'S SCHOOL PNP	HOTEL	-	-	-	-	19,042.83	(19,042.83)
23	86009	ST. JOHN'S SCHOOL PNP	MEALS	-	-	-	-	9,711.00	(9,711.00)
23	86009	ST. JOHN'S SCHOOL PNP	CAR RENTAL	-	-	-	-	2,650.38	(2,650.38)
23	86009	ST. JOHN'S SCHOOL PNP	CONTRACTUAL	103,363.73	12,995.24	-	3,034.56	3,034.56	87,333.93
23	86009	ST. JOHN'S SCHOOL PNP	PRINTING SERVICES	-	-	-	-	-	-
23	86009	ST. JOHN'S SCHOOL PNP	ADVERTISING	-	-	-	-	-	-
23	86009	ST. JOHN'S SCHOOL PNP	AUDIT FEES	-	-	-	-	-	-
23	86009	ST. JOHN'S SCHOOL PNP	CONFERENCES/REGISTRATION FEES	-	-	-	-	-	-
23	86009	ST. JOHN'S SCHOOL PNP	MEMBERSHIP FEES	-	-	-	-	-	-
23	86009	ST. JOHN'S SCHOOL PNP	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-	-
23	86009	ST. JOHN'S SCHOOL PNP	PROF. DEVELOPMENT/TRAINING	-	-	-	-	-	-
23	86009	ST. JOHN'S SCHOOL PNP	SUBSCRIPTION FEE	-	-	-	-	-	-
23	86009	ST. JOHN'S SCHOOL PNP	SUPPLIES	131,186.74	4,990.95	-	-	-	126,195.79
23	86009	ST. JOHN'S SCHOOL PNP	COMPUTERS/LAPTOP	-	-	-	-	-	-
23	86009	ST. JOHN'S SCHOOL PNP	EQUIPMENT	196,777.00	-	-	-	185,930.00	10,847.00
23	86009	ST. JOHN'S SCHOOL PNP	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-	-
23	86009	ST. JOHN'S SCHOOL PNP	COMPUTERS & ELECTRONICS	-	-	-	-	-	-
23	86009	ST. JOHN'S SCHOOL PNP	INDIRECT COST	1,807.69	-	-	-	-	1,807.69
				$ 524,313.85	$ 17,986.19	-	$ 3,034.56	$ 252,795.67	$ 253,531.99
23	86010	HARVEST CHRISTIAN ACADEMY SCH	REGULAR SALARIES	3,920.12	-	-	-	-	3,920.12
23	86010	HARVEST CHRISTIAN ACADEMY SCH	BENEFITS	3,191.79	-	-	-	-	3,191.79
23	86010	HARVEST CHRISTIAN ACADEMY SCH	OFF-ISLAND TRAVEL	77,356.72	-	-	-	-	77,356.72
23	86010	HARVEST CHRISTIAN ACADEMY SCH	AIR FARE	-	-	-	4,752.00	32,181.42	(32,181.42)
23	86010	HARVEST CHRISTIAN ACADEMY SCH	MISC.REIMBURSMENTS	-	-	-	-	46.57	(46.57)
23	86010	HARVEST CHRISTIAN ACADEMY SCH	REGISTRATION	-	-	-	798.00	7,306.79	(7,306.79)
23	86010	HARVEST CHRISTIAN ACADEMY SCH	HOTEL	-	-	-	2,918.92	13,076.75	(13,076.75)
23	86010	HARVEST CHRISTIAN ACADEMY SCH	MEALS	-	-	-	856.00	6,627.50	(6,627.50)
23	86010	HARVEST CHRISTIAN ACADEMY SCH	CAR RENTAL	-	-	-	438.00	1,513.26	(1,513.26)
23	86010	HARVEST CHRISTIAN ACADEMY SCH	CONTRACTUAL	72,434.94	28,391.99	-	5,163.79	5,163.79	38,879.16
23	86010	HARVEST CHRISTIAN ACADEMY SCH	PRINTING SERVICES	-	-	-	-	-	-
23	86010	HARVEST CHRISTIAN ACADEMY SCH	ADVERTISING	-	-	-	-	-	-
23	86010	HARVEST CHRISTIAN ACADEMY SCH	AUDIT FEES	-	-	-	-	-	-
23	86010	HARVEST CHRISTIAN ACADEMY SCH	CONFERENCES/REGISTRATION FEES	-	-	-	-	-	-
23	86010	HARVEST CHRISTIAN ACADEMY SCH	MEMBERSHIP FEES	-	-	-	-	-	-
23	86010	HARVEST CHRISTIAN ACADEMY SCH	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-	-
23	86010	HARVEST CHRISTIAN ACADEMY SCH	PROF. DEVELOPMENT/TRAINING	-	-	-	-	-	-
23	86010	HARVEST CHRISTIAN ACADEMY SCH	SUBSCRIPTION FEE	-	-	-	-	-	-
23	86010	HARVEST CHRISTIAN ACADEMY SCH	TRANSPORTATION LEASE RENTAL	-	-	-	-	-	-
23	86010	HARVEST CHRISTIAN ACADEMY SCH	GRAD/MISC. VENUE RENTAL	-	-	-	-	-	-
23	86010	HARVEST CHRISTIAN ACADEMY SCH	SUPPLIES	47,144.88	7,193.36	-	1,352.02	1,352.02	38,599.50
23	86010	HARVEST CHRISTIAN ACADEMY SCH	COMPUTERS/LAPTOP	-	-	-	-	-	-
23	86010	HARVEST CHRISTIAN ACADEMY SCH	EQUIPMENT	187,500.00	30,206.32	-	4,983.33	18,743.56	138,550.12
23	86010	HARVEST CHRISTIAN ACADEMY SCH	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-	-
23	86010	HARVEST CHRISTIAN ACADEMY SCH	COMPUTERS & ELECTRONICS	-	-	-	-	4,499.00	(4,499.00)
23	86010	HARVEST CHRISTIAN ACADEMY SCH	INDIRECT COST	329.29	-	-	-	-	329.29
				$ 391,877.74	$ 65,791.67	-	$ 21,262.06	$ 90,510.66	$ 235,575.41
23	86011	GUAM ADVENTIST ACADEMY PNP	REGULAR SALARIES	514.76	-	-	-	-	514.76
23	86011	GUAM ADVENTIST ACADEMY PNP	BENEFITS	269.90	-	-	-	-	269.90
23	86011	GUAM ADVENTIST ACADEMY PNP	OFF-ISLAND TRAVEL	7,329.53	-	-	-	-	7,329.53
23	86011	GUAM ADVENTIST ACADEMY PNP	AIR FARE	-	-	-	-	1,968.32	(1,968.32)
23	86011	GUAM ADVENTIST ACADEMY PNP	MISC.REIMBURSMENTS	-	-	-	-	-	-
23	86011	GUAM ADVENTIST ACADEMY PNP	REGISTRATION	-	-	-	-	-	-
23	86011	GUAM ADVENTIST ACADEMY PNP	HOTEL	-	-	-	-	1,296.40	(1,296.40)
23	86011	GUAM ADVENTIST ACADEMY PNP	MEALS	-	-	-	-	513.50	(513.50)
23	86011	GUAM ADVENTIST ACADEMY PNP	CAR RENTAL	-	-	-	-	127.48	(127.48)
23	86011	GUAM ADVENTIST ACADEMY PNP	CONTRACTUAL	28,376.23	11,749.76	-	642.68	642.68	15,983.79
23	86011	GUAM ADVENTIST ACADEMY PNP	PRINTING SERVICES	-	-	-	-	-	-
23	86011	GUAM ADVENTIST ACADEMY PNP	ADVERTISING	-	-	-	-	-	-
23	86011	GUAM ADVENTIST ACADEMY PNP	AUDIT FEES	-	-	-	-	-	-
23	86011	GUAM ADVENTIST ACADEMY PNP	CONFERENCES/REGISTRATION FEES	-	-	-	-	-	-
23	86011	GUAM ADVENTIST ACADEMY PNP	MEMBERSHIP FEES	-	-	-	-	-	-
23	86011	GUAM ADVENTIST ACADEMY PNP	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-	-
23	86011	GUAM ADVENTIST ACADEMY PNP	PROF. DEVELOPMENT/TRAINING	-	-	-	-	-	-
23	86011	GUAM ADVENTIST ACADEMY PNP	SUBSCRIPTION FEE	-	-	-	-	-	-
23	86011	GUAM ADVENTIST ACADEMY PNP	SUPPLIES	27,360.03	-	-	-	-	27,360.03
23	86011	GUAM ADVENTIST ACADEMY PNP	COMPUTERS/LAPTOP	-	-	-	-	-	-
23	86011	GUAM ADVENTIST ACADEMY PNP	EQUIPMENT	52,786.65	-	-	-	-	52,786.65
23	86011	GUAM ADVENTIST ACADEMY PNP	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-	-
23	86011	GUAM ADVENTIST ACADEMY PNP	COMPUTERS & ELECTRONICS	-	-	-	-	-	-
23	86011	GUAM ADVENTIST ACADEMY PNP	INDIRECT COST	43.24	-	-	-	-	43.24
				$ 116,680.34	$ 11,749.76	-	$ 642.68	$ 4,548.38	$ 100,382.20
23	86012	PROVIDENCE INTERNATIONAL	REGULAR SALARIES	314.17	-	-	-	-	314.17
23	86012	PROVIDENCE INTERNATIONAL	BENEFITS	404.71	-	-	-	-	404.71
23	86012	PROVIDENCE INTERNATIONAL	OFF-ISLAND TRAVEL	1,585.00	-	-	-	-	1,585.00
23	86012	PROVIDENCE INTERNATIONAL	AIR FARE	-	-	-	-	-	-
23	86012	PROVIDENCE INTERNATIONAL	MISC.REIMBURSMENTS	-	-	-	-	-	-
23	86012	PROVIDENCE INTERNATIONAL	REGISTRATION	-	-	-	-	-	-
23	86012	PROVIDENCE INTERNATIONAL	HOTEL	-	-	-	-	-	-
23	86012	PROVIDENCE INTERNATIONAL	MEALS	-	-	-	-	-	-
23	86012	PROVIDENCE INTERNATIONAL	CAR RENTAL	-	-	-	-	-	-
23	86012	PROVIDENCE INTERNATIONAL	CONTRACTUAL	8,744.56	2,297.59	-	173.25	173.25	6,273.72
23	86012	PROVIDENCE INTERNATIONAL	PRINTING SERVICES	-	-	-	-	-	-
23	86012	PROVIDENCE INTERNATIONAL	ADVERTISING	-	-	-	-	-	-
23	86012	PROVIDENCE INTERNATIONAL	AUDIT FEES	-	-	-	-	-	-
23	86012	PROVIDENCE INTERNATIONAL	CONFERENCES/REGISTRATION FEES	-	-	-	-	-	-
23	86012	PROVIDENCE INTERNATIONAL	MEMBERSHIP FEES	-	-	-	-	-	-
23	86012	PROVIDENCE INTERNATIONAL	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-	-
23	86012	PROVIDENCE INTERNATIONAL	PROF. DEVELOPMENT/TRAINING	-	-	-	-	-	-
23	86012	PROVIDENCE INTERNATIONAL	SUBSCRIPTION FEE	-	-	-	-	-	-

Guam Department of Education

Grant Status Report

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23	86012	PROVIDENCE INTERNATIONAL	SUPPLIES	17,028.12	3,952.95	-	-	-	13,075.17
23	86012	PROVIDENCE INTERNATIONAL	COMPUTERS/LAPTOP	-	10,738.70	-	-	-	(10,738.70)
23	86012	PROVIDENCE INTERNATIONAL	EQUIPMENT	3,350.00	2,452.57	-	-	780.15	117.28
23	86012	PROVIDENCE INTERNATIONAL	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-	-
23	86012	PROVIDENCE INTERNATIONAL	COMPUTERS & ELECTRONICS	-	-	-	-	-	-
23	86012	PROVIDENCE INTERNATIONAL	INDIRECT COST	26.39	-	-	-	-	26.39
				$ 31,452.95	$ 19,441.81	-	$ 173.25	$ 953.40	$ 11,057.74
23	86013	JAPANESE SCHOOL OF GUAM	REGULAR SALARIES	365.12	-	-	-	-	365.12
23	86013	JAPANESE SCHOOL OF GUAM	BENEFITS	894.62	-	-	-	-	894.62
23	86013	JAPANESE SCHOOL OF GUAM	OFF-ISLAND TRAVEL	1,627.00	-	-	-	-	1,627.00
23	86013	JAPANESE SCHOOL OF GUAM	AIR FARE	-	-	-	-	-	-
23	86013	JAPANESE SCHOOL OF GUAM	MISC.REIMBURSMENTS	-	-	-	-	-	-
23	86013	JAPANESE SCHOOL OF GUAM	REGISTRATION	-	-	-	-	-	-
23	86013	JAPANESE SCHOOL OF GUAM	HOTEL	-	-	-	-	-	-
23	86013	JAPANESE SCHOOL OF GUAM	MEALS	-	-	-	-	-	-
23	86013	JAPANESE SCHOOL OF GUAM	CAR RENTAL	-	-	-	-	-	-
23	86013	JAPANESE SCHOOL OF GUAM	CONTRACTUAL	2,986.31	2,433.59	-	307.37	307.37	245.35
23	86013	JAPANESE SCHOOL OF GUAM	PRINTING SERVICES	-	-	-	-	-	-
23	86013	JAPANESE SCHOOL OF GUAM	ADVERTISING	-	-	-	-	-	-
23	86013	JAPANESE SCHOOL OF GUAM	AUDIT FEES	-	-	-	-	-	-
23	86013	JAPANESE SCHOOL OF GUAM	CONFERENCES/REGISTRATION FEES	-	-	-	-	-	-
23	86013	JAPANESE SCHOOL OF GUAM	MEMBERSHIP FEES	-	-	-	-	-	-
23	86013	JAPANESE SCHOOL OF GUAM	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-	-
23	86013	JAPANESE SCHOOL OF GUAM	PROF. DEVELOPMENT/TRAINING	-	-	-	-	-	-
23	86013	JAPANESE SCHOOL OF GUAM	SUBSCRIPTION FEE	-	-	-	-	-	-
23	86013	JAPANESE SCHOOL OF GUAM	SUPPLIES	370.09	-	-	-	-	370.09
23	86013	JAPANESE SCHOOL OF GUAM	COMPUTERS/LAPTOP	-	-	-	-	-	-
23	86013	JAPANESE SCHOOL OF GUAM	EQUIPMENT	26,143.12	26,143.12	-	-	-	-
23	86013	JAPANESE SCHOOL OF GUAM	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-	-
23	86013	JAPANESE SCHOOL OF GUAM	COMPUTERS & ELECTRONICS	-	-	-	-	-	-
23	86013	JAPANESE SCHOOL OF GUAM	INDIRECT COST	30.67	-	-	-	-	30.67
				$ 32,416.93	$ 28,576.71	-	$ 307.37	$ 307.37	$ 3,532.85
			FY 2023	$ 35,786,818.00	$ 4,474,077.97	$ 1,080,537.39	$ 3,039,353.35	$ 7,765,402.96	$ 22,466,799.68
Approp Yr	**Project Code**	**Project Code Segment Description**	**Expense Category**	**Budget**	**Encumbrances**	**Requisitions**	**Current Expenditures**	**Actual Expenditures**	**Available Budget**
24	86001	CONS. GRANTS STATE	REGULAR SALARIES	910,497.31	-	-	-	-	910,497.31
24	86001	CONS. GRANTS STATE	BENEFITS	363,940.69	-	-	-	-	363,940.69
24	86001	CONS. GRANTS STATE	OFF-ISLAND TRAVEL	164,361.05	-	-	-	-	164,361.05
24	86001	CONS. GRANTS STATE	AIR FARE	-	-	-	-	-	-
24	86001	CONS. GRANTS STATE	MISC.REIMBURSMENTS	-	-	-	-	-	-
24	86001	CONS. GRANTS STATE	REGISTRATION	-	-	-	-	-	-
24	86001	CONS. GRANTS STATE	HOTEL	-	-	-	-	-	-
24	86001	CONS. GRANTS STATE	MEALS	-	-	-	-	-	-
24	86001	CONS. GRANTS STATE	CAR RENTAL	-	-	-	-	-	-
24	86001	CONS. GRANTS STATE	CONTRACTUAL	231,171.17	3,285.00	-	-	-	227,886.17
24	86001	CONS. GRANTS STATE	PRINTING SERVICES	-	-	-	-	-	-
24	86001	CONS. GRANTS STATE	ADVERTISING	-	-	-	-	-	-
24	86001	CONS. GRANTS STATE	AUDIT FEES	-	-	-	-	-	-
24	86001	CONS. GRANTS STATE	CONFERENCES/REGISTRATION FEES	-	-	-	-	-	-
24	86001	CONS. GRANTS STATE	MEMBERSHIP FEES	-	-	-	-	-	-
24	86001	CONS. GRANTS STATE	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-	-
24	86001	CONS. GRANTS STATE	PROF. DEVELOPMENT/TRAINING	-	-	-	-	-	-
24	86001	CONS. GRANTS STATE	SUBSCRIPTION FEE	-	-	-	-	-	-
24	86001	CONS. GRANTS STATE	SUPPLIES	51,320.00	-	-	-	-	51,320.00
24	86001	CONS. GRANTS STATE	COMPUTERS/LAPTOP	-	-	-	-	-	-
24	86001	CONS. GRANTS STATE	EQUIPMENT	12,657.50	-	-	-	-	12,657.50
24	86001	CONS. GRANTS STATE	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-	-
24	86001	CONS. GRANTS STATE	COMPUTERS & ELECTRONICS	-	-	-	-	-	-
24	86001	CONS. GRANTS STATE	INDIRECT COST	57,361.32	-	-	-	-	57,361.32
				$ 1,791,309.04	$ 3,285.00	-	-	-	$ 1,788,024.04
24	86002	CG LIFE READINESS	REGULAR SALARIES	93,452.11	-	-	-	-	93,452.11
24	86002	CG LIFE READINESS	STIPEND	898,457.00	-	-	-	-	898,457.00
24	86002	CG LIFE READINESS	BENEFITS	108,168.20	-	-	-	-	108,168.20
24	86002	CG LIFE READINESS	OFF-ISLAND TRAVEL	549,770.00	-	-	-	-	549,770.00
24	86002	CG LIFE READINESS	AIR FARE	-	-	-	21,092.14	21,092.14	(21,092.14)
24	86002	CG LIFE READINESS	MISC.REIMBURSMENTS	-	-	-	-	-	-
24	86002	CG LIFE READINESS	REGISTRATION	-	-	-	8,439.24	8,439.24	(8,439.24)
24	86002	CG LIFE READINESS	HOTEL	-	-	-	12,382.75	12,382.75	(12,382.75)
24	86002	CG LIFE READINESS	MEALS	-	-	-	5,129.25	5,129.25	(5,129.25)
24	86002	CG LIFE READINESS	CAR RENTAL	-	-	-	1,006.01	1,006.01	(1,006.01)
24	86002	CG LIFE READINESS	LOCAL MILEAGE	-	-	-	-	-	-
24	86002	CG LIFE READINESS	CONTRACTUAL	3,430,552.99	5,000.00	367,326.17	-	-	3,058,226.82
24	86002	CG LIFE READINESS	PRINTING SERVICES	-	-	-	-	-	-
24	86002	CG LIFE READINESS	CONFERENCES/REGISTRATION FEES	-	-	70,139.00	-	-	(70,139.00)
24	86002	CG LIFE READINESS	CONSULTANT	-	-	-	-	-	-
24	86002	CG LIFE READINESS	MEMBERSHIP FEES	-	-	2,600.00	-	-	(2,600.00)
24	86002	CG LIFE READINESS	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-	-
24	86002	CG LIFE READINESS	PROF. DEVELOPMENT/TRAINING	-	-	527,650.00	-	-	(527,650.00)
24	86002	CG LIFE READINESS	SUBSCRIPTION FEE	-	-	-	-	-	-
24	86002	CG LIFE READINESS	TRANSPORTATION LEASE RENTAL	-	-	-	-	-	-
24	86002	CG LIFE READINESS	GRAD/MISC. VENUE RENTAL	-	-	31,500.00	-	-	(31,500.00)
24	86002	CG LIFE READINESS	SUPPLIES	568,948.84	-	-	-	-	568,948.84
24	86002	CG LIFE READINESS	ADMIN OFFICE SUPPLIES	-	-	900.00	-	-	(900.00)
24	86002	CG LIFE READINESS	PHYSICAL/HEALTH EDUCATION	-	-	-	-	-	-
24	86002	CG LIFE READINESS	TECHNOLOGY SUPPLIES	-	-	-	-	-	-
24	86002	CG LIFE READINESS	EQUIPMENT	68,345.00	-	-	-	-	68,345.00
24	86002	CG LIFE READINESS	COMPUTERS & ELECTRONICS	-	-	-	-	-	-
24	86002	CG LIFE READINESS	INDIRECT COST	62,490.27	-	-	-	-	62,490.27
				$ 5,780,184.41	$ 5,000.00	$ 1,000,115.17	$ 48,049.39	$ 48,049.39	$ 4,727,019.85
24	86003	CG CURRICULUM-INSTRUCTIONAL	REGULAR SALARIES	590,348.12	-	-	-	-	590,348.12
24	86003	CG CURRICULUM-INSTRUCTIONAL	STIPEND	110,000.00	-	-	-	-	110,000.00
24	86003	CG CURRICULUM-INSTRUCTIONAL	BENEFITS	238,516.91	-	-	-	-	238,516.91
24	86003	CG CURRICULUM-INSTRUCTIONAL	MILITARY BENEFITS	-	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	OFF-ISLAND TRAVEL	267,875.00	-	-	-	-	267,875.00
24	86003	CG CURRICULUM-INSTRUCTIONAL	AIR FARE	-	-	-	33,927.20	33,927.20	(33,927.20)
24	86003	CG CURRICULUM-INSTRUCTIONAL	MISC.REIMBURSMENTS	-	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	REGISTRATION	-	-	-	7,133.00	7,133.00	(7,133.00)
24	86003	CG CURRICULUM-INSTRUCTIONAL	HOTEL	-	-	-	6,557.70	6,557.70	(6,557.70)
24	86003	CG CURRICULUM-INSTRUCTIONAL	MEALS	-	-	-	4,025.00	4,025.00	(4,025.00)
24	86003	CG CURRICULUM-INSTRUCTIONAL	CAR RENTAL	-	-	-	2,027.17	2,027.17	(2,027.17)
24	86003	CG CURRICULUM-INSTRUCTIONAL	LOCAL MILEAGE	-	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	CONTRACTUAL	3,473,025.64	1,407,660.00	200,000.00	-	-	1,865,365.64
24	86003	CG CURRICULUM-INSTRUCTIONAL	PRINTING SERVICES	-	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	CONFERENCES/REGISTRATION FEES	-	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	MEMBERSHIP FEES	-	-	-	-	-	-

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24	86003	CG CURRICULUM-INSTRUCTIONAL	SUBSCRIPTION FEE	-	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	TESTING/ASSESSMENTS/SCORING	-	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	SUPPLIES	579,970.00	48,124.09	3,000.00	-	-	528,845.91
24	86003	CG CURRICULUM-INSTRUCTIONAL	TEST KITS MATERIALS	-	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	INSTRUCTIONAL	-	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	ADMIN OFFICE SUPPLIES	-	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	LIBRARY MATERIALS	-	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	TECHNOLOGY SUPPLIES	-	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	TEST KITS	-	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	COMPUTERS/LAPTOP	-	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	EQUIPMENT	194,380.00	-	-	-	-	194,380.00
24	86003	CG CURRICULUM-INSTRUCTIONAL	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	LIBRARY EQUIPMENT	-	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	COMPUTERS & ELECTRONICS	-	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	CLASSROOM EQUIPMENT	-	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	TEXTBOOKS	-	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	LIBRARY BOOKS	-	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	TECHNOLOGY EQUIPMENT	-	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	INDIRECT COST	44,121.93	-	-	-	-	44,121.93
				$ 5,498,237.60	$ 1,455,784.09	$ 203,000.00	$ 53,670.07	$ 53,670.07	$ 3,785,783.44
24	86004	CLASSROOM SUPPORTS &	REGULAR SALARIES	2,887,590.50	-	-	-	-	2,887,590.50
24	86004	CLASSROOM SUPPORTS &	OVERTIME	94,000.00	-	-	8,130.92	8,130.92	85,869.08
24	86004	CLASSROOM SUPPORTS &	PART-TIME	-	-	-	-	-	-
24	86004	CLASSROOM SUPPORTS &	STIPEND	3,138,500.00	-	-	-	-	3,138,500.00
24	86004	CLASSROOM SUPPORTS &	BENEFITS	1,355,219.43	-	-	998.32	998.32	1,354,221.11
24	86004	CLASSROOM SUPPORTS &	MILITARY BENEFITS	-	-	-	-	-	-
24	86004	CLASSROOM SUPPORTS &	TRAVEL	42,808.00	-	-	-	-	42,808.00
24	86004	CLASSROOM SUPPORTS &	OFF-ISLAND TRAVEL	-	-	-	-	-	-
24	86004	CLASSROOM SUPPORTS &	AIR FARE	-	-	-	-	-	-
24	86004	CLASSROOM SUPPORTS &	MISC.REIMBURSMENTS	-	-	-	-	-	-
24	86004	CLASSROOM SUPPORTS &	REGISTRATION	-	-	-	-	-	-
24	86004	CLASSROOM SUPPORTS &	HOTEL	-	-	-	-	-	-
24	86004	CLASSROOM SUPPORTS &	MEALS	-	-	-	-	-	-
24	86004	CLASSROOM SUPPORTS &	CAR RENTAL	-	-	-	-	-	-
24	86004	CLASSROOM SUPPORTS &	LOCAL MILEAGE	-	-	-	-	-	-
24	86004	CLASSROOM SUPPORTS &	CONTRACTUAL	2,048,197.18	-	1,024,483.00	-	-	1,023,714.18
24	86004	CLASSROOM SUPPORTS &	PRINTING SERVICES	-	-	-	-	-	-
24	86004	CLASSROOM SUPPORTS &	ADVERTISING	-	-	-	-	-	-
24	86004	CLASSROOM SUPPORTS &	CONFERENCES/REGISTRATION FEES	-	-	-	-	-	-
24	86004	CLASSROOM SUPPORTS &	MEMBERSHIP FEES	-	-	-	-	-	-
24	86004	CLASSROOM SUPPORTS &	SUBSCRIPTION FEE	-	-	-	-	-	-
24	86004	CLASSROOM SUPPORTS &	SUPPLIES	1,298,784.00	8,058.00	20,515.00	-	-	1,270,211.00
24	86004	CLASSROOM SUPPORTS &	EQUIPMENT	260,014.60	-	-	-	-	260,014.60
24	86004	CLASSROOM SUPPORTS &	INDIRECT COST	385,565.70	-	-	-	-	385,565.70
				$ 11,510,679.41	$ 8,058.00	$ 1,044,998.00	$ 9,129.24	$ 9,129.24	$ 10,448,494.17
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	REGULAR SALARIES	1,921,927.94	-	-	-	-	1,921,927.94
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	STIPEND	10,000.00	-	-	-	-	10,000.00
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	BENEFITS	972,522.60	-	-	-	-	972,522.60
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	TRAVEL	199,281.00	-	-	-	-	199,281.00
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	AIR FARE	-	-	-	-	-	-
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	MISC.REIMBURSMENTS	-	-	-	-	-	-
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	REGISTRATION	-	-	-	-	-	-
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	HOTEL	-	-	-	-	-	-
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	MEALS	-	-	-	-	-	-
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	CAR RENTAL	-	-	-	-	-	-
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	LOCAL MILEAGE	-	-	-	-	-	-
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	CONTRACTUAL	1,896,773.56	-	-	-	-	1,896,773.56
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	PRINTING SERVICES	-	-	-	-	-	-
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	MEMBERSHIP FEES	-	-	-	-	-	-
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	SUBSCRIPTION FEE	-	-	-	-	-	-
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	SUPPLIES	430,541.72	-	-	-	-	430,541.72
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	CUSTODIAL	-	-	-	-	-	-
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	EQUIPMENT	32,475.50	-	5,124.86	-	-	27,350.64
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	INDIRECT COST	121,711.46	-	-	-	-	121,711.46
				$ 5,585,233.78	-	$ 5,124.86	-	-	$ 5,580,108.92
24	86006	CG PROGRAMAN TININGO	REGULAR SALARIES	188,321.03	-	-	-	-	188,321.03
24	86006	CG PROGRAMAN TININGO	STIPEND	104,500.00	-	-	-	-	104,500.00
24	86006	CG PROGRAMAN TININGO	BENEFITS	48,029.11	-	-	-	-	48,029.11
24	86006	CG PROGRAMAN TININGO	OFF-ISLAND TRAVEL	100,920.00	-	-	-	-	100,920.00
24	86006	CG PROGRAMAN TININGO	AIR FARE	-	-	-	8,537.40	12,908.64	(12,908.64)
24	86006	CG PROGRAMAN TININGO	MISC.REIMBURSMENTS	-	-	-	-	-	-
24	86006	CG PROGRAMAN TININGO	REGISTRATION	-	-	-	2,070.01	3,668.01	(3,668.01)
24	86006	CG PROGRAMAN TININGO	HOTEL	-	-	-	7,049.44	9,537.26	(9,537.26)
24	86006	CG PROGRAMAN TININGO	MEALS	-	-	-	2,346.00	3,386.00	(3,386.00)
24	86006	CG PROGRAMAN TININGO	CAR RENTAL	-	-	-	285.72	360.12	(360.12)
24	86006	CG PROGRAMAN TININGO	LOCAL MILEAGE	-	-	-	-	-	-
24	86006	CG PROGRAMAN TININGO	CONTRACTUAL	644,085.51	-	-	-	-	644,085.51
24	86006	CG PROGRAMAN TININGO	PRINTING SERVICES	-	-	-	-	-	-
24	86006	CG PROGRAMAN TININGO	ADVERTISING	-	-	-	-	-	-
24	86006	CG PROGRAMAN TININGO	PROF. DEVELOPMENT/TRAINING	-	-	-	-	-	-
24	86006	CG PROGRAMAN TININGO	SUBSCRIPTION FEE	-	-	-	-	-	-
24	86006	CG PROGRAMAN TININGO	SUPPLIES	38,159.60	-	-	-	-	38,159.60
24	86006	CG PROGRAMAN TININGO	INSTRUCTIONAL	-	-	-	-	-	-
24	86006	CG PROGRAMAN TININGO	ADMIN OFFICE SUPPLIES	-	-	-	-	-	-
24	86006	CG PROGRAMAN TININGO	TECHNOLOGY SUPPLIES	-	-	2,160.00	-	-	(2,160.00)
24	86006	CG PROGRAMAN TININGO	COMPUTERS/LAPTOP	-	-	-	-	-	-
24	86006	CG PROGRAMAN TININGO	EQUIPMENT	69,508.00	-	-	-	-	69,508.00
24	86006	CG PROGRAMAN TININGO	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-	-
24	86006	CG PROGRAMAN TININGO	CLASSROOM EQUIPMENT	-	-	-	-	-	-
24	86006	CG PROGRAMAN TININGO	INDIRECT COST	18,447.73	-	-	-	-	18,447.73
				$ 1,211,970.98	-	$ 2,160.00	$ 20,288.57	$ 29,860.03	$ 1,179,950.95
24	86007	OFFICE OF CATHOLIC EDUCATION	REGULAR SALARIES	11,043.61	-	-	-	-	11,043.61
24	86007	OFFICE OF CATHOLIC EDUCATION	BENEFITS	5,188.12	-	-	-	-	5,188.12
24	86007	OFFICE OF CATHOLIC EDUCATION	OFF-ISLAND TRAVEL	250,624.50	-	-	-	-	250,624.50
24	86007	OFFICE OF CATHOLIC EDUCATION	AIR FARE	-	-	-	-	-	-
24	86007	OFFICE OF CATHOLIC EDUCATION	MISC.REIMBURSMENTS	-	-	-	-	-	-
24	86007	OFFICE OF CATHOLIC EDUCATION	REGISTRATION	-	-	-	-	-	-
24	86007	OFFICE OF CATHOLIC EDUCATION	HOTEL	-	-	-	-	-	-
24	86007	OFFICE OF CATHOLIC EDUCATION	MEALS	-	-	-	-	-	-
24	86007	OFFICE OF CATHOLIC EDUCATION	CAR RENTAL	-	-	-	-	-	-
24	86007	OFFICE OF CATHOLIC EDUCATION	CONTRACTUAL	654,017.71	-	-	-	-	654,017.71
24	86007	OFFICE OF CATHOLIC EDUCATION	PRINTING SERVICES	-	-	-	-	-	-
24	86007	OFFICE OF CATHOLIC EDUCATION	ADVERTISING	-	-	-	-	-	-
24	86007	OFFICE OF CATHOLIC EDUCATION	AUDIT FEES	-	-	-	-	-	-
24	86007	OFFICE OF CATHOLIC EDUCATION	CONFERENCES/REGISTRATION FEES	-	-	64,548.00	-	-	(64,548.00)

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24	86007	OFFICE OF CATHOLIC EDUCATION	MEMBERSHIP FEES	-	-	-	-	-	-
24	86007	OFFICE OF CATHOLIC EDUCATION	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-	-
24	86007	OFFICE OF CATHOLIC EDUCATION	PROF. DEVELOPMENT/TRAINING	-	-	-	-	-	-
24	86007	OFFICE OF CATHOLIC EDUCATION	SUBSCRIPTION FEE	-	-	-	-	-	-
24	86007	OFFICE OF CATHOLIC EDUCATION	TESTING/ASSESSMENTS/SCORING	-	-	-	-	-	-
24	86007	OFFICE OF CATHOLIC EDUCATION	TRANSPORTATION LEASE RENTAL	-	-	-	-	-	-
24	86007	OFFICE OF CATHOLIC EDUCATION	GRAD/MISC. VENUE RENTAL	-	-	-	-	-	-
24	86007	OFFICE OF CATHOLIC EDUCATION	SUPPLIES	1,530,269.38	-	-	-	-	1,530,269.38
24	86007	OFFICE OF CATHOLIC EDUCATION	COMPUTERS/LAPTOP	-	-	-	-	-	-
24	86007	OFFICE OF CATHOLIC EDUCATION	EQUIPMENT	289,792.00	-	-	-	-	289,792.00
24	86007	OFFICE OF CATHOLIC EDUCATION	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-	-
24	86007	OFFICE OF CATHOLIC EDUCATION	COMPUTERS & ELECTRONICS	-	-	-	-	-	-
24	86007	OFFICE OF CATHOLIC EDUCATION	INDIRECT COST	695.75	-	-	-	-	695.75
				$ 2,741,631.07	-	$ 64,548.00	-	-	$ 2,677,083.07
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	REGULAR SALARIES	3,473.95	-	-	-	-	3,473.95
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	BENEFITS	843.67	-	-	-	-	843.67
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	OFF-ISLAND TRAVEL	84,233.60	-	-	-	-	84,233.60
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	AIR FARE	-	-	-	-	-	-
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	MISC.REIMBURSMENTS	-	-	-	-	-	-
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	REGISTRATION	-	-	-	-	-	-
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	HOTEL	-	-	-	-	-	-
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	MEALS	-	-	-	-	-	-
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	CAR RENTAL	-	-	-	-	-	-
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	CONTRACTUAL	84,270.28	-	-	-	-	84,270.28
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	PRINTING SERVICES	-	-	-	-	-	-
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	ADVERTISING	-	-	-	-	-	-
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	AUDIT FEES	-	-	-	-	-	-
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	CONFERENCES/REGISTRATION FEES	-	-	-	-	-	-
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	MEMBERSHIP FEES	-	-	-	-	-	-
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-	-
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	PROF. DEVELOPMENT/TRAINING	-	-	-	-	-	-
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	SUBSCRIPTION FEE	-	-	-	-	-	-
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	SUPPLIES	120,081.84	-	-	-	-	120,081.84
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	COMPUTERS/LAPTOP	-	-	-	-	-	-
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	EQUIPMENT	127,365.00	-	-	-	-	127,365.00
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-	-
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	COMPUTERS & ELECTRONICS	-	-	-	-	-	-
24	86008	ST. PAUL CHRISTIAN SCHOOL PNP	INDIRECT COST	218.86	-	-	-	-	218.86
				$ 420,487.20	-	-	-	-	$ 420,487.20
24	86009	ST. JOHN'S SCHOOL PNP	REGULAR SALARIES	19,245.45	-	-	-	-	19,245.45
24	86009	ST. JOHN'S SCHOOL PNP	STIPEND	8,900.00	-	-	-	-	8,900.00
24	86009	ST. JOHN'S SCHOOL PNP	BENEFITS	8,963.38	-	-	-	-	8,963.38
24	86009	ST. JOHN'S SCHOOL PNP	OFF-ISLAND TRAVEL	43,966.00	-	-	-	-	43,966.00
24	86009	ST. JOHN'S SCHOOL PNP	AIR FARE	-	-	-	-	-	-
24	86009	ST. JOHN'S SCHOOL PNP	MISC.REIMBURSMENTS	-	-	-	-	-	-
24	86009	ST. JOHN'S SCHOOL PNP	REGISTRATION	-	-	-	-	-	-
24	86009	ST. JOHN'S SCHOOL PNP	HOTEL	-	-	-	-	-	-
24	86009	ST. JOHN'S SCHOOL PNP	MEALS	-	-	-	-	-	-
24	86009	ST. JOHN'S SCHOOL PNP	CAR RENTAL	-	-	-	-	-	-
24	86009	ST. JOHN'S SCHOOL PNP	CONTRACTUAL	113,338.73	-	-	-	-	113,338.73
24	86009	ST. JOHN'S SCHOOL PNP	PRINTING SERVICES	-	-	-	-	-	-
24	86009	ST. JOHN'S SCHOOL PNP	ADVERTISING	-	-	-	-	-	-
24	86009	ST. JOHN'S SCHOOL PNP	AUDIT FEES	-	-	-	-	-	-
24	86009	ST. JOHN'S SCHOOL PNP	CONFERENCES/REGISTRATION FEES	-	-	-	-	-	-
24	86009	ST. JOHN'S SCHOOL PNP	MEMBERSHIP FEES	-	-	-	-	-	-
24	86009	ST. JOHN'S SCHOOL PNP	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-	-
24	86009	ST. JOHN'S SCHOOL PNP	PROF. DEVELOPMENT/TRAINING	-	-	-	-	-	-
24	86009	ST. JOHN'S SCHOOL PNP	SUBSCRIPTION FEE	-	-	-	-	-	-
24	86009	ST. JOHN'S SCHOOL PNP	SUPPLIES	347,728.01	-	-	-	-	347,728.01
24	86009	ST. JOHN'S SCHOOL PNP	COMPUTERS/LAPTOP	-	-	-	-	-	-
24	86009	ST. JOHN'S SCHOOL PNP	EQUIPMENT	46,488.00	-	-	-	-	46,488.00
24	86009	ST. JOHN'S SCHOOL PNP	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-	-
24	86009	ST. JOHN'S SCHOOL PNP	COMPUTERS & ELECTRONICS	-	-	-	-	-	-
24	86009	ST. JOHN'S SCHOOL PNP	INDIRECT COST	1,773.16	-	-	-	-	1,773.16
				$ 590,402.73	-	-	-	-	$ 590,402.73
24	86010	HARVEST CHRISTIAN ACADEMY SCH	REGULAR SALARIES	3,964.55	-	-	-	-	3,964.55
24	86010	HARVEST CHRISTIAN ACADEMY SCH	BENEFITS	3,191.81	-	-	-	-	3,191.81
24	86010	HARVEST CHRISTIAN ACADEMY SCH	OFF-ISLAND TRAVEL	149,040.10	-	-	-	-	149,040.10
24	86010	HARVEST CHRISTIAN ACADEMY SCH	AIR FARE	-	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	MISC.REIMBURSMENTS	-	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	REGISTRATION	-	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	HOTEL	-	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	MEALS	-	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	CAR RENTAL	-	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	CONTRACTUAL	72,134.94	-	-	-	-	72,134.94
24	86010	HARVEST CHRISTIAN ACADEMY SCH	PRINTING SERVICES	-	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	ADVERTISING	-	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	AUDIT FEES	-	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	CONFERENCES/REGISTRATION FEES	-	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	MEMBERSHIP FEES	-	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	PROF. DEVELOPMENT/TRAINING	-	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	SUBSCRIPTION FEE	-	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	TRANSPORTATION LEASE RENTAL	-	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	GRAD/MISC. VENUE RENTAL	-	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	SUPPLIES	46,950.00	-	-	-	-	46,950.00
24	86010	HARVEST CHRISTIAN ACADEMY SCH	COMPUTERS/LAPTOP	-	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	EQUIPMENT	203,000.00	-	-	-	-	203,000.00
24	86010	HARVEST CHRISTIAN ACADEMY SCH	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	COMPUTERS & ELECTRONICS	-	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	INDIRECT COST	249.77	-	-	-	-	249.77
				$ 478,531.17	-	-	-	-	$ 478,531.17
24	86011	GUAM ADVENTIST ACADEMY PNP	REGULAR SALARIES	514.73	-	-	-	-	514.73
24	86011	GUAM ADVENTIST ACADEMY PNP	BENEFITS	269.34	-	-	-	-	269.34
24	86011	GUAM ADVENTIST ACADEMY PNP	OFF-ISLAND TRAVEL	7,330.16	-	-	-	-	7,330.16
24	86011	GUAM ADVENTIST ACADEMY PNP	AIR FARE	-	-	-	-	-	-
24	86011	GUAM ADVENTIST ACADEMY PNP	MISC.REIMBURSMENTS	-	-	-	-	-	-
24	86011	GUAM ADVENTIST ACADEMY PNP	REGISTRATION	-	-	-	-	-	-
24	86011	GUAM ADVENTIST ACADEMY PNP	HOTEL	-	-	-	-	-	-
24	86011	GUAM ADVENTIST ACADEMY PNP	MEALS	-	-	-	-	-	-
24	86011	GUAM ADVENTIST ACADEMY PNP	CAR RENTAL	-	-	-	-	-	-
24	86011	GUAM ADVENTIST ACADEMY PNP	CONTRACTUAL	44,150.47	-	-	-	-	44,150.47
24	86011	GUAM ADVENTIST ACADEMY PNP	PRINTING SERVICES	-	-	-	-	-	-
24	86011	GUAM ADVENTIST ACADEMY PNP	ADVERTISING	-	-	-	-	-	-
24	86011	GUAM ADVENTIST ACADEMY PNP	AUDIT FEES	-	-	-	-	-	-

Guam Department of Education

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24	86011	GUAM ADVENTIST ACADEMY PNP	CONFERENCES/REGISTRATION FEES	-	-	-	-	-	-
24	86011	GUAM ADVENTIST ACADEMY PNP	MEMBERSHIP FEES	-	-	-	-	-	-
24	86011	GUAM ADVENTIST ACADEMY PNP	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-	-
24	86011	GUAM ADVENTIST ACADEMY PNP	PROF. DEVELOPMENT/TRAINING	-	-	-	-	-	-
24	86011	GUAM ADVENTIST ACADEMY PNP	SUBSCRIPTION FEE	-	-	-	-	-	-
24	86011	GUAM ADVENTIST ACADEMY PNP	SUPPLIES	42,302.00	-	-	-	-	42,302.00
24	86011	GUAM ADVENTIST ACADEMY PNP	COMPUTERS/LAPTOP	-	-	-	-	-	-
24	86011	GUAM ADVENTIST ACADEMY PNP	EQUIPMENT	34,450.65	-	-	-	-	34,450.65
24	86011	GUAM ADVENTIST ACADEMY PNP	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-	-
24	86011	GUAM ADVENTIST ACADEMY PNP	COMPUTERS & ELECTRONICS	-	-	-	-	-	-
24	86011	GUAM ADVENTIST ACADEMY PNP	INDIRECT COST	32.43	-	-	-	-	32.43
				$ 129,049.78	-	-	-	-	$ 129,049.78
24	86012	PROVIDENCE INTERNATIONAL	REGULAR SALARIES	323.08	-	-	-	-	323.08
24	86012	PROVIDENCE INTERNATIONAL	BENEFITS	154.44	-	-	-	-	154.44
24	86012	PROVIDENCE INTERNATIONAL	OFF-ISLAND TRAVEL	1,690.00	-	-	-	-	1,690.00
24	86012	PROVIDENCE INTERNATIONAL	AIR FARE	-	-	-	-	-	-
24	86012	PROVIDENCE INTERNATIONAL	MISC.REIMBURSMENTS	-	-	-	-	-	-
24	86012	PROVIDENCE INTERNATIONAL	REGISTRATION	-	-	-	-	-	-
24	86012	PROVIDENCE INTERNATIONAL	HOTEL	-	-	-	-	-	-
24	86012	PROVIDENCE INTERNATIONAL	MEALS	-	-	-	-	-	-
24	86012	PROVIDENCE INTERNATIONAL	CAR RENTAL	-	-	-	-	-	-
24	86012	PROVIDENCE INTERNATIONAL	CONTRACTUAL	16,194.56	-	-	-	-	16,194.56
24	86012	PROVIDENCE INTERNATIONAL	PRINTING SERVICES	-	-	-	-	-	-
24	86012	PROVIDENCE INTERNATIONAL	ADVERTISING	-	-	-	-	-	-
24	86012	PROVIDENCE INTERNATIONAL	AUDIT FEES	-	-	-	-	-	-
24	86012	PROVIDENCE INTERNATIONAL	CONFERENCES/REGISTRATION FEES	-	-	-	-	-	-
24	86012	PROVIDENCE INTERNATIONAL	MEMBERSHIP FEES	-	-	-	-	-	-
24	86012	PROVIDENCE INTERNATIONAL	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-	-
24	86012	PROVIDENCE INTERNATIONAL	PROF. DEVELOPMENT/TRAINING	-	-	-	-	-	-
24	86012	PROVIDENCE INTERNATIONAL	SUBSCRIPTION FEE	-	-	-	-	-	-
24	86012	PROVIDENCE INTERNATIONAL	SUPPLIES	8,730.00	-	-	-	-	8,730.00
24	86012	PROVIDENCE INTERNATIONAL	COMPUTERS/LAPTOP	-	-	-	-	-	-
24	86012	PROVIDENCE INTERNATIONAL	EQUIPMENT	5,150.00	-	-	-	-	5,150.00
24	86012	PROVIDENCE INTERNATIONAL	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-	-
24	86012	PROVIDENCE INTERNATIONAL	COMPUTERS & ELECTRONICS	-	-	-	-	-	-
24	86012	PROVIDENCE INTERNATIONAL	INDIRECT COST	20.36	-	-	-	-	20.36
				$ 32,262.44	-	-	-	-	$ 32,262.44
24	86013	JAPANESE SCHOOL OF GUAM	REGULAR SALARIES	539.92	-	-	-	-	539.92
24	86013	JAPANESE SCHOOL OF GUAM	BENEFITS	251.60	-	-	-	-	251.60
24	86013	JAPANESE SCHOOL OF GUAM	OFF-ISLAND TRAVEL	1,732.00	-	-	-	-	1,732.00
24	86013	JAPANESE SCHOOL OF GUAM	AIR FARE	-	-	-	-	-	-
24	86013	JAPANESE SCHOOL OF GUAM	MISC.REIMBURSMENTS	-	-	-	-	-	-
24	86013	JAPANESE SCHOOL OF GUAM	REGISTRATION	-	-	-	-	-	-
24	86013	JAPANESE SCHOOL OF GUAM	HOTEL	-	-	-	-	-	-
24	86013	JAPANESE SCHOOL OF GUAM	MEALS	-	-	-	-	-	-
24	86013	JAPANESE SCHOOL OF GUAM	CAR RENTAL	-	-	-	-	-	-
24	86013	JAPANESE SCHOOL OF GUAM	CONTRACTUAL	4,536.31	-	-	-	-	4,536.31
24	86013	JAPANESE SCHOOL OF GUAM	PRINTING SERVICES	-	-	-	-	-	-
24	86013	JAPANESE SCHOOL OF GUAM	ADVERTISING	-	-	-	-	-	-
24	86013	JAPANESE SCHOOL OF GUAM	AUDIT FEES	-	-	-	-	-	-
24	86013	JAPANESE SCHOOL OF GUAM	CONFERENCES/REGISTRATION FEES	-	-	-	-	-	-
24	86013	JAPANESE SCHOOL OF GUAM	MEMBERSHIP FEES	-	-	-	-	-	-
24	86013	JAPANESE SCHOOL OF GUAM	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-	-
24	86013	JAPANESE SCHOOL OF GUAM	PROF. DEVELOPMENT/TRAINING	-	-	-	-	-	-
24	86013	JAPANESE SCHOOL OF GUAM	SUBSCRIPTION FEE	-	-	-	-	-	-
24	86013	JAPANESE SCHOOL OF GUAM	SUPPLIES	15,993.55	-	-	-	-	15,993.55
24	86013	JAPANESE SCHOOL OF GUAM	COMPUTERS/LAPTOP	-	-	-	-	-	-
24	86013	JAPANESE SCHOOL OF GUAM	EQUIPMENT	34,985.00	-	-	-	-	34,985.00
24	86013	JAPANESE SCHOOL OF GUAM	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-	-
24	86013	JAPANESE SCHOOL OF GUAM	COMPUTERS & ELECTRONICS	-	-	-	-	-	-
24	86013	JAPANESE SCHOOL OF GUAM	INDIRECT COST	34.01	-	-	-	-	34.01
				$ 58,072.39	-	-	-	-	$ 58,072.39
			FY 2024	$ 35,828,052.00	$ 1,472,127.09	$ 2,319,946.03	$ 131,137.27	$ 140,708.73	$ 31,895,270.15