

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



**FY 2024 Title V, Part B: Rural Low Income
Schools Consolidated Grant to Insular Areas
2nd Quarterly Reports**

April 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

April 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**

April 10, 2025

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

FPD/LR 25-244

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

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

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

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

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K – 5						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.**

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

	<ul style="list-style-type: none"> 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. <p>3: Students, who are exposed to Opportunities and Experiences in academic, visual performing arts, and sports events, will demonstrate increased academic confidence and engagement.</p> <ul style="list-style-type: none"> YEAR 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. <p>4: Opportunities and Experiences in College/Career Readiness events to help guide their decision about the path they want to pursue after high school.</p> <ul style="list-style-type: none"> YEAR 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
<p>➤ In this column, list all the Project Components.</p> <p>➤ <u>In bullet form</u>, list all the specific activities falling under each Component.</p> <p>➤ <i>Insert Additional rows as needed.</i></p>	<p>➤ For each activity listed in the previous column, state the status of each activity (<i>ongoing, delayed, or completed</i>), and describe the details of the work accomplished during the period. Specify the <i>what, when, where, how, how many participants (a primary data or ‘count’)</i>, etc. Primary data may be presented in narrative form, or as a table or graph.</p> <p>➤ If there was an activity that was not implemented during this reporting period, then simply indicate “REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER”. Include the reason why the activity was not conducted for the quarter.</p>
<p>1.1 Rigorous Academic and Technical Courses with High-Quality Instruction</p> <p>1.1.1 National Career Academies</p>	<p>1.1.1 National Career Academies Training: <i>Not Started</i></p> <p>Simon Sanchez High School has submitted a request under Requisition #25000702 for National Career Academies Certification services for FY ‘24. The purpose of this request is to engage a consultant to review the school’s current academy structures and provide targeted consultative services. This effort aims to guide Simon Sanchez High School toward achieving <i>National Career Academies Certification</i>, with the long-term goal of reaching Model Academy status, similar to what has been accomplished by Tiyan High School. The project is tentatively scheduled to begin in Summer or early in the upcoming school year.</p>

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

1.1.2 Project Based Learning (PBL)	<p>1.1.2 Project Based Learning (PBL): <i>Not Started</i></p> <p>This activity has been entered requisition 25000084, currently with Procurement for processing. Once a purchase order has been issued, the Project can coordinate training as early as July for the Summer Teacher Academy.</p>
1.1.3 Visual Communication/Video Production & Broadcasting Program with Media Camera Equipment (Visual & Video Production/Broadcasting)	<p>1.1.3 Visual Communication/Video Production & Broadcasting Program with Media Camera Equipment (Visual and Video Production/Broadcasting): <i>Not Started</i></p> <p>The Audio-Visual Communication and Video Production professional development activity has been submitted as a Request for Proposal (RFP) under Requisition #25000407. This initiative seeks to procure professional services to expand and enhance audiovisual broadcasting programs across secondary schools. The proposed services include training on all phases of video production—pre-production, production, and post-production—as well as filming, editing, and integration with Career and Technical Education (CTE) objectives.</p> <p>The RFP is currently under review by Procurement. In addition to professional development, the proposal includes media camera equipment and other resources to support the expansion and sustainment of current AV programs.</p> <p>The project anticipates execution of a contract by Summer 2025 to support the Summer Teacher Academy—an activity jointly funded by Projects 1, 2, and 3—which remains pending final approval from the U.S. Department of Education. If delayed, implementation is expected by Fall of School Year 2025–2026.</p>
1.1.4 Computer Science/Information Technology Program	<p>1.1.4 Computer Science/Information Technology Program: <i>Not Started</i></p> <p>The Computer Science Information Professional Development (Requisition 25000161) has been entered. This is to have professional services to facilitate the development and training of computer science programs for secondary schools. This is currently going through the approval process in MUNIS.</p>
1.1.5 STEAM Robotics PD	<p>1.1.5 STEAM Robotics PD –<i>Delayed</i></p> <p>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.</p>
1.1.6 STEAM PD	<p>1.1.6 STEAM PD – <i>Not Started</i></p> <p>The STEM Professional Development has been entered as an RFP (Requisition 25000118). This activity is for contractual services to conduct a train of trainer series of training for elementary and secondary teachers to strengthen and increase teacher capacity in science and STEM. Some activities include training on robotics, and engineering design challenge. The project is hopeful this will</p>

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

	be a Purchase Order in time for the Summer Teachers Academy in July. The RFP is currently being prepared and reviewed for prepublication.
1.1.7 AP and Pre-AP Summer Institute	<p>1.1.7 AP and Pre-AP Summer Institute: <i>Not started</i></p> <p>Services for professional development for teachers and counselors in AP curriculum for courses such as AP English, AP Math, AP Biology, AP Chemistry, and AP Literature has been entered, Requisition 25000162. This PD will give teachers strategies and vertical teams to strengthen the AP curriculum. This is currently with procurement for processing. The Project anticipates this being a purchase order in time for the Summer Teacher Academy in July or for training in the Fall of next school year SY25-26.</p>
1.1.8 Career and Technical Education (CTE) Workshop—Career Exploration	<p>1.1.8 Career and Technical Education (CTE) Workshop—Career Exploration: <i>Complete</i></p> <p>The <i>Career & Technical Education Career Exploration Lesson Plan Development</i> professional development was held on February 18, 22, and March 8, 2025. The goal of this Professional Development was to have elementary and secondary teachers develop lessons related to different career pathways. The PD also integrated artificial intelligence (AI). A total of 35 participants completed the series of PD (32 GDOE and 3 PNP).</p> <p>In addition, the Project was approved to fund teacher stipends to participate in the <i>Career Technical Education (CTE) Summit</i> held from February 28 – March 2, 2025. A total of 93 teachers have submitted their Standard Service Agreements. This is a two-part agreement; the initial was the CTE Summit, the second part is for a cadre of secondary teachers to develop and implement school based CTE programs/ activities. This will be from Summer to the beginning of next school year SY25-26.</p>
<p>1.2 College, Career Oriented and Technical Programs and Assessments</p> <p>1.2.5 CTE Academies</p> <p>1.2.6 Skilled Labor & Trades Academy</p>	<p>1.2.5 CTE Academies: <i>Ongoing</i></p> <p>The contract with Guam Community College (GCC) to provide CTE academies at high schools is in its 4th and final year. An RFP (Requisition #25000405) is currently in process to continue these services, which include administration of the WorkKeys assessment beginning in April 2025.</p> <p>For the second semester, 2,367 students are enrolled in a CTE program. Many have also begun Spring 2025 internships, completing 90–180 hours of work experience across various sectors such as retail, hospitality, food service, and healthcare.</p>

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

**1.2.8 Career Interest Inventory
Management & Assessment**

Program	GWHS	JFKHS	OHS	SHS	SSHS	THS	TOTAL
Allied Health	81	98	0	59	87	74	399
Auto. Tech.	55	64	46	40	50	50	305
Auto. Repair	59	0	0	44	0	0	103
Auto CAD	20	0	0	0	0	0	20
Carpentry	39	46	35	0	27	32	179
Early Childhood	57	0	0	0	0	0	57
Info. Tech.	45	0	66	52	67	0	230
Marketing	40	54	81	48	62	66	351
Tourism	61	67	76	49	74	71	398
ProStart	56	63	77	51	78	44	369
Telecom.	0	78	0	0	0	39	117
Visual Com.	39	0	0	0	0	71	110
TOTAL	552	470	381	343	445	447	2638

1.2.6 Skilled Labor & Trades Academy: *Delayed*

The project has entered an RFP for professional services to provide courses in Skilled Labor and Trades (Requisition 2500406). This is currently going through the prepublication process with procurement. The Project anticipates this activity being implement in the Summer or next school year. This activity typically is implemented in December during the Christmas Break.

1.2.8 Career Interest Inventory Management & Assessment: *Ongoing*

GDOE schools are currently using Paws in Jobland as a career interest inventory (Purchase Order 20250062 (FY23). Project personnel, in collaboration with the School Counselor Coordinator, distributed program login information to access the program. Project personnel will check in with elementary counselors regarding the effectiveness of the program and implementation during 2nd quarter. Requisition 25000095 has been entered for FY24 funds.

iLearn Academy Charter School (iLACS) and Guahan Charter Academy School (GACS) are currently using Xello for their career interest inventory. Requisitions 25000455 & 25000795 have been entered and currently going through the procurement process.

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

1.2.11 Pre-AP; AP	<p>1.2.11 Pre-AP; AP: <i>Ongoing</i></p> <p>Project personnel provided the updated scope of work to the vendor for Pre-AP and AP professional development. The vendor is finalizing the quote, after which a requisition will be submitted and routed for processing.</p> <p>Requisition #25000091 has been entered for AP Exams for SY24–25. Procurement delays were experienced due to late payments to College Board for SY23–24 (PO#20240253), primarily caused by delayed invoice submissions from two high schools—George Washington and Okkodo. This also impacted timely vendor payments. Project personnel continue to monitor and coordinate with GDOE Accounts Payable to resolve outstanding issues.</p>
1.2.12. College Fair	<p>1.2.12. College Fair: <i>Ongoing</i></p> <p>The College Fair has been redesigned for this year to focus on Spring 2025 as a College Readiness Fair (PO 20250181). This year’s event will be on April 22-23, 2025 at the University of Guam. High school students will engage in workshops led by college representatives, professionals, and educators focused on the college application process, financial aid and scholarship opportunities, and essential soft skills for success in higher education. Students will have the chance to explore informational sessions to include:</p> <ul style="list-style-type: none"> • Free Application for Federal Student Aid (FAFSA) • The Language of College • College Life • WICHE, or the Western Interstate Commission for Higher Education • Choosing the Right College <p>The Project will be collaborating with Mr. Bob Kelley from St. John’s School on the College Fair to be held in September 2025 with the various visiting Universities and Colleges.</p>
1.2.14. Science, Technology, Engineering Arts and Math (STEAM) Mentoring	<p>1.2.15. Science, Technology, Engineering Arts and Math (STEAM) Mentoring: <i>Delayed</i></p> <p>The Project has entered an RFP (Requisition 25000166) for professional services to provide yearlong mentoring program for students in grades K-12 for all schools to initiate, maintain and/or expand school-based gardens to include hydroponics/aquaponics, through teacher workshops and student engagement activities. The Project hopes to begin implementation over the summer during the Summer Teacher Academy or next school year SY25-26.</p>
<p>1.2.15. College Readiness Programs</p> <p>a. National Technical Honor Society</p> <p>b. National Career Academy Coalition</p>	<p>a. National Technical Honor Society – <i>Complete</i></p> <p>The will be working with School Counselors and administrators in renewing the membership for National Technical Honor Society (PO 2025139). Approximately 150 students will be inducted this school year.</p>

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

<p>c. ACTE Memberships d. Health Certificates e. Health First Aid Certification f. Driver's License Education</p>	<p>b. National Career Academy Coalition - - <i>Completed</i> The Project has entered Requisition 25000702 to being the process of getting Simon Sanchez High School in getting nationally certified and recognized by the National Career Academy Coalition. The professional services will prepare the school academics and personnel in this process. The Project anticipates beginning the process next school year SY25-26.</p> <p>c. ACTE Membership - <i>Ongoing</i> The Project received a purchase order (20250252) for ACTE Memberships (90 teachers/ admin). The number of memberships increased to provide resources for the secondary CTE Cadre's in their development of school based CTE program at the school site (1.1.8 Career and Technical Education (CTE) Workshop)</p> <p>d. Health Certificates – <i>Ongoing</i> Project is currently working with schools to identify students to take the health certificate course with the Department of Public Health and Social Services (DPHSS) PO 20250141.</p> <p>e. Health First Aide Certificates – <i>Ongoing</i> The Project has identified a vendor to provide the Health First Aid Certification. Once procurement has established the vendor. Requisition 25000171 is currently going through the procurement process. The Project anticipates implementing this next school year SY25-26.</p> <p>f. Driver's License Education – <i>Ongoing</i> Requisition 25000380 is going through the procurement process. This is for 25 students in all high schools to take driver's education classes towards getting a driver's license classes. The Project anticipates implementing this next school year SY25-26.</p>
<p>1.3 Specialized Events, Skills Training and Opportunities</p> <p>1.3.1 STEAM Enrichment Planning</p> <p>a. STEAM Mentoring b. Year-Long Requisition . c. College Readiness Math & English Camp d. Career Exploration e. Dual Enrollment</p>	<p>a. STEAM Mentoring Please reference 1.2.14</p> <p>b. Please reference 1.2.14</p> <p>c. College Readiness Math & English Camp – <i>Not started</i> Requisition 25000182 has been entered. This activity will commence once a purchase order was received.</p> <p>d. Career Exploration - <i>Ongoing</i> Please reference 1.1.8</p> <p>e. Dual Enrollment – <i>Not Started</i></p>

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

1.3.4 E-sports	1.3.4 E-sports – Planning: <i>Ongoing</i> The Project has entered Requisition 24000025 for professional development to train teachers on E-Sports. This is currently going through the procurement process with legal providing the team with clarifying questions.																
1.3.5 Academic Special Events (ASE) <ul style="list-style-type: none">National Forensic LeagueAcademic Challenge BowlMath CountsMath OlympiadRobotics	1.3.5 Academic Special Events (ASE): <i>Ongoing</i> The Academic Special Events are currently ongoing. Below are the competition dates and or timeframes for each activity. All coaches for the ASE events have completed a standard service agreement to a stipend. Judges for the National Forensic League have also completed a standard service agreement to a stipend National Forensic League – March 8 – Aril 26, 2025 (Saturdays) Winners of this competition will represent Guam in the off-island competition in June 2025 in Des Moines, Iowa. Academic Challenge Bowl <ul style="list-style-type: none">High School – April 2 – 12, 2025Middle Schools – March 8 -31, 2025 Middle and High School winners of this competition will represent Guam in the off-island competition in June 2025 in Washington, DC. Math Counts <ul style="list-style-type: none">February 22, 2025 – School Level competitionsMarch 29, 2025 – Island wide competition Math Olympiad – April 2025 Robotics STEM Robotics Competition took place on March 26, 2025 at Tiyan High School Gym. There was approximately 11 teams that competed. Below are the results of the competition. <table><tr><th colspan="2">Middle School Division</th><th colspan="2">High School Division</th></tr><tr><td>1st Place</td><td>VS Benavente Middle School <i>Team: Robo Runners</i></td><td>1st Place</td><td>Southern High School <i>Team: Daphins Robotics</i></td></tr><tr><td>2nd Place</td><td>Astumbo Middle School <i>Team: Dragon Jedis</i></td><td>2nd Place</td><td>Simon Sanchez High School <i>Team: Royal Sharks</i></td></tr><tr><td>3rd Place</td><td>FB Leon Guerrero Middle School <i>Team: RoboHawks</i></td><td>3rd Place</td><td>George Washington High School <i>Team: Ctrl+Alt+Defeat</i></td></tr></table>	Middle School Division		High School Division		1st Place	VS Benavente Middle School <i>Team: Robo Runners</i>	1st Place	Southern High School <i>Team: Daphins Robotics</i>	2nd Place	Astumbo Middle School <i>Team: Dragon Jedis</i>	2nd Place	Simon Sanchez High School <i>Team: Royal Sharks</i>	3rd Place	FB Leon Guerrero Middle School <i>Team: RoboHawks</i>	3rd Place	George Washington High School <i>Team: Ctrl+Alt+Defeat</i>
Middle School Division		High School Division															
1st Place	VS Benavente Middle School <i>Team: Robo Runners</i>	1st Place	Southern High School <i>Team: Daphins Robotics</i>														
2nd Place	Astumbo Middle School <i>Team: Dragon Jedis</i>	2nd Place	Simon Sanchez High School <i>Team: Royal Sharks</i>														
3rd Place	FB Leon Guerrero Middle School <i>Team: RoboHawks</i>	3rd Place	George Washington High School <i>Team: Ctrl+Alt+Defeat</i>														

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

Robotics Coaches under the Academic Special Events (ASE) will be receiving a stipend for their services. Approximately 17 teachers have submitted completed standard service agreements.

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

1.3.6 Visual Performing Arts (VPA)

- Music Band
- Art
- Dance
- Theater
- Audio/ Visual

Visual Performing Arts

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

Discipline & Teacher	Activity/ Progress
Visual Arts Guisela Guile	Visual Arts this quarter was provided at Maria Ulloa Elementary School 400 students (approximately 17 teachers). Maria Ulloa ES held art shows displaying all student artwork at the following events. <ul style="list-style-type: none"> • PTO Meeting - March 19,2025 • GDOE Headquarters – April 1-13, 2025 • Micronesian Mall – April 14-29, 2025
Audio Visual Brett Maluwelmeng	AV was implemented at GWHS, JFKHS, OHS, SSHS, and THS. Approximately 29 students (4 teachers). Video production interviews and edits. Final videos will be shared and presented next quarter.
Dance Cesar Medina	Dance was implemented at the following schools this quarter. JQ San Miguel, Guahan Academy Charter School, Machananao, PC Lujan, Santa Barbara Catholic School, and Southern HS. Approximately 149 students participated in this activity. Below are the Dance events that happened this quarter. <ul style="list-style-type: none"> • PC Lujan Dance Showcase – January 7, 2025 • Okkodo HYPE Concert – March 1, 2025 • GATE Day performance showcasing PC Lujan – April 4, 2025 Major accomplishments include advancing dance techniques in Hip Hop, Jazz, and Vernacular dance, and mastering choreographics.

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

	Music Band Maximo Ronquillo, Jr.	<p>Band was implemented at two high schools (GWHS and OHS) with approximately 110 students participated. The challenge with implementing Band at the schools are schools not having the equipment needed to teach students. Below are the major events that happened this quarter.</p> <ul style="list-style-type: none"> • Lunar New Year Performance (Rock Band) – Micronesia Mall - February 1, 2025 • Valentines Day Performance (Rock Band) – Micronesia Mall -February 15, 2025 • Tumon Bay Music Festival (TBMF) Small Ensemble Performance (Beginning/Intermediate Band) – Micronesia Mall - March 1, 2025 • TBMF Rock Band Performance – Ypao Amphitheater - March 2, 2025 • Rock Band performance at Sophomore Ball – Okkodo High School Gym - March 8, 20205 • Rock Band performance for GODOE Staff Appreciation – Instagram Liv - March 14, 2025 <p>Major accomplishments this quarter include Okkodo HS Rock Band and Beginning/Intermediate Band wining the Gold Awards at the 2025 Tumon Bay Music Festival.</p>
	Theater Miren Ramirez	<p>Theater performances were implemented this quarter at two schools Adacao ES and DL Perez ES with approximately 52 students (2 teachers) participating. Adacao ES presented their 2 plays and 2 songs on February 28, 2025. They also presented the 2 songs at GATE Day in Agana Shopping Center on April 4, 2025.</p> <p>D.L. Perez ES had two performances on April 2, 2025. They performed 4 plays and 3 songs at this performance and performed one of the songs at GATE Day in Agana Shopping Center on April 4, 2025.</p>
Mock Trial Okkodo High School has been named the 2025 Guam High School Mock Trial Competition champion and will represent the Guam Department of Education (GDOE) at the national level in Phoenix, AZ. This prestigious event will provide students with the opportunity to compete against top teams from across the country, enhancing their legal knowledge, critical thinking, and advocacy skills. This year’s National Championship is hosted by the Arizona Bar Foundation, continuing the tradition of excellence in legal education for high school students. A team of 6 students will be participating.		
National History Day Guam History/ National History Day (NHD) competition was held in March 2025. This activity is under Micronesian Area Research Center at the University of Guam. There are 5 different format options: Documentary, Exhibit, Research Paper, Performance, and Websites. To qualify to participate in the NHD contest, 1st place student winners must meet or surpass an 85%		

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

threshold. That score is based on the rubric the judges use to evaluate the projects.

The winners of this year's Guam History/ National History Day will have an opportunity to represent Guam at the National History Day contest in Maryland in June 2025. Below are the middle school and high school winners of this event.

Middle School Category	High School Category
<ol style="list-style-type: none"> 1. Recksanne Ceasar, Luis P. Untalan Middle School - Group Performance 2. Mayanna Yolomar, Luis P. Untalan Middle School - Group Performance 3. Racel Asistores, Luis P. Untalan Middle School - Website 4. Anya Fernandez, Luis P. Untalan Middle School - Group Website 5. Aya Ulloa, Luis P. Untalan Middle School - Group Website 6. Instant Dunn, Luis P. Untalan Middle School - Research Paper 	<ol style="list-style-type: none"> 1. Francisco Egurrola, Father Duenas Memorial School - Exhibit 2. Christopher Tamayo, Father Duenas Memorial School - Performance 3. Matthew Camacho, Father Duenas Memorial School - Research Paper 4. Reine Sangcao, John F. Kennedy High School - Group Documentary 5. Ryan Kong, John F. Kennedy High School - Group Documentary 6. Shane Camaganancan, Father Duenas Memorial School - Website

1.3.7 Interscholastic Sports	<p>1.3.7 Interscholastic Sports: - Ongoing</p> <p>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.</p>
------------------------------	--

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

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence -Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2023	Performance Target End of March 2025	Performance Target End of June 2025	Performance Target End of September 2025
1. Rigorous Academic and	By the end of SY 24-25, 86% of	Web-based survey from post	Percentage of teachers	Yes	FY '23 APR: 100%	Target: Planning	Target: Conduct of		

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

Technical Courses with High Quality Instruction Professional Development Training	those who completed the self-reflection will report being more knowledgeable and increased use of the teaching strategies as a result of the CTE, AP and STEAM professional development training	PD on change in teaching practices.	who self-report as feeling “ <i>more knowledgeable</i> ”, “ <i>well prepared</i> ” or “ <i>more than well prepared</i> ” to teach the content.		<u>Breakdown:</u> 43% of teachers self-reported that they were “ <i>well-prepared</i> ” and 7% indicated that they are “ <i>more than well prepared</i> ” after the completion of the PD; 50% self-reported that they are “ <i>More knowledgeable</i> ”.	Phase for the Training <u>Actual:</u> Survey to be administered in the 3 rd quarter.	the training <u>Actual:</u> 43% of teachers reported they were “ <i>well-prepared</i> ” 13% teachers reported they were “ <i>more than well prepared</i> ” 44% of teachers reported they are “ <i>More knowledgeable</i> ”.		
CTE Academies, AP/Honors, STEAM	By the end of SY 24-25, 65% of CTE, AP/Honors, students will earn a “C” or better	District data on CTE and AP student grades	Percentage of students with “C” Grades or better	Yes	<u>FY '23 APR:</u> Of the data collected for CTE, 83% scored C or better.	<u>Target:</u> 60% (1st semester of academic year) <u>Actual:</u> Data will be reported next quarter. Requested information from schools.	<u>Target:</u> Academic semester ongoing <u>Actual:</u> 94.3% of students in CTE Academies earned a “C” or better (1 st Semester) Data for AP Honors Classes will be provided next quarter.		

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

AP Testing	By the end of SY 24-25, there will be a 3% increase of AP test scores being a 3 or better from baseline of SY 22-23 AP Test	AP Test Results	Percentage of AP test takers who score a 3 or better	Yes	<u>FY '23 APR:</u> 28% of AP test scores were at least a “3” or higher.	<u>Target:</u> AP Testing not administered at this time <u>Actual:</u> Data will be provided in the 4 th quarter	<u>Target:</u> AP Testing not administered at this time <u>Actual:</u> Data will be provided in the 4 th quarter		
2. Career-oriented Programs and Assessments WorkKeys Assessment	By the end of SY 24-25, 86% of WorkKeys testers will score a <i>Bronze</i> or higher and achieve an NCRC certificate	District data on WorkKeys assessment results	Percentage of test takers who score “ <i>Bronze</i> ” or higher	Yes	<u>FY '23 APR:</u> 80% (1335 out of 1673) WorkKeys testers earned a <i>Bronze</i> or higher and achieved an NCRC certificate	<u>Target:</u> WorkKeys testing not administered at this time <u>Actual:</u> Data will be provided in the 4 th quarter	<u>Target:</u> WorkKeys testing not administered at this time <u>Actual:</u> Data will be provided in the 4 th quarter.		
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 “ <i>more engaged</i> ” and “ <i>confident</i> ” in their work	Yes	<u>FY '23 APR:</u> ASE: 68% of participants surveyed indicated being more engaged in learning 74% of participants surveyed indicated greater confidence in handling academic work VPA: 89% of	<u>Target:</u> Planning & Conduct of Events <u>Actual:</u> Data will be provided in the 4 th quarter.	<u>Target:</u> Conduct of Events <u>Actual:</u> ASE: 89.6% of students indicated being more engaged in learning 81.4% of students indicated		

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

					<p>respondents Indicated being more engaged in learning</p> <p>83% of respondents indicated positive responses towards confidence in academic work</p>		<p>greater confidence in handling academic work</p> <p>VPA: 83.3% of students indicated being more engaged in learning</p> <p>77.1% of students indicated greater confidence in handling academic work</p> <p>Sports: 90.5% of students indicated being more engaged in learning</p> <p>81% of students indicated greater confidence in handling academic work</p>		
--	--	--	--	--	--	--	--	--	--

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

4. Academic & Career Planning	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	Target: Survey not administered at this time Actual: Data to be provided after College Fair in April 2025		
College Fair, Career Fair									

PART II: Successes, Challenges, and Evaluation

<p style="text-align: center;">Evidence of Success/Progress</p> <p><i>Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).</i></p>	<p>➤ Professional Development</p> <p>The data below are from the CTE Career Exploration Lesson Plan Development professional development held in February-March 2025. The survey was provided to all participants. A total of 23 teachers responded. Below are some of the highlights from the survey; the third bullet refers partially to a performance measure on this component (“will report being more knowledgeable”), and the rest are additional supporting statements:</p> <ul style="list-style-type: none"> • 87% of teacher respondents “Strongly Agree” that the content and materials presented in the PD were relevant and helpful to them as a teacher, 13% “Agree”. • 78% of teacher respondents “Strongly Agree” that they gained new teaching strategies, insight, or ideas from the PD, 22% “Agree”. • 43% of teachers self-reported they are “Well Prepared” on the strategies trained as a result of participation, 13% teachers reported they were “more than well prepared”, 44% of teachers reported they are “More knowledgeable”. • 91% of teacher respondents “Strongly Agree” that the instructor’s lessons and activities were engaging, 9%. <p>➤ CTE Academies</p> <ul style="list-style-type: none"> • 94.3% of students in CTE Academies earned a “C” or better (1st Semester), almost 30% beyond the annual target percentage of 65%.
---	--

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

➤ **Specialized Events & Opportunities**

The data below are from the 2nd quarter student perception survey. This survey was provided to all students who participated in any of these activities; *Robotics, Visual Performing Arts (arts, dance, music, theater), Academic Special Events (NFL, ACB, Math Counts, Math Olympiad), and Sports*. There was a total of 829 responses.

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

Robotics

- 45.6% of student respondents “*Strongly Agree*” that the work/ activity done while participating was engaging, 45% “*Agree*”, and 9.4% “*Neutral*”.
- 42.2% of student respondents “*Strongly Agree*” that students who participated in the activity are more engaged in learning, 40% “*Agree*”, 17.2% “*Neutral*”, and 0.6% “*Disagree*”.
- 51.7% of students “*Strongly Agree*” that participating in the activity gave them opportunity to succeed, 37.8% “*Agree*”, 10% “*Neutral*”, and 0.6% “*Disagree*”.
- 37.8% of students “*Strongly Agree*” that students who participated in the activity were confident in completing school work, 37.2% “*Agree*”, 23.9% “*Neutral*”, and 1.1% “*Disagree*”.
- 46.7% students rated the overall activity “*Outstanding*”, 42.2% “*Satisfactory*”, and 11.1% “*Neutral*”.

Visual Performing Arts (VPA)

- 47.4% of students “*Strongly Agree*” that the work/ activity done while participating was engaging, 40.8% “*Agree*”, 10.8% “*Neutral*”, and 1% “*Disagree*”.
- 39.5% of students “*Strongly Agree*” that students who participated in the activity were more engaged in learning. 43.8% “*Agree*”, 15.4% “*Neutral*”, and 1% “*Disagree*”.
- 54.6% of students “*Strongly Agree*” that participating in the activity gave them opportunity to succeed, 38.9% “*Agree*”, 5.9% “*Neutral*”, and 0.7% “*Disagree*”.
- 38.9% of students “*Strongly Agree*” that students who participated in the activity were confident in completing school work, 38.2% “*Agree*”, 20.3% “*Neutral*”, and 2.7% “*Disagree*”.
- 47.4% students rated the overall activity “*Outstanding*”, 41.5% “*Satisfactory*”, 9.8% “*Neutral*”, and 1% “*Needs Improvement*”.

Academic Special Events

- 60% of students “*Strongly Agree*” that the work/activity done while participating was engaging, 35.2% “*Agree*”, and 4.8% “*Neutral*”.
- 51% of students “*Strongly Agree*” that students who participated in the activity were more engaged in learning, 38.6% “*Agree*”, and 10.3% “*Neutral*”.
- 59.3% of students “*Strongly Agree*” that participating in the activity gave them opportunity to succeed, 33.8% “*Agree*”, 6.2% “*Neutral*”, and 0.7% “*Disagree*”.

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

	<ul style="list-style-type: none"> • 44.8% of students “<i>Strongly Agree</i>” that students who participated in the activity were confident in completing school work, 36.6% “<i>Agree</i>”, 17.9% “<i>Neutral</i>”, and 0.7% “<i>Disagree</i>”. • 55.2% students rated the overall activity “<i>Outstanding</i>”, 37.9% “<i>Satisfactory</i>”, 6.2% “<i>Neutral</i>” and 0.7% “<i>Needs Improvement</i>”. <p>Sports</p> <ul style="list-style-type: none"> • 56% of students “<i>Strongly Agree</i>” that the work/ activity done while participating was engaging, 37.2% “<i>Agree</i>”, and 6.6% “<i>Neutral</i>”. • 50.6% of students “<i>Strongly Agree</i>” that students who participated in the activity were more engaged in learning, 39.9% “<i>Agree</i>”, 9.1% “<i>Neutral</i>”, and 0.5% “<i>Strongly Disagree</i>”. • 49.9% of students “<i>Strongly Agree</i>” that participating in the activity gave them opportunity to succeed, 41% “<i>Agree</i>”, and 8.8% “<i>Neutral</i>”. • 42.9% of students “<i>Strongly Agree</i>” that students who participated in the activity were confident in completing school work, 38.1% “<i>Agree</i>”, 17.2% “<i>Neutral</i>”, 0.9% “<i>Disagree</i>”, and 0.9% “<i>Strongly Disagree</i>”. • 58.5% students rated the overall activity “<i>Outstanding</i>”, 34.7% “<i>Satisfactory</i>”, 6.3% “<i>Neutral</i>”, and 0.5% “<i>Needs Improvement</i>”.
<p>Observations and/or Challenges <i>List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?</i></p> <p><i>At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.</i></p>	<p>Challenges with processing procurement items in a timely manner continue; however, the Project continues to work with the Procurement team to identify priority items and dates its needed by. Biweekly email follow ups from the Project help this process in addition to the weekly procurement meetings by our State Program Officers. A potential challenge is will be the number of procurement Buyer IIs who help review and process contractual items.</p> <p>Additional challenges with the two (2) vacant personnel positions Program Coordinator IV (Project Lead) and Program Coordinator III has also added to the Project implementing activities in a timely manner. The Project Lead, Mr. Leon Bamba had retired in June 2024. The Project had also proceeded to fill the vacant, PCIII position in August 2024, however a hiring freeze across the department was implemented. As of January 2025 all vacant positions for CG funded personnel were allowed to proceed with hiring, however in April 2025 the Board of Education put a freeze on all hiring, any vacant positions will be reviewed on a case by case basis. This also burdens the Project with having funds unspent/undrawn in salaries. Please note the Interim Project Lead, Joshua Blas, was effective in January 2025, and this is in addition to his regular duties.</p> <p>Another internal challenge are the services provided by the VPAs. In the Consolidated Grant FY ‘25 Stakeholder feedback workshops, schools had requested clarification how schools are services by VPAs, in addition to requesting for more services. The Project is working with the VPAs to clarify the roles and expectations and the number of schools and/or students they service. This can be an immediate fix in time for implementation next school year SY 25-26. Note this change does not affect the current services or cost of the project.</p>

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

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

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

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Life Readiness (LR)

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

Joshua C. Blas

PROJECT COORDINATOR NAME (PRINT)



PROJECT COORDINATOR NAME (SIGNATURE)

4/30/25

DATE

Joseph L.M. Sanchez

PROJECT MANAGER NAME (PRINT)



PROJECT MANAGER (SIGNATURE)

05/01/25

DATE

FEDERAL PROGRAMS DIVISION



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

Project No. 2

Curriculum Instruction Assessments (CIA)

Quarterly Report Documents:

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

April 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**

April 10, 2025

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

FPD/CIA 25-245

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

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

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

PROJECT COORDINATOR: Frank Leon Guerrero

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Christopher Surla

STATE DATA OFFICER: Ana O. Aguon

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

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K – 5	1311		99	66		12037		600	100
6 – 8	711					5957			
9 - 12	1154					8773			

LIST THE PROJECT GOALS:

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

LIST THE PROJECT OBJECTIVES:

Annual Objective 1: The CIA project will increase teacher recruitment, induction, and retention rates with services that support the teacher certification process, mentor new teachers, and coach seasoned teachers.

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

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

- 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

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

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.

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

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

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
<p>➤ In this column, list all the Project Components.</p> <p>➤ In bullet form, list all the specific activities falling under each Component.</p> <p>➤ <i>Insert Additional rows as needed.</i></p>	<p>➤ For each activity listed in the previous column, state the status of each activity (<i>ongoing, delayed, or completed</i>), and describe the details of the work accomplished during the period. Specify the <i>what, when, where, how, how many participants (a primary data or 'count')</i>, etc. Primary data may be presented in narrative form, or as a table or graph.</p> <p>➤ If there was an activity that was not implemented during this reporting period, then simply indicate “REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER”. Include the reason why the activity was not conducted for the quarter.</p>
<p>2.1. Teacher Recruitment, Induction, and Retention</p> <ul style="list-style-type: none"> ● Online teacher observation tool ● Initial Teacher Certification Assistance program ● Teacher mentoring ● Teacher Coaching ● Coaching and Mentoring Professional Development 	<ul style="list-style-type: none"> ● Online teacher observation tool: <ul style="list-style-type: none"> ○ Status: Completed ○ The observation tool, Power Walkthrough, is used by administrators, district mentors, school-based mentors, and coaches to provide feedback to teachers. ● Initial Teacher Certification Assistance Program <ul style="list-style-type: none"> ○ Status: Delayed ○ The new ITCA RFP was published in the 2nd Quarter. However, the contract is still with our Procurement and Legal Offices for processing. ● Teacher mentoring: <ul style="list-style-type: none"> ○ Status: Ongoing ○ Initial Teacher mentoring services and School based mentor Professional Development are currently ongoing. 76 new teachers (Mentees) are being mentored at various GDOE schools throughout the island by 51 School-based mentors. 4 <i>District</i> mentors and 51 <i>school-based</i> mentors provided services to these 76 mentees. Services provided were: School Based Mentor monthly workshops were conducted this quarter, New Teacher Professional Learning Seminars were conducted on January 14-16, February 11-13, and on March 11-13, 2025. 2 Charter Schools also opted to participate in mentoring: 1 district mentor is providing support to the Charter Schools. ● Teacher coaching: <ul style="list-style-type: none"> ○ Status: Ongoing ○ 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: <ul style="list-style-type: none"> ○ Status: Completed ○ Instructional coaches were assigned to schools to provide the following supports (ongoing):

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

	<ul style="list-style-type: none"> ▪ Promoted and assisted with the implementation of district initiatives ▪ Helped to facilitate discussions on using data to drive instruction ▪ Organized professional development opportunities for teachers ○ Coaching and Mentoring Professional Development workshops will resume and be conducted by the vendor, University of Guam, who sub-contracted <i>Learning Forward</i>, a leading organization dedicated to advancing professional learning for K-12 educators, to conduct this PD again in April.
<p>2.2. Effective Teaching Practices</p> <ul style="list-style-type: none"> ● Professional Development ● Teacher and Math Science Kits ● Travel to Professional Conference ● Equipment to enhance classroom instruction 	<ul style="list-style-type: none"> ● Professional Development: <ul style="list-style-type: none"> ○ IC Literacy Across the Curriculum Workshops: (Completed) Instructional Coaches provided workshops to various ELA teachers (by grade levels) during the month of January. ○ Next Generation Science Standards training: (Ongoing) Provided to K-12 teacher throughout the months of January to March. This was through a contract with the University of Guam. ○ Service Learning Summit: (Completed) On January 23-24, 2025, The Project worked with various government agencies to provide service learning training to various teachers from GDOE, private, charter, and military schools. There was no cost incurred other than some supplies the project provided. ○ Early Childhood PD: (Completed) On February 17-21, 2025 the project contracted the University of Guam to provide PD on Early Childhood teaching strategies. ○ Conscious Discipline PD: (Completed) On February 25-28, 2025 the project contracted the University of Guam to provide training on Conscious Discipline to various GDOE, charter school, and private school teachers. ○ Career & Technical Education Summit: (Completed) On February 28 and March 1, 2025 the project paid for registration fees for an estimated 130 GDOE, charter, and private school teachers to attend this 2-day summit on CTE. ● Teacher and Math Science Kits: <ul style="list-style-type: none"> ○ Status: Ongoing ○ To procure Math and Science enrichment kit materials for GDOE teacher participants. The STEAM Science Education Kits will include resources such as: Full Options Science Systems, Aquaponics and other science supplies @\$500/teacher (GDOE: 200 teachers) ● Travel to Professional Conferences: <ul style="list-style-type: none"> ○ Status: Ongoing, Delayed, or Completed ○ 2025 Get Your Teach On: Jan. 18-20, 2025 Las Vegas, NV (2 Charter School Teachers, 2 GDOE Teachers). (Completed) This conference focuses on creating an engaging and transformational educator PD that aligns to the needs of schools across the country. ○ 2025 Innovative Teaching Strategies: March 20-23, 2025 Orlando, FL (4 Charter School Teachers, 2 GDOE Teachers). (Completed) This conference presents educators with fresh approaches and research-based methodologies in education. It includes at-risk topics, trauma informed schools sessions, and an innovative school leadership forum. ● Equipment to enhance classroom instruction:

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

	<ul style="list-style-type: none"> ○ Status: Ongoing, ○ Glowforge for libraries – (4) Glowforge machines are currently being procured and are still in the procurement queue. ○ Makerspace equipment – (11) Makerspace equipment were requisitioned and a PO was converted in March. ○ Supplemental Equipment – (5) Digital projectors were procured and converted at the end of March, awaiting delivery. ○ Supplemental Supplies – Testing supplies for District-Wide Assessments – PO was converted in February. Office supplies: index cards, sticky flags, permanent markers, batteries, and aerosol dusters. were requisitioned and a PO was converted in March.
2.3. Specialized School Supports <ul style="list-style-type: none"> ● Library Improvement ● PreK Academics ● Gifted and Talented Education ● Travel to Professional Conference ● Student Planners ● Bandwidth and Internet access Expansion 	<ul style="list-style-type: none"> ● Library Improvement: <ul style="list-style-type: none"> ○ Status: Completed ○ Subscription services (completed) for a library tracking system and a media subscription service are ongoing, as well as requisitions for supplies and equipment (ongoing). ● PreK Academics <ul style="list-style-type: none"> ○ Status: Ongoing ○ GDOE continues to collaborate with the Department of Public Health and the Guam Early Learning Council to provide training to early childhood education teachers and staff. ● Gifted and Talented Education: <ul style="list-style-type: none"> ○ Status: Ongoing ○ Gifted and Talented Education (GATE) teachers are being provided with supplies and materials for their classrooms. Math Meet on March 15, 2025: Various elementary school students attended this competitive event. ● Travel to Professional Conference: <ul style="list-style-type: none"> ○ Status: Completed November 2024 ○ National Association of Gifted Children ● Student Planners <ul style="list-style-type: none"> ○ Status: Ongoing ○ In procurement. ● Bandwidth and Internet access Expansion: <ul style="list-style-type: none"> ○ Status: Ongoing ○ The project continues to pay for bandwidth expansion services with a local vendor to increase bandwidth to 41 schools by adding 500Mbps with 50% bursting symmetrical data.
2.4. Interim and Summative Assessments: <ul style="list-style-type: none"> ● Universal PreK and Kindergarten Screener Kits ● Online Interim Assessments ● Assessment kits 	<ul style="list-style-type: none"> ● Universal Screeners: <ul style="list-style-type: none"> ○ Status: Completed ○ Gifted and Talented teachers are currently using an online Universal Screener, Pearson’s NNAT3, to screen their students for giftedness. ● Online Interim & Summative Assessments: <ul style="list-style-type: none"> ○ Status: Ongoing ○ GDOE went live with the District Wide Summative Assessment (DWA): Smarter Balanced Assessment

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

<ul style="list-style-type: none"> ● Universal Screeners ● Online interim assessment ● Online summative assessments ● Longitudinal Assessment Database ● Digital online curriculum and assessment (SIFA) 	<p>Consortium last April, which included participation from various Charter and Private schools. New Interim Assessments were conducted this December and March, and the results will be reported soon. Training was provided to School Test Coordinators to plan for the spring district-wide summative assessments. Project personnel have been working with the vendor and schools to gear up for the spring summative assessment</p> <ul style="list-style-type: none"> ○ Alternate Assessments: (Completed) G This activity is to support special education students that require additional services/supports to participate in district assessment efforts. ● Assessment Kits <ul style="list-style-type: none"> ○ Status: Completed ○ Headphones and graphing paper. Graphing paper and headphone covers were ordered on February 26th and were shipped to GDOE ● Universal PreK and Kindergarten Screener Kits: <ul style="list-style-type: none"> ○ Status: Ongoing ○ Currently procuring assessment kits for Gifted and Talented Education. ● Longitudinal Assessment Database: <ul style="list-style-type: none"> ○ Status: Ongoing ○ The Project is procured a license for the longitudinal database, Linkit! and is working with the vendor to implement services. ● Digital online curriculum and assessment (SIFA Charter School) <ul style="list-style-type: none"> ○ Status: Ongoing ○ This activity is currently being procured.
---	--

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

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

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

<ul style="list-style-type: none"> Initial Teacher Certification Assistance program Teacher mentoring Teacher Coaching Coaching and Mentoring Professional Development 	<p>previous school year as shown by the number of teachers who complete the Initial Teacher Certification Assistance program.</p>	Program.	Program		41 teachers	Not reported until the 4 th quarter	<u>Actual:</u> Not reported until the 4 th quarter		
	<p>The CIA project will increase the teacher retention rate by 5% from the baseline of the previous school year</p>	Data from Human Resources to show teacher retention	# of certified, or Highly Qualified Teachers who remain actively employed at the GDOE	Yes	<u>FY '23</u> <u>APR:</u> 1,685 teachers	<u>Target:</u> Not reported until the 4th quarter <u>Actual:</u> Not reported until the 4 th quarter	<u>Target:</u> Not reported until the 4th quarter <u>Actual:</u> Not reported until the 4 th quarter		
	<p>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.</p>	Web-based surveys and classroom observations	% of coached or mentored teachers who report or show improved instructional practices	Yes	<u>FY '23</u> <u>APR:</u> 81%	<u>Target:</u> 55% <u>Actual:</u> No survey administered . Survey will be done in the 3 rd Quarter	<u>Target:</u> 60% <u>Actual:</u> No survey administered. Survey will be done in the 3 rd Quarter		
2.2. Effective Teaching Practices <ul style="list-style-type: none"> Professional 	<p>Through web-based and classroom observations, 83% of</p>	Web-based surveys and classroom	% of teachers observed or self-reported	Yes	<u>FY '23</u> <u>APR:</u> 100%	<u>Target:</u> 65%	<u>Target:</u> 70%		

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

Development • Teacher and Math Science Kits • Travel to Professional Conference • Equipment to enhance classroom instruction	teachers who participate in professional development opportunities will report or show increased use of research-proven instructional strategies used in the classroom.	observations	to increase use of research-proven instructional strategies used in the classroom.			Actual: No survey administered. Survey will be done in the 3 rd Quarter	Actual: No survey administered. Survey will be done in the 3 rd Quarter		
2.3. Specialized School Supports • Library Improvement • PreK Academics • Gifted and Talented Education • Travel to Professional Conference • Student Planners • Bandwidth and Internet access Expansion	83% of teachers who participate in professional development opportunities will report increased student engagement through web-based surveys.	Web-based surveys	% of teachers observed or self-reported to increase student engagement	Yes	FY '23 APR: 75%	Target: 65% Actual: No survey administered. Survey will be done in the 3 rd Quarter	Target: 70% Actual: No survey administered. Survey will be done in the 3 rd Quarter		
2.4. Interim and Summative Assessments • Universal PreK and Kindergarten Screener Kits • Online Interim Assessments • Assessment kits • Universal	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)	Target: 15% Actual: AimsWeb Interim Assessments ongoing. (New pilot)		

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

Screeners •Online interim assessment						<i>Smarter Balanced Interim Assessment</i>	<i>Smarter Balanced Interim Assessment</i>		
	Students performing at Tier 1 and Tier 2 levels in <i>Reading</i> will increase to 66% as a result of the interventions they received as measured by the interim assessment system.	Assessment data	% of students in Tier 1 and Tier 2 in Reading	Yes	<u>FY '23</u> <u>APR:</u> Below are the Spring 2024 AIMsWeb <i>Reading</i> results: K - 71% (√) 1st – 47% (x) 2nd – 50% (x) 3rd – 53% (x) 4th – 59% (x) 5th – 67% (√) 6th – 63% (x) 7th – 70% (√) 8th – 78% (√) Legend: (√) – met the FY '23 target of 64%	<u>Target:</u> Not reported until the 3 rd quarter <u>Actual:</u> Not reported until the 3 rd quarter	<u>Target:</u> Not reported until the 3 rd quarter <u>Actual:</u> Not reported until the 3 rd quarter		
	Students performing at Tier 1 and Tier 2 levels in <i>Math</i> will increase to 50% as a result of the interventions they received as measured by the interim assessment system	Assessment data	% of students in Tier 1 and Tier 2 in Math.	Yes	<u>FY '23</u> <u>APR:</u> Below are the Spring 2024 AIMsWeb <i>Math</i> results:	<u>Target:</u> Not reported until the 3 rd quarter <u>Actual:</u> Not reported until the 3 rd quarter	<u>Target:</u> Not reported until the 3 rd quarter <u>Actual:</u> Not reported		

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

<ul style="list-style-type: none"> •Online summative assessments •Longitudinal Assessment Database •Digital online curriculum and assessment (SIFA) 	Students performing at Level 3 and Level 4 in <i>Reading</i> will increase to 18% as a result of the interventions they received as measured by the summative assessment system.	Assessment Data	% of students scoring in the Level 3 or 4 performance levels on the summative assessment in Reading.	Yes	<p>K - 78% (√) 1st – 67% (√) 2nd – 56% (√) 3rd – 45% (x) 4th – 50% (√) 5th – 56% (√) 6th – 49% (√) 7th – 61% (√) 8th – 46% (x)</p> <p>Legend: (√) – met the FY '23 target of 48%</p> <p><u>FY '23</u> <u>APR:</u> Below are the Spring 2024 Smarter Balanced <i>Reading</i> results: 3rd – 10% 4th – 13% 5th – 14% 6th – 11% 7th – 18% 8th – 16% 11th – 21%</p> <p><i>As FY '23 is the first year for the district's use of the Smarter Balanced assessment</i></p>	<p><u>Target:</u> Not reported until the 4th quarter</p> <p><u>Actual:</u> Not reported until the 4th quarter</p>	<p>until the 3rd quarter</p> <p><u>Target:</u> Not reported until the 4th quarter</p> <p><u>Actual:</u> Not reported until the 4th Quarter</p>		
--	--	-----------------	--	-----	--	---	---	--	--

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

	Students performing at Level 3 and Level 4 in <i>Math</i> 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	<p><i>tool, the above will form the baseline data in Reading.</i></p> <p><u>FY '23</u> <u>APR:</u> Below are the Spring 2024 Smarter Balanced <i>Math</i> results: 3rd – 8% 4th – 7% 5th – 4% 6th – 2% 7th – 3% 8th – 2% 11th – 5%</p> <p><i>As FY '23 is the first year for the district's use of the Smarter Balanced assessment tool, the above will form the baseline data in Math.</i></p>	<p><u>Target:</u> Not reported until the 4th quarter</p> <p><u>Actual:</u> Not reported until the 4th quarter</p>	<p><u>Target:</u> Not reported until the 4th quarter</p> <p><u>Actual:</u> Not reported until the 4th quarter</p>		
--	---	-----------------	--	-----	--	---	---	--	--

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

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.

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.

The current hiring freeze for Central Office program coordinators has significantly impacted the project's ability to deliver timely and effective support to its stakeholders. As a result, several key positions remain unfilled, including two District Mentor positions, eight School Program Consultant positions, and one Program Coordinator IV (PC IV) position. These staffing shortages continue to hinder the project's capacity to meet program goals and provide adequate service across schools.

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

*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
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

May 9, 2025 updated
DATE

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

for 
PROJECT MANAGER (SIGNATURE)

5.9.25
DATE



**DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT**

www.gdoe.net
501 Mariner Avenue
Barrigada, Guam 96913
Telephone: (671) 300-1547/1536 * Fax: (671) 472-5001
Email: keswanson@gdoe.net



K. ERIK SWANSON, PH.D.
Superintendent of Education

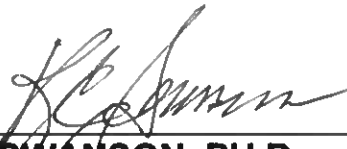
PERSONNEL MATTERS

DATE: **May 1, 2025** **No.** 25-126

SUBJECT: **Temporary Assignment – Joshua C. Blas**

INQUIRIES: **Office of the Superintendent of Education**

Effective May 4, 2025 through May 9, 2025, Joshua C. Blas, Program Coordinator IV, Division of Curriculum & Instruction, will assume the duties and responsibilities as the Acting Deputy Superintendent of Curriculum & Instructional Improvement in the absence of Joseph L.M. Sanchez, DSCII. This assignment is in addition to his current duties and responsibilities.



K. ERIK SWANSON, PH.D.
Superintendent of Education



DATE

cc: Deputy Superintendents
Administrator, Personnel Services Division
All Division Heads
All School Administrators

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

April 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**

April 10, 2025

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

FPD/CSI 25-246

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

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

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

PROJECT COORDINATOR: Jesse R. Pendon

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

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana / Nely Punzalan

STATE DATA OFFICER: Ana O. Aguon

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

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

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

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

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

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

<p>LIST THE PROJECT GOALS:</p>	<p>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.</p> <p>The Classroom Supports and Interventions project will implement 4 components to address these needs: 1. Professional Development, 2. Classroom Instructional Supports, 3. Interventions, 4. Credit Recovery.</p> <p>Professional development opportunities will allow teachers to build teacher capacity to better support at-risk, underrepresented, and special population students. Providing teachers with instructional resources will aid in enhancing teaching and learning. Training will focus on Plan, Do, Study, Act (PDSA) and the continuous improvement of best practices.</p> <p>Remediation and credit recovery will provide opportunities for students to recover learning loss to get students to the next grade level or be on track to graduate. Instruction will focus on student needs based on formative assessments and/or graduation status to close learning gaps.</p>
<p>LIST THE PROJECT OBJECTIVES:</p>	<p><u>Providing Professional Development to teachers will support the goal in increasing teacher capacity and competency in meeting the needs of students in special populations.</u></p> <p>3.1 Professional Development (State Systemic Improvement Plan (SSIP)/ English as a Second Language (ESL):</p> <ul style="list-style-type: none"> 24-25: 75% of teachers attending training will self-report level of feeling well-prepared implementing strategies learned in the classroom. <p><u>Providing after school activities support the goal in giving students opportunities for remediation to close deficiency gaps.</u></p> <p>3.2.1 After School Program for Instructional Remediation and Enrichment (ASPIRE)</p> <ul style="list-style-type: none"> 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. <p><u>Student Advocate& Mentors support the project goal by providing opportunities for students to understand graduation requirements and interventions afforded to them.</u></p> <p>3.2.2 Student Advocate & Mentor (SAM):</p> <ul style="list-style-type: none"> 24-25: 55% of 9th and 10th grade students mentored will be on grade level. <p><u>Second Chance supports the project goal by providing credit recovery opportunities to students in alternative settings.</u></p> <p>3.2.3 Second Chance:</p> <ul style="list-style-type: none"> 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. <p><u>Credit recovery supports the goals of the project by giving students opportunity to earn credit towards graduation.</u></p> <p>3.3.1 Credit Recovery (EP/ Summer):</p> <ul style="list-style-type: none"> 24-25: 75% (EP) & 75% (Summer) of participating high school students will earn credits towards graduation with a passing rate of 70% or higher. <p><u>Alternative Pathways supports the project goal by providing credit recovery opportunities to students in alternative settings, outside the traditional classroom environment.</u></p> <p>3.3.2 Alternative Pathways:</p> <p>24-25: 70% of high school students ages 17-21 who are behind in credit to graduate will increase by 1 grade level.</p>

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

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

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
<p>➤ In this column, list all the Project Components.</p> <p>➤ In bullet form, list all the specific activities falling under each Component.</p> <p>➤ <i>Insert Additional rows as needed.</i></p>	<p>➤ For each activity listed in the previous column, state the status of each activity (<i>ongoing, delayed, or completed</i>), and describe the details of the work accomplished during the period. Specify the <i>what, when, where, how, how many participants (a primary data or ‘count’)</i>, etc. Primary data may be presented in narrative form, or as a table or graph.</p> <p>➤ If there was an activity that was not implemented during this reporting period, then simply indicate “REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER”. Include the reason why the activity was not conducted for the quarter.</p>
<p>Component 3.1 Professional Development</p> <p>3.1.1 State Systemic Improvement Program (SSIP)</p> <p>Activity 70% Complete</p> <p>3.1.2 English as a Second Language (ESL)</p> <p>Activity 70% Complete</p>	<p>3.1.1 State Systemic Improvement Program (SSIP)</p> <ul style="list-style-type: none"> ○ SSIP Technical Assistance (TA) Planning Meetings Three-hour planning meetings conducted with GDOE representatives (e.g., instructional coaches, principals, or district personnel) to plan and outline the implementation of SSIP activities discussed during SSIP Core Team meetings: <ul style="list-style-type: none"> • January 28 – D.L. Perez Elementary School • February 4 – SSIP Instructional Coaches (all SSIP schools) ○ School-Level Reading Data Literacy Sessions focused on enhancing data literacy skills related to reading performance: <ul style="list-style-type: none"> • January 13 – D.L. Perez Elementary School • January 14 – D.L. Perez Elementary School • January 22 – Finegayan Elementary School • January 24 – Merizo Martyrs Memorial School ○ School-Level Reading Sessions <ul style="list-style-type: none"> • January 23 – Maria Ulloa Elementary School ○ School-Level Math Sessions conducted to support implementation and understanding of SSIP math activities: <ul style="list-style-type: none"> • January 7 – Capt. H.B. Price Elementary School • January 8 – Capt. H.B. Price Elementary School • January 9 – Capt. H.B. Price Elementary School • January 22 – M.U. Lujan Elementary School • February 6 – M.U. Lujan Elementary School • February 13 – M.U. Lujan Elementary School

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

3.1.2 English as a Second Language (ESL)

- To support the professional development goals of the project and to strengthen instructional strategies for English Learners (ELs), one ESL Instructional Coach and one classroom teacher were selected to attend the TESOL 2025 International Convention and Expo. Their main objective is to explore current research-based instructional strategies for English Learners; and pass the strategies at the monthly ESL Coordinator meeting and the Summer Teacher Academy 2025.

Component 3.2 Interventions

3.2.1a ASPIRE:

- Activity 75% 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 33%	247 18%	679 49%
Total Elementary Reading Winter Testing	471 34%	273 20%	647 47%
Number of students who increased at least 10 points	329	227	342
Percentage of students who increased at least 10 points	24%	16%	25%

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

• 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 2nd quarter of SY 24-25:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- To support the professional development goals of the project and strengthen instructional strategies for ASPIRE and other intervention activities, one Elementary School Administrator and one ASPIRE classroom teacher were selected to attend the *Innovative Teaching Strategies Conference* in Orlando, Florida, from March 20–23, 2025.

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 scheduled to be conducted during the period of June 9, 2025 to July 18, 2025.

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

<div>3.2.2 Student Advocate & Mentor (SAM)</div> <div><ul style="list-style-type: none">ACTIVITY is at 75% Complete</div>	<div><table><tr><td></td><th colspan="4">SAM</th></tr><tr><td></td><th>1st QTR</th><th>2nd QTR</th><th>3rd QTR</th><th>4th QTR</th></tr><tr><td>Total Number of Teachers</td><td>15</td><td>15</td><td>-----</td><td>-----</td></tr><tr><td>Total Number of Students</td><td>148</td><td>148</td><td>-----</td><td>-----</td></tr><tr><td>Number of Students at grade level</td><td>37</td><td>69</td><td>-----</td><td>-----</td></tr><tr><td>% of student at grade level</td><td>25%</td><td>47%</td><td>-----</td><td>-----</td></tr></table></div>		SAM					1st QTR	2nd QTR	3rd QTR	4th QTR	Total Number of Teachers	15	15	-----	-----	Total Number of Students	148	148	-----	-----	Number of Students at grade level	37	69	-----	-----	% of student at grade level	25%	47%	-----	-----	<div><ul style="list-style-type: none">3.2.2 Student Advocate & Mentor (SAM): ON TARGET<ul style="list-style-type: none">The Student Advocate & Mentor activity is currently on target, with 69 out of 148 students (47%) reported at grade level.For the remaining students, targeted interventions are being implemented, including one-on-one mentoring sessions, academic support services, and increased collaboration with teachers and parents.Difficulties are partly attributed to three of the high schools operating on half-day double sessions due to shared campuses, which has limited instructional time and student access to support services.</div>
	SAM																															
	1st QTR	2nd QTR	3rd QTR	4th QTR																												
Total Number of Teachers	15	15	-----	-----																												
Total Number of Students	148	148	-----	-----																												
Number of Students at grade level	37	69	-----	-----																												
% of student at grade level	25%	47%	-----	-----																												
<div>3.2.3 Second Chance</div> <div><ul style="list-style-type: none">ACTIVITY is at 75% Complete</div>	<div><ul style="list-style-type: none">3.2.3 Second Chance<div><table><tr><td></td><th colspan="4">Second Chance Seniors</th></tr><tr><td></td><th>1st QTR</th><th>2nd QTR</th><th>3rd QTR</th><th>4th QTR</th></tr><tr><td>Total Number of Seniors</td><td>38</td><td>60</td><td>-----</td><td>n/a</td></tr><tr><td>Total Number Progressing</td><td>22</td><td>41</td><td>-----</td><td>n/a</td></tr><tr><td>% of seniors on track to graduate</td><td>58%</td><td>68%</td><td>-----</td><td>n/a</td></tr></table></div></div>		Second Chance Seniors					1st QTR	2nd QTR	3rd QTR	4th QTR	Total Number of Seniors	38	60	-----	n/a	Total Number Progressing	22	41	-----	n/a	% of seniors on track to graduate	58%	68%	-----	n/a	<div><ul style="list-style-type: none">3.2.3 Second Chance ON TARGET<ul style="list-style-type: none">41 out of the 60 (68%) seniors in the Second Chance program are actively progressing with their graduation requirements, with 19 students having already completed them.This data reflects the success of the individualized support and flexible learning options offered <i>through Second Chance</i>, including access to credit recovery, academic interventions, and mentorship.</div>					
	Second Chance Seniors																															
	1st QTR	2nd QTR	3rd QTR	4th QTR																												
Total Number of Seniors	38	60	-----	n/a																												
Total Number Progressing	22	41	-----	n/a																												
% of seniors on track to graduate	58%	68%	-----	n/a																												

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

Second Chance 11th, 10th, & 9th				
	1st QTR	2nd QTR	3rd QTR	4th QTR
Total Number of students	117	126	-----	n/a
Total Number Progressing	62	65	-----	n/a
% of students on track to next grade level	53%	52%	-----	n/a

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

- 65 students out of the 126 enrolled in the 11th, 10th, and 9th grades (52%) are on track to progress to the next grade level.
- Continued use of flexible instructional models and credit recovery options support the underclassmen.
- 28 out of the 28 (100%) of the students at the Youth Shelters are on track to progress to the next grade level.
- Students residing at Youth Shelters continue to receive one-on-one instructional support and are progressing well academically. The project maintains close collaboration with shelter staff to ensure consistent educational delivery and student well-being.

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

<div>Component 3.3 Credit Recovery</div> <div>3.3.1 Eskuelan Puengi<ul style="list-style-type: none">ACTIVITY is 100 % Complete</div>	<div><ul style="list-style-type: none">3.3.1 Eskuelan Puengi</div> <div><table><tr><td></td><th colspan="4">Eskuelan Puengi</th></tr><tr><td></td><th>Session A</th><th>Session B</th><th>Session C</th><th>Session D</th></tr><tr><td>Total Number of students</td><td>709</td><td>766</td><td>728</td><td>649</td></tr><tr><td>Number of students earning a Passing Rate</td><td>613</td><td>682</td><td>592</td><td>453</td></tr><tr><td>Percentage of students earning a Passing Rate</td><td>86%</td><td>89%</td><td>81%</td><td>70%</td></tr></table></div>		Eskuelan Puengi					Session A	Session B	Session C	Session D	Total Number of students	709	766	728	649	Number of students earning a Passing Rate	613	682	592	453	Percentage of students earning a Passing Rate	86%	89%	81%	70%	<div><ul style="list-style-type: none">-3.3.1 Eskuelan Puengi: ON TARGET<ul style="list-style-type: none">The project completed Session C and Session D of the Eskuelan Puengi spring program. 592 out of 728 (81%) of students enrolled in Session C earned credit, while 453 out of 649 (70%) of students earned credit in Session D.</div>
	Eskuelan Puengi																										
	Session A	Session B	Session C	Session D																							
Total Number of students	709	766	728	649																							
Number of students earning a Passing Rate	613	682	592	453																							
Percentage of students earning a Passing Rate	86%	89%	81%	70%																							
	<div><table><tr><td></td><th colspan="4">BOOST</th></tr><tr><td></td><th>1st QTR</th><th>2nd QTR</th><th>3rd QTR</th><th>4th QTR</th></tr><tr><td>Total Number of students</td><td>246</td><td>234</td><td>-----</td><td>n/a</td></tr><tr><td>Total Number Progressing</td><td>168</td><td>163</td><td>-----</td><td>n/a</td></tr><tr><td>% of students on track to next grade level</td><td>68%</td><td>70%</td><td>-----</td><td>n/a</td></tr></table></div>		BOOST					1st QTR	2nd QTR	3rd QTR	4th QTR	Total Number of students	246	234	-----	n/a	Total Number Progressing	168	163	-----	n/a	% of students on track to next grade level	68%	70%	-----	n/a	<div><ul style="list-style-type: none">163 out of 234 students (70%) in the BOOST program are progressing using this after school credit recovery activity.</div>
	BOOST																										
	1st QTR	2nd QTR	3rd QTR	4th QTR																							
Total Number of students	246	234	-----	n/a																							
Total Number Progressing	168	163	-----	n/a																							
% of students on track to next grade level	68%	70%	-----	n/a																							

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

3.3.2 Alternative Pathways

ACTIVITY is 60 % Complete

Alternative Pathways				
	1st QTR	2nd QTR	3rd QTR	4th QTR
Total Number of students	50	67	-----	n/a
Total Number Progressing	n/a	41	-----	n/a
% of students on track to next grade level	n/a	61%	-----	n/a

All high schools within the Guam Department of Education, along with the *Guahan Academy Charter School*, have selected and referred students to the Alternative Pathways program. Of the 67 students referred, 41 (61%) are either on track or have successfully completed their credit recovery.

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

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
Component 3.1 <i>Professional Development</i> 3.1.1 State Systemic 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.	Target: 65% Actual: No data available at this time. Survey to be administered in April 2025		

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

3.1.2 English as a Second Language (ESL)/	By the end of SY 24-25: 75% of teachers attending training will self-report level of feeling well prepared implementing strategies learned in the classroom.	Surveys from post professional development on types of strategies implemented in the classroom.	% of teachers who self-report as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.	Yes	FY '23 APR: ESL 90% of teacher participants report that training was beneficial to their work	Target: 55% Actual: No data available at this time. PD in planning phase and will be executed in the succeeding quarters	Target: 65% Actual: No data available at this time. PD scheduled at the Summer Teacher Academy 2025		
Component 3.2 <i>Interventions</i> 3.2.1a ASPIRE	By end of SY 24-25: 60% of those in ASPIRE K-8 will increase AIMSweb benchmark scores by at least 10 points in <i>Reading</i>	AIMSweb Scores for Oral Reading Fluency	% of students that increase AIMSweb scores in ORF by at least 10 points	Yes	FY '23 APR: Below is the % of ASPIRE students K-8 th who increased their scores in <i>Reading</i> by at least 10 points: Elem: 67% Mid: 29%	Target: 40% of students will increase by at least 10 points in <i>Reading</i> Actual: Elem: 38% (534 out of 1391) of students increased by at least 10 points in <i>Reading</i> Middle: 43% (53 out of 123) of students increased by at least 10 points in <i>Reading</i>	Target: 50% of students will increase by at least 10 points in <i>Reading</i> Actual: Elem: 65% (898 out of 1391) of students increased by at least 10 points in <i>Reading</i> Middle: 50% (105 out of 211) of students increased by at least 10 points in <i>Reading</i> Target:		

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

	By end of SY 24-25: 40% of participating students K-8 will increase AIMSweb benchmark scores by 10 points in <i>Math</i>	AIMSweb Scores for Number Sense Fluency	% of students that increase AIMSweb scores in NSF by at least 10 points	Yes	FY '23 APR: Below is the % of ASPIRE students K-8 th who increased their scores in <i>Math</i> by at least 10 points: Elem: 40% Mid: 17%	Target: 20% of students will increase by at least 10 points in <i>Math</i> Actual: Elem: 33% (460 out of 1391) of students increased by at least 10 points in <i>Math</i> Middle: 32% of (36 out of 114) students increased by at least 10 points in <i>Math</i> b Middle: 50% of (106 out of 211) students increased by at least 10 points in <i>Math</i> b	50% of students will increase by at least 10 points in <i>Math</i> Actual: Elem: 65% (904 out of 1391) of students increased by at least 10 points in <i>Math</i> Middle: 50% of (106 out of 211) students increased by at least 10 points in <i>Math</i> b		
3.2.1b ASPIRE Summer School	60% of those in Summer School K-8 will increase AIMSweb benchmark scores by 10 points in <i>Reading</i>	AIMSweb Scores in <i>Reading</i>	% of students that increase AIMSweb scores in <i>Reading</i> by at least 10 points	Yes	FY '23 APR: % of Summer School students K-8 th increased their scores in <i>Reading</i> by at least 10 points: Elem: 39% of students increase score by at least 10 points in	Target: N/A Actual: No data yet. Summer School to be done in the 3 rd quarter.	Target: N/A Actual: No data yet. Summer School to be done in the 3 rd quarter.		

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

	40% of those in Summer School K-8 will increase AIMSweb benchmark scores by 10 points in <i>Math</i>	AIMSweb Scores in <i>Math</i>	% of students that increase AIMSweb scores in <i>Math</i> by at least 10 points	Yes	<p><i>Reading</i></p> <p>Middle: 33% of students increase score by at least 10 points in <i>Reading</i></p> <p>FY '23 APR: % of Summer School students K-8th increased their scores in <i>Math</i> by at least 10 points:</p> <p>Elem: 30% of students increase score by at least 10 points in <i>Math</i></p> <p>Middle: 32% of students increase score by at least 10 points in <i>Math</i></p>	<p>Target: N/A</p> <p>Actual: No data yet.</p> <p>Summer School to be done in the 3rd quarter.</p>	<p>Target: N/A</p> <p>Actual: No data yet.</p> <p>Summer School to be done in the 3rd quarter.</p>		
<p><i>Interventions</i></p> <p>3.2.2 Student Advocate & Mentor</p>	By end of SY 24-25: 55% of 9 th & 10 th grade students mentored will be on grade level	List of students mentored graduation status report	% of mentored students who are on track with grade level	Yes	<p>FY '23 APR: 46% (75 out of 164) students mentored were on grade level</p>	<p>Target: 35%</p> <p>Actual: 25% (37/148)</p>	<p>Target: 45%</p> <p>Actual: 47% (69/148)</p>		

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

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	Target: 40% of Seniors enrolled will graduate, and 30% of Freshmen, Sophomores , and Juniors will progress to the next grade level Actual: 68% (41 out of 60) of Seniors enrolled are on track to graduate, and 52% (65 out of 126) of Freshmen, Sophomores , and Juniors are on track to progress to the next grade level		
	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	Target: 35% Actual: 100% (28 out of 28) are on track to progress to the next grade		

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

Component 3.3 <i>Credit Recovery</i> 3.3.1 <i>Eskuelan Puengi</i> (EP)	By end of SY 24-25: 75% of EP- participating high school students will earn credits towards graduation with a passing rate of 70% or higher	Teacher Gradebooks that will include grades and credits earned for each EP course	% of students that receive a passing grade of 70% or higher to earn credit	Yes	<u>FY '23 APR:</u> Session A – 79.3% passing rate Session B – 77.5% passing rate Session C – 76.5% passing rate Session D – 77.9% passing rate	<u>Target:</u> 65% <u>Actual:</u> Session A – 86% (613 out of 709) Session B – 89% (682 out of 766)	<u>Target:</u> 70% <u>Actual:</u> Session C – 81% (592 out of 728) Session D – 70% (453 out of 649)		
Component 3.3 <i>Credit Recovery</i> 3.3.1 Summer School	By end of SY 24-25: 75% of Summer School-participating high school students will earn credits towards graduation with a passing rate of 70% or higher	Teacher Gradebooks that will include grades and credits earned for each Summer School course	% of students that receive a passing grade of 70% or higher to earn credit	Yes	<u>FY '23 APR:</u> 76% (853 out of 1123) of participating high school students earned credits towards graduation with a passing rate of 70%	<u>Target:</u> N/A <u>Actual:</u> No data yet. Summer School to be done in the 3 rd quarter.	<u>Target:</u> N/A <u>Actual:</u> No data yet. Summer School to be done in the 3 rd 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	<u>FY '23 APR:</u> The Alternative Pathways activity did not take place in FY '23 due to the lack of a contract. <u>FY '22</u> <u>APR:</u> 68% (76 out of 111) of the students earned credits	<u>Target:</u> 50% <u>Actual:</u> N/A Not enough time to measure progress; will report 2 nd quarter	<u>Target:</u> 60% <u>Actual:</u> 61% (41 out of 67) of the students earned credits		

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).

- During the implementation of the ASPIRE/EARLY BIRD program, significant academic gains were observed among participating students in both elementary and middle school levels. At the elementary and middle school levels, there are demonstrated measurable growth in reading, with 65% elementary (5% above the annual target) and 50% middle school students (approaching the 60% target) increasing their score by at least 10 points. This indicates a strong positive response to the reading interventions provided through the ASPIRE/EARLY BIRD program. Similarly, there is progress in math, achieving an increase of at least 10 points in their scores. These results reflect the effectiveness of targeted instructional support and reinforce the value of continued investment in supplemental academic programs like ASPIRE/EARLY BIRD program.
- The *Eskuelan Puengi* program achieved success by meeting or exceeding the target goal of 75% student success rate across all three out of four sessions. The last session (session D) fell short by only 5% of the target. Despite the challenges of implementing double sessions across three high school campuses, the intervention, for the most part, successfully met its goals. Each campus maintained high levels of student engagement and performance, ultimately achieving or surpassing the target outcomes in three out of four sessions.
- The Alternative Pathways activity was not implemented in FY '23 due to delays in securing a contract, which prevented the program from launching as planned. In FY '24, the necessary contract was secured, allowing for the successful rollout of the activity. Despite the previous setback, the program met its intended objectives, achieving a 61% success rate (vs. annual target of 70%). This milestone, although 9% short of the target, still reflects the program's effectiveness in re-engaging students and providing them with a structured route toward credit recovery and academic progress.
- The Second Chance program offers high school students an opportunity to complete their graduation requirements through personalized support. Selection is based on past academic performance, attendance patterns, and overall credit accumulation. Currently, 19 students have successfully completed their graduation requirements, with all high school grade levels exceeding their target goals (68% vs. 50% target for seniors, 52% vs. 50% target for underclassmen, and 100% vs. 40% target for incarcerated students).
-

CSI Project – Request to Fill (RTF) Timeline for School Aide I (Teacher Assistant) Positions

To support at-risk students and ensure continued compliance with program objectives, the CSI Project initiated a Request to Fill (RTF) for additional School Aide I (Teacher Assistant) positions. Below is the timeline of the RTF process:

- **October 29, 2024:** RTF submitted by the CSI Project.
- **November 5, 2024:** RTF reached the Budget Office for review.
- **December 10, 2024:** RTF delivered to the Human Resource Division.
- **January 10, 2025:** No new hires reported at this point.
- **April 2025:** Interviews officially scheduled for **April 25, 2025**.

Despite the early submission of the RTF in late October 2024, there has been a significant delay in the hiring process. The upcoming

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

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

<p><i>reasons why the established goals (and/or project objectives) were not met, if appropriate.</i></p>	<p>interviews mark the first active hiring step for these positions since the request was made.</p> <p>Program Coordinator Positions for CSI Project</p> <p>The Classroom Supports and Interventions (CSI) project has formally advocated for the establishment of Program Coordinator IV and Program Coordinator III positions to support the effective implementation and oversight of project activities. However, to date, there appears to be no documented response or formal decision from the Superintendent of the Guam Department of Education regarding whether these CSI-specific positions will be filled.</p> <p>While the Curriculum and Instruction staff have provided much-needed assistance, their support—though appreciated—cannot substitute for dedicated personnel. At this stage in the grant cycle, it is critical to document the current staffing situation and decisions (or lack thereof) to ensure accountability, support future planning, and maintain compliance with grant requirements.</p> <p>Despite these challenges, the CSI team remains committed and continues to work extended hours to ensure that project activities are carried out effectively and in a timely manner.</p> <p>The CSI team will be submitting another Request to Fill document with accompanying justification for the coordinator positions to move forward.</p> <p>Requisition/Procurement Status</p> <p>Requisitions were entered beginning in December and continued through the second quarter. However, due to staffing shortages at the Procurement Office, there was a delay in converting these requisitions into Purchase Orders. To address this issue and support the Procurement Office, two new Buyer positions funded under the Consolidated Grant were hired in February 2025, specifically to focus on processing Consolidated Grant requisitions.</p>
<p><i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i></p>	<p>The project utilizes a comprehensive framework of methodologies, tools, and processes to support effective monitoring and ongoing improvement. Project data is systematically reviewed at scheduled intervals to identify performance trends, monitor implementation fidelity, and inform data-driven adjustments to strategies, ensuring sustained progress toward established program goals and measurable outcomes.</p> <p>Ongoing implementation is supported through regular meetings, attendance tracking, surveys, and stakeholder briefings. These touchpoints ensure consistent communication, allow for real-time reflection on outcomes, and drive timely adjustments to strengthen program delivery.</p> <p>Continuing evaluation interviews during project trainings support implementation by monitoring staff performance, providing targeted feedback, and ensuring alignment with program goals.</p>

QUARTERLY REPORT CERTIFICATION

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

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

JESSE PENDON
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

4.17.25
DATE

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

for 
PROJECT MANAGER (SIGNATURE)

05/06/25
DATE



**DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT**

www.gdoe.net
501 Mariner Avenue
Barrigada, Guam 96913
Telephone: (671) 300-1547/1536 * Fax: (671) 472-5001
Email: keswanson@gdoe.net



K. ERIK SWANSON, PH.D.
Superintendent of Education

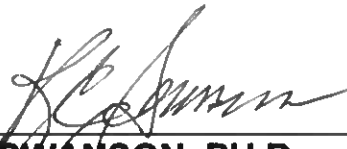
PERSONNEL MATTERS

DATE: **May 1, 2025** **No.** 25-126

SUBJECT: **Temporary Assignment – Joshua C. Blas**

INQUIRIES: **Office of the Superintendent of Education**

Effective May 4, 2025 through May 9, 2025, Joshua C. Blas, Program Coordinator IV, Division of Curriculum & Instruction, will assume the duties and responsibilities as the Acting Deputy Superintendent of Curriculum & Instructional Improvement in the absence of Joseph L.M. Sanchez, DSCII. This assignment is in addition to his current duties and responsibilities.



K. ERIK SWANSON, PH.D.
Superintendent of Education



DATE

cc: Deputy Superintendents
Administrator, Personnel Services Division
All Division Heads
All School Administrators

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

April 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**

April 10, 2025

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

FPD/SCCE 25-247

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

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

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

PROJECT COORDINATOR: Steven Pangelinan

PROJECT MANAGER: Dr. Barbara Adamos, DS ESCL

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

STATE DATA OFFICER: Ana O. Aguon

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

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K – 5						443	47	172	520
6 – 8						494	27	150	
9 - 12						225	20	66	

LIST THE PROJECT GOALS:

Overall GOAL: By the end of the three years, there will be a decline in dropout rates, discipline and suspension rates for at-risk students.
Overall GOAL: By the end of the three years, there will be an improvement to students' physical fitness and social and emotional health.

Through services provided in all 4 Project Components (4.1 Social Supports & Outreach Teams, 4.2 PBIS Implementation, 4.3 Promoting Positive Behaviors and 4.4 Safe and Healthy Schools) the challenges of at-risk students will be addressed and students will remain in school and focus on learning.

LIST THE PROJECT OBJECTIVES:

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

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

- By the end of Year 3, SSOT will maintain or reduce the current pending cases rate of 4%.

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

- Year 1: $\leq 4\%$ maintain or reduce pending cases rate
- Year 2: $\leq 4\%$ maintain or reduce pending cases rate
- Year 3: $\leq 4\%$ maintain or reduce pending cases rate

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

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

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

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

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

1. Increase the number of students participating in health education activities by 10% annually
 - Year 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																																
<p>➤ In this column, list all the Project Components.</p> <p>➤ <u>In bullet form</u>, list all the specific activities falling under each Component.</p> <p>➤ <i>Insert Additional rows as needed.</i></p>	<p>➤ For each activity listed in the previous column, state the status of each activity (<i>ongoing, delayed, or completed</i>), and describe the details of the work accomplished during the period. Specify the <i>what, when, where, how, how many participants (a primary data or ‘count’)</i>, etc. Primary data may be presented in narrative form, or as a table or graph.</p> <p>➤ If there was an activity that was not implemented during this reporting period, then simply indicate “REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER”. Include the reason why the activity was not conducted for the quarter.</p>																																
<p>4.1 Social Support & Outreach Teams (SSOT):</p> <ul style="list-style-type: none">• Address referrals and conduct home visits• Student Engagement Activities• Parent Engagement Activities• Staff Development Activities• Professional Development Activities• Travel Activities	<p><u>Social Support & Outreach Teams:</u> <i>Ongoing</i></p> <p>➤ SSOT closed 1,609 referrals with 277 pending this reporting period, conducted 1,488 home visits.</p> <p>Table of Referrals</p> <table><tr><th rowspan="2">Type of Referral</th><th colspan="2">1st Quarter</th></tr><tr><th>Closed</th><th>Open</th></tr><tr><td>Attendance</td><td>326</td><td>48</td></tr><tr><td>Behavior</td><td>71</td><td>6</td></tr><tr><td>Interpreter/Translator</td><td>3</td><td>0</td></tr><tr><td>Medical</td><td>136</td><td>27</td></tr><tr><td>Registration</td><td>169</td><td>47</td></tr><tr><td>School Parent Conference</td><td>159</td><td>19</td></tr><tr><td>Support Services</td><td>745</td><td>130</td></tr><tr><td>TOTALS</td><td>1,609</td><td>277</td></tr><tr><td>Home visits</td><td colspan="2">1,488</td></tr></table> <p><u>Student Engagement Activities (5):</u></p> <p>➤ 11/07/24 – 01/21/25: Capt. H.B. Price Elementary School (CHBPES) SSOT coordinated a holiday food drive that benefited economically challenged students and their families. (53 participants).</p> <p>➤ 02/12/25: Upi Elementary School (UES) SSOT set up display tables, distributed project and school information during the Simon Sanchez High School (SSHS) Fair held at John F. Kennedy High School (JFKHS) campus. (338 participants).</p> <p>➤ 02/26/25: Tiyan High School (THS) SSOT assisted by the L.P. Untalan Middle School (LPUMS) SSOT and PBIS Coach set up display tables and distributed project information during the THS Health and Human Services Boot Camp. (88 participants).</p> <p>➤ 02/28/25: Marcial A. Sablan Elementary School (MSES) SSOT set up a display table and distributed project information</p>	Type of Referral	1 st Quarter		Closed	Open	Attendance	326	48	Behavior	71	6	Interpreter/Translator	3	0	Medical	136	27	Registration	169	47	School Parent Conference	159	19	Support Services	745	130	TOTALS	1,609	277	Home visits	1,488	
Type of Referral	1 st Quarter																																
	Closed	Open																															
Attendance	326	48																															
Behavior	71	6																															
Interpreter/Translator	3	0																															
Medical	136	27																															
Registration	169	47																															
School Parent Conference	159	19																															
Support Services	745	130																															
TOTALS	1,609	277																															
Home visits	1,488																																

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

- during the M.U. Lujan Elementary School (MULES) Community Health Fair. (83 participants).
- 03/21/25: SCCE personnel set up display tables and distributed project and school information as well as information on community resources during the As Tumbo Middle School and Oceanview Middle School Parent Teacher Conferences (57 participants).

Parent Engagement Activities (6):

- 01/02/25, 01/03/25 & 01/10/25: Chief Brodie Memorial Elementary School (CBMES) & Vicente Benavente Middle School (VSABMS) SSOTs distributed program brochures, school related information, as well as donations of clothing, hygiene products, shoes and held a mini raffle at the Harmon Hemlani Apartments. Teams were assisted by LPUMS CPA. (32 participants)
- 01/17/25: SCCE project personnel set up display tables and distributed project and school information, as well as information on community resources. PBIS Coach provided information on the PBIS framework at various Elementary and Secondary Parent Teacher Conferences (528 participants).
- 02/12/25: THS Social Worker conducted a presentation about SCCE to the Parent Alumni Student Teacher Association (PASTA). (15 participants).
- 02/28/25: UES SSOT set up project display table and distributed project and school information as well as information on community resources during the Department of Public Health and Social Services (DPHSS) Immunization Outreach at the Yigo Gym. (3 participants).
- 03/19/25: CHBPES SSOT supported “Literacy Night” and spoke with parents about the project’s mission and how to access services. (137 participants).
- 03/19/25: CBMES and J.Q. San Miguel Elementary Schools (JQSMES) SSOT set up a display table and distributed project and school information during Parent/Teacher Organization meetings. (37 participants).

Staff Development Activities (1):

- 01/30/25 & 02/18/25: SCCE Project Personnel conducted training during monthly meetings. Topics included: What is Ethics?; Worksite Wellness Program; PBIS Overview; Responsibility-Centered Discipline; Basics for Working with Difficult Students. (4 trainers/29 participants).

Professional Development Activities (3):

- 01/30/25 & 02/18/25: SCCE project personnel received training during monthly meetings. Topics included: What is Ethics?; Worksite Wellness Program; PBIS Overview; Responsibility-Centered Discipline; Basics for Working with Difficult Students. (29 participants).
- 02/11-13/25: Finegayan Elementary School (FES) CPA attended the Guam Coalition Against Sexual Assault & Family Violence held at the Dusit Beach Resort. (1 participant).
- 02/19-20/25: SCCE Project Lead, CHBPES SW, SCCE PCIII, and 2 PBIS coaches attended presentations on the Consolidated Grant Overview. (5 participants).

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

	<p><u>Travel Activities (1):</u></p> <ul style="list-style-type: none"> ➤ 03/02/25 – 03/05/25: FES, MSES and JFKHS social workers attended various sessions at the National Youth Advocacy & Resilience Conference, held at the Hyatt Regency in Downtown Savannah Georgia. (4 participants).
<p>4.2 Positive Behavior Intervention and Support Framework:</p> <ul style="list-style-type: none"> • Student Engagement Activities • Parent Engagement Activities • Staff Development Activities • Professional Development Activities • Travel Activities • Tiered Fidelity Inventory (TFI) 	<p><u>Student Engagement Activity (2):</u></p> <ul style="list-style-type: none"> ➤ 02/17/25: Positive Behavioral Interventions and Supports (PBIS) Coach spoke to students about the dangers of vaping at Agueda Johnston Middle School (AIJMS). (42 students) ➤ 02/26/25: PBIS Coach with the Social Services and Outreach Team (SSOT) Tiyan High School (THS) Community Program Aide and Luis P. Untalan (LPUMS) Community Program Aide had a School Climate Culture and Engagement (SCCE) Project display/outreach table and interacted with students about the SCCE project at the THS Health and Human Services Boot Camp. (89 students) <p><u>Parent Engagement Activity (3):</u></p> <ul style="list-style-type: none"> ➤ 01/17/25 & 03/21/25: Parent Teacher Conference; SCCE personnel set up display tables at AsTumbo Elementary School (AsTES) and Inarjan Elementary School (IES) and distributed project and school information, as well as, information on available community resources. (73 participants); AsTES (34); IES (39) ➤ 03/19/25: PBIS Coach spoke to parents about the PBIS framework, its benefits for students and faculty, reinforcement of teaching school expectations at home, encouraging parent participation and distributed PBIS brochures during the PTO meeting at J. Q. San Miguel Elementary School (JQSMES). (18 participants). ➤ 03/21/25: PBIS Coach provided a PBIS display table, spoke to parents about the PBIS framework, its benefits for students and faculty, reinforcement of teaching school expectations at home, encouraging parent participation, shared the winning of the Association for Positive Behavior Supports (APBS) 2025 Film Festival and distributed PBIS brochures during the Parent Teacher Conference at Luis P. Untalan Middle School (LPUMS). (96 participants) <p><u>Staff Development Activity (3):</u></p> <ul style="list-style-type: none"> ➤ 01/27/25, 01/29/25 & 02/13/25: PBIS Coach and SCCE Project Social Service Supervisor conducted a Youth Mental Health First Aid certification training for the School Resource Officers (SROs) of the Guam Police Department (GPD) (2 trainers, 6 participants). ➤ 01/30/25: PBIS Coach conducted a PBIS training on an overview of the PBIS Framework to the SROs of GPD (1 trainer, 6 participants). <ul style="list-style-type: none"> • Training Exit Surveys – Guam Police Department (GPD) School Resource Officers reported feeling more knowledgeable and more confident in implementing the learned strategies. 7 of 12 participants completed the exit survey.

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

- 01/30/25 & 02/18/25: PBIS Coach presented on *PBIS: Setting the Stage, An Overview of the PBIS Framework and PBIS: Getting Started, Leadership Team Implementers of the Framework* for SCCE Project Personnel (1 trainer, 33 participants).

Professional Development Activity (2):

- 01/06/25: PBIS Coaches attended a professional development for GDOE school counselors on such topics of the *GPD Dare Program, Fuetsan Manhoben with the University of Guam, Military Academies and District Things: Brief Tobacco and Nicotine Intervention*. (3 participants)
- 01/30/25 & 02/18/25: PBIS Coaches received training on the following topics during the monthly meetings: *Guam Regional Transit Authority (GRTA); What is Ethics; Worksite Wellness Program; PBIS Overview; PowerSchool; Responsibility-Centered Discipline: Basics for Working with Difficult Students-The Defiant, Manipulative, Attention Seeking Students; Safe Haven Pregnancy Center; & PBIS: Getting Started-School Climate Cadre Implementers of the Framework*. (3 participants)

Travel Activity (1):

- 03/12-15/25: PBIS Coaches (3) and SCCE Social Service Supervisor attended the Association for Positive Behavior Support Conference (APBS) 2025 Conference in Saint Louis, Missouri: *Together Towards Tomorrow: Uniting PBS Across the Lifespan*, where they attended various sessions related to the implementation of Positive Behavior Supports. Travel reports for comprehensive listings of the sessions attended are available upon request. Echo training is to be conducted in up-coming SCCE monthly meetings.

Additional Projects:

- 02/19/25: PBIS Coach met online with a Research Associate Professor at the University of Oregon's PBIS, Implementation Science and discussed support needs for formatting a GDOE PBIS Training Modules, identifying the appropriate use of either PBIS District Systems Fidelity Inventory (DSFI) and the PBIS State Systems Fidelity Inventory (DSFI) to include the PBIS Evaluation Tool. The research associate professor provided resources and assisted with development of the training modules.
- 02/19/25: PBIS Coach attended the online APBS State Leaders Network Meeting to represent GDOE schools. District representatives shared barriers of the PBIS framework implementation and celebrating success stories among attendees.

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

- Results will be reported in the 3rd Quarter of SY 24-25.

School Climate Survey Results -

- Results will be reported in the 3rd Quarter of SY 24-25

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

<div>4.3 Promoting Positive Behavior and Safe School Environment</div> <div><ul style="list-style-type: none">District Discipline DataPositive Learning Center Data</div>	<div>District Discipline Data: Discipline Infractions for the 2nd quarter</div> <div><ul style="list-style-type: none">2,986 infractions/22,756 = 13% (Target met) Reduce Discipline Rate to 30%</div> <div>District Suspension Data: Suspension Data for the 2nd quarter</div> <div><ul style="list-style-type: none">1,012 Suspensions/22,756 = 4% (Target met) Reduce Suspension Rate to 15%</div> <div>Positive Learning Center Data:</div> <div>Table below identifies the number of participants in the Positive Learning Center Classrooms in SY24-25:</div> <table><tr><th>School</th><th>1st QTR</th><th>2nd QTR</th><th>3rd QTR</th><th>4th QTR</th></tr><tr><td>VSABMS</td><td>13</td><td>24</td><td></td><td></td></tr><tr><td>OMS</td><td>1</td><td>0</td><td></td><td></td></tr><tr><td>JRMS</td><td>1</td><td>5</td><td></td><td></td></tr><tr><td>LPUMS</td><td>0</td><td>0</td><td></td><td></td></tr></table> <div><div>LEGEND:</div><div>Vicente S.A. Benavente Middle School (VSABMS) Oceanview Middle School (OMS) Jose Rios Middle School (JRMS) Luis P. Untalan Middle School (LPUMS)</div><div><ul style="list-style-type: none">The PLC teacher for OMS has resigned, and no further data will be available for this classroom for the remainder of the school year. A replacement is not required at this time, as the last day of school is May 22, 2025.LPUMS PLC did not have any students meet the criteria to enter the classroom, she continued to check-in with students who needed extra behavior supports, and spoke with the School Climate Cadre (PBIS Team) to provide input on school behavior issues.</div></div>	School	1 st QTR	2 nd QTR	3 rd QTR	4 th QTR	VSABMS	13	24			OMS	1	0			JRMS	1	5			LPUMS	0	0		
School	1 st QTR	2 nd QTR	3 rd QTR	4 th QTR																						
VSABMS	13	24																								
OMS	1	0																								
JRMS	1	5																								
LPUMS	0	0																								
<div>4.4 Health and Safety</div> <div><ul style="list-style-type: none">Student Participation in Health Education ActivitiesFirst Aid & CPRSchool Climate Survey</div>	<div>Student Participation in Health Education Activities (3):</div> <div><ul style="list-style-type: none">02/07/25: Father Duenas Memorial School (FDMS) – Health/PE students participated in the “Not to Drink and Drive” activity (149 participants).01/01/25-03/31/25: FDMS conducting weightlifting classes (38 participants).02/26/25: Tiyan High School held its “Health and Human Services Boot Camp”. SCCE personnel were recruited to speak to students about their profession. (88 participants).</div>																									

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

First Aid & CPR:

**Not reported last quarter:*

- 10/23/24: Basic Life Saver Course. (10 participants)
- 11/05/24: Basic Life Saver Course. (25 participants)
- 11/19/24: Basic Life Saver Course. (11 participants)
- 12/23/24: Heartsaver First Aid CPR AED Course (18 participants)

- 01/28/25-02/04/25: Heartsaver First Aid CPR AED Course held at Okkodo High School (OHS). (1 participant).
- 02/03/25: Heartsaver First Aid CPR AED Course held at Guam Memorial Hospital (GMH). (5 participants).
- 02/13/25: Hearsaver First Aid CPR AED Course held at C.L. Taitano Elementary School (CLTES). (6 participants).
- 03/12/25: Heartsaver First Aid CPR AED Course held at GMH. (1 participant).
- Father Duenas will conduct a training in April.

School Climate Survey:

- Survey is being conducted currently. Data to be reported in 3rd quarter.

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

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
4.1 Social Support & Outreach Teams (SSOT)	By the end of SY 24-25, ≥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)	Target: ≥96% completion rate Actual: 85% (1,609 out of 1,886)		

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

	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%	<u>Target:</u> ≤4% pending rate <u>Actual:</u> 4.9% (112 out of 2,263)	<u>Target:</u> ≤4% pending rate <u>Actual:</u> 15% (277 out of 1,886)		
4.2 Positive Behavior Intervention and Support Framework	By the end of Year 2: 3% increase in school site implementation of the PBIS Framework from SY 2023-2024	Annual Assessment Result	Tiered Fidelity Inventory (TFI) Rates	Yes	<u>FY'23</u> <u>APR:</u> No. of Schools where Target of ≥87% TFI was met: Tier I: 15 ES, 4 MS, and 2 HS Tier II: 10 ES, 1 MS Tier III: 11 ES	<u>Target:</u> 3% increase from SY'23-24 TFI rate <u>Actual:</u> <u>Tier I:</u> ES TFI: 11 schools met the target MS TFI: 2 schools met the target HS TFI: 0 schools met the target <u>TIER II:</u> ES TFI: 8 schools met the target. MS TFI: 1 school met the target HS TFI: 1	<u>Target:</u> 3% increase from SY'23-24 TFI rate <u>Actual:</u> Results will be reported in the 3 rd Quarter Report. Assessments are being conducted this quarter and the beginning of next.		

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

						<p>school met the target</p> <p>TIER III: ES TFI: 8 schools met the target</p> <p>MS TFI: 0 schools met the target</p> <p>HS TFI: 0 schools met the target</p>			
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	<p>FY'23 APR: Overall discipline rate = 22%</p>	<p>Target: ≤30% discipline rate</p> <p>Actual: (2,277 infractions / 22,943 enrollment) = 10%</p>	<p>Target: ≤30% discipline rate</p> <p>Actual: (2,986 infractions / 22,943 enrollment) = 13%</p>		
	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	<p>FY'23 APR: Overall suspension rate = 10%</p>	<p>Target: ≤15% suspension rate</p> <p>Actual: (822 suspensions / 22,943 enrollment) = 3.6%</p>	<p>Target: ≤15% suspension rate</p> <p>Actual: (1,012 suspensions / 22,943 enrollment) = 4.4%</p>		

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

4.4 Health & Safety	Increase the number of student participants by 10% from previous year	Attendance Sheets	Attendance/ Participation	Yes	<u>FY'23</u> <u>APR:</u> 137 student participants	<u>Target:</u> 10% increase from SY'23-24 total number	<u>Target:</u> 10% increase from SY'23-24 total number		
	By the end of Year 2: obtain an 82% positive response rate on the School Safety Perception Survey	Annual Assessment result	Percentage of positive responses in Safety Perception survey results.	Yes	<u>FY'23</u> <u>APR:</u> 14 out of 41 total GDOE schools met the 80% target. 25 out of 41 total GDOE schools had at least 76% of their students with positive ratings.	<u>Target:</u> 82% positive response on School Safety Perception Survey <u>Actual:</u> The School Safety Perception Survey will be conducted in Spring of 2025.	<u>Target:</u> 82% positive response on School Safety Perception Survey <u>Actual:</u> The School Safety Perception Survey will be conducted in Spring of 2025, and results reported next 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).

- **4.1 Social Support and Outreach Teams (SSOT):** Although we did not meet the targeted completion rate for the 2nd quarter, the data still shows a high success rate of at 85%.
- **4.2 Positive Behavior Interventions and Supports Framework:** Results of the TFI will be reported in the 3rd quarter. The project continues to work towards encouraging all 41 GDOE schools to implement the PBIS framework with high fidelity.
- **4.3 Promoting Positive Behavior and Safe School Environment:** District discipline rate (13%) and suspension rate (4.4%) remain fairly low, maintaining levels that are below the annual target (30% and 15%, respectively).
- **4.4 Health and Safety:** This quarter's data on student participant count shows many student health related activities happening, and many First Aid CPR trainings occurring.

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.

- Following the resignation of PCIII, who was primarily responsible for procurement on this project, there was a delay in entering requisitions as we transitioned a new employee into the role. The replacement employee has now become proficient with the system and is fully capable of handling procurement tasks moving forward.
- At times, the simultaneous receipt of multiple items and purchase orders can cause delays in distribution. Our current strategy is to store the items temporarily until we are able to secure sufficient manpower to support the distribution process.
- The Project was recently informed by our Project Manager of an upcoming office relocation, which is expected to cause some delays until the move is complete. We anticipate being settled into the new location within the next two weeks.

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

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

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

QUARTERLY REPORT CERTIFICATION

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

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



Steven Pangelinan
PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

4/10/25
DATE

Dr. Barbara Adamos
PROJECT MANAGER NAME (PRINT)


PROJECT MANAGER (SIGNATURE)

4/11/25
DATE

FEDERAL PROGRAMS DIVISION



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

Project No. 5

Prugrãman Tiningo'

Quarterly Report Documents:

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

April 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**

April 10, 2025

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

FPD/PT 25-248

Grant Name: Consolidated Grant FFY 2024 Grant#: S403A240002

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

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

PROJECT COORDINATOR: Jimmy S. Teria

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

STATE PROGRAM OFFICER: Stephanie N. Chargualaf / Rhea Taitano

STATE DATA OFFICER: Ana O. Aguon

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

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

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

LIST THE PROJECT GOALS:

5a. Goal Statement: By providing supplemental supports to CHamoru classroom teachers, the Prugrāman Tiningo' strives to:

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

LIST THE PROJECT OBJECTIVES:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

YEAR 2: 20% of students who participate in *Faneyåkan Sinipok* (CHamoru Immersion program) will perform at the Near Fluent in CHamoru Speaker Level (Level 4) by the of SY2024-2025 as shown in proficiency assessments.

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

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

YEAR 1: Through web-based surveys, 30% of parents who attend parent classes and conference(s) will indicate they are able to assist their children with CHamoru Immersion assignments and other activities in school.

YEAR 2: Through web-based surveys, 35% of parents who attend parent classes and conference(s) will indicate they are able to assist their children with CHamoru Immersion assignments and other activities in school.

YEAR 3: Through web-based surveys, 40% of parents who attend parent classes and conference(s) will indicate they are able to assist their children with CHamoru Immersion assignments and other activities in school.

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

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
<ul style="list-style-type: none"> ➤ In this column, list all the Project Components. ➤ In bullet form, list all the specific activities falling under each Component. ➤ Insert Additional rows as needed. 	<ul style="list-style-type: none"> ➤ For each activity listed in the previous column, state the status of each activity (<i>ongoing, delayed, or completed</i>), and describe the details of the work accomplished during the period. Specify the <i>what, when, where, how, how many participants (a primary data or 'count')</i>, etc. Primary data may be presented in narrative form, or as a table or graph. ➤ If there was an activity that was not implemented during this reporting period, then simply indicate "REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER". Include the reason why the activity was not conducted for the quarter.
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 requisition has been keyed in on 1.31.25 and as of 3.27.25- is pending Buyer Supervisor approval. 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	5.2 Curriculum Development Status: On-going. We had PD on curriculum development with the vendor on Feb.10 & 11, 2025 at UOG. There was a total of 11 Teachers, 7 Division Staff and 1 Federal Programs Division individual that attended this PD. 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.

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

<p>5.2.5 Curriculum/Assessment Development (SSA) Visual Performing Arts (VPA) CHamoru Songs/Dance (SSA) Professional Printing Services</p>	<p>Status: On-going. We had PD on curriculum development with the vendor on Feb.10 & 11, 2025 at UOG. There was a total of 5 Immersion Classroom Teachers and 3 Division Staff that attended this PD.</p> <p>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: Scopes of work have been created and are under review for compliance within the project.</p> <p>5.2.4 Traditional Arts Curriculum/Assessment Development This activity was developed to assist with the Traditional Arts Curriculum, Materials and assessment development in order to support supplemental indigenous education goals and objectives. Status: On-going. We are drafting the SSA.</p> <p>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 and attended by 9 CHamoru Teachers in the CHamoru Language & Culture Program; however, the project is currently being implemented.</p> <p>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. Some items have been converted to Purchase Orders, while some others are still making their way through the procurement process.</p>
<p>5.3. Faneyåkan Sinipok (CHamoru Immersion) 5.3.2 <i>Eskuelan Tiempon Somnak</i> (Summer School) 5.3.3 <i>Prugråman Despues di Eskuela</i> (After School Program) 5.3.4 <i>Mapoksai</i> CHamoru 5.3.5 CHamoru Cultural Experts</p>	<p>5.3: CHamoru Immersion Supports for <i>Faneyåkan Sinipok</i> (CHamoru Immersion School). Instruction in the CHamoru Language is currently ongoing in grades K-5th. There are currently 29 students enrolled in <i>Faneyåkan Sinipok</i> 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</p> <p>5.3.1: Teacher Assistants for <i>Faneyåkan Sinipok</i> are hired and placed in the classrooms to provide supports to the students in the Immersion School. There are 4 TA positions currently filled. One TA (C.C) resigned 2/14/2025 and the termination Personnel Action (required for the Request to Fill) had taken approximately 1 month to be signed. Status: Staffing is incomplete. One TA (C.C) resigned on 2.14.25 and the project is in the process of back-filling the position. Termination Personnel Action was received by Project and a Request to Fill is currently at Federal Programs pending approval.</p> <p>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 <i>Faneyåkan Sinipok</i> students. The goal of this activity is to</p>

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

	<p>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. Status: On-Going</p> <p>5.3.3: Standard Service Agreement for <i>Despues di Eskuela</i> 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.</p> <p>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 Agreement was approved by GDOE Budget Office on 2.10.2025 and the project currently has 1 CHamoru Teacher conducting the activity. There were no other high school teachers that signed up to implement this activity. The project had hosted 5 meetings for both GDOE and Charter Schools to participate, however, the project was unsuccessful in obtaining more teachers.</p> <p>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. The project intends to conduct this activity during Summer 2025. The project had hosted 3 meetings for GDOE CHamoru Teachers, however, at the time- there were no teachers that had signed up for participate during the school year. The CHamoru Teachers recommended delaying this activity until Summer 2025 due to their workload. Status: Delayed</p>
<p>5.4 Parent Engagement & Language Revitalization 5.4.1 a <i>Eskuelan Manaiña</i> (Parent Classes <i>Faneyåkan</i>) 5.4.1 b <i>Eskuelan Manaiña</i> (Parent Classes CHamoru Language & Culture Program) 5.4.2 <i>Komferensian Manaiña</i> (Parent Revitalization Conference)</p>	<p>5.4: Parent Engagement & Revitalization. This activity was designed to assist parents with students in <i>Faneyåkan Sinipok</i>. The goal behind this was to ensure that parents are able to continue conversations with their students in the CHamoru Language- ensuring minimal regression as the conversations in the CHamoru Language would boost Proficient Speakers. There are 29 students currently enrolled at Faneyåkan Sinipok. All 29 students' parents had signed commitment letters; however, the project still experiences lack of participation from parents for activities hosted by the project. Status: Delayed. Due to issues (State of Emergency/Sanitation Inspections/Delayed opening of SY24-25) the Project had to move activities that were originally scheduled for September 2024 (utilizing CG23 Funding). With the delay in the CG 23, this has caused delays in the implementation of the CG 24 activities.</p> <p>5.4.1a: This Standard Service Agreement was designed for Parents in the <i>Faneyåkan Sinipok</i> 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. Due to a low-parent turnout for <i>Faneyåkan Sinipok</i>, 2 teachers conducting the SSAs had withdrawn from the</p>

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

activity. The project is in the process of piloting this activity with the CHamoru Language & Culture Program- more specifically Agana Heights Elementary School (AHES).

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 & L.B.J/Tamuning Elementary School (TAMES) were selected as the pilot sites. AHES was selected because 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. LBT/TAMES were selected to provide another school an opportunity to increase CHamoru speakers in the community. The project is aiming at increasing supports as well as proficient speakers outside of the Immersion School.

Status: On-going. One Teacher was selected for AHES and a separate teacher was selected for LBJ/TAMES to pilot the activities at their respective schools.

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

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

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

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline (Current school year or most recent)	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2024	Performance Target End of March 2025	Performance Target End of June 2025	Performance Target End of September 2025
5.1. Improving CHamoru Teacher Recruitment & Retention 5.1.1 PD Opportunities- CHamoru Pedagogy; Language Acquisition Best Practices	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	Target: Reported at the end of SY 24-25 Actual: CG '23 now has a contract for CHamoru Teachers to	Target: Reported at the end of SY 24-25 Actual: CG '23 is currently being implemente d		

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

5.1.1a CHamoru teacher Recruitment initiative	b) The number of highly qualified teachers who remain employed with the GDOE will increase by 5% from baseline.	Personnel records on the number of highly qualified	% of highly Qualified CHamoru		purchase order (received on 09/29/24).	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.	CG'24 requisition was entered by project 1.31.25 and we are currently awaiting approval		
					<u>FY '23 APR:</u> 114 CHamoru language teachers	<u>Target:</u> Reported at the end of SY 24-25. <u>Actual:</u> CHamoru instruction being conducted by 114 CHamoru language teachers	<u>Target:</u> Reported at the end of SY 24-25. <u>Actual:</u> CHamoru instruction being conducted by 114 CHamoru language teachers		
5.2 Curriculum Development 5.2.1 CHamoru Immersion Curriculum Development 5.2.2 Revision of the	Through web-based surveys and/or classroom observations, 45% of participating teachers indicate classroom application of evidence-based instructional	Web-based surveys and/or classroom observations to determine increase of strategies learned from	% of teachers who report, or are observed to, have an increase in the utilization of research-	Yes	<u>FY '23 APR:</u> Among PD-participating teachers who responded to the survey, as	<u>Target:</u> 25% <u>Actual:</u> No survey administered at this time.	<u>Target:</u> 35% <u>Actual:</u> CG '23 is currently being implemented		

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

<p>CHamoru Content Standards & Performance Indicators</p> <p>5.2.3 CHamoru Summative Assessments</p> <p>5.2.5 Traditional Arts Curriculum/ Assessment Development (SSA)</p> <p>5.2.6 Visual Performing Arts (VPA) CHamoru Songs/Dance (SSA)</p>	<p>strategies (learned from: a) imbedded professional development training; or b) curricular resources developed</p>	<p>PD opportunities</p>	<p>proven Instructional strategies</p>		<p>far as classroom implementation of learned teaching strategies:</p> <p>39% indicated <i>'always'</i> (every lesson); 49% indicated <i>'frequently'</i> (at least once a week); 6% indicated <i>'infrequently'</i> (at least once a month); and another 6% indicated <i>'never'</i>.</p>	<p>Project is lining up relevant PD training on curriculum development, summative assessments, and traditional arts curriculum.</p> <p>CG '23 currently has a contract for CHamoru Teachers to develop CHamoru Curriculum.</p> <p>There are approximately 20 CHamoru Teachers who are actively participating in this activity.</p>	<p>ented.</p> <p>CG '24 requisition was entered by project 1.31.25 and we are currently awaiting approval from Procurement.</p>		
---	--	-------------------------	--	--	--	--	---	--	--

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

						CG '24 contracts are pending quotations at this time.			
<p>5.3. <i>Faneyåkan Sinipok</i> (CHamoru Immersion)</p> <p>5.3.2 <i>Eskuelan Tiempon Somnak</i> (Summer School)</p> <p>5.3.3 <i>Prugråman Despues di Eskuela</i> (After School Program)</p> <p>5.3.4 <i>Mapoksai CHamoru</i></p> <p>5.3.5 CHamoru Cultural Experts</p>	<p>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</p> <p>b) 20% of students who participate in the <i>Faneyåkan Sinipok</i> program will perform at the Near Fluent in CHamoru Speaker Level (Level 4) by the end of SY2024- 2025 as shown in proficiency assessments</p>	<p>Student Performance on the Proficiency Assessments</p> <p>Student performance on the Proficiency Assessment</p>	<p>% of students who perform at the Limited CHamoru Speaker Level (Level 3)</p> <p>% of students who participate in the <i>Faneyåkan Sinipok</i> program who perform at the Near Fluent in CHamoru Speaker Level (Level 4).</p>	<p>Yes</p> <p>Yes</p>	<p>FY '23APR: 25% (13 out of 52)</p> <p>FY '23 APR: The breakdown of levels was as follows: Level 1: 29% Level 2: 38% Level 3: 25% Level 4: 8%</p>	<p>Target: Reported at the end of SY 24-25</p> <p>Actual: Supplemental Supports (Teacher Assistants/Supplies/Resources provided by the project) are currently in place to assist <i>Faneyåkan Sinipok</i> students to attain the overarching goal.</p> <p>Target: Reported at the end of SY 24-25</p> <p>Actual: Supplemental Supports (Teacher Assistants/Supplies/Resources</p>	<p>Target: Reported at the end of SY 24-25</p> <p>Actual: Supplemental supports continue for students in <i>Faneyåkan Sinipok</i>.</p> <p>Target: Reported at the end of SY 24-25</p> <p>Actual: Supplemental supports continue</p>		

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

						urces provided by the project) are currently in place to assist <i>Faneyåkan Sinipok</i> students to attain the overarching goal.	for students in <i>Faneyåka n Sinipok</i>		
5.4 Parent Engagement & Language Revitalization 5.4.1 <i>Eskuelan Manaiña</i> (Parent Classes <i>Faneyåkan</i>) 5.4.1 <i>Eskuelan Manaiña</i> (Parent Classes CHamoru Language & Culture Program) 5.4.2 <i>Komferensian Manaiña</i> (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 b) Through web-based surveys, 35% of parents who attend parent classes and conference(s)	Web-based surveys Web-based surveys	% of parents who indicate they are able to assist their children with their CHamoru assignments and other activities in school Note: The above new FY '24 outcome-based indicator is replacing the old FY '23 output- based indicator (i.e. # of parents attending weekly CHamoru classes). % of parents reporting increased use of the CHamoru Language at	Yes Yes	No baseline data – will be available at the end of SY 24-25 FY '23 APR: 100% of the 53 parents who attended have	Target: 25% Actual: On-going active communication and engagement with parents regarding the revitalization of the language through the Parent classes and conferences. Survey to be administered in the 2nd quarter. Target: 25% Actual: On-going	Target: 30% Actual: 87.1% of parents surveyed at <i>Komferensian Manaiña</i> said they have assisted their child(ren). Target: 25% Actual: 96.8% of		

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

	will report an increase in the utilization of CHamoru		home with students		shown increases based on the Teacher observations and verbal testing	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.	parents surveyed at <i>Komferensian Manaiña</i> said they increased the utilization of CHamoru Speaking at home.		
--	---	--	--------------------	--	--	---	--	--	--

PART II: Successes, Challenges, and Evaluation

Evidence of Success/Progress <i>Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).</i>	<ul style="list-style-type: none"> 87.1% of parents surveyed at <i>Komferensian Manaiña</i> said they have assisted their child(ren). 96.8% of parents surveyed at <i>Komferensian Manaiña</i> said they increased the utilization of CHamoru Speaking at home.
--	---

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

<p>Observations and/or Challenges <i>List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?</i></p> <p><i>At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.</i></p>	<p>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.</p>
<p><i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i></p>	<p>The project has conducted Site Visits to ensure classroom instruction. The project has also had meetings with the Teachers implementing activities to discuss any challenges or successes of the activity. Continuous communication with the individuals implementing activities has proven to be successful.</p> <p>Surveys have also been created for administration to various target respondent groups (i.e. <i>PD-participating CHamoru language teachers to determine classroom application of strategies learned, and participating parents of students in Faneyâkan Sinipok to determine if they are able to provide assistance to their children in doing homework and if there is increase in CHamoru language use at home.</i>)</p> <p>Lastly, the Project Coordinator continues to meet with the Projects Teacher Assistants on a quarterly basis to address any challenges or concerns ahead of time.</p>

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Prugrãman Tiningo (Knowledge Project)

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

Jimmy S. Teria

PROJECT COORDINATOR NAME (PRINT)



PROJECT COORDINATOR NAME (SIGNATURE)

5/8/25

DATE

For Joseph L.M. Sanchez

PROJECT MANAGER NAME (PRINT)



PROJECT MANAGER (SIGNATURE)

5/8/25

DATE



**DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT**

www.gdoe.net
501 Mariner Avenue
Barrigada, Guam 96913
Telephone: (671) 300-1547/1536 * Fax: (671) 472-5001
Email: keswanson@gdoe.net



K. ERIK SWANSON, PH.D.
Superintendent of Education

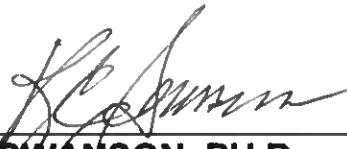
PERSONNEL MATTERS

DATE: **May 1, 2025** **No.** 25-126

SUBJECT: **Temporary Assignment – Joshua C. Blas**

INQUIRIES: **Office of the Superintendent of Education**

Effective May 4, 2025 through May 9, 2025, Joshua C. Blas, Program Coordinator IV, Division of Curriculum & Instruction, will assume the duties and responsibilities as the Acting Deputy Superintendent of Curriculum & Instructional Improvement in the absence of Joseph L.M. Sanchez, DSCII. This assignment is in addition to his current duties and responsibilities.



K. ERIK SWANSON, PH.D.
Superintendent of Education



DATE

cc: Deputy Superintendents
Administrator, Personnel Services Division
All Division Heads
All School Administrators

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

April 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**

April 10, 2025

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

FPD/OCE 25-249

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

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

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

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

PROJECT MANAGER: Sylvia T. Calvo, Grand Director

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana

STATE DATA OFFICER: Ana O. Aguon

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

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K – 5	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.

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

- **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

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

- **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
<p>➤ In this column, list all the Project Components.</p> <p>➤ <u>In bullet form</u>, list all the specific activities falling under each Component.</p> <p>➤ <i>Insert Additional rows as needed.</i></p>	<p>➤ For each activity listed in the previous column, state the status of each activity (<i>ongoing, delayed, or completed</i>), and describe the details of the work accomplished during the period. Specify the <i>what, when, where, how, how many participants (a primary data or 'count')</i>, etc. Primary data may be presented in narrative form, or as a table or graph.</p> <p>➤ If there was an activity that was not implemented during this reporting period, then simply indicate “REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER”. Include the reason why the activity was not conducted for the quarter.</p>
<p>Component 6.1 Academic Performance</p> <p>Summative Assessment</p>	<p>Summative Assessment: <i>Ongoing</i></p> <ol style="list-style-type: none"> 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

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

	<p>d. March 13, 2025-CIA Project: Infrastructure Trial portal is live and ready for schools to perform and schedule test date. FDMS is considering conducting trial before spring break to allow IT personnel to fix any issues with technology equipment and internet connectivity. Infrastructure trial date to be reported for 3rd Qtr. Report. ✓</p> <p>e. Anticipated <i>Smarter Balance</i> summative assessment participation</p> <ul style="list-style-type: none"> • 3rd grade 134 • 4th grade 120 • 5th grade 135 • 6th grade 177 • 7th grade 205 • 8th grade 306 • 11th grade 245
Advanced Placement (AP)	<p>Advanced Placement: Ongoing</p> <p>a. Ongoing AP instruction.</p> <p>b. The test will take place during the CG FY '24 3rd Qtr.</p> <p>c. Participation in Advanced Placement classes:</p> <ul style="list-style-type: none"> • 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 • <u>Pre-AP Algebra 1</u> 12 <p style="text-align: right;">Total Qtr2 573</p>
<p>Component 6.2 Specialized Event & Opportunities</p> <p>S.T.E.A.M.</p>	<p>S.T.E.A.M.: Ongoing</p> <p>a. Ongoing S.T.E.A.M. instruction.</p> <p>b. Drone Activities held.</p> <p>c. Drone PD was held on January 8, 2025.</p> <p>d. Total unique participants (including Practice) in this FY '24 2nd quarter:</p>

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

	<ul style="list-style-type: none"> • Drone PD 4 • Drone Activity (March 15, 2025) 49 • Lego Robotic Competition 15 • Robotics Club 30 • Chess Club 60 • Art Club 25 • Toyota Dream Car Contest 4 • Healing Thru Art 5 • America250 2 • GPO Art Exhibit 200 • Island-wide Science Fair 87 • E-Sports 12 • <u>Broadcasting</u> 48 <p style="text-align: right;">Total Qtr 2: 541</p>	✓
Academic Challenge Bowl (ACB)	<ul style="list-style-type: none"> a. ACB is ongoing. b. Formal competition has started. c. Total unique participants (including Practice) in this FY 2nd quarter <ul style="list-style-type: none"> • 142 participants 	✓
National Forensic League (NFL)	<ul style="list-style-type: none"> a. NFL is ongoing. b. SY 24-25 competition season has begun. c. Total unique participants (Including Practice) in this FY 2nd quarter <ul style="list-style-type: none"> • 19 participants 	✓
Mock Trial	<ul style="list-style-type: none"> 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 2nd quarter: <ul style="list-style-type: none"> • 20 participants 	✓
MathCounts	<ul style="list-style-type: none"> a. Holiday Resort Event Participants 5 b. State Competition participants 34 	✓

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

National History Day	<ul style="list-style-type: none"> FD NHD School Competition: February 7, 2025 NHD Island Wide Competition: March 15, 2025 NHD Awards Ceremony: April 4, 2025 UOG CLASS Lecture Hall # of students who participated at GHD Island Wide competition: 33 												
Component 6.3 Academic & Career Planning College Fairs	<ul style="list-style-type: none"> February 21, 2025, 11AM Meeting FDMS-0 attended Mar 10, 2025 SY 24-25 College Fair Survey sent out to school counselors (planning for college fair) Tentative Dates for SY 24-25 College Fair: September 9-10, 2025 OR September 11-12, 2025 Mar 12, 2025 11AM Zoom Meeting FDMS-1 Counselor attended UPDATE: SY2425 DOE College Fair Scheduled on April 2-3, 2025 <ul style="list-style-type: none"> Wednesday, April 2, 2025 (estimated duration: 8am to 2pm) Thursday, April 3, 2025 (estimated duration: 8am-2pm) <ul style="list-style-type: none"> Participation survey was sent to schools to complete, due date 3/17/2025. 3/18/2025-NOTICE of delayed purchase order issuance College Fair scheduled on 4/3-4 is cancelled. 												
Component 6.4 Professional Development PD Training	<p>No. of identified participants to the school's requested PD training in FY '24:</p> <table> <tr> <td>• <i>Conscious Discipline</i></td> <td style="text-align: right;">1</td> </tr> <tr> <td>• <i>District Wide Assessment Training (Smarter Balance)</i></td> <td style="text-align: right;">7</td> </tr> <tr> <td>• <i>Drone PD</i></td> <td style="text-align: right;">4</td> </tr> <tr> <td>• <i>Chamoru Orthography Level 2</i></td> <td style="text-align: right;">1</td> </tr> <tr> <td>• <i>Health Certification</i></td> <td style="text-align: right;">37</td> </tr> <tr> <td>• <i>Career Exploration PD Training (3 sessions)</i></td> <td style="text-align: right;">3</td> </tr> </table> <p>Pending Approval:</p> <ul style="list-style-type: none"> 6.1.6 <i>International Society for Technology in Education (ISTE) Conference</i> 7 Travelers (Teachers/School Administrators) June 2025 San Antonio, TX- No update, to be reported in 3rd Qtr. 6.1.6 <i>National Council of Teachers of Mathematics (NCTM) Annual Conference</i> 6 Travelers (Teachers/School Administrators) October 2025 Atlanta, GA - No update, to be reported in 3rd Qtr.. 6.1.6 American Library Association (ALA) Annual Conference & Exhibition 2 Travelers (Librarians) June 2025, Philadelphia, PA - No update, to be reported in 3rd Qtr. <ul style="list-style-type: none"> 3.16.2025-No updates as this reporting period; 3 months before travel date. 6.1.6 <i>National Career Academy Coalition (NCAC) Conference</i> 1 Travelers (Teachers/School Administrators) November 2024, Chicago, IL - No updates as this reporting period; 3 months before travel date. 6.1.6 <i>Association for Supervision and Curriculum Development (ASCD) Annual Conference</i> 10 Travelers (School Administrators/ Curriculum) June 2025, San Antonio, TX - No updates as this reporting period; 3 months before travel date. 	• <i>Conscious Discipline</i>	1	• <i>District Wide Assessment Training (Smarter Balance)</i>	7	• <i>Drone PD</i>	4	• <i>Chamoru Orthography Level 2</i>	1	• <i>Health Certification</i>	37	• <i>Career Exploration PD Training (3 sessions)</i>	3
• <i>Conscious Discipline</i>	1												
• <i>District Wide Assessment Training (Smarter Balance)</i>	7												
• <i>Drone PD</i>	4												
• <i>Chamoru Orthography Level 2</i>	1												
• <i>Health Certification</i>	37												
• <i>Career Exploration PD Training (3 sessions)</i>	3												

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

	<ul style="list-style-type: none"> 6.1.6 <i>Innovative Teaching Strategies Conference</i> 4 Travelers (Teachers/School Administrators) July 2025, Las Vegas, NV - No updates as this reporting period; 3 months before travel date. ✓ 6.3.3 <i>National Art Education Association (NAEA) Convention</i> 3 Travelers (teachers) March 2025, Louisville, KY <ul style="list-style-type: none"> CANCELLED: Unfortunately, as per FPD, we missed the 20-day approval deadline for the March 20 Off-island travel. FDMS teacher name submitted on April 1, 2024 during the draft application period. CSO requested for names for travel PD related activities on February 24, 2024. Received email regarding TRAVEL 6.3.3 <i>National Art Education Association (NAEA) Convention</i> (teachers) March 2025, Louisville, KY from FPD stating that we did not meet the 20-day approval deadline, therefore, this PD was cancelled 6.3.3 <i>Musical Theater Educators Alliance (MTEA) Conference</i> 3 Travelers (teachers) 2025 date and venue TBD (July 2024 is in London) 6.4.2 <i>National Association for College Admissions Counseling (NACAC) Conference</i> 3 Travelers (Counselors) September 2025, Columbus, OH <ul style="list-style-type: none"> 3.16.2025-No updates as this reporting period; 6 months before travel date. 6.5.2 <i>National Association for the Education of Young Children (NAEYC) Conference</i> 4 Travelers (Teachers /School Administrators) November 2024 Anaheim, CA 6.5.5 <i>National Association for Bilingual Education (NABE) Conference</i> 2 Travelers (Teachers/School Administrators) 2025 date and venue TBD (March 2024 New Orleans, LA) <ul style="list-style-type: none"> 3.16 & 28.2025-No updates as this reporting period, who will be facilitating the paperwork for DOE Superintendent's travel approval to meet 20-day approval time frame. Project 5: <i>Prugraman Tiningo</i> has it approved their budget for February 18-22, 2025 Project 13: SEA has it approved on their budget for March 2025 travel date
Comp. 6.5: Technology Support and Integration Continuing Use of Acquired Technology	<ul style="list-style-type: none"> a. Ongoing ✓ b. The 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 <i>IXL, Keyboarding, Media Studies, and Robotics</i> 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	<p>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: <i>3D printers, Music/Band equipment, interactive whiteboards, storage cabinets, mobile carts, interactive educational robots</i> ✓</p> <ul style="list-style-type: none"> All our schools indicate a major need to outdate technology (5 years old or more) such as laptops and other technology. This needs to replace technology equipment based on data collected from the Fixed Asset Munis Listing "Scheduled Replacement Date" Some laptops can no longer load the latest versions of some software on them. Revitalizing our school's technology resources is crucial because significant testing is currently online or will be switching to online modes in the near future.

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

- Superintendent of Catholic Schools submitted “FFY 2024 Consolidated Grant Authorized Representative Form”-a document to allow FPD and Project Coordinators to communicate with school personnel. ✓
- FPD Personnel in charge of OCE’s requisitions provided a shared spreadsheet identifying all requisitions entered for OCE.
 - No updates identified on 1/28/2025
 - No updates identified on 3/10/2025
 - No updates identified on 3/24/2025

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

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
Comp. 6.1 Academic Performance 1. Summative Assessment	At least 4% increase in number of students who “Met” or “Exceeded” grade level standards in math from baseline.	Smarter Balanced	Percentage of students who “Met” or “Exceeded” grade level standards in math .	Yes	From FY ‘23 APR: 3 rd - 24% 4 th - 19% 5 th - 22% 6 th - 22% 7 th - 25% 8 th - 22% 11 th - 24%	Target: Summative testing is not administered at this time. Actual: Ongoing math instruction. Summative testing to be conducted in the 3 rd quarter.	Target: Summative testing is not administered at this time. Actual: Ongoing math instruction. Summative testing to be conducted in the 3 rd quarter.		
	At least 4% increase in number of students who “Met” or “Exceeded” grade level standards in	Smarter Balanced	Percentage of students who “Met” or “Exceeded” grade level standards in reading .	Yes	From FY ‘23 APR: 3 rd - 42% 4 th - 44% 5 th - 60% 6 th - 44% 7 th - 59%	Target: Summative testing is not administered at this time. Actual:	Target: Summative testing is not administered at this time. Actual:		

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

	reading from baseline.				8 th - 49% 11 th - 39%	Ongoing reading instruction. Summative testing to be conducted in the 3 rd quarter.	Ongoing reading instruction. Summative testing to be conducted in the 3 rd quarter.		
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	<u>From FY '23 APR:</u> 160 of 484 (33.1%) AP test scores were 3+	<u>Target:</u> AP Testing not administered at this time. <u>Actual:</u> Ongoing AP instruction. AP testing to be conducted in the 3 rd quarter.	<u>Target:</u> AP Testing not administered at this time. <u>Actual:</u> Ongoing AP instruction. AP testing to be conducted in the 3 rd 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	<u>From FY '23 APR:</u> Total participants (cum. from qtr. 1): STEAM: 495 ACB: 66 NFL: 65 MockTrial: 19 MathCount: 54 <u>MathOlym:</u> 12 <u>Total:</u> 711	<u>Target:</u> Promoting and planning for specialized events and opportunities <u>Actual:</u> Total unique participants, including practices for the FY Qtr 1: STEAM: 431 ACB: 74 NFL: 36 MockTrial: 35 <u>MathCount:</u> 46 <u>Total:</u> 622	<u>Target:</u> Participation in specialized events and opportunities <u>Actual:</u> Total unique participants, including practices for the FY Qtr 2: STEAM: 541 ACB: 142 NFL: 19 MockTrial: 20 <u>MathCount:</u> 39 <u>NHD</u> 33 <u>Total:</u> 794		

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

					There was a 57% increase in participation from FY '22.				
	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	<p>From FY '23 APR:</p> <p>Among the survey respondents who were participants to STEAM, ASE, and VPA activities, 97% indicated greater learning engagement, and 94% felt more confident in handling academic work</p>	<p>Target:</p> <p>Survey not administered at this time</p> <p>Actual:</p> <p>Survey to be done in the 3rd quarter.</p>	<p>Target:</p> <p>Survey not administered at this time</p> <p>Actual:</p> <p>Survey to be done in the 3rd quarter.</p>		
<p>Component 6.3 Academic & Career Planning</p> <p>College & Career Fairs</p>	At least 75% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a	Student Survey	Percentage of students indicating College/Career Fair relevant and helpful	Yes	<p>From FY '23 APR:</p> <p>84% of survey respondents indicated that the event was helpful</p>	<p>Target:</p> <p>At least 75% (if Fair is held at this time)</p> <p>Actual:</p> <p>The fair was not held at this time. No survey</p>	<p>Target:</p> <p>At least 75% (if Fair is held at this time)</p> <p>Actual:</p> <p>Fair was not held at this time. No survey</p>		

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

	college/career path					administered, so no data collected. LR-sponsored College Fair will be held in the 2 nd quarter and to be participated in by OCE students.	administered, so no data collected. LR-sponsored College Fair is pending.		
	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	<u>From FY '23 APR:</u> 81% of survey respondents indicated an interest in pursuing STEAM careers	<u>Target:</u> At least 25% (if survey is administered at this time) <u>Actual:</u> Fair was not held at this time. No survey administered, so no data collected. Survey will be conducted during the College Fair.	<u>Target:</u> At least 50% (if survey is administered at this time) <u>Actual:</u> 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	Web-based survey	Percentage of teachers who report, or who are observed, implementing strategies learned in the classroom and feeling more confident in	Yes	<u>From FY '23 APR:</u> 100% of teacher participants in PD indicated varying levels in	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Teacher participant survey	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Teacher participant survey		

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

	teaching effectiveness		their teaching effectiveness		classroom application of teaching strategies learned: Always 33% Frequent 17% Infrequent 33% Rare 17%	to be administered in the 3 rd quarter	to be administered in the 3 rd quarter		
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	<u>From FY '23 APR:</u> 83% indicated greater access to technology and online resources among teachers, and 84% indicated using more technology in teaching	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Survey to be administered in the 3 rd quarter. Ongoing usage of past CG-acquired technology.	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Survey to be administered in the 3 rd quarter. Ongoing usage of past CG-acquired technology.		
Comp 6.5 Technology & Technology Integration Student	At least 89% of students will report improved access to technology and online resources, and more technology	Web-based Survey	Percentage of students reporting improved access to technology and online resources, and more	Yes	<u>From FY '23 APR:</u> 74% indicated greater access to technology and online	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Survey to be administered in the 3 rd quarter.	<u>Target:</u> Survey not administered at this time <u>Actual:</u> Survey to be administered in the 3 rd quarter.		

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

	integration in the classroom		technology integration in the classroom		resources among students, and 76% indicated teachers using more technology in teaching	Ongoing usage of past CG-acquired technology.	Ongoing usage of past CG-acquired technology.		
--	------------------------------	--	---	--	--	---	---	--	--

PART II: Successes, Challenges, and Evaluation

<p style="text-align: center;">Evidence of Success/Progress</p> <p><i>Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).</i></p>	<p style="text-align: right; color: #0070c0;">✓</p> <p>Component 6.2: Specialized Events & Opportunities</p> <ul style="list-style-type: none"> For the 2nd Qtr, STEAM participation increased by 9% of last year's total STEAM participation (541 vs. 495). We will continue to promote STEAM activities in our schools. ACB participation increased from 66 to 142. This is a 115% increase compared to last year. In the 2nd Qtr, the OCE's overall participation in specialized events increased by 11.7% of last year's overall participation. The OCE's annual goal of 6% increase in overall student participation (i.e., from 711 overall participants to 794 overall participants) is already exceeded as of the 2nd quarter. <p>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 3rd fiscal quarter, the list of quantifiable evidence of successes is on hold until the data is available.</p>
---	---

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

<p>Observations and/or Challenges <i>List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?</i></p> <p><i>At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.</i></p>	<p style="text-align: right;">✓</p> <ul style="list-style-type: none"> • FPD Personnel in charge of OCE’s requisitions; Mr. E. Aguon, FPD Administrative Officer, provided a shared spreadsheet identifying all requisitions entered for OCE/FDMS. Unfortunately: <ul style="list-style-type: none"> ○ No updates identified on 1/28/2025 ○ No updates identified on 3/10/2025 ○ No updates identified on 3/24/2025 ○ No updates identified on 4/2/2025 • It is challenging to find vendors for quotes. Some vendors state nonpayment from previous or existing orders, quotations are at times restricted. • Training to interpret and analyze previous <i>Smarter Balanced</i> assessment results is needed. • <i>Smarter Balanced</i> individual student reports for SY 23-24 were not available for download until early March 2025; this significantly compromised schools’ ability to ensure data analysis and lesson planning for teachers to meet students learning need.
<p><i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i></p>	<p style="text-align: right;">✓</p> <p>OCE evaluates outcomes through: (1) administering <i>Smarter Balanced</i> summative testing; (2) administering Advanced Placement testing; and (3) monitoring participation, and (4) distributing surveys to students and teachers.</p>


FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

PROJECT TITLE: Project #6 - Office of Catholic Education

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

Jeffrey C. San Nicolas

PROJECT COORDINATOR NAME (PRINT)



PROJECT COORDINATOR NAME (SIGNATURE)

5/7/25

DATE

Sylvia T. Calvo

PROJECT MANAGER NAME (PRINT)



PROJECT MANAGER (SIGNATURE)



05/12/25

DATE

FEDERAL PROGRAMS DIVISION



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

Project No. 7

St. Paul's Christian School (SPCS)

Quarterly Report Documents:

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

April 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**

April 10, 2025

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

FPD/SPCS 25-250

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

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

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

PROJECT COORDINATOR: Deborah Pineda

PROJECT MANAGER: Sylvia T. Calvo, FPD Grant Director

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana

STATE DATA OFFICER: Ana Aguon

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

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

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

LIST THE PROJECT GOALS:

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

LIST THE PROJECT OBJECTIVES:

- Expand student access to experiences to enhance student learning engagement and improve performance in math and reading.
- a) 7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction**
Year 2: There will be at least a 3% increase in student participation in STEAM activities and other academic and non-academic special events; and at least 75% will report they are more engaged in learning and confident in handling academic work
 - b) 7.1.2: Formative and Summative Assessments**
Year 2: Improve academic performance in math and reading by at least 3% from baseline on the summative assessment used.
 - c) 7.1.3: Supplemental Resources and Equipment Supports**
Year 2: At least 92% of teachers will report an increase of technology integration in the classroom strengthening students' academic performance.

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

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

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

PART I: Section 1. Activities & Work Accomplished

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction	7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction ✓ Engineering/Robotics: <i>Not offered this school year.</i> <ul style="list-style-type: none"> 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 7.1.3: Supplemental Resources and Equipment	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 2025. ✓ 7.1.3: Supplemental Resources and Equipment Continuing use of CG-acquired technology: <i>Ongoing</i> <ul style="list-style-type: none"> Students and teachers continue to use the technology equipment acquired by the school through the Consolidated Grant in past grant cycles. Requisition and procurement of additional resources: <i>Ongoing</i> <ul style="list-style-type: none"> New equipment/technology have been requested and have not been received yet. Still awaiting processing. Some quotes have been received from vendors and have been submitted for review and requisition entry.

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



7.2.1: Curriculum Instruction & Assessment

Professional
Development Training

7.2.1: Professional Development:

- *National Council of Teachers of Mathematics Conference
Kansas City, MO February 5-7, 2025*

Two (2) teachers attended this training. Both conducted PD training for faculty/staff on February 28, 2025.

Jasmine Hutchinson
Lelean Sigrah

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

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate : Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
7.1.1: Rigorous Academic and Technical Courses with High Quality Instruction	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,	Target: 3% increase in participation Actual: Robotics not offered this school year. So, this activity is cancelled.		

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

						this activity is cancelled.			
STEAM and Other academic and non-academic special events	b) By the end of SY 24-25, there will be at least a 75% of participating students will indicate they are more engaged in learning and confident in handling academic work.	Student Survey	% of participating students who will indicate they are more engaged in learning and confident in handling academic work	Yes	From FY '23 APR: 92% - helps my mind to be stimulated and more receptive to academic learning	Target: Survey not administered at this time. Actual: Robotics not offered this school year. So, this activity is cancelled. SPCS' participation is limited only to STEAM.	Target: Survey not administered at this time. Actual: Robotics not offered this school year. So, this activity is cancelled. SPCS' participation is limited only to STEAM.		
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, 11 th).	Spring Summative Results	% of students in grades 3-8 and 11 th , 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: <ul style="list-style-type: none"> • 3rd Grade = 18% • 4th Grade = 39% • 5th Grade = 13% • 6th Grade = 14% • 7th Grade = 24% • 8th Grade = 3% 	Target: Ongoing Instruction Actual: Summative assessment to take place in April 2025.	Target: Ongoing Instruction Actual: Summative assessment to take place in April 2025.		

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

					<ul style="list-style-type: none"> 11th Grade = 18% <p>These form the baseline for math, as this is the first year using the <i>Smarter Balanced</i> assessment tool.</p>				
7.1.2: Summative Assessment	b) By the end of SY 24-25, there will be at least a 3% increase from baseline in reading in the summative assessment (grades 3-8, 11 th).	Spring Summative Results	% of students in grades 3-8 and 11th, scoring in the “Ready” & “Exceeding” levels in reading in the summative assessment		<p>Results of the FY ’23 reading summative assessments are as follows, for the % of test takers who ‘met’ or ‘exceeded’ the standard:</p> <ul style="list-style-type: none"> 3rd Grade = 12% 4th Grade = 6% 5th Grade = 27% 6th Grade = 14% 7th Grade = 24% 8th Grade = 13% 11th Grade = 41% <p>These form the baseline for math, as this is the first year using the <i>Smarter Balanced</i> assessment tool.</p>	<p><u>Target:</u> Ongoing Instruction</p> <p><u>Actual:</u> Summative assessment to take place in April 2025.</p>	<p><u>Target:</u> Ongoing Instruction</p> <p><u>Actual:</u> Summative assessment to take place in April 2025.</p>		
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	<p><u>From FY ’23 APR:</u> 94% of teachers indicated greater access to technology, online resources and more technology integration</p>	<p><u>Target:</u> Survey not administered at this time.</p> <p><u>Actual:</u> Survey to be administered</p>	<p><u>Target:</u> Survey not administered at this time.</p> <p><u>Actual:</u> Survey to be administered in the 3rd</p>		

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

						in the 3 rd quarter.	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	From FY '23 APR: 76% of student respondent indicated improvement in proficiency using a laptop and 73% indicated increased ability to access online resources	Target: Survey not administered at this time. Actual: Survey to be administered in the 3 rd quarter.	Target: Survey not administered at this time. Actual: Survey to be administered in the 3 rd quarter.		
7.2.1: Curriculum Instruction Assessment Professional Development (PD) Training	At least 65% of teachers participating in PD will report or are observed implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness.	Web-based	Percentage of participating teachers who will report implementing strategies learned and feeling more confident in their teaching effectiveness	Yes	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 3 rd quarter.	Target: Planning and conduct of PD. Actual: Survey will be administered in the 3 rd quarter.		

PART II: Successes, Challenges, and Evaluation

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

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

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.

Quotes and documents were submitted for review/requisition entry. ✓

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 #7: PNP – St. Paul Christian School (SPCS)

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

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

Deborah Pineda

PROJECT COORDINATOR NAME (PRINT)



PROJECT COORDINATOR NAME (SIGNATURE)

May 2, 2025

DATE

Sylvia T. Calvo

PROJECT MANAGER NAME (PRINT)



PROJECT MANAGER (SIGNATURE)

05/12/25

DATE

FEDERAL PROGRAMS DIVISION



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

Project No. 8

St. John's School (SJS)

Quarterly Report Documents:

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

April 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**

April 10, 2025

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

FPD/SJS 25-251

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

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

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

PROJECT COORDINATOR: J. Robert Kelley

PROJECT MANAGER: Sylvia T. Calvo, FPD Grant Director

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana

STATE DATA OFFICER: Ana O. Aguon

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

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

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

LIST THE PROJECT GOALS:

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

LIST THE PROJECT OBJECTIVES:

5b. Annual Objectives:

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

COMPONENT 1: College Readiness & Specialized Events

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

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

- 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.

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

(Note: The annual target percentage for FY '24 had to be revised from 85% to 50% based on the actual percentage at the end of FY '22, which was the latest baseline data the project had available at the time of this FY '24 application submission.)

- MODIFIED: YEAR 3: Participating teachers will report at least 55% improved access and integration of technology supports in the classroom.

(Note: Consequently, the annual target percentage for FY '25 or Year 3 had to be modified from 90% to 55% based on the FY '24 or Year 2 change.)

PART I: Section 1. Activities & Work Accomplished

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
8.1: College Readiness & Specialized Events <ul style="list-style-type: none"> ● Advanced Placement ● Academic Special Events ● College Fair 	<div style="text-align: right;">✓</div> <p>AP Program: Instruction in classes is on-going.</p> <p>Academic Special Events (ASE): ASE have completed their season. Our students and coaches are assessing their success and analyzing the results. (Mr. Kelley:</p> <p>College Fair: The FY '24 College Fair that took place at the UOG in the Spring (April 22, 2025) was not participated in by the SJS due to the fact that it was scheduled during our Spring Break. Another College Fair will be held in September 2025.</p>
8.2: Increasing Academic Performance <ul style="list-style-type: none"> ● Summative Assessments 	<div style="text-align: right;">✓</div> <p>Regular instruction for K-12th grades are ongoing. Summative assessments to be administered during the 3rd fiscal quarter.</p>
8.3: Improving Teacher Effectiveness <ul style="list-style-type: none"> ● Professional Development 	<div style="text-align: right;">✓</div> <p>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).</p>

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

8.4: Technology Supports and Integration <ul style="list-style-type: none"> Supplemental Technology Supplies and Equipment 	<p style="text-align: right;">✓</p> <p>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.</p>
--	--

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

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
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	<u>FY '23 APR:</u> 68.1% of AP Tests achieved a score of 3 or above	<u>Target:</u> AP test results not available at this time	<u>Target:</u> AP test results not available at this time		
						<u>Actual:</u> AP testing to be conducted in the 3 rd quarter, and results reported in the 4 th quarter.	<u>Actual:</u> AP testing to be conducted in the 3 rd quarter, and results reported in the 4 th quarter.		
Academic Special Events (ASE)	At least 85% of students who participate in Academic Special	Web-based survey for students participating	Percentage of students that indicate being more	Yes	<u>FY '23 APR:</u> 75% of students felt more engaged in	<u>Target:</u> Planning and conduct of ASE	<u>Target:</u> Conduct of ASE		

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

College Fair	Events activities will indicate being more engaged in learning and confident in their academic work At least 70% of senior students will report increased awareness and confidence in applying to postsecondary education	in Academic Special Events Web-based student survey for 12 th grade students	engaged in learning and confident in academic work Percentage of students reporting increased awareness and confidence	Yes	school activities and more confident to handle school work <u>FY '23 APR:</u> 100% of participating students surveyed felt better prepared for College and career	<u>Actual:</u> Survey to be conducted during the 3 rd quarter. <u>Target:</u> 70% if College Fair is conducted at this time <u>Actual:</u> College Fair not conducted at this time	<u>Actual:</u> Survey to be conducted during the 3 rd quarter. <u>Target:</u> 70% if College Fair is conducted at this time <u>Actual:</u> College Fair conducted at this time, but not attended by SJS due to the event being scheduled during our Spring Break.		
8.2: Increasing Academic Performance Summative Assessments	a) At least 4% increase in students scoring at the “ <i>Proficient/Ready</i> ” and “ <i>Advanced/Exceeding</i> ” levels in Math from baseline	Math Summative Test Results	% of students scoring at the “ <i>Proficient/Ready</i> ” and “ <i>Advanced/Exceeding</i> ” levels in Math from baseline	Yes	<u>SY 22-23: MAP</u> Math Results 2 nd : 91% 3 rd : 91% 4 th : 67% 5 th : 91% 6 th & 7 th : Did not finish due to the typhoon PSAT Math Results 8 th : 91% 9 th : 88% 10 th : 83%	<u>Target:</u> Summative testing not conducted at this time <u>Actual:</u> Summative testing to take place during the 3 rd quarter	<u>Target:</u> Summative testing not conducted at this time <u>Actual:</u> Summative testing to take place during the 3 rd quarter		

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

	b) At least 4% increase in students scoring at the “ <i>Proficient/Ready</i> ” and “ <i>Advanced/Exceeding</i> ” levels in ELA from baseline	ELA Summative Test Results	% of students scoring at the “ <i>Proficient/Ready</i> ” and “ <i>Advanced/Exceeding</i> ” levels in ELA from baseline	Yes	MAP ELA Results 2 nd : 97% 3 rd : 83% 4 th : 87% 5 th : 84% 6 th : 91% 7 th : 87% PSAT ELA Results 8 th : 83% 9 th : 83% 10 th : 87%	<u>Target:</u> Summative testing not conducted at this time <u>Actual:</u> Summative testing to take place during the 3 rd quarter	<u>Target:</u> Summative testing not conducted at this time <u>Actual:</u> Summative testing to take place during the 3 rd 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	<u>FY '23 APR:</u> 100% of teachers report ‘ <i>always</i> ’ implementing new strategies and 67% report feeling more confident in their effectiveness.	<u>Target:</u> Planning/ conduct of PD <u>Actual:</u> Survey to be conducted during the 3 rd quarter	<u>Target:</u> Planning/ conduct of PD <u>Actual:</u> Survey to be conducted during the 3 rd quarter		
8.4: Technology Supports and Integration Supplemental Technology Supplies and Equipment	At least 50% of participating teachers will report improved access and integration of technology	Web-based survey for teachers that participate in project activity	Percentage of teachers reporting improved access and integration of technology	Yes	<u>FY '23 APR:</u> 76% report more access to technology and 84% report more integration of	<u>Target:</u> Survey not administered at this time <u>Actual:</u>	<u>Target:</u> Survey not administered at this time <u>Actual:</u>		

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

	supports in the classroom		supports		technology into their classes.	Survey to be conducted during the 3 rd quarter	Survey to be conducted during the 3 rd quarter		
--	---------------------------	--	----------	--	--------------------------------	---	---	--	--

PART II: Successes, Challenges, and Evaluation

<p>Evidence of Success/Progress <i>Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).</i></p>	<p align="right">✓</p> <p>The majority of our activities are underway, but we have not had any assessments or surveys at this time. Academic Special events have been completed. Surveys and evaluations will be conducted during the third quarter.</p>
<p>Observations and/or Challenges <i>List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?</i></p> <p><i>At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.</i></p>	<p align="right">✓</p> <p>We are monitoring ongoing activities, receiving feedback from coaches, and looking at the conduct of the programs. We continue to meet with the representatives of the College Fair committee and discussed ways to improve the overall impact of the event. However, the event was scheduled during our Spring Break, and our students did not attend, There will be another event in the Fall.</p>

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

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. In terms of the College Fair, we are discussing ideas with the other counselors from other school in order to plan an effective event.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: St. John's School

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

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

J. Robert Kelley

PROJECT COORDINATOR NAME (PRINT)

J. Robert Kelley

PROJECT COORDINATOR NAME (SIGNATURE)

4/7/2025

DATE

Sylvia T. Calvo

PROJECT MANAGER NAME (PRINT)

Sylvia T. Calvo

PROJECT MANAGER (SIGNATURE)

05/12/25

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

April 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**

April 10, 2025

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

FPD/HCA 25-252

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

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

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

PROJECT COORDINATOR: **Ben Olson**

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

STATE PROGRAM OFFICER: **Shannon Bukikosa-Esplana**

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

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

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
K5 – 5	379	NA	21	1					
6 – 8	217	NA	17	1					
9 - 12	285	NA	24	1					

LIST THE PROJECT GOALS:

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

LIST THE PROJECT OBJECTIVES:

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

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

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
<p>➤ In this column, list all the Project Components.</p> <p>➤ <u>In bullet form</u>, list all the specific activities falling under each Component.</p> <p>➤ <i>Insert Additional rows as needed.</i></p>	<p>➤ For each activity listed in the previous column, state the status of each activity (<i>ongoing, delayed, or completed</i>), and describe the details of the work accomplished during the period. Specify the <i>what, when, where, how, how many participants (a primary data or 'count')</i>, etc. Primary data may be presented in narrative form, or as a table or graph.</p> <p>➤ If there was an activity that was not implemented during this reporting period, then simply indicate “REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER”. Include the reason why the activity was not conducted for the quarter.</p>
<p>Provision of Extended Learning Opportunities (Academic and Non-Academic) to Enhance Student Engagement</p> <p>9.1 Academic Special Events</p> <ul style="list-style-type: none"> • <i>National Forensic League (NFL)</i> • <i>Math Counts</i> • <i>Math Olympiad</i> 	<p style="text-align: right;">✓</p> <p>9.1 Academic Special Events - <i>Ongoing</i></p> <p>National Forensic League</p> <ul style="list-style-type: none"> • Continuing from the first quarter (October-December, 2024), weekly practices were conducted with 33 students. • Competition practices were ongoing, and the first competitions started the last week of February 2025. Our school hosted two of the regular season competitions. • Semifinals and finals will take place next quarter (April-June, 2025). • Finals are scheduled to take place on April 5. <p>Math Counts</p> <ul style="list-style-type: none"> • Continuing from the first quarter (October-December, 2024), weekly practices were conducted with 18 students. • The chapter round took place in early March with 12 of these 18 students qualifying for the state round, including 3 of our students finishing in the top 4. • The state round took place on March 29 with 3 of our students finishing in the top 5, including first and second place. Our team won

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

	<p>first place on island. As a result, our top 2 students qualify for the national competition, which will take place the second week of May in Washington, DC. Our coach will travel with them.</p> <p>Math Olympiad</p> <ul style="list-style-type: none"> Continuing from the first quarter (October-December, 2024), weekly practices were conducted with 16 students. The competition will take place on April 11.
<p>9.2. STEAM</p> <ul style="list-style-type: none"> <i>Requisitions</i> <i>Academics</i> 	<p>9.2. STEAM - Ongoing ✓</p> <ul style="list-style-type: none"> Requisitions: <ul style="list-style-type: none"> Updated: We are now following up with GDOE on the following remaining science lab items requested: <ul style="list-style-type: none"> (1) science lab microscopes for use in science classes: <ul style="list-style-type: none"> Updated progress: Final GDOE approvals are in process as of 4/1/25 and this request for microscopes may soon be converted to purchase order. (2) wall mounted cabinets for storage of science items (classroom equipment/supplies) <ul style="list-style-type: none"> Updated progress: Vendor has delivered these cabinets to GDOE and as of 4/1/25 we are awaiting delivery to our school. We are awaiting the vendor to deliver remaining item on a purchase order: <ul style="list-style-type: none"> (3) awaiting remaining computer with video editing software for use in digital art classes. Updated: For the attempted request for the following items, they had passed the deadline of September 30, 2024 to convert to a purchase order. Our school has submitted new paperwork to GDOE to request requisition of these items under this FFY24 requisition cycle: <ul style="list-style-type: none"> (1) musical instruments and music equipment and supplies (2) DSLR cameras and related accessories for our art classes We requested quote for other art items listed in our grant narrative but unable to get a vendor to quote those remaining items. <ul style="list-style-type: none"> Academics: Estimated 284 students participating in STEAM courses/activities, grades 9 through 12.
<p>9.3. Sports and Athletics</p> <ul style="list-style-type: none"> <i>Requisitions</i> 	<p>9.3. Sports and Athletics – Ongoing ✓</p> <ul style="list-style-type: none"> Requisitions: <ul style="list-style-type: none"> Updated: Requisition of plyometric boxes, elliptical, and volleyball standards (volleyball system - poles and net) converted to purchase order and we were awaiting delivery of these items, but our school received these on April 9, 2025. <i>Noted from the previous quarterly report (no progress/update):</i> 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.

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

9.4 Professional Development (PD)

- *Travel*

9.4. Professional Development – *Ongoing*

- **Implementation of PD strategies for travel completed during the first quarter:**
 - *2024 Gold Medal Squared Convention (volleyball)*, Scottsdale, AZ
December 6 – 8, 2024
Two (2) travelers attended this event.
Strategies learned will be implemented at the start of volleyball season, in the fourth reporting quarter.
- **Travel completed during this second quarter reporting period:**
 - *2025 United Soccer Coaches Convention*, Chicago, IL
January 8 – 12, 2025
Two (2) travelers attended this event.
 - *2025 American Choral Directors Association National Conference*, Dallas, TX
March 18 – 22, 2025
One (1) traveler attended this event.
 - *2025 Council for Exceptional Children (CEC) Convention & Expo*, Baltimore, MD
March 12 – 15, 2025
Two (2) travelers attended this event.
- **Preparations began this quarter for the following travel to occur over the third quarter reporting period:**
 - *2025 National Association of Basketball Convention*, Chicago, IL
April 3 – 7, 2025
Two (2) travelers attending this event.

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

Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2024	Performance Target End of March 2025	Performance Target End of June 2025	Performance Target End of September 2025
9.1: Academic Special Events									
Math Counts,	a) By the end of the SY	Student survey	Percentage of	Yes	FY '23	Target:	Target:		

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

Math Olympiad, and National Forensic League	24-25, at least 68% of students competing in the ASE will indicate more engagement in learning and greater confidence in handling academic work.		ASE student competitors who indicate more engagement in learning and greater confidence in handling academic work as a result of competing in the Academic Special Events.			<u>APR:</u> 100% (15 out of 15) indicated greater engagement in learning and greater confidence in handling academic work	Survey not administered at this time. <u>Actual:</u> School awaiting invite from the LR project for students to participate in an ASE. Survey to be administered in the 3 rd quarter.	Survey not administered at this time. <u>Actual:</u> ASE competitions underway. Survey to be administered in the 3 rd 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		<u>FY '23</u> <u>APR:</u> 56 students <i>Note: out of a total of (total no. of students that could join ASE activities in SY 23-24), so rate of initial interest =8.96% (56/625)</i>	<u>Target:</u> Counts to be taken this quarter. <u>Actual:</u> 67 students <i>Note: out of a total of (total no. of students that could join ASE activities in SY 24-25), so rate of initial interest =10.53% = (67/636)</i>	<u>Target:</u> Counts taken in the first quarter. <u>Actual:</u> 67 students .		
9.2: STEAM	a) At least 52% of participating students will indicate greater	Student survey	% of participating students who	Yes		<u>FY '23</u> <u>APR:</u> 92% (24	<u>Target:</u> Survey not administered at	<u>Target:</u> Survey not administered		

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

	learning engagement and confidence in handling academic work.		indicate greater learning engagement and confidence in handling academic work		out of 26) indicated greater learning engagement and 69% (18 out of 26) felt more confident in handling academic work	this time. Actual: Ongoing STEAM instruction Survey to be administered in the 3 rd quarter.	at this time. Actual: Ongoing STEAM instruction Survey to be administered in the 3 rd 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 STEAM related college degree	Yes	FY '23 APR: Of those surveyed, 42% (11 out of 26) STEAM-participating high school students also participating in Sports & Athletics indicated developing an interest in pursuing a STEAM-related college degree	Target: Survey not administered at this time. Actual: Ongoing STEAM instruction. Survey to be administered in the 3 rd quarter.	Target: Survey not administered at this time. Actual: Ongoing STEAM instruction. Survey to be administered in the 3 rd quarter.		
9.3: Sports & Athletics	At least 55% of participating students will indicate greater	Student survey	% of participating students who	Yes	FY '23 APR: 87% (20	Target: Survey not administered at	Target: Survey not administered		

Grant Award #: S403A240002

	learning engagement and confidence in handling academic work.		indicate greater learning engagement and confidence in handling academic work		out of 23) indicated greater learning engagement and 78% (18 out of 23) felt more confident in handling academic work.	this time. Actual: Ongoing sports and athletics. Survey to be administered in the 3 rd quarter.	at this time. Actual: Ongoing sports and athletics. Survey to be administered in the 3 rd quarter.		
9.4: Professional Development (PD) <i>(Note: This is a new added component to the HCA's Year 2 application.)</i>	<p>At least 60% of participating teachers will indicate classroom application of PD-learned teaching strategies.</p> <p>At least 20% increase from baseline of Cardio-Pulmonary Resuscitation (CPR)-certified teachers (at least one per grade level K5-12th).</p>	<p>Teacher survey</p> <p>School listing of Certified CPR Trainees</p>	<p>% of teachers who indicate classroom application of PD-learned teaching strategies</p> <p>Count of CPR-certified teachers per grade levels K5-12th</p>	<p>Yes</p> <p>Yes</p>	<p>No baseline data</p> <p>Baseline data to be established in FY '24.</p> <p>From current School Listing: 23</p> <p><i>(Note: These CPR certifications were not</i></p>	<p>Target: Survey not administered at this time.</p> <p>Actual: Ongoing PD travel/trainings.</p> <p>Survey to be administered in the 3rd quarter.</p> <p>Target: Count not taken at this time.</p> <p>Actual: Ongoing trainings/certification.</p> <p>Count to be taken in the 3rd</p>	<p>Target: Survey not administered at this time.</p> <p>Actual: Ongoing PD travel/trainings</p> <p>Survey to be administered in the 3rd quarter.</p> <p>Target: Count not taken at this time.</p> <p>Actual: Ongoing trainings/certification.</p>		

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

					funded under the CG.)	quarter.	Count to be taken in the 3 rd quarter.		
--	--	--	--	--	-----------------------------	----------	---	--	--

PART II: *Successes, Challenges, and Evaluation*

<p style="text-align: center;">Evidence of Success/Progress</p> <p><i>Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).</i></p>	<div style="text-align: right;">✓</div> <p>Successes/Progress:</p> <ul style="list-style-type: none"> 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. To see if this might be an indication of a build-up of interest among HCA students towards getting involved in academic competitions and not just a result of increase in student enrollment, the rates of initial interest are compared between this year's and the previous year's. Thus, with the total count of students enrolled in the 4th-12th grades during the two school years, following are the rates of initial interest: for SY 23-24 (<u>56/625</u>) and SY 24-25 (<u>67/636</u>), the rates are 8.96% and 10.53%, respectively. Based on this, it would seem that the rate of student interest in joining one or more ASE is trending upwards. 12 out of 18 (67%) of our practicing students qualified for chapter competition in the Math Counts. Of those 12 that qualified, 3 students, or 25%, finished in the top 4. 100% of those that competed in the chapter competition, all 12 students, qualified for the state competition. <p>Other activity details that support the school's tracking towards progress in meeting its annual objectives this year:</p> <p>We have now received almost all of the science items that were converted to purchase orders. These items include:</p> <ul style="list-style-type: none"> 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 received April 9, 2025. <p>We were able to send two coaches to the <i>2025 United Soccer Coaches Convention</i> and our soccer coaches plan to apply what they learned to help the student soccer players think critically and strategize over an extensive set of aspects in the game of soccer, including form, offensive and defensive strategies, how to drill/practice, and recording and analyzing the effectiveness of what is applied.</p> <p>For the <i>2025 American Choral Directors Association National Convention</i>, our music faculty are able to apply new instruction</p>
---	---

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

	<p>methods, applying kinesthetics and physical movement to aid music students in tone production. One key area covered in this professional development was around the issue of vocal health, and other teachers can greatly benefit from this as they need to use their voice frequently throughout the day in classroom instruction.</p> <p>As reported in travel reports for our two travelers to the <i>2025 Council for Exceptional Children (CEC) Convention & Expo</i>, they made some valuable connections for resources/learning materials to benefit students, and our travelers also connected with professionals in different areas of the educational field.</p> <p>Evaluation: No survey data was collected during this second quarter, but with practices underway and competitions in progress for the Academic Special Events (ASE), we had great success, with several students participating in chapter and state competitions on Guam for Math Counts.</p> <p>Also, for the conferences for professional development of our athletics coaches, music teachers, and special teachers (teachers of special needs / gifted students) that happened this second quarter, they brought back knowledge, skills, and strategies to apply in our athletics and musical arts programs as well as for our gifted students and students with special needs.</p>
<p>Observations and/or Challenges <i>List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?</i></p> <p><i>At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.</i></p>	<p style="text-align: right;">✓</p> <p>Challenges: The main challenge this quarter is the continued efforts on the requisition and receiving of several items as we follow up with vendors and with GDOE.</p> <p>Observations: 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.</p> <p><i>Special note on professional development:</i> One of the most beneficial activities to our school was the travel for professional development. As we continue to send travelers to professional development events and they come back and share with fellow staff what they have learned, we see more and more how valuable this is in helping guide and shape the quality of education at our school.</p>

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

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

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

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

We are only in the second 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
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

April 10, 2025
DATE

Sylvia T. Calvo
PROJECT MANAGER NAME (PRINT)


PROJECT MANAGER (SIGNATURE)

05/12/25
DATE

FEDERAL PROGRAMS DIVISION



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

Project No. 10

Guam Adventist Academy (GAA)

Quarterly Report Documents:

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

April 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**

April 10, 2025

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

FPD/GAA 25-253

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

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

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

PROJECT COORDINATOR: Joaquina Vega

PROJECT MANAGER: Sylvia T. Calvo, FPD Grant Director

STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana

STATE DATA OFFICER: Ana O. Aguon

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



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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K – 5	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.

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

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

10.1. Professional Development (PD) & Academic Performance

- **PD Training:** For FY '24, GAA requested training on the
 - *Active Panel 9 End-User Training*
 - *Classroom Instruction That Works (CITW)*
 - *Cooperative Learning and Student Engagement Strategies*
 - *Sheltered Instruction Observation Protocol (SIOP)*
 - *Higher Order Thinking Skills*
 - *STEAM Science Training*
 - *Next Generation Science Standards*
 - *Technology Integration*
 - *High-quality Instruction for High-ability Students*
 - *Using Assessment Data for Educational Planning and Interventions*
 - *Math Instructional Strategies*
 - *Literacy Training – Training on Effective Literacy Strategies*
 - *Conscious Discipline*

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.
- Two teachers attended the training sessions on the *Next Generation Science Standards (NGSS)* on January 31, February 7, 21, and 28, 2025, at the GDOE.
- The school is awaiting invites from the CG projects on the requested training listed in the left column.

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.

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

10.2 Special Events & Opportunities

- Academic Special Events
- Visual Performing Arts (VPA)

10.3 Career-Oriented Programs and Assessment

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

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.

Word was received from the GDOE that the possibility of a one (1) day event was being explored. The final schedule came out on the week of March 13 with competitions starting the following week. The coach was not able to participate with the students this season because unexpectedly she was taken to the hospital with a medical condition.

Visual Performing Arts (VPA):

- The *GAA Christmas Concert* was held on December 5, 2024 with the participation of seventy-five (75) students. Parents and community attended having a marvelous time enjoying together.
- The *Tumon Bay Music Festival* (competition) held from February 26 to March 8, 2025. Eleven (11) students participated.
- Students are preparing for the *Spring Concerts* and it is estimated that seventy-five (75) students will participate.

STEAM:

- *UOG Chemistry Titration Competition*. UOG did not release the date yet. They are in the planning stage.

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 on April 22, 2025 at the UOG.

10.4 School Climate, Culture and Engagement

Health & Physical Fitness: *Ongoing*

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

10.4 School Climate, Culture and Engagement

- **Health & Physical Fitness**
 - P.E. Classes

- **First Aid & CPR Training and Certification**

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 to 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

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

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

					<p><i>Technology in Education (ISTE) Live.</i></p> <p>Among teacher attendees to the local training on the <i>Promethean Board</i>, 92% indicated applying in the classroom what they learned from the training.</p>		quarter		
	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	<p><u>SY 23-24 Spring MAP results:</u></p> <p><u>Math</u> 3rd - 69% 4th - 29% 5th - 43% 6th - 64% 7th - 51% 8th - 76% 9th - 100% 10th - 85% 11th - 100% 12th - 72%</p> <p><u>Reading</u> 3rd - 54% 4th - 43% 5th - 72% 6th - 76% 7th - 63% 8th - 51% 9th - 80% 10th - 92% 11th - 66% 12th - 100%</p>	<p><u>Target:</u> MAP test results not available at this time.</p> <p><u>Actual:</u> MAP Spring summative assessment to take place in the 3rd quarter.</p> <p><u>Target:</u> MAP test results not available at this time.</p> <p><u>Actual:</u> MAP Spring summative assessment to take place in the 3rd quarter.</p>	<p><u>Target:</u> MAP test results not available at this time.</p> <p><u>Actual:</u> MAP Spring summative assessment to take place in the 3rd quarter.</p>		

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

					<u>Science</u> 3 rd - 45% 4 th - 43% 5 th - 57% 6 th - 76% 7 th - 76% 8 th - 88% 9 th - 99% 10 th - 84% 11 th & 12 th - Data not available for reporting due to small class size.	<u>Target:</u> MAP test results not available at this time. <u>Actual:</u> MAP Spring summative assessment to take place in the 3 rd quarter.	<u>Target:</u> MAP test results not available at this time. <u>Actual:</u> MAP Spring summative assessment to take place in the 3 rd 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.	Student Participant List	% of student participants to STEAM activities, and other academic and non-academic special events	Yes	<u>FY '23 APR:</u> Six (6) middle School students participated in ACB	<u>Target:</u> Planning and conduct of special events <u>Actual:</u> Count to be provided in the 2 nd qtr.	<u>Target:</u> Planning and conduct of special events <u>Actual:</u> Middle School ACB, there were seven (7) students interested. High School ACB, there were four (4) students interested.		
	a) By the end of SY 24-25 at least 58% of participating students will report they are more engaged in	Student survey	% of participating students who report they are more engaged in	Yes	<u>FY '23 APR:</u> 87% of respondents indicated more learning	<u>Target:</u> Survey not administered at this time	<u>Target:</u> Survey not administered at this time		

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

	learning and confident in handling academic work		learning and confident in handling academic work		engagement & 81% reported greater confidence in handling academic work	Actual: Survey will be conducted during the 3 rd quarter.	Actual: Survey will be conducted during the 3 rd 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 3 rd quarter.	Target: Survey not administered at this time Actual: Survey will be conducted during the 3 rd 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 information	Target: Survey not administered at this time Actual: Survey will be conducted during the 3 rd quarter.	Target: Survey not administered at this time Actual: Survey will be conducted during the 3 rd quarter.		
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	Target: Ongoing health and safety activities Actual: Ongoing health (P.E.) and safety activities. Survey to be		

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

	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	<u>FY '23 APR:</u> (P.E.) 85% of participating students reported greater engagement in learning and confidence in handling academic work.	conducted in the 3 rd quarter. <u>Target:</u> Ongoing health and safety activities <u>Actual:</u> Ongoing health (P.E.) and safety activities. Survey to be conducted in the 3 rd quarter.	conducted in the 3 rd quarter. <u>Target:</u> Ongoing health and safety activities <u>Actual:</u> Ongoing health (P.E.) and safety activities. Survey to be conducted in the 3 rd quarter.		
--	--	----------------	---	-----	---	---	---	--	--

PART II: Successes, Challenges, and Evaluation

Evidence of Success/Progress <i>Per component, list quantifiable evidence using performance measures data, that supports the project's tracking towards success/progress in meeting its annual objectives (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY).</i>	<p>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.</p>	✓
Observations and/or Challenges <i>List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?</i> <i>At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.</i>	<p>A new full-time Principal was hired this school year. He will oversee the implementation of some activities in the grant.</p>	✓

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

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: Guam Adventist Academy

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

Joaquina Vega

PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

05/04/2025

DATE

Sylvia T. Calvo

PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGNATURE)

05/12/25

DATE

FEDERAL PROGRAMS DIVISION



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

Project No. 11

Providence International Christian Academy (PICA)

Quarterly Report Documents:

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

April 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**

April 10, 2025

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

FPD/PICA 25-254

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

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

PROJECT COORDINATOR: Michelle Moyer

PROJECT MANAGER: Sylvia T. Calvo, FPD Grant Director
STATE PROGRAM OFFICER: Shannon Bukikosa-Esplana

STATE DATA OFFICER: Ana O. Aguon

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

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

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

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

LIST THE PROJECT GOAL:

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

LIST THE PROJECT OBJECTIVES:

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

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

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

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

<p>➤ In this column, list all the Project Components.</p> <p>➤ <u>In bullet form</u>, list all the specific activities falling under each Component.</p> <p>➤ <i>Insert Additional rows as needed.</i></p>	<p>➤ For each activity listed in the previous column, state the status of each activity (<i>ongoing, delayed, or completed</i>), and describe the details of the work accomplished during the period. Specify the <i>what, when, where, how, how many participants (a primary data or 'count')</i>, etc. Primary data may be presented in narrative form, or as a table or graph.</p> <p>➤ If there was an activity that was not implemented during this reporting period, then simply indicate “REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER”. Include the reason why the activity was not conducted for the quarter.</p>
<p>Component 1. After-School Tutoring</p>	<p>Component 1. After-School Tutoring: Ongoing</p> <p>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.</p> <p>The After-School activity consists of instruction in reading, math, and creative writing as well as fine arts activities such as piano, art, and basic dance. Students are given reading and writing activities based on their individual level in each subject. Math tutoring consists of learning and mastering basic operations and higher math concepts as needed by the individual student. On specific days of the week the (Mondays: Art), (Tuesdays: Dance) Fine arts activities are held. Students taking piano lessons practice and receive ongoing instruction every day during the after-school time.</p> <p>Since the 1st quarter up to the present, the school has been working on finalizing a Standard Service Agreement (SSA) for this activity with the assistance of the Federal Programs Division (FPD). The PICA aims to utilize two (2) school staff to provide after-school tutoring instruction to students who need supplemental help in math and/or reading, guided practice for those taking piano lessons, and supplemental instruction in art and dance.</p> <p>This activity has been operating for the entire school year without compensation to the teachers. ✓</p>
<p>Component 2. STEAM Classes or Activities</p>	<p>Component 2. STEAM: Ongoing</p> <ul style="list-style-type: none"> • Regular STEAM classes are ongoing. Students use laptops and iPads to do research and write essays. They also use them for interactive games, which enhances the use of technology in the classroom. • Student participants in STEAM courses/activities for SY 24-25: <ul style="list-style-type: none"> o 12 Elementary students o 2 Middle School students o 9 High School students are participating in STEAM activities • Reporting on Drone kits and STEM kits that have been requisitioned is still not applicable for this 2nd quarter because the kits have not been provided. The school continues to await the STEAM kits that were ordered from the CG. Training on the use of an

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

	<p>aquaponics kit received by the school earlier will be conducted during the Summer of 2024 under the Life Readiness (LR) project.</p> <ul style="list-style-type: none"> • During the 1st quarter, students participated in planting seeds for the garden; however, the anticipated aquaponics system was not provided for students to complete their garden project. Waiting for the aquaponics system continues on in the 2nd quarter.
Component 3. VPA Activities	<p>Component 3. VPA Activities: Ongoing</p> <ul style="list-style-type: none"> • The piano for this activity was delivered the last week of SY 23-24. Students were able to have their final lesson using the piano. This was not enough time for a complete understanding of the instrument and implementation in the classroom. Full usage for the purposes of piano lessons and music theory will be implemented in SY 24-25. • Student participants in VPA activities for SY 24-25: <ul style="list-style-type: none"> o 12 Elementary students o 2 Middle school students o 9 High school students • Some requested supplemental materials received by the PICA include: a <i>piano</i> for use in choir, piano, and music classes (last week of FY '23), and <i>drawing boards</i>, <i>drawing paper</i>, and <i>pencils</i> (FY '24 1st quarter). <p>Pending additional materials, which are still being requisitioned and/or are awaiting delivery, include the following instructional items: <i>easels</i> and <i>colored pencils</i>, as well as <i>laptops</i> specifically for instruction in graphic design.</p>
Component 4. Professional Development (PD)	<p>Component 4. Professional Development (PD) Training: Ongoing</p> <ul style="list-style-type: none"> • Since FY '23, PICA has requested for professional development training on <i>Classroom Instruction that Works (CITW)</i> for two (2) teachers. • Up to the present, PICA is awaiting the invite and other information on the CITW training from the Curriculum-Instruction-Assessment (CIA) project. Unfortunately, this training is not included in the list of CIA sponsored training for the FY '24 grant year.

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

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

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

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

	engagement and confidence in handling academic work		and confidence in handling academic work		a greater sense of learning engagement, and 33% feel more confident handling academic work	Still awaiting STEAM kits. Survey to be conducted in the 3 rd quarter.	Still awaiting STEAM kits. Survey to be conducted in the 3 rd 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 3 rd quarter.	Target: Survey not administered at this time Actual: Ongoing instruction, still awaiting STEAM kits. Survey will be conducted in the 3 rd quarter.		
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	Student Survey	% of participating students who report a greater sense of learning engagement and	Yes	In SY 23-24 , 86% indicated a greater sense of learning engagement	Target: Survey not administered at this time Actual: Ongoing	Target: Survey not administered at this time Actual:		

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

	confidence handling academic work		confidence in handling academic work		and felt more confident in handling academic	instruction. Some materials for use was received at the end of SY 23-24 2 nd qtr. Survey will be conducted in the 3 rd quarter.	Ongoing Instruction Survey will be conducted in the 3 rd 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 <i>(Note: CITW training, which was the sole training PICA requested for, was not offered in FY '23.)</i>	Target: Survey not administered at this time Actual: PICA awaits invite from the CIA project for the FY '24 PD on Classroom Instruction that Works. Survey will be administered in the 3 rd quarter.	Target: Survey not administered at this time Actual: PICA still awaits an invite from the CIA project for a PD on Classroom Instruction that Works. However, from the CIA		

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

project,
the CITW
training is
not part of
their FY
'24 list of
PD
training.

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 2nd quarter 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 – As in the 1st quarter, participation in this activity was not completed as anticipated this 2nd quarter because the equipment (aquaponics steam kit) was still not received at this time.

Component 3: VPA Activities – With the ongoing delay in delivery of art supplies, students have continued participating in this activity only in a rudimentary manner since the previous quarter.

Component 4: Professional Development – This activity was not available to teachers during this quarter. CITW, the only training requested by the PICA, is not part of the list of CIA-sponsored training for FY '24.

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

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

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

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: PROVIDENCE INTERNATIONAL CHRISTIAN ACADEMY

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

Michelle Moyer

PROJECT COORDINATOR NAME (PRINT)

Michelle Moyer

PROJECT COORDINATOR NAME (SIGNATURE)

5/9/2025

DATE

Sylvia T. Calvo

PROJECT MANAGER NAME (PRINT)

Sylvia T. Calvo

PROJECT MANAGER (SIGNATURE)

05/12/25

DATE

FEDERAL PROGRAMS DIVISION



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

Project No. 12

Japanese School of Guam (JSOG)

Quarterly Report Documents:

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

April 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**

April 10, 2025

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

FPD/JSOG 25-255

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

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

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

PROJECT COORDINATOR: **Saeko Tokito**

PROJECT MANAGER: **Sylvia T. Calvo**

STATE PROGRAM OFFICER: **Shannon Bukikosa-Esplana**

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

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



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

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

LIST THE PROJECT GOALS:

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

LIST THE PROJECT OBJECTIVES:

Promoting student participation in physical activities improves student health and safety. By expanding student access to engaging and stimulating playground equipment, fundamental physical development skills can be attained. Such skills, to include sensory awareness, balance, and core strength, can lead students to improved physical fitness performance and greater participation in physical activities during recess breaks.

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

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

- 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
<p>Health & Safety</p> <p>12.1 Student Physical Fitness</p> <ul style="list-style-type: none"> • Installation of supplemental physical fitness resources 	<ul style="list-style-type: none"> • Installation of supplemental physical fitness resources: <i>Completed</i> <p>The Japanese School of Guam (JSOG) received the portable playground equipment in November 2024, and its installation was completed in January 2025.</p> <ul style="list-style-type: none"> • Student physical fitness: “<i>Pre-use</i>” 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). <p>This fitness test measured “<i>grip strength</i>”, “<i>upper body sit-up</i>”, “<i>seated forward bend</i>”, “<i>repetitive horizontal jump</i>”, “<i>20-meter shuttle run</i>”, “<i>50-meter run</i>”, “<i>standing long jump</i>”, and “<i>ball throwing</i>”.</p> <p>A “<i>post-use</i>” 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). However, this initial plan did not take place because the ground on which the <i>portable playground equipment</i> is installed was still needing maintenance, which delayed access to the students’ use of the newly installed playground equipment.</p>

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

	<p>Since a new school year will start in April 2025 for the JSOG, a set of preliminary ‘<i>pre-use</i>’ fitness measurements for the school’s new set of students will be taken in April 2025, and then ‘<i>post-use</i>’ fitness measurements will again be taken in September 2025 (last month of FY ’24), after about five months of access and use of the portable physical facility.</p>
<p>12.2 Student Learning Engagement</p> <p>Survey on student learning engagement</p>	<div style="text-align: right;">✓</div> <ul style="list-style-type: none"> • Survey on student learning engagement: <i>Ongoing</i> <p>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.</p> <p>A baseline student engagement survey was administered in June 2024 (‘<i>pre-use</i>’) to determine the portion of students who consider themselves currently engaged in learning, even without the equipment being installed yet. Survey results showed that among students who engaged in physical activity (<i>playing during recess, or participating in school sports, or attending a PE class</i>), 77% consider themselves to be engaged in learning, and 91% feel confident in handling academic work.</p> <p>A ‘<i>post-use</i>’ student engagement survey which would have been conducted during the last month of the Japanese school’s academic year (April 2024 – March 2025), in March 2025 (<i>FY ’24 2nd fiscal quarter</i>), to determine if utilization of the playground equipment helped enhance student ability to focus and learn did not happen, since this batch of students were not able to have access and use of the physical facility.</p> <p>Since the JSOG begins a new school year in April 2025, the FY ’24 student engagement survey will take place in September 2025 to allow time for the new batch of students to utilize the playground facility.</p>

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

PART I: Section 2. Means of Evaluating Program Outcomes Chart (or Performance Measures Chart)									
Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2024	Performance Target End of March 2025	Performance Target End of June 2025	Performance Target End of September 2025
Health and Safety Promoting Student Participation in Physical Activities	a) By the end of the SY 24-25, the average raw score from the annual fitness test will increase by 2% over baseline	Results of Physical Education Annual Fitness Test	Average raw score points from the annual fitness test	Yes	Baseline average raw score from SY 21-22 Annual Fitness Test = 276.98	Target: Students engaging in physical activity utilizing supplemental resources Actual: Due to procurement delays in FY '23, installation of the portable playground equipment, delivered in November 2024, has just now completed (Jan. 2025). “Pre-use” Fitness test administered right before completion of installation showed an average fitness score of 289.9 for	Target: Students engaging in physical activity utilizing supplemental resources Actual: Due to the ground still needing maintenance, the previous batch of students were not able to access and use the installed playground equipment, prior to the school’s close in March 2025. With a new batch of students for the new school year in April 2025, the ‘pre-use’ fitness test will be administered again prior to use of the portable		

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

						the school's K-9 th grade students.	playground equipment, and then 'post-use' fitness test in September 2025 (last month of FY '24).		
	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.	<p><u>Target:</u> Students engaging in physical activity utilizing supplemental resources</p> <p><u>Actual:</u> This survey will be administered during the last quarter of the academic year in March 2025, following the Japanese school calendar year, which runs from April to March.</p>	<p><u>Target:</u> Students engaging in physical activity utilizing supplemental resources</p> <p><u>Actual:</u> Due to delays in the use of the playground caused by floor tile repairs, the survey (which will generate the data for participation rate) will now be conducted in September 2025, to allow time for students to utilize the playground facility.</p> <p>The repair work is expected to be completed by the end of June.</p>		
	c) By the end of SY 24-25, at least 50% of students will indicate greater engagement with	Student survey	% of students who indicate greater engagement with learning	Yes	Student Engagement Survey results in June 2024:	<p><u>Target:</u> Students engaging in physical activity utilizing supplemental resources</p>	<p><u>Target:</u> Students engaging in physical activity utilizing supplemental resources</p>		

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

	learning and confidence in handling academic work		and confidence in handling academic work		77% consider themselves to be engaged in learning, and 91% feel confident in handling academic work	<u>Actual:</u> This survey will be administered during the last quarter of the academic year in March 2025, following the Japanese school calendar year, which runs from April to March.	<u>Actual:</u> Due to delays in the use of the playground caused by floor tile repairs, the survey will now be conducted in June September 2025. The repair work is expected to be completed by the end of June.		
--	---	--	--	--	---	--	--	--	--

PART II: Successes, Challenges, and Evaluation

<p>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).</p>	<p>Installation of the portable physical fitness equipment was completed in January 2025. However, due to the ground still needing maintenance, the previous batch of students were not able to access and use the installed playground equipment, prior to the school's close in March 2025.</p> <p>With a new batch of students for the JSOG's new school year in April 2025, the 'pre-use' fitness test will be administered again prior to the students' use of the playground facility, and then 'post-use' fitness test in September 2025 (last month of FY '24).</p> <p>A student engagement survey conducted in-September 2025 is anticipated to yield 'starting data' attesting to greater student engagement and confidence in handling academic work.</p>	✓
---	--	---

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

<p>Observations and/or Challenges <i>List any major observations and/or challenges encountered that affected the implementation of an activity for the quarter (e.g., issues with data validity, procurement timelines). What strategies are being employed by the project in order to ensure meeting its annual objectives?</i></p> <p><i>At the end of the fiscal year, list the reasons why the established goals (and/or project objectives) were not met, if appropriate.</i></p>	<p style="text-align: right;">✓</p> <p>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 (<i>based on the JSOG's approved FY '23 CG application</i>), item delivery took place in November 2024, and installation was completed in January 2025.</p> <p>During the installation of the new playground equipment, the process caused significant damage to the surrounding ground surface, resulting in broken and uneven floor tiles. As a result, the area has been deemed unsafe for student use. Repair work is currently underway and is expected to be completed by the end of June 2025.</p>
<p><i>What methods, tools, and processes are used to evaluate outcomes and the quality of implementation?</i></p>	<p style="text-align: right;">✓</p> <p>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.</p> <p>Prior to the portable fitness equipment installation being completed, a '<i>pre-use</i>' Fitness Test was conducted by the school for all its students in the previous school year. The '<i>post-use</i>' fitness test never took place for this set of students due to delay in the access and use of the physical facility, as the ground in which it was installed was deemed unsafe for students because of broken floor tiles.</p> <p>With a new school year starting for the JSOG in April 2025, the same '<i>pre-use</i>' fitness test will be conducted for the new batch of students. Then a '<i>post-use</i>' Fitness Test to determine impact of usage of the equipment to student physical fitness will again be conducted in-September 2025 (last month of FY '24).</p>

QUARTERLY REPORT CERTIFICATION

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

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

Saeko Tokito

PROJECT COORDINATOR NAME (PRINT)

Saeko Tokito

PROJECT COORDINATOR NAME (SIGNATURE)

4/10/2025

DATE

Sylvia T. Calvo

PROJECT MANAGER NAME (PRINT)

Sylvia T. Calvo

PROJECT MANAGER (SIGNATURE)

05/12/25

DATE

FEDERAL PROGRAMS DIVISION



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

Project No. 13

State Administration

Quarterly Report Documents:

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

April 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**

April 10, 2025

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

FPD/STATE 25-256

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

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

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

PROJECT MANAGER: Sylvia T. Calvo, Grant Director

STATE PROGRAM OFFICER: Sean Rupley | Hope Cruz

STATE DATA OFFICER: Ana O. Aguon

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

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

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

LIST THE PROJECT GOALS:

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

Administration/Supervision/Technical Assistance/Workshops

- 13.1.1. **MODIFIED:** 90% of LEAs (public, charter, PNP) will report satisfaction with process handling and implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the SEA.
 - *(Note: The percentage goal on this performance measure for FY '25 or Year 3 was adjusted (from 93% to 90%) based on the actual percentage at the end of FY '22 (84%), which was the latest updated baseline data available at the time of this FY '24 application submission.)*
- 13.1.2. 93% of GDOE stakeholders will report (a) effective, timely, and relevant information received, (b) improved knowledge of pertinent grant information, programs, and requirements, and (c) receipt of high-quality support, guidance, consultation, and technical assistance during the workshops.

Grant Meetings, Workshops / Grants Management Certification and Training

- 13.2.1. **MODIFIED:** 90% of GDOE and project personnel (GDOE Chief State School Officer, Project Managers, and key LEA/SEA personnel) will report increased understanding of proper grants management, project design, planning, evaluation, implementation planning, implementation fidelity, and developing and designing services and activities to better serve the students and teachers within the district.
 - *(Note: The percentage goal on this performance measure for FY '25 or Year 3 was adjusted (from 96% to 90%) based on the*

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

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.)

Annual Objectives:

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

Administration/Supervision/Technical Assistance/Workshops

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

Grant Meetings, Workshops/Grants Management Certification and Training

- 13.2.1. GDOE and project personnel (GDOE Chief State School Officer, Project Managers, and key LEA/SEA personnel) will report increased understanding of proper grants management, project design, planning, evaluation, implementation, and developing and designing services and activities to better serve the students and teachers within the district.
 - Year 1 @ 94%
 - Year 2 @ **MODIFIED:** 88% (*Note: The annual target percentage for FY '24 or Year 2 was adjusted (from 95% to 88%) based on the actual percentage at the end of FY '22 (84%), which was the latest baseline data the project had available at the time of this FY '24 application submission.*)
 - Year 3 @ **MODIFIED:** 90% (*Note: The annual target percentage for FY '25 or Year 3 was adjusted (from 96% to 90%) based on the actual percentage at the end of FY '22 (84%), which was the latest baseline data the project had available at the time of this FY '24 application submission.*)

**LIST THE PROJECT
OBJECTIVES:**

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

PART I: Section 1. Activities & Work Accomplished

COMPONENT & ACTIVITIES (including travel)	WORK ACCOMPLISHED & PRIMARY DATA GENERATED
<p>➤ In this column, list all the Project Components.</p> <p>➤ In bullet form, list all the specific activities falling under each Component.</p> <p>➤ <i>Insert Additional rows as needed.</i></p>	<p>➤ For each activity listed in the previous column, state the status of each activity (<i>ongoing, delayed, or completed</i>), and describe the details of the work accomplished during the period. Specify the <i>what, when, where, how, how many participants (a primary data or 'count')</i>, etc. Primary data may be presented in narrative form, or as a table or graph.</p> <p>➤ If there was an activity that was not implemented during this reporting period, then simply indicate “REPORTING ON THIS ACTIVITY NOT APPLICABLE FOR THIS QUARTER”. Include the reason why the activity was not conducted for the quarter.</p>
<p>13.1 Administration/ Supervision/ Technical Assistance Workshops</p>	<p>The FPD team continues to conduct check-in meetings and onsite monitoring to ensure that federally funded activities comply with all relevant regulations and consistently meet performance standards. This oversight helps maintain accountability and alignment with Federal requirements. The FFY 2024 2nd Quarter check-in meeting was conducted on March 5, 2025 to discuss the FFY 2025 Consolidated Grant (CG) Application with the Stakeholder Feedback and Consultative Workshop on February 19 -20, 2025, renewals of contracts, and upcoming travel activities (see row below for more details).</p> <p>Monthly professional development (PD) sessions are conducted amongst State Administration personnel. This includes sharing knowledge gained at off-island conferences to ensure the team remains aligned with the latest standards and creates a culture of continuous learning. The following PD sessions occurred during the 2nd Quarter:</p> <ul style="list-style-type: none"> • <i>January 2025</i>: Federal Guidance Regulations • <i>February 2025</i>: GDOE High Risk Designation from the U.S. Department of Education: What are Our Roles? How to Move Forward? • <i>March 2025</i>: Data Collection and Use • <i>March 2025</i>: National Grants Management Association – Travel Presentation <p>During the 2nd quarter, State Administration personnel received access to the Udemy Business online learning platform. This platform offers a wide range of self-paced courses across topics such as project management, data analysis, communication, compliance, and leadership. Staff are encouraged to use this resource to strengthen job-specific skills, explore new areas of professional growth, and support ongoing efforts to build internal capacity. The flexibility of on-demand learning allows employees to tailor their development to current responsibilities and future goals.</p>

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

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

- **Fixed Assets Management System:**
Guam Paks and our team continue to meet bi-monthly to review progress and challenges with the Fixed Assets Management System (FAMS) pilot. Key discussions include refining user roles, verifying system changes, enhancing data integrity, and establishing a test environment for training. GDOE's annual fixed assets inventory is underway, with 47,655 of 84,711 assets validated and 33 locations remaining. The process has been largely digitized, reducing paperwork through new scanners and tablets. Guam Paks has improved its school-facing website, introduced workflow updates, and proposed a dashboard for tracking asset trends. Discussions on the third contract renewal have begun, as it will involve the highest costs due to increased equipment distribution and on-site support. An updated project timeline is being requested, and cost-sharing considerations are essential for grant and budget planning.
- **Pacific Research and Evaluation, LLC (External Evaluator):**
Scheduling issues that previously affected regular meetings with the PRE have been resolved with a minor time adjustment. Project leads are reviewing their applications with the PRE to identify activities ready for implementation and those that will not be completed by the end of the school year. Due to scheduling conflicts, the PRE will conduct its visit virtually. In April, the PRE plans to collect data through focus groups, surveys, and assessments to evaluate project outcomes. Communication challenges with LR are being addressed, and the PRE has questioned the need for logic models, which will be discussed further in the next meeting. The final models are expected to be completed before the Consolidated Grant submission.
- **McREL (External Evaluator):**
Project leads are working with McRel to review which activities in their applications will be ready for implementation and which will not be completed by the end of the school year, which is essential for data evaluation. McRel's on-site visit (2/17-21/2025), led by Haley and Susanne, was successful, with observations of various projects, including parent group activities and focus groups with teachers and school principals. McRel also visited Project Tiningo and Project CSI. Due to the cancellation of contracts by the Department of Education, McRel's evaluation team has been reduced to two members, Mark and Haley, who are confident in completing their work on schedule. McRel has consistently submitted logic models as part of their contract, and there are no plans to revise them unless significant changes occur.
- **Tyler Munis Timekeeper:**
The team is finalizing cost-sharing for federally funded employees and awaiting an updated quote. Procurement is moving forward via subscription, with a core team overseeing implementation. The purchase order was sent to Tyler Munis, and an implementation manager will be assigned soon. The project timeline includes a six-week development phase starting in March 2025, training from May to August, and a pilot program before full implementation in October 2025. Transitioning from Kronos to Tyler Munis will improve payroll integration. The team will meet with Tyler to finalize requirements, training expected in July and August prior to rollout.

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

- **Effective Leadership and Communication:**

A list of past participants and their attended sessions will be provided to assist in scheduling remaining workshops before the current contract expires in 2025. As the contract cannot be renewed, alternative options are being explored for continuing professional development. A survey will be developed to gather feedback on future training needs, which will inform decisions regarding the procurement of professional development services.

- The FPD team continues to assist in non-CG projects (*Comprehensive Literacy State Development Grant (CLSD)*, *Federal Emergency Management Agency (FEMA)*) – Typhoon Mawar related damages, and *EDFacts* data submissions. The ongoing efforts ensure that these initiatives receive the necessary guidance and resources for success. Time Distribution Reports are continuously generated for these projects for time keeping.

- **Travel Activities:**

Insular Areas and Palau Technical Assistance Meeting: March 11-13, 2025 | Washington, D.C.
Conference was postponed.

National Grants Management Association Conference: March 12-17, 2025 | Washington, D.C.

Three (3) staff attended both the Annual Grants Training (AGT) and the Grants Management Book of Knowledge (GMBok) Training. The AGT is an extensive program that covers the full spectrum of grant management, focusing on areas such as compliance with federal and state regulations, financial oversight, reporting, and performance monitoring. It provides hands-on workshops, case studies, and real-world examples to address challenges faced by grant administrators and to improve their skills in navigating the grants lifecycle from application through closeout. The GMBok training, on the other hand, offers a comprehensive, competency-based framework that outlines key areas such as program design, financial management, and risk assessment, ensuring that participants have the expertise to handle complex grants administration tasks while maintaining accountability and sustainability. Both programs emphasize best practices, strategic oversight, and the practical application of knowledge to improve grant outcomes and project effectiveness.

TESOL International Convention & Expo: March 18-21, 2025 | Long Beach, California

Three (3) staff attended the Teaching English to Speakers of Other Languages (TESOL) International Convention & Expo. The TESOL convention is an annual event that brings together educators, researchers, and professionals from around the world who are involved in the teaching of English to non-native speakers. It provides a platform for sharing the latest research, teaching methodologies, and innovations in the field of English Language Teaching (ELT). Attendees participate in workshops, seminars, and networking opportunities to enhance their skills, collaborate with peers, and stay informed on emerging trends and best practices

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

- Appropriate staff attended and will continue to attend the *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.
- During the 2nd Quarter, multiple feedback sessions with schools allowed for ample time for feedback, discussion and finalization of inputs. Focus group sessions with principals and leadership teams were as follows:
 - January 14: Charter Schools
 - January 16: Private Non-Public Schools
 - January 21: GDOE Elementary Schools (*Haya/Kattan* Groups)
 - January 22: GDOE Elementary Schools (*Lagu/Luchan* Groups)
 - January 23: GDOE Middle Schools
 - January 24: GDOE High Schools
- The FFY 2025 Feedback Workshop was on February 19 (GDOE Elementary Schools) and February 20 (GDOE Secondary, GDOE High, Charter and PNP Schools). At the request of the school representatives, office-hours were open to schools from February 24-28, 2025 to further discuss their feedback and the project responses, if necessary.
- A *Project Progress Report* was curated to track all feedback collected during the focus group sessions, workshops and through any email correspondence. Each project and SPO were tasked with gathering and responding to each piece of feedback received and the FPD disseminated the most updated report to the schools.

FFY 2024 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A240002

PART I: Section 2. Means of Evaluating Program Outcomes Chart (or Performance Measures Chart)									
Project Activity <i>Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.</i> <i>Insert additional rows as needed.</i>	Corresponding Annual Objective <i>Enter the annual objective from 6b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Target vs. Actual)			
						Performance Target End of December 2024	Performance Target End of March 2025	Performance Target End of June 2025	Performance Target End of September 2025
13.1 Administration/ Supervision/ Technical Assistance Workshops	13.1.1 At least 88% of LEAs (public, charter and PNP) will report satisfaction with process handling and implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the SEA.	Quarterly monitoring reports Observation Reports Survey Results	% of LEAs indicating satisfaction with SEA administration, supervision, monitoring, consultation, and technical assistance	No	From FY '23 <u>APR</u> <u>(Updated)</u> : 84% of LEAs who responded to the survey reported satisfaction with process handling and implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the FPD.	<u>Target:</u> At least 84% <u>Actual:</u> No stakeholder survey administered at this time. Focus was on provision of guidance and technical assistance to all stakeholders in their beginning implementation of FY '24 activities.	<u>Target:</u> At least 86% <u>Actual:</u> 88%	<u>Target:</u> At least 87%	<u>Target:</u> At least 88%

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

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

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

district.

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

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

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

PART II: Successes, Challenges, and Evaluation

Evidence of Success/Progress

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

The *Stakeholder Survey* was administered by the Federal Programs Division (FPD) during the FFY 2025 Consolidated Grant Stakeholders Input and Consultative Workshop. This event was attended by all LEAs (public, charter, and PNP).

Following are some of the results, which show positive tracking by the State Administration/Federal Programs Division towards meeting its FY '24 annual objectives:

- ✓ **88% (meets the annual target)** of stakeholders indicated satisfaction with process handling and implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the SEA.
- ✓ **91% (1% short of the annual target)** of stakeholders reported effective, timely, and relevant information received, improved knowledge of grant information, programs, and requirements, and receiving high quality support, guidance, consultation and technical assistance during workshops.

Also administered by the FPD in the 2nd Quarter were two more surveys: a *Project Personnel Survey* completed by all Consolidated Grant (CG) project staff/LEA; and a *State Administration Survey* completed by all Federal Programs/SEA grant personnel, which provided data on the third performance measure:

- ✓ **83% (5% short of the annual target)** of key LEA/SEA grant/ project personnel reflecting better understanding of proper grant management, project design, planning, evaluation, developing and designing services and activities to better serve students and teachers within the district.

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

Observations and/or Challenges

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

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

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

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

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

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

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: STATE ADMINISTRATION

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

SEAN RUPLEY

PROJECT COORDINATOR NAME (PRINT)



PROJECT COORDINATOR NAME (SIGNATURE)

5/9/2025

DATE

SYLVIA T. CALVO

PROJECT MANAGER NAME (PRINT)



PROJECT MANAGER (SIGNATURE)

5-12-25

DATE

Guam Department of Education

Grant Status Report

Grant Status Report as of 4/1/2025 11:20:10 PM

Approp Yr	Project Code	Project Code Segment Description	Expense Category	Budget	Encumbrances	Requisitions	Actual Expenditures	Available Budget
23	86001	CONS. GRANTS STATE	REGULAR SALARIES	988,011.90	-	-	477,538.35	510,473.55
23	86001	CONS. GRANTS STATE	BENEFITS	345,076.35	-	-	206,137.63	138,938.72
23	86001	CONS. GRANTS STATE	OFF-ISLAND TRAVEL	127,732.90	-	-	-	127,732.90
23	86001	CONS. GRANTS STATE	AIR FARE	-	-	-	13,710.00	(13,710.00)
23	86001	CONS. GRANTS STATE	MISC.REIMBURSMENTS	-	-	-	-	-
23	86001	CONS. GRANTS STATE	REGISTRATION	-	-	-	-	-
23	86001	CONS. GRANTS STATE	HOTEL	-	-	-	9,664.98	(9,664.98)
23	86001	CONS. GRANTS STATE	MEALS	-	-	-	2,879.00	(2,879.00)
23	86001	CONS. GRANTS STATE	CAR RENTAL	-	-	-	438.66	(438.66)
23	86001	CONS. GRANTS STATE	CONTRACTUAL	187,873.03	28,462.75	7,500.00	16,656.76	135,253.52
23	86001	CONS. GRANTS STATE	PRINTING SERVICES	-	-	-	-	-
23	86001	CONS. GRANTS STATE	ADVERTISING	-	7,364.00	-	636.00	(8,000.00)
23	86001	CONS. GRANTS STATE	AUDIT FEES	-	-	61,784.88	12,726.38	(74,511.26)
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	-	3,220.14	-	4,132.00	(7,352.14)
23	86001	CONS. GRANTS STATE	SUBSCRIPTION FEE	-	4,955.04	-	-	(4,955.04)
23	86001	CONS. GRANTS STATE	SUPPLIES	42,145.44	6,625.95	4,021.64	325.25	31,172.60
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	\$ 50,627.88	\$ 73,306.52	\$ 744,845.01	\$ 920,561.49
23	86002	CG LIFE READINESS	REGULAR SALARIES	558,478.93	-	-	193,276.41	365,202.52
23	86002	CG LIFE READINESS	STIPEND	-	-	-	54,700.00	(54,700.00)
23	86002	CG LIFE READINESS	BENEFITS	125,637.32	-	-	81,867.81	43,769.51
23	86002	CG LIFE READINESS	OFF-ISLAND TRAVEL	111,493.00	-	-	-	111,493.00
23	86002	CG LIFE READINESS	AIR FARE	-	-	-	-	-
23	86002	CG LIFE READINESS	MISC.REIMBURSMENTS	-	-	-	-	-
23	86002	CG LIFE READINESS	REGISTRATION	-	-	-	-	-
23	86002	CG LIFE READINESS	HOTEL	-	-	-	-	-
23	86002	CG LIFE READINESS	MEALS	-	-	-	-	-
23	86002	CG LIFE READINESS	CAR RENTAL	-	-	-	-	-
23	86002	CG LIFE READINESS	LOCAL MILEAGE	-	-	-	-	-
23	86002	CG LIFE READINESS	CONTRACTUAL	3,073,696.78	1,226,777.66	602,953.63	213,854.87	1,030,110.62
23	86002	CG LIFE READINESS	PRINTING SERVICES	-	-	5,000.00	-	(5,000.00)
23	86002	CG LIFE READINESS	CONFERENCES/REGISTRATION FEES	-	-	40,150.00	-	(40,150.00)
23	86002	CG LIFE READINESS	CONSULTANT	-	-	57,624.00	-	(57,624.00)
23	86002	CG LIFE READINESS	MEMBERSHIP FEES	-	1,021.67	7,650.00	218.33	(8,890.00)
23	86002	CG LIFE READINESS	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-
23	86002	CG LIFE READINESS	PROF. DEVELOPMENT/TRAINING	-	4,250.00	320,401.00	-	(324,651.00)
23	86002	CG LIFE READINESS	SUBSCRIPTION FEE	-	7,290.99	-	-	(7,290.99)
23	86002	CG LIFE READINESS	TRANS/EQUIP LEASE/RENTAL	-	-	-	-	-
23	86002	CG LIFE READINESS	GRAD/MISC. VENUE RENTAL	-	-	-	-	-
23	86002	CG LIFE READINESS	SUPPLIES	1,058,684.05	8,680.29	4,905.74	-	1,045,098.02
23	86002	CG LIFE READINESS	INSTRUCTIONAL	-	-	-	-	-
23	86002	CG LIFE READINESS	ADMIN OFFICE SUPPLIES	-	2,616.56	1,200.00	1,371.12	(5,187.68)
23	86002	CG LIFE READINESS	PHYSICAL/HEALTH EDUCATION	-	13,698.24	15,547.81	41,066.55	(70,312.60)
23	86002	CG LIFE READINESS	TECHNOLOGY SUPPLIES	-	-	-	1,904.96	(1,904.96)
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	\$ 1,273,835.41	\$ 1,055,432.18	\$ 588,260.05	\$ 2,161,809.67
23	86003	CG CURRICULUM-INSTRUCTIONAL	REGULAR SALARIES	985,457.74	-	-	891,959.83	93,497.91
23	86003	CG CURRICULUM-INSTRUCTIONAL	PART-TIME	-	-	-	-	-
23	86003	CG CURRICULUM-INSTRUCTIONAL	STIPEND	-	-	-	-	-
23	86003	CG CURRICULUM-INSTRUCTIONAL	BENEFITS	377,153.51	-	-	393,074.56	(15,921.05)
23	86003	CG CURRICULUM-INSTRUCTIONAL	MILITARY BENEFITS	-	-	-	12,306.45	(12,306.45)
23	86003	CG CURRICULUM-INSTRUCTIONAL	OFF-ISLAND TRAVEL	121,487.50	-	-	-	121,487.50
23	86003	CG CURRICULUM-INSTRUCTIONAL	AIR FARE	-	-	-	-	-
23	86003	CG CURRICULUM-INSTRUCTIONAL	MISC.REIMBURSMENTS	-	-	-	-	-
23	86003	CG CURRICULUM-INSTRUCTIONAL	REGISTRATION	-	1,258.00	-	9,867.00	(11,125.00)
23	86003	CG CURRICULUM-INSTRUCTIONAL	HOTEL	-	-	-	4,806.85	(4,806.85)
23	86003	CG CURRICULUM-INSTRUCTIONAL	MEALS	-	-	-	4,362.00	(4,362.00)
23	86003	CG CURRICULUM-INSTRUCTIONAL	CAR RENTAL	-	-	-	1,528.14	(1,528.14)
23	86003	CG CURRICULUM-INSTRUCTIONAL	LOCAL MILEAGE	-	-	-	-	-
23	86003	CG CURRICULUM-INSTRUCTIONAL	CONTRACTUAL	3,000,639.31	591,437.54	605,388.79	178,236.01	1,625,576.97
23	86003	CG CURRICULUM-INSTRUCTIONAL	PRINTING SERVICES	-	-	-	-	-
23	86003	CG CURRICULUM-INSTRUCTIONAL	CONFERENCES/REGISTRATION FEES	-	3,102.00	-	-	(3,102.00)
23	86003	CG CURRICULUM-INSTRUCTIONAL	MEMBERSHIP FEES	-	-	-	-	-
23	86003	CG CURRICULUM-INSTRUCTIONAL	SUBSCRIPTION FEE	-	13,392.10	43,089.38	-	(56,481.48)
23	86003	CG CURRICULUM-INSTRUCTIONAL	TESTING/ASSESSMENTS/SCORING	-	-	39,216.90	-	(39,216.90)
23	86003	CG CURRICULUM-INSTRUCTIONAL	SUPPLIES	435,306.99	68,911.73	28,819.40	20,191.00	317,384.86
23	86003	CG CURRICULUM-INSTRUCTIONAL	TEST KITS MATERIALS	-	-	30,829.50	-	(30,829.50)
23	86003	CG CURRICULUM-INSTRUCTIONAL	INSTRUCTIONAL	-	1,716.15	-	-	(1,716.15)
23	86003	CG CURRICULUM-INSTRUCTIONAL	ADMIN OFFICE SUPPLIES	-	501.35	-	6,753.40	(7,254.75)
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	3,389.48	111,632.69	6,042.00	58,910.83
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	-	-	-	-	-

Guam Department of Education

Grant Status Report

Grant Status Report as of 4/1/2025 11:20:10 PM

23	86003	CG CURRICULUM-INSTRUCTIONAL	INDIRECT COST	82,778.45	-	-	-	82,778.45
				\$ 5,182,798.50	\$ 683,708.35	\$ 858,976.66	\$ 1,529,127.24	\$ 2,110,986.25
23	86004	CLASSROOM SUPPORTS &	REGULAR SALARIES	4,757,282.99	-	-	2,503,365.94	2,253,917.05
23	86004	CLASSROOM SUPPORTS &	OVERTIME	-	-	-	655,098.50	(655,098.50)
23	86004	CLASSROOM SUPPORTS &	PART-TIME	-	-	-	-	-
23	86004	CLASSROOM SUPPORTS &	STIPEND	2,096,000.00	-	-	845,500.00	1,250,500.00
23	86004	CLASSROOM SUPPORTS &	BENEFITS	1,992,262.76	-	-	1,304,508.67	687,754.09
23	86004	CLASSROOM SUPPORTS &	MILITARY BENEFITS	-	-	-	13,465.03	(13,465.03)
23	86004	CLASSROOM SUPPORTS &	TRAVEL	-	-	-	-	-
23	86004	CLASSROOM SUPPORTS &	OFF-ISLAND TRAVEL	18,838.00	-	-	-	18,838.00
23	86004	CLASSROOM SUPPORTS &	AIR FARE	-	-	-	2,044.80	(2,044.80)
23	86004	CLASSROOM SUPPORTS &	MISC.REIMBURSMENTS	-	-	-	-	-
23	86004	CLASSROOM SUPPORTS &	REGISTRATION	-	1,200.00	-	777.00	(1,977.00)
23	86004	CLASSROOM SUPPORTS &	HOTEL	-	-	-	2,228.63	(2,228.63)
23	86004	CLASSROOM SUPPORTS &	MEALS	-	-	-	580.00	(580.00)
23	86004	CLASSROOM SUPPORTS &	CAR RENTAL	-	-	-	131.49	(131.49)
23	86004	CLASSROOM SUPPORTS &	LOCAL MILEAGE	-	-	-	-	-
23	86004	CLASSROOM SUPPORTS &	CONTRACTUAL	1,746,642.55	775,316.31	5,000.00	396,468.21	569,858.03
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	-	29,234.75	-	-	(29,234.75)
23	86004	CLASSROOM SUPPORTS &	SUPPLIES	488,245.21	179,707.09	209,960.08	60,912.19	37,665.85
23	86004	CLASSROOM SUPPORTS &	EQUIPMENT	520,991.33	301,576.33	202,038.00	-	17,377.00
23	86004	CLASSROOM SUPPORTS &	INDIRECT COST	606,078.63	-	-	-	606,078.63
				\$ 12,226,341.47	\$ 1,287,034.48	\$ 416,998.08	\$ 5,785,080.46	\$ 4,737,228.45
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	REGULAR SALARIES	987,575.00	-	-	862,848.46	124,726.54
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	STIPEND	-	-	-	-	-
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	BENEFITS	585,800.94	-	-	393,780.12	192,020.82
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	-	-	-	14,667.60	(14,667.60)
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	MISC.REIMBURSMENTS	-	-	-	-	-
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	REGISTRATION	-	-	-	5,430.00	(5,430.00)
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	HOTEL	-	-	-	11,056.16	(11,056.16)
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	MEALS	-	-	-	4,056.00	(4,056.00)
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	CAR RENTAL	-	-	-	732.00	(732.00)
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	LOCAL MILEAGE	-	-	-	-	-
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	CONTRACTUAL	2,197,456.33	124,355.80	480,292.50	89,032.41	1,503,775.62
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	-	31,116.62	-	-	(31,116.62)
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	SUPPLIES	921,996.00	23,164.20	629,302.21	3,484.59	266,045.00
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	CUSTODIAL	-	-	504.98	-	(504.98)
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	EQUIPMENT	820,699.42	274,062.99	38,748.05	28,024.90	479,863.48
23	86005	CG-SCHOOL CLIMATE, CULTURE AND	INDIRECT COST	82,956.30	-	-	-	82,956.30
				\$ 5,852,239.49	\$ 452,699.61	\$ 1,148,847.74	\$ 1,413,112.24	\$ 2,837,579.90
23	86006	CG PROGRAMAN TININGO	REGULAR SALARIES	352,252.00	-	-	210,389.70	141,862.30
23	86006	CG PROGRAMAN TININGO	STIPEND	-	-	-	35,100.00	(35,100.00)
23	86006	CG PROGRAMAN TININGO	BENEFITS	26,705.67	-	-	99,112.42	(72,406.75)
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	319,312.35	-	16,012.61	275,682.55
23	86006	CG PROGRAMAN TININGO	PRINTING SERVICES	-	-	-	14,664.02	(14,664.02)
23	86006	CG PROGRAMAN TININGO	ADVERTISING	-	-	-	-	-
23	86006	CG PROGRAMAN TININGO	PROF. DEVELOPMENT/TRAINING	-	7,500.00	150.00	-	(7,650.00)
23	86006	CG PROGRAMAN TININGO	SUBSCRIPTION FEE	-	4,034.82	-	992.00	(5,026.82)
23	86006	CG PROGRAMAN TININGO	SUPPLIES	59,321.17	235.80	-	807.60	58,277.77
23	86006	CG PROGRAMAN TININGO	INSTRUCTIONAL	-	839.52	-	6,197.13	(7,036.65)
23	86006	CG PROGRAMAN TININGO	ADMIN OFFICE SUPPLIES	-	1,365.06	5,010.83	4,211.18	(10,587.07)
23	86006	CG PROGRAMAN TININGO	TECHNOLOGY SUPPLIES	-	1,821.26	4,916.81	501.88	(7,239.95)
23	86006	CG PROGRAMAN TININGO	COMPUTERS/LAPTOP	-	-	-	31,029.20	(31,029.20)
23	86006	CG PROGRAMAN TININGO	EQUIPMENT	28,088.00	-	3,396.94	-	24,691.06
23	86006	CG PROGRAMAN TININGO	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-
23	86006	CG PROGRAMAN TININGO	CLASSROOM EQUIPMENT	-	-	1,693.42	24,684.00	(26,377.42)
23	86006	CG PROGRAMAN TININGO	INDIRECT COST	26,121.06	-	-	-	26,121.06
				\$ 1,152,265.41	\$ 335,108.81	\$ 15,168.00	\$ 482,186.41	\$ 319,802.19
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	(5,022.80)
23	86007	OFFICE OF CATHOLIC EDUCATION	MISC.REIMBURSMENTS	-	-	-	-	-
23	86007	OFFICE OF CATHOLIC EDUCATION	REGISTRATION	-	-	-	-	-
23	86007	OFFICE OF CATHOLIC EDUCATION	HOTEL	-	-	-	-	-
23	86007	OFFICE OF CATHOLIC EDUCATION	MEALS	-	-	-	-	-
23	86007	OFFICE OF CATHOLIC EDUCATION	CAR RENTAL	-	-	-	-	-
23	86007	OFFICE OF CATHOLIC EDUCATION	CONTRACTUAL	1,531,183.08	55,400.73	17,500.00	37,419.07	1,420,863.28
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	TRANS/EQUIP LEASE/RENTAL	-	-	-	-	-

Guam Department of Education

Grant Status Report

Grant Status Report as of 4/1/2025 11:20:10 PM

23	86007	OFFICE OF CATHOLIC EDUCATION	GRAD/MISC. VENUE RENTAL	-	-	-	-	-
23	86007	OFFICE OF CATHOLIC EDUCATION	SUPPLIES	1,122,664.06	-	952.00	-	1,121,712.06
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	\$ 55,400.73	\$ 18,452.00	\$ 42,441.87	\$ 3,013,899.75
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	-	-	-	2,416.60	(2,416.60)
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	MISC.REIMBURSEMENTS	-	-	-	-	-
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	REGISTRATION	-	-	-	818.00	(818.00)
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	HOTEL	-	-	-	2,815.12	(2,815.12)
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	MEALS	-	-	-	840.00	(840.00)
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	CAR RENTAL	-	-	-	203.38	(203.38)
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	CONTRACTUAL	76,049.88	8,538.76	-	5,621.63	61,889.49
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	-	-	-	-	-
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-
23	86008	ST. PAUL CHRISTIAN SCHOOL PNP	PROF. DEVELOPMENT/TRAINING	-	11,250.00	-	3,750.00	(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	\$ 19,788.76	-	\$ 16,464.73	\$ 241,305.27
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	-	-	-	-	-
23	86009	ST. JOHN'S SCHOOL PNP	MISC.REIMBURSEMENTS	-	-	-	-	-
23	86009	ST. JOHN'S SCHOOL PNP	REGISTRATION	-	-	-	-	-
23	86009	ST. JOHN'S SCHOOL PNP	HOTEL	-	-	-	-	-
23	86009	ST. JOHN'S SCHOOL PNP	MEALS	-	-	-	-	-
23	86009	ST. JOHN'S SCHOOL PNP	CAR RENTAL	-	-	-	-	-
23	86009	ST. JOHN'S SCHOOL PNP	CONTRACTUAL	103,363.73	9,575.43	-	6,704.37	87,083.93
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	4,948.80	-	42.15	126,195.79
23	86009	ST. JOHN'S SCHOOL PNP	COMPUTERS/LAPTOP	-	-	-	-	-
23	86009	ST. JOHN'S SCHOOL PNP	EQUIPMENT	196,777.00	-	10,847.00	-	185,930.00
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	\$ 14,524.23	\$ 10,847.00	\$ 6,746.52	\$ 492,196.10
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	-	-	-	16,734.94	(16,734.94)
23	86010	HARVEST CHRISTIAN ACADEMY SCH	MISC.REIMBURSEMENTS	-	-	-	-	-
23	86010	HARVEST CHRISTIAN ACADEMY SCH	REGISTRATION	-	-	-	3,964.20	(3,964.20)
23	86010	HARVEST CHRISTIAN ACADEMY SCH	HOTEL	-	-	-	14,962.34	(14,962.34)
23	86010	HARVEST CHRISTIAN ACADEMY SCH	MEALS	-	-	-	4,814.00	(4,814.00)
23	86010	HARVEST CHRISTIAN ACADEMY SCH	CAR RENTAL	-	-	-	1,220.68	(1,220.68)
23	86010	HARVEST CHRISTIAN ACADEMY SCH	CONTRACTUAL	72,434.94	20,565.46	-	13,200.32	38,669.16
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	TRANS/EQUIP LEASE/RENTAL	-	-	-	-	-
23	86010	HARVEST CHRISTIAN ACADEMY SCH	GRAD/MISC. VENUE RENTAL	-	-	-	-	-
23	86010	HARVEST CHRISTIAN ACADEMY SCH	SUPPLIES	47,144.88	16,654.92	-	1,446.46	29,043.50
23	86010	HARVEST CHRISTIAN ACADEMY SCH	COMPUTERS/LAPTOP	-	-	-	-	-
23	86010	HARVEST CHRISTIAN ACADEMY SCH	EQUIPMENT	187,500.00	12,015.00	206.50	23,174.65	152,103.85
23	86010	HARVEST CHRISTIAN ACADEMY SCH	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-
23	86010	HARVEST CHRISTIAN ACADEMY SCH	COMPUTERS & ELECTRONICS	-	-	-	-	-
23	86010	HARVEST CHRISTIAN ACADEMY SCH	INDIRECT COST	329.29	-	-	-	329.29
				\$ 391,877.74	\$ 49,235.38	\$ 206.50	\$ 79,517.59	\$ 262,918.27
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	-	-	-	-	-
23	86011	GUAM ADVENTIST ACADEMY PNP	MISC.REIMBURSEMENTS	-	-	-	-	-
23	86011	GUAM ADVENTIST ACADEMY PNP	REGISTRATION	-	-	-	-	-
23	86011	GUAM ADVENTIST ACADEMY PNP	HOTEL	-	-	-	-	-
23	86011	GUAM ADVENTIST ACADEMY PNP	MEALS	-	-	-	-	-
23	86011	GUAM ADVENTIST ACADEMY PNP	CAR RENTAL	-	-	-	-	-

Guam Department of Education

Grant Status Report

Grant Status Report as of 4/1/2025 11:20:10 PM

23	86011	GUAM ADVENTIST ACADEMY PNP	CONTRACTUAL	28,376.23	8,246.82	-	4,166.62	15,962.79
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	\$ 8,246.82	-	\$ 4,166.62	\$ 104,266.90
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	1,604.59	-	871.25	6,268.72
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	-	-	-	-	-
23	86012	PROVIDENCE INTERNATIONAL	SUPPLIES	17,028.12	5,602.95	-	575.00	10,850.17
23	86012	PROVIDENCE INTERNATIONAL	COMPUTERS/LAPTOP	-	-	-	10,738.70	(10,738.70)
23	86012	PROVIDENCE INTERNATIONAL	EQUIPMENT	3,350.00	442.58	-	2,009.99	897.43
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	\$ 7,650.12	-	\$ 14,194.94	\$ 9,607.89
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	1,711.31	-	1,039.65	235.35
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	\$ 1,711.31	-	\$ 27,182.77	\$ 3,522.85
			FY 2023					
			Expense Category	Budget	Encumbrances	Requisitions	Actual Expenditures	Available Budget
				\$ 35,786,818.00	\$ 4,239,571.89	\$ 3,598,234.68	\$ 10,733,326.45	\$ 17,215,684.98
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	-	-	-	5,314.80	(5,314.80)
24	86001	CONS. GRANTS STATE	MISC.REIMBURSMENTS	-	-	-	-	-
24	86001	CONS. GRANTS STATE	REGISTRATION	-	-	-	-	-
24	86001	CONS. GRANTS STATE	HOTEL	-	-	-	6,806.15	(6,806.15)
24	86001	CONS. GRANTS STATE	MEALS	-	-	-	1,935.00	(1,935.00)
24	86001	CONS. GRANTS STATE	CAR RENTAL	-	-	-	514.20	(514.20)
24	86001	CONS. GRANTS STATE	CONTRACTUAL	231,171.17	25,681.72	12,849.00	-	192,640.45
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	-	6,004.00	-	45,316.00
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	\$ 25,681.72	\$ 18,853.00	\$ 14,570.15	\$ 1,732,204.17

Guam Department of Education

Grant Status Report

Grant Status Report as of 4/1/2025 11:20:10 PM

24	86002	CG LIFE READINESS	REGULAR SALARIES	93,452.11	-	-	-	93,452.11
24	86002	CG LIFE READINESS	STIPEND	898,457.00	-	-	121,835.00	776,622.00
24	86002	CG LIFE READINESS	BENEFITS	108,168.20	-	-	1,766.42	106,401.78
24	86002	CG LIFE READINESS	OFF-ISLAND TRAVEL	549,770.00	-	-	-	549,770.00
24	86002	CG LIFE READINESS	AIR FARE	-	-	-	34,794.54	(34,794.54)
24	86002	CG LIFE READINESS	MISC.REIMBURSMENTS	-	-	-	-	-
24	86002	CG LIFE READINESS	REGISTRATION	-	-	-	13,603.24	(13,603.24)
24	86002	CG LIFE READINESS	HOTEL	-	-	-	18,267.05	(18,267.05)
24	86002	CG LIFE READINESS	MEALS	-	-	-	10,113.25	(10,113.25)
24	86002	CG LIFE READINESS	CAR RENTAL	-	-	-	1,504.01	(1,504.01)
24	86002	CG LIFE READINESS	LOCAL MILEAGE	-	-	-	-	-
24	86002	CG LIFE READINESS	CONTRACTUAL	3,430,552.99	2,525.00	2,086,961.83	5,000.00	1,336,066.16
24	86002	CG LIFE READINESS	PRINTING SERVICES	-	-	2,470.00	-	(2,470.00)
24	86002	CG LIFE READINESS	CONFERENCES/REGISTRATION FEES	-	-	60,139.00	-	(60,139.00)
24	86002	CG LIFE READINESS	CONSULTANT	-	-	-	-	-
24	86002	CG LIFE READINESS	MEMBERSHIP FEES	-	2,058.33	5,100.00	541.67	(7,700.00)
24	86002	CG LIFE READINESS	POSTAGE/RENTAL SERVICE FEES	-	-	-	-	-
24	86002	CG LIFE READINESS	PROF. DEVELOPMENT/TRAINING	-	34,250.00	102,625.00	-	(136,875.00)
24	86002	CG LIFE READINESS	SUBSCRIPTION FEE	-	-	-	-	-
24	86002	CG LIFE READINESS	TRANS/EQUIP LEASE/RENTAL	-	-	-	-	-
24	86002	CG LIFE READINESS	GRAD/MISC. VENUE RENTAL	-	30,000.00	-	-	(30,000.00)
24	86002	CG LIFE READINESS	SUPPLIES	568,948.84	1,142.00	2,583.00	-	565,223.84
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	6,283.00	6,283.00	-	55,779.00
24	86002	CG LIFE READINESS	COMPUTERS & ELECTRONICS	-	-	-	-	-
24	86002	CG LIFE READINESS	INDIRECT COST	62,490.27	-	-	-	62,490.27
				\$ 5,780,184.41	\$ 76,258.33	\$ 2,267,061.83	\$ 207,425.18	\$ 3,229,439.07
24	86003	CG CURRICULUM-INSTRUCTIONAL	REGULAR SALARIES	590,348.12	-	-	-	590,348.12
24	86003	CG CURRICULUM-INSTRUCTIONAL	STIPEND	110,000.00	-	-	74,050.00	35,950.00
24	86003	CG CURRICULUM-INSTRUCTIONAL	BENEFITS	238,516.91	-	-	1,073.98	237,442.93
24	86003	CG CURRICULUM-INSTRUCTIONAL	MILITARY BENEFITS	-	-	-	1,299.24	(1,299.24)
24	86003	CG CURRICULUM-INSTRUCTIONAL	OFF-ISLAND TRAVEL	267,875.00	-	-	-	267,875.00
24	86003	CG CURRICULUM-INSTRUCTIONAL	AIR FARE	-	-	-	54,264.80	(54,264.80)
24	86003	CG CURRICULUM-INSTRUCTIONAL	MISC.REIMBURSMENTS	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	REGISTRATION	-	-	-	13,134.00	(13,134.00)
24	86003	CG CURRICULUM-INSTRUCTIONAL	HOTEL	-	-	-	19,017.95	(19,017.95)
24	86003	CG CURRICULUM-INSTRUCTIONAL	MEALS	-	-	-	8,874.00	(8,874.00)
24	86003	CG CURRICULUM-INSTRUCTIONAL	CAR RENTAL	-	-	-	3,386.17	(3,386.17)
24	86003	CG CURRICULUM-INSTRUCTIONAL	LOCAL MILEAGE	-	-	-	2,076.50	(2,076.50)
24	86003	CG CURRICULUM-INSTRUCTIONAL	CONTRACTUAL	3,473,025.64	1,196,135.00	718,297.98	235,249.00	1,323,343.66
24	86003	CG CURRICULUM-INSTRUCTIONAL	PRINTING SERVICES	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	CONFERENCES/REGISTRATION FEES	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	MEMBERSHIP FEES	-	-	-	-	-
24	86003	CG CURRICULUM-INSTRUCTIONAL	SUBSCRIPTION FEE	-	3,422.29	1,350.00	-	(4,772.29)
24	86003	CG CURRICULUM-INSTRUCTIONAL	TESTING/ASSESSMENTS/SCORING	-	-	112,454.30	-	(112,454.30)
24	86003	CG CURRICULUM-INSTRUCTIONAL	SUPPLIES	579,970.00	30,077.85	10,820.73	19,142.94	519,928.48
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	18,642.14	18,025.71	-	157,712.15
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	\$ 1,248,277.28	\$ 860,948.72	\$ 431,568.58	\$ 2,957,443.02
24	86004	CLASSROOM SUPPORTS &	REGULAR SALARIES	2,887,590.50	-	-	-	2,887,590.50
24	86004	CLASSROOM SUPPORTS &	OVERTIME	94,000.00	-	-	22,156.84	71,843.16
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	-	-	2,855.97	1,352,363.46
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	-	-	-	13,371.50	(13,371.50)
24	86004	CLASSROOM SUPPORTS &	MISC.REIMBURSMENTS	-	-	-	-	-
24	86004	CLASSROOM SUPPORTS &	REGISTRATION	-	-	-	4,015.70	(4,015.70)
24	86004	CLASSROOM SUPPORTS &	HOTEL	-	-	-	12,146.61	(12,146.61)
24	86004	CLASSROOM SUPPORTS &	MEALS	-	-	-	3,454.00	(3,454.00)
24	86004	CLASSROOM SUPPORTS &	CAR RENTAL	-	-	-	593.81	(593.81)
24	86004	CLASSROOM SUPPORTS &	LOCAL MILEAGE	-	-	-	-	-
24	86004	CLASSROOM SUPPORTS &	CONTRACTUAL	2,048,197.18	8,617.46	1,057,887.66	-	981,692.06
24	86004	CLASSROOM SUPPORTS &	PRINTING SERVICES	-	-	-	-	-
24	86004	CLASSROOM SUPPORTS &	ADVERTISING	-	2,544.00	-	-	(2,544.00)
24	86004	CLASSROOM SUPPORTS &	CONFERENCES/REGISTRATION FEES	-	-	-	-	-
24	86004	CLASSROOM SUPPORTS &	MEMBERSHIP FEES	-	-	-	-	-
24	86004	CLASSROOM SUPPORTS &	SUBSCRIPTION FEE	-	537,437.25	-	-	(537,437.25)
24	86004	CLASSROOM SUPPORTS &	SUPPLIES	1,298,784.00	838.20	687,532.23	7,219.80	603,193.77
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	\$ 549,436.91	\$ 1,745,419.89	\$ 65,814.23	\$ 9,150,008.38
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	OFF-ISLAND TRAVEL	-	-	-	-	-

Guam Department of Education

Grant Status Report

Grant Status Report as of 4/1/2025 11:20:10 PM

24	86005	CG-SCHOOL CLIMATE, CULTURE AND	AIR FARE	-	-	-	6,010.80	(6,010.80)
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	MISC.REIMBURSMENTS	-	-	-	-	-
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	REGISTRATION	-	-	-	1,200.00	(1,200.00)
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	HOTEL	-	-	-	6,420.75	(6,420.75)
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	MEALS	-	-	-	1,434.00	(1,434.00)
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	CAR RENTAL	-	-	-	186.00	(186.00)
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	LOCAL MILEAGE	-	-	-	-	-
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	CONTRACTUAL	413,091.56	-	-	-	413,091.56
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	-	15,926.79	-	-	(15,926.79)
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	SUPPLIES	430,541.72	-	122,050.47	-	308,491.25
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	CUSTODIAL	-	-	-	-	-
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	EQUIPMENT	1,516,157.50	-	1,444,261.50	-	71,896.00
24	86005	CG-SCHOOL CLIMATE, CULTURE AND	INDIRECT COST	121,711.46	-	-	-	121,711.46
				\$ 5,585,233.78	\$ 15,926.79	\$ 1,566,311.97	\$ 15,251.55	\$ 3,987,743.47
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	-	-	-	29,234.84	(29,234.84)
24	86006	CG PROGRAMAN TININGO	MISC.REIMBURSMENTS	-	-	-	-	-
24	86006	CG PROGRAMAN TININGO	REGISTRATION	-	-	-	9,253.01	(9,253.01)
24	86006	CG PROGRAMAN TININGO	HOTEL	-	-	-	18,567.74	(18,567.74)
24	86006	CG PROGRAMAN TININGO	MEALS	-	-	-	6,902.00	(6,902.00)
24	86006	CG PROGRAMAN TININGO	CAR RENTAL	-	-	-	1,008.82	(1,008.82)
24	86006	CG PROGRAMAN TININGO	LOCAL MILEAGE	-	-	-	-	-
24	86006	CG PROGRAMAN TININGO	CONTRACTUAL	643,978.51	1,208.60	-	-	642,769.91
24	86006	CG PROGRAMAN TININGO	PRINTING SERVICES	-	-	14,983.72	-	(14,983.72)
24	86006	CG PROGRAMAN TININGO	ADVERTISING	-	-	5,136.00	-	(5,136.00)
24	86006	CG PROGRAMAN TININGO	PROF. DEVELOPMENT/TRAINING	-	-	99,791.00	-	(99,791.00)
24	86006	CG PROGRAMAN TININGO	SUBSCRIPTION FEE	-	-	1,334.00	-	(1,334.00)
24	86006	CG PROGRAMAN TININGO	SUPPLIES	26,234.60	548.00	4,966.49	-	20,720.11
24	86006	CG PROGRAMAN TININGO	INSTRUCTIONAL	-	11,150.00	734.00	-	(11,884.00)
24	86006	CG PROGRAMAN TININGO	ADMIN OFFICE SUPPLIES	-	-	-	-	-
24	86006	CG PROGRAMAN TININGO	TECHNOLOGY SUPPLIES	-	2,745.60	-	107.40	(2,853.00)
24	86006	CG PROGRAMAN TININGO	COMPUTERS/LAPTOP	-	1,087.00	1,759.74	-	(2,846.74)
24	86006	CG PROGRAMAN TININGO	EQUIPMENT	81,540.00	-	-	-	81,540.00
24	86006	CG PROGRAMAN TININGO	BOOKS & INSTRUCTIONAL& EBOOKS	-	-	-	-	-
24	86006	CG PROGRAMAN TININGO	CLASSROOM EQUIPMENT	-	-	80,930.63	-	(80,930.63)
24	86006	CG PROGRAMAN TININGO	INDIRECT COST	18,447.73	-	-	-	18,447.73
				\$ 1,211,970.98	\$ 16,739.20	\$ 209,635.58	\$ 65,073.81	\$ 920,522.39
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	1,745.28	37,890.00	-	614,382.43
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)
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	TRANS/EQUIP LEASE/RENTAL	-	-	-	-	-
24	86007	OFFICE OF CATHOLIC EDUCATION	GRAD/MISC. VENUE RENTAL	-	4,000.00	-	-	(4,000.00)
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	-	15,000.00	-	274,792.00
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	\$ 5,745.28	\$ 117,438.00	-	\$ 2,618,447.79
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	-	-	-	2,416.60	(2,416.60)
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	225.75	-	-	84,044.53
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	\$ 225.75	-	\$ 2,416.60	\$ 417,844.85

Guam Department of Education

Grant Status Report

Grant Status Report as of 4/1/2025 11:20:10 PM

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.REIMBURSEMENTS	-	-	-	-	-
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	302.54	-	-	113,036.19
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	-	12,932.75	-	33,555.25
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	\$ 302.54	\$ 12,932.75	-	\$ 577,167.44
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	-	-	-	6,278.60	(6,278.60)
24	86010	HARVEST CHRISTIAN ACADEMY SCH	MISC.REIMBURSEMENTS	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	REGISTRATION	-	-	-	425.00	(425.00)
24	86010	HARVEST CHRISTIAN ACADEMY SCH	HOTEL	-	-	-	1,260.98	(1,260.98)
24	86010	HARVEST CHRISTIAN ACADEMY SCH	MEALS	-	-	-	638.00	(638.00)
24	86010	HARVEST CHRISTIAN ACADEMY SCH	CAR RENTAL	-	-	-	95.00	(95.00)
24	86010	HARVEST CHRISTIAN ACADEMY SCH	CONTRACTUAL	72,134.94	465.81	-	-	71,669.13
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	TRANS/EQUIP LEASE/RENTAL	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	GRAD/MISC. VENUE RENTAL	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	SUPPLIES	46,950.00	6,280.00	-	-	40,670.00
24	86010	HARVEST CHRISTIAN ACADEMY SCH	COMPUTERS/LAPTOP	-	-	-	-	-
24	86010	HARVEST CHRISTIAN ACADEMY SCH	EQUIPMENT	203,000.00	13,400.00	-	-	189,600.00
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	\$ 20,145.81	-	\$ 8,697.58	\$ 449,687.78
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.REIMBURSEMENTS	-	-	-	-	-
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	66.14	-	-	44,084.33
24	86011	GUAM ADVENTIST ACADEMY PNP	PRINTING SERVICES	-	-	-	-	-
24	86011	GUAM ADVENTIST ACADEMY PNP	ADVERTISING	-	-	-	-	-
24	86011	GUAM ADVENTIST ACADEMY PNP	AUDIT FEES	-	-	-	-	-
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	\$ 66.14	-	-	\$ 128,983.64
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.REIMBURSEMENTS	-	-	-	-	-
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	22.95	-	-	16,171.61
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	-	-	-	-	-

Guam Department of Education

Grant Status Report

Grant Status Report as of 4/1/2025 11:20:10 PM

24	86012	PROVIDENCE INTERNATIONAL	PROF. DEVELOPMENT/TRAINING	-	-	-	-	-
24	86012	PROVIDENCE INTERNATIONAL	SUBSCRIPTION FEE	-	-	-	-	-
24	86012	PROVIDENCE INTERNATIONAL	SUPPLIES	8,730.00	3,941.00	-	-	4,789.00
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	\$ 3,963.95	-	-	\$ 28,298.49
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.REIMBURSEMENTS	-	-	-	-	-
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	24.98	-	-	4,511.33
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	15,493.55	1,924.76	7,832.90	-	5,735.89
24	86013	JAPANESE SCHOOL OF GUAM	COMPUTERS/LAPTOP	-	-	-	-	-
24	86013	JAPANESE SCHOOL OF GUAM	EQUIPMENT	35,485.00	-	35,485.00	-	-
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	\$ 1,949.74	\$ 43,317.90	-	\$ 12,804.75
			FY 2024	\$ 35,828,052.00	\$ 1,964,719.44	\$ 6,841,919.64	\$ 810,817.68	\$ 26,210,595.24