

**FFY 2018 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A180002, S403A180002-18A**

Grant Name: Consolidated Grant FFY 2018 **Grant#:** S403A180002,S403A180002-18A

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

PROJECT TITLE: Teacher and Administrator Effectiveness (TAE) Project

PROJECT COORDINATOR: Eloise R. Sanchez and Michelle M. Camacho

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Maria Blaz

10/01/18-12/31/18	01/01/19-03/31/19	04/01/19-06/30/19	07/01/19-09/30/19
1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.
			X
REPORT DUE: 1/10/19	REPORT DUE: 04/10/19	REPORT DUE: 07/10/19	REPORT DUE: 10/10/2019

ANNUAL REPORT DUE: 11/28/2019

AMOUNT BUDGETED (FFY 2018): <u>\$1,635,790.62</u>	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$470,871.68</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>20%</u>	Total Full Time Equivalent Vacant <u>5</u> Filled <u>16</u>	Total Part Time Equivalent Vacant _____ Filled _____
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GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
(PreK – 12)				1			205	6

PART I:

LIST THE PROJECT GOAL(S):	<p>Goal 1: By Year3, increase retention of mentor-supported teachers by 15% from previous SY By Year 2, increase retention of mentor-supported teachers by 8% from previous SY By Year1, increase retention of mentor-supported teachers by 5% from previous SY</p> <p>Goal 2: By Year3, increase number of teachers who convert to full certification by 2% from Year1 By Year2, increase number of teachers who convert to full certification by 1% from start of grant period By Year1, increase number of temporary certified teachers by 20 participating in college coursework to attain full certification</p> <p>Goal 3: By Year3, strengthen and diversify recruitment of at least 60 potential teacher candidates employed in GDOE who have successfully passed the UOG English and math</p> <p>Goal 4: By Year3, improve administrator capacity to provide school level leadership by 6 administrator mentors actively mentoring all new administrators By Year2, improve administrator capacity to provide school level leadership by 2 additional administrators attaining national mentor certification By Year1, improve administrator capacity to provide school level leadership by 4 administrators completing mentor internship requirements</p>
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	<p>Goal 5: By Year3, 3% coached teachers will improve instructional practices demonstrated by implementation and use of effective instructional strategies documented on electronic walk through observation tools from previous year By Year2, 3% coached teachers will improve instructional practices demonstrated by implementation and use of effective instructional strategies from previous year By Year1, 100% instructional coaches will collect baseline data of teachers implementing and using effective instructional strategies and be consistent in their walk through observation practice</p>
<p>LIST OBJECTIVE(S):</p>	<ul style="list-style-type: none"> 1.1.1 June2018, 6 mentors collect baseline data about teacher practices documented on formative assessments 1.1.2 Annually, additional 1% of mentor-supported teachers will be retained in the teaching profession from previous SY 1.1.3 Annually, 80% mentors and coaches will report satisfaction with new knowledge gained from PD 1.1.4 June2019, additional 5% mentor supported teachers will improve teaching practices documented on mentor observation tools 1.1.5 June2020, additional 5% mentor supported teachers will improve teaching practices documented on mentor observation tools 1.2.1 December2017, develop partnership with projects, divisions, Guam University, Community College to promote teaching 1.2.2 Spring2018, promote teacher training programs and offer incentives (80% payment for max 28 credits and reimbursement of Praxis test fees for up to 100 temporary certified teachers upon passing) 1.2.3 Spring2018, 20 temporary certified teachers enrolled in college courses and/or Praxis preparatory courses to fulfill certification requirements 1.2.4 Fall2018 an additional 80 temporary certified teachers enrolled in college courses and Praxis preparatory courses to fulfill certification requirements 1.2.5 September2020, an additional 20% of participating teachers will convert to fully certified teachers from start of grant period 1.3.1 December2017, partner with other projects, divisions, and the community to plan 3 workshops (exposure and opportunities in teaching field) 1.3.2 October2018, up to 20 potential teacher candidates participate in workshops 1.3.3 Summer2019, additional 40 potential teacher candidates participate in workshops 1.3.4 Summer2020, up to 60 potential teacher candidates pass UOG placement tests 1.4.1 September2018, 4 administrators attain national mentor certification 1.4.2 September2020, improved administrator mentoring framework completed 1.4.3 September2020, 90% administrator mentees report receiving effective instruction 1.5.1 October2017, 27 instructional coaches collect baseline data - implementation and use effective instructional practices 1.5.2 Year2, 1 instructional coach to design and plan implementation of district wide literacy program 1.5.3 June 2019, literacy leaders and 1 instructional coach improve literacy based on assessment of practices.

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COMPONENT	ACTIVITIES	EVIDENCE
<p>COMPONENT 1.1 TEACHER RECRUITMENT, INDUCTION, AND RETENTION</p>	<ul style="list-style-type: none"> • During the month of September 2019, the TAE Inventory Report of the equipment for both GDOE and PNP (e.g. Instructional Coaches) was completed. During the month of September/October the Surface Pro and Wi-Fi equipment for the sixteen (16) Instructional Coaches were disbursed. The inventory report has been updated. • A survey was administered for the purpose of finding out the needs of these mentees, specifically in the area of assistance needed to meet requirements for full teaching certification. • Project personnel held a meeting for the Initial Teacher Certification Assistance program. Under this project activity, program personnel entered into an agreement with the University of Guam to provide PRAXIS® assessments and graduate courses to qualified current teachers who fall into one of the following categories: limited term teachers, emergency certified teachers, and on-call substitute teachers who have obtained their undergraduate degree, but are unable to meet the requirements for fully certified teachers. • Teacher mentor monthly meetings were held to address the Teacher Mentor Guidelines and processes for working with mentors. During these meetings, mini training sessions were provided on Standards-Based Grading and Classroom Management. These 	<p>Describe the outcome of your activity. Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional development.</p> <ul style="list-style-type: none"> • How did your targeted population benefit from this professional development? • How did the targeted population apply what was learned in this activity in the classroom or the school? • From this activity, how did teachers/administrators take what was learned to impact student academic achievement?) <p>100 WORD COUNT</p> <ul style="list-style-type: none"> • The TAE Inventory Report identifying the following: Name of Teacher/Administrator; Equipment Type; Location of Equipment; and Equipment Item Number. • Needs Assessment Survey administered to limited term teacher mentees (see attached copy of survey instrument). • Over 40 limited term teachers attended the Initial Teacher Certification Assistance Program meetings held over two days. Applications for entry and acceptance into the assistance program are due on October 11th. • Over 40 teacher mentors attended the monthly meeting and mini-training sessions (see attached sign-in sheets).

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	<p>training sessions were intended to assist mentors in their roles when working with teacher mentees.</p>					
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).</p> <p>As the TAE project re-launched this SY19-20 with a revitalized setup on its teacher mentorship component, strides are being made for provision of needed support to this group of ‘new’ teachers (mentees) who are a vital part of the district’s teaching cadre.</p> <p>Performance measures on this component are not applicable at this time, but will be reported on in the coming quarters of FY’ 19, as applicable.</p>	<p>BASELINE (Initial collection of data-when the activity first started)</p>	<p>1ST QTR.</p>	<p>2ND QTR.</p>	<p>3RD QTR</p>	<p>4TH QTR.</p>
			<p>N/A (Search for replacement Project Lead ongoing)</p>	<p>N/A (Search for replacement Project Lead ongoing)</p>	<p>N/A (Interim Project Lead identified. Planning on project re-launch commenced.)</p>	<ul style="list-style-type: none"> • Needs assessment survey administered to a group of limited term teachers. • Agreement entered by the project with UOG provides opportunity for pursuit of full teaching certification. • Conduct of teacher mentor monthly meetings to: 1) promote understanding of mentoring process, roles, and responsibilities; 2) provide support and resources needed for mentoring; and 3) provide mini-training sessions such

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						as classroom management.
COMPONENT	ACTIVITIES	EVIDENCE				
COMPONENT 1.2 NEW ADMINISTRATOR MENTORING	<ul style="list-style-type: none"> ▪ Draft Administrator Mentor Guidelines for the Administrator Mentor Process and defining who should be eligible for supports and services was completed. The Program Manager continues to review the draft submitted. ▪ Five administrator mentors continued mentor work as part of their 9 month internship to attain national mentor certification. 	Draft guidelines provided to the Project Manager.				
STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.). <ul style="list-style-type: none"> • Completion of a draft Administrator Mentor Guidelines (AMG) is a step closer to achieving an updated administrator mentoring process. The AMG is a tool to facilitate and strengthen the leadership learning and growing experience among new administrators. 	BASELINE (Initial collection of data-when the activity first started)	1ST QTR.	2ND QTR.	3RD QTR	4TH QTR.
			N/A (Search for replacement Project Lead ongoing)	N/A (Search for replacement Project Lead ongoing)	N/A (Interim Project Lead identified. Planning on project re-launch commenced.)	Draft AMG being reviewed by Project Manager.
		N/A	N/A	N/A		

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	<ul style="list-style-type: none"> Engagement in actual mentor work by the five administrator mentors enables them to be of assistance to new administrators as they apply things learned from trainings, and be on track to achieve a national mentor certification. 		(Search for replacement Project Lead ongoing)	(Search for replacement Project Lead ongoing)	(Interim Project Lead identified. Planning on project re-launch commenced.)	Five administrator mentors on track to attain national mentor certification
COMPONENT	ACTIVITIES	EVIDENCE				
COMPONENT 1.3 INSTRUCTIONAL COACHING	<p>On September 16, 2019, four Instructional Coaches commenced work with the TAE Project (additional 12 coaches will begin work on October 1, 2019).</p> <p>The four coaches were able to meet with project personnel and the program manager to go over the foundation of the instructional coach framework.</p>					
STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/> <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.). <p>This activity has not been measured yet as project personnel continue to work on finalizing the framework for implementation of the instructional coach component in schools.</p>	BASELINE (Initial collection of data-when the activity first started)	1ST QTR.	2ND QTR.	3RD QTR	4TH QTR.
			N/A (Search for replacement Project Lead ongoing)	N/A (Search for replacement Project Lead ongoing)	N/A (Interim Project Lead identified. Planning on project re-launch commenced.)	<ul style="list-style-type: none"> Recruitment & identification of 16 instructional coaches Completion of draft framework for instructional coaching

PART II:

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<p>LIST TRAVEL ACTIVITIES COMPLETED.</p>	<p>(Provide a brief summary for each activity during the quarter.)</p> <p>No travel occurred during this reporting period.</p>
<p>LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p>	<p>(i.e. Was training provided? When was training conducted? Name of travelers. Did the traveler(s) clear within 10-days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office? Etc.)</p> <p>Not applicable</p>
<p>PART III:</p>	
<p>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?</p>	<p>(This description should relate to the program activities outlined in your project application/agreement.) 100 WORD COUNT</p> <p>Project personnel were responsible for developing and coordinating the framework of the Teacher Mentoring project activity and the instructional coaching activity. Personnel developed and administered a needs assessment survey among limited term teachers to determine how the project can assist them in becoming an Initial Educator Certificate holder. Personnel also worked on securing a contract with the University of Guam to provide services to limited term teachers.</p>
<p>USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?</p>	<p>(What strategies are working, not working?) 100 WORD COUNT</p>
<p>EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?</p>	<p>100 WORD COUNT</p> <p>Through the implementation of the Teacher & Administrator Effectiveness (TAE) Project:</p> <ol style="list-style-type: none"> 1. Teacher Mentees that are mentored effectively through the first three years of their teaching experiences will show that they will be equipped with instructional strategies in working with their students. This will directly impact how students learn in the classroom and promote their academic achievement level. 2. Administrator Mentees that are mentored effectively will have strong leadership skills as they work with teachers within their school buildings. This outcome would create a professional learning environment that will focus on student achievement. 3. Coached Teachers will improve their content knowledge, as well as their instructional approaches with the recruitment

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	<p>of sixteen district Instructional Coaches.</p> <p>4. Limited Term Teachers that hold a “Temporary Teaching Certificate” are provided with the PRAXIS Prep and other appropriate training sessions that will eventually move towards a Professional Educator Certificate and be fully employed by the Department and be equipped with effective instructional practices that will lead to student academic achievement.</p>
<p>DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?</p>	<p>(Explain the programmatic and fiscal challenges encountered with your program.) 100 WORD COUNT</p> <p>No major challenges</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>(Have you discovered a new or better way to implement a program/project strategy? Are you conducting other types of “best practice” procedures that Federal Programs – State Office could share with other grantees?) 100 WORD COUNT</p> <p>Project personnel continues to await the finalization and effectuation of various contracts needed for professional development services (SIOP and CITW Trainings, SBA Revisions, Printing of Curricular Resources) and will also ensure that pertinent documents are submitted to process payment by the end of the liquidation period.</p>
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>100 WORD COUNT</p>
<p align="center">QUARTERLY REPORT CERTIFICATION</p>	

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PROJECT TITLE: Project #1 Teacher and Administrator Effectiveness (TAE) Project

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Eloise R. Sanchez and Michelle M. Camacho
PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR (SIGNATURE)

DATE

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

PROJECT MANAGER (SIGNATURE)

DATE

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Grant Name: Consolidated Grant FFY 2018 **Grant#:** S403A180002,S403A180002-18A

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

PROJECT TITLE: Improving Student Learning and Achievement (ISLA): Giha'

PROJECT COORDINATOR: Michelle M. Camacho

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Rachel S. Duenas

10/01/18-12/31/18	01/01/19-03/31/19	04/01/19-06/30/19	07/01/19-09/30/19
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
			X
REPORT DUE: 1/10/19	REPORT DUE: 04/10/19	REPORT DUE: 07/10/19	REPORT DUE: 10/10/2019

ANNUAL REPORT DUE: 11/28/2019

AMOUNT BUDGETED (FFY 2018): <u>\$2,935,166.39</u>	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$463,169.96</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>16%</u>	Total Full Time Equivalent Vacant <u>0</u> Filled <u>3</u>	Total Part Time Equivalent Vacant _____ Filled _____
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GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
(PreK – 12)	7,015		669		30,237		1,805	100

PART I:

LIST THE PROJECT GOAL(S):	<p>By end of 2018, at least 12% students in grades 3-10 will score in "Ready" range on ACT/Aspire assessment; by end of 2019 – at least 15%, by end of 2020 – at least 20%.</p> <p>By end of 2018, percent of students scoring Basic and Below Basic in Math on SBA will be reduced by at least 3% in grades 1 and 2 (e.g. 48% 1st, 55% 2nd); by end of 2019, additional reduction of 3% from 2018; by end of 2020, additional 3% reduction from 2019.</p> <p>By end of 2018, reduce percentage of freshmen placing into developmental math at UOG to 82%; end of 2019, reduce to 80%; by end of 2020, to 75%.</p>
LIST OBJECTIVE(S):	<p>1.1 2018-Participating teacher cadres will receive training in ECE, SIOP and Math strategies and will report in teacher and administrator surveys an increase in their knowledge of research proven instructional strategies and school site visits conducted by Project program coordinators will provide evidence of implementation.</p> <p>1.2 2019-80% of participating teachers will receive follow up training in ECE, SIOP and Math strategies as evidenced by sign in sheets and will report increased knowledge with site visits supporting implementation is occurring.</p>

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	<p>1.3 2019-50% of participating teachers will be using research based models in their classrooms as evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators.</p> <p>1.4 2020-60% of participating teachers should have provided training to at least 90% of teachers at their school site on the use of high-quality, localized curriculum resource kits as evidenced by sign in sheets and agendas.</p> <p>1.5 2019-Training will be provided to cadres from 80% of schools on the use of high-quality, localized curriculum resource kits as evidenced by sign in sheets and agendas.</p> <p>1.6 2018-Complete sets of high-quality, localized curriculum resource kits will be completed and produced for each school.</p> <p>2.1 2018-80% of teachers receiving training on formative and summative assessments will increase their knowledge of assessments as evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators.</p> <p>2.2 2019-50% of participating teachers will utilize formative and summative assessment data to inform instruction as evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators.</p> <p>2.3 2020-60% of teachers will utilize formative and summative assessment data to inform instruction as evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators.</p>
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COMPONENT	ACTIVITIES	EVIDENCE
<p>Component 1. Professional Development</p> <p>Annually procure professional consultative services and training supplies to train cadres of teachers for the following:</p> <ul style="list-style-type: none"> • Classroom Instruction That Works (CITW) • Sheltered Instruction Observation Protocol (SIOP) • Math Strategies • Literacy Strategies • Cooperative Learning • Project-Based Learning • Early Childhood Education • CHamoru Immersion 	<p>(List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?)</p> <p>Training on teaching strategies was implemented during this reporting period as follows:</p> <ul style="list-style-type: none"> • Winning Formula Training was provided to teachers in the district during the summer. They were broken down as follows: <ul style="list-style-type: none"> ○ Authentic Literacy Training (July 15-19, 2019): 26 teachers (all school levels) attended this 5-day seminar on Authentic Literacy strategies ○ Authentic Literacy Coaches Training (July 23-24, 2019): 15 teachers who sought to implement these coaching strategies in their schools attended the training. ○ Culturally Relevant Transformational Leadership Training (July 25-26 2019): 11 Instructional Coaches and project 	<p>(Describe the outcome of your activity. Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional development.</p> <ul style="list-style-type: none"> • How did your targeted population benefit from this professional development? • How did the targeted population apply what was learned in this activity in the classroom or the school? • From this activity, how did teachers/administrators take what was learned to impact student academic achievement?) <p>100 WORD COUNT</p> <p>Various ISLA: <i>Giha'</i> training activities were provided to teachers and project personnel to enhance teaching and increase student achievement (see attached <i>sample</i> sign-in sheets for each training).</p>

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	<p>personnel and 50 school administrators attended this training</p> <ul style="list-style-type: none">• Additionally, the Winning Formula was identified to be implemented in 8 classrooms across the districts. The Giha' project provided supplemental material to identified teachers in the various schools. The material included:<ul style="list-style-type: none">○ 10 Steps to the Winning Formula○ Kiku and the Flying Proa○ Winning the Future• Classroom Instruction That Works (CITW) was provided to teachers across the district and PNP partners. Training took place Attendees included:<ul style="list-style-type: none">○ September 3-4, 2019: 22 GDOE/ 6 PNP participants○ September 5-6, 2019: 19 GDOE/ 8 PNP participants○ September 9-10, 2019: 18 GDOE/ 4 PNP○ September 11-12, 2019: 20 GDOE/ 6 PNP participants• Sheltered Instruction Observation Protocol was provided to teachers and instructional coaches as follows:<ul style="list-style-type: none">○ September 24-25, 2019: 13 GDOE/ 10 PNP personnel○ September 26-27, 2019: 29 GDOE/ 2 Charter School	
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<input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input checked="" type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED	All participants were asked to complete a survey; however teachers need some time after each training session to provide feedback. The reason for this is to allow teachers to return to the classroom after the training sessions and implement the strategies before they can rate the sessions and strategies learned.					<ul style="list-style-type: none"> • 100% of training respondents indicated that they believed the training was adequate to provide knowledge for classroom implementation. • 50% of respondent indicated that they use taught strategies at least once a week • 100% of respondent indicated that they would continue to use the strategies in their classroom.

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<p>Component 2. Assessments</p> <p>ISLA: <i>Giha'</i> will procure assessments kits and testing supplies to administer the following district assessments:</p> <ul style="list-style-type: none"> • ACT Aspire • LAS Links • Brigance Universal Screeners • Alternate Assessments • Online formative assessments <p>Additionally, ISLA: <i>Giha'</i> will procure consultative services for the revision of the Standards-Based Assessments.</p>	<p>(List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?) 100 WORD COUNT</p> <p>The summative assessments (ACT Aspire for grades 3-10 for ELA and Math; Standards-Based Assessments for grades 1-12 for Science and Social Studies) collected and scored. Results were received and compiled.</p> <p>The ELA (grades 9-12), Math (grades 9-12), and Social Studies (all grades) assessments were revised. Pilot assessments for data measurement was implemented in identified classrooms. Meetings and trainings were held with teachers to discuss results of the pilot assessments and to refine any test items.</p> <p>ISLA: <i>Giha'</i> project personnel were able to implement the new AIMSweb Plus in all elementary and middle schools. Training was provided to site managers and teachers for implementation, scoring, and data analysis.</p>	<p>(Describe the Outcome of your activity Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional development.</p> <ul style="list-style-type: none"> • How did your targeted population benefit from this professional development? • How did the targeted population apply what was learned in this activity in the classroom or the school? • From this activity, how did teachers/administrators take what was learned to impact student academic achievement?) <p>100 WORD COUNT</p> <p>The district has SY18-19 assessment results (see results attached).</p> <p>The district now has revised assessments aligned to the common core and Guam Content Standards (cover pages are attached as evidence to maintain the security and validity of the assessments).</p> <p>The district now has interim assessments for all students in grades K-8. Teachers may now access the data to inform their instruction for students who are performing below benchmark. Fall Benchmark season commenced on August 19, 2019 and ends on November 30, 2019. Results of students who were tested to date are attached.</p>				
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input checked="" type="checkbox"/> FULLY COMPLETED</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).</p> <p>ACT Aspire:</p> <ul style="list-style-type: none"> • Rates of students performing in the “Exceeding” and “Ready” Levels for Reading: <ul style="list-style-type: none"> ○ 3rd grade: 8% ○ 4th grade: 10% ○ 5th grade: 11% ○ 6th grade: 12% ○ 7th grade: 20% 	<p>BASELINE (Initial collection of data-when the activity first started)</p> <p>See attached baseline results</p>	<p align="center">1ST QTR.</p>	<p align="center">2ND QTR.</p>	<p align="center">3RD QTR</p>	<p align="center">4TH QTR.</p> <p>See attached results from SY18-19.</p>

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	<ul style="list-style-type: none"> ○ 8th grade: 25% ○ 9th grade: 18% ○ 10th grade: 17% ● Rates of students performing in the “Exceeding” and “Ready” levels for English: <ul style="list-style-type: none"> ○ 3rd grade: 46% ○ 4th grade: 42% ○ 5th grade: 47% ○ 6th grade: 50% ○ 7th grade: 51% ○ 8th grade: 59% ○ 9th grade: 38% ○ 10th grade: 43% ● Rates of students performing in the “Exceeding” and “Ready” levels for Math: <ul style="list-style-type: none"> ○ 3rd grade: 18% ○ 4th grade: 16% ○ 5th grade: 7% ○ 6th grade: 10% ○ 7th grade: 6% ○ 8th grade: 6% ○ 9th grade: 4% ○ 10th grade: 6% <p><u>Standards-Based Assessments:</u></p> <ul style="list-style-type: none"> ● Rates of students performing in the “Advanced” and “Proficient” Levels for English/Language Arts: <ul style="list-style-type: none"> ○ 1st grade: 25% ○ 2nd grade: 44% ○ 9th grade: 24% ○ 10th grade: 17% ○ 11th grade: 29% ○ 12th grade: 33% ● Rates of students performing in the “Advanced” and “Proficient” Levels for Math: <ul style="list-style-type: none"> ○ 1st grade: 42% ○ 2nd grade: 28% 					
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	<ul style="list-style-type: none"> ○ Algebra I: 3% ○ Geometry: 0% ○ Algebra II: 0% ● Rates of students performing in the “Advanced” and “Proficient” Levels for Science: <ul style="list-style-type: none"> ○ 1st grade: 47% ○ 2nd grade: 34% ○ 3rd grade: 22% ○ 4th grade: 11% ○ 5th grade: 2% ○ 6th grade: 26% ○ 7th grade: 21% ○ 8th grade: 22% ○ Physical Science: 14% ○ Biology: 11% ○ Chemistry: 7% ○ Anatomy & Physiology: 5% ● Rates of students performing in the “Advanced” and “Proficient” Levels for Social Studies: <ul style="list-style-type: none"> ○ 1st grade: 41% ○ 2nd grade: 35% ○ 3rd grade: 26% ○ 4th grade: 8% ○ 5th grade: 8% ○ 6th grade: 6% ○ 7th grade: 39% ○ 8th grade: 7% ○ World Geography: 30% ○ Guam History: 35% ○ World History: 3% ○ U.S. History: 18% ○ U.S. Government: 25% 					
COMPONENT	ACTIVITIES	EVIDENCE				
Component 1. Resources, Books, and Instructional materials	(List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?) 100 WORD COUNT	(Describe the Outcome of your activity. Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional development.				

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<p>Procure supplementary instructional materials for use in the classroom.</p>	<p>Phase I of the Resource Compilation project was completed and all items delivered to project personnel. Hard copies were provided to the district office. Project personnel is working to upload the resource materials and disseminate the materials via the Instructional Coaches.</p>	<ul style="list-style-type: none"> • How did your targeted population benefit from this professional development? • How did the targeted population apply what was learned in this activity in the classroom or the school? • From this activity, how did teachers/administrators take what was learned to impact student academic achievement?) <p>100 WORD COUNT</p> <p>The resources compiled will provide teachers with quick access to lesson plans that are aligned to Key Quarterly Skills, Priority Skills, content standards, etc. See attached random samples of the resources created.</p>				
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input checked="" type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).</p> <p>As far as feedback from teachers on the usefulness of the newly produced supplementary materials, this activity has not been measured yet as project personnel continue to work to make it available to all teachers in all schools.</p> <p>Reporting on this indicator will follow as dissemination of the materials to all the schools is completed, training on its use is provided, and materials are actually utilized as an integral part of instruction.</p>	<p>BASELINE (Initial collection of data-when the activity first started)</p> <p>No baseline data.</p>	<p>1ST QTR.</p> <p>Ongoing work on compilation of contents for supplementary resource materials.</p>	<p>2ND QTR.</p> <p>Ongoing work on compilation of contents for supplementary resource materials.</p>	<p>3RD QTR.</p> <p>Completion of content compilation, production of hard copies, and submission to project.</p>	<p>4TH QTR.</p> <p>Ongoing preparation for electronic dissemination to the schools via flash drives, instructional coach sharing, and through the Teacher Toolkit website.</p>
<p align="center">COMPONENT</p>	<p align="center">ACTIVITIES</p>	<p align="center">EVIDENCE</p>				
<p>Component 2. Formative and Summative Assessments</p>	<p>(List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?) 100 WORD COUNT</p>	<p>(Describe the Outcome of your activity. Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional development.</p>				

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<p>By year 2019, 40% of participating teachers will utilize formative and summative assessment data to identify students' strengths and weaknesses, inform instruction, and provide interventions where needed.</p>	<p>A survey questionnaire was constructed on the utilization of formative and summative assessments in the classroom.</p> <p>However, training on the use of assessments in the classroom just concluded. This activity was delayed due to a lag in contract signing.</p> <p>Project needs to give some time before venturing to collect data from the trainees on how they are applying in the classroom the things they learned from the training.</p>	<ul style="list-style-type: none"> • How did your targeted population benefit from this professional development? • How did the targeted population apply what was learned in this activity in the classroom or the school? • From this activity, how did teachers/administrators take what was learned to impact student academic achievement?) <p>100 WORD COUNT</p> <p>Project will present survey results on actual classroom use of formative and summative assessment among the trainees in the FY'19 1st Quarter Report (see attached copy of the survey instrument).</p>				
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input checked="" type="checkbox"/> FULLY COMPLETED</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).</p> <p>Discussion on this will be done in the FY'19 1st Quarter Report.</p>	<p>BASELINE (Initial collection of data-when the activity first started)</p> <p>No baseline data.</p>	<p>1ST QTR.</p> <p>N/A (survey not yet constructed)</p>	<p>2ND QTR.</p> <p>N/A (survey not yet constructed)</p>	<p>3RD QTR</p> <p>N/A (survey not yet constructed)</p>	<p>4TH QTR.</p> <p>Training conducted on the use of assessments in the classroom.</p> <p>Feedback on application of things learned among trainees will follow.</p>
<p align="center">COMPONENT</p>	<p align="center">ACTIVITIES</p>	<p align="center">EVIDENCE</p>				
<p>Component 1. Professional Development</p> <p>By the end of 2019, reduce the percentage of freshmen placing</p>	<p>(List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?) 100 WORD COUNT</p>	<p>(Describe the Outcome of your activity. Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional development.</p> <ul style="list-style-type: none"> • How did your targeted population benefit from this professional development? 				

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<p>into developmental math at UOG to 80%.</p>	<p>Data from the University of Guam for freshmen placing into developmental math is pending. Data has been requested from the UOG.</p>	<ul style="list-style-type: none"> • How did the targeted population apply what was learned in this activity in the classroom or the school? • From this activity, how did teachers/administrators take what was learned to impact student academic achievement?) <p>100 WORD COUNT</p>				
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).</p>	<p>BASELINE (Initial collection of data-when the activity first started)</p>	<p>1ST QTR.</p>	<p>2ND QTR.</p>	<p>3RD QTR</p>	<p>4TH QTR.</p>

PART II:

<p>LIST TRAVEL ACTIVITIES COMPLETED.</p>	<p>(Provide a brief summary for each activity during the quarter.)</p> <p>No travel occurred during this reporting period.</p>
<p>LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p>	<p>(i.e Was training provided? When was training conducted? Name of travelers. Did the traveler(s) clear within 10-days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent’s Office? Etc.)</p> <p>Not applicable</p>

PART III:

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<p>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?</p>	<p>(This description should relate to the program activities outlined in your project application/agreement.) 100 WORD COUNT</p> <p>Project personnel were responsible for coordinating training activities, making calls for proposals or price quotations, and keying in requisitions for procurement of supplies and materials. Project personnel worked together with other projects' leads and personnel to implement various projects and training activities.</p>
<p>USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?</p>	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>Increasing the number of students who score in the Tier 1 and Tier 2 levels in the formative assessments, "Exceeding" or "Ready" levels for ACT Aspire, and in "Proficient" and "Advanced" levels in the Standards-Based Assessments continues to be an area where improvements are needed. We will continue our efforts to provide professional development to teachers to help improve their teaching so instruction is more effective and higher student performance is achieved. We will also monitor more closely how teachers are using the formative assessment data and provide appropriate training on utilizing the data for interventions</p>
<p>EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?</p>	<p>100 WORD COUNT</p> <p>Project funds supported the improvement of student academic achievement by: 1) providing teachers with professional development opportunities in research proven instructional strategies to be able to effectively teach the diverse learners in the classroom; 2) procuring formative and summative assessments; and 3) providing pertinent training so teachers conduct the assessments, collect relevant data and adjust the teaching so deficiencies in both teaching and the learning can be addressed</p>
<p>DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?</p>	<p>(Explain the programmatic and fiscal challenges encountered with your program.) 100 WORD COUNT</p> <p>The procurement process for contracting professional development services for Project ISLA <i>Giha</i> training is cumbersome and lengthy. Project personnel must obtain necessary information and documentation for the procurement and each step of the process requires a review and approval from various parties. At the final stage of the process the review by the Attorney General of Guam and the Governor of Guam involves a very comprehensive review before final approval. This whole process takes several months to complete. Working closely with the Procurement Office staff has helped with getting contractual work finalized and materials purchased, thus minimizing the potential for funds to lapse.</p>

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<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>(Have you discovered a new or better way to implement a program/project strategy? Are you conducting other types of “best practice” procedures that Federal Programs – State Office could share with other grantees?) 100 WORD COUNT</p> <p>Project personnel continues to await the finalization and effectuation of various contracts needed for professional development services (SIOP and CITW Trainings, SBA Revisions, Printing of Curricular Resources) and will also ensure that pertinent documents are submitted to process payment by the end of the liquidation period.</p>
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>100 WORD COUNT</p> <p>Impact on professional development activities are monitored through data collected from surveys on the usefulness of new knowledge/skills, changes on teaching practices and impact on student learning. Classroom observations on a small sample of participants are also conducted to document the implementation of the skills.</p>

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Michelle M. Camacho
PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR (SIGNATURE)

DATE

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

PROJECT MANAGER (SIGNATURE)

DATE

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Grant Name: Consolidated Grant FFY 2018 **Grant#:** S403A180002

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

PROJECT TITLE: Improving Student Learning & Achievement (ISLA): *Ayudante'*

PROJECT COORDINATOR: Joshua Blas

PROJECT MANAGER: Joseph L. M. Sanchez

STATE PROGRAM OFFICER: Shannon Bukikosa

10/ 01/18- 12/31/18	01/01/19- 03/31/19	04/01/19- 06/30/19	07/01/19- 09/30/19
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
			X
REPORT DUE: 1/10/19	REPORT DUE: 04/10/19	REPORT DUE: 07/10/19	REPORT DUE: 10/10/2019

ANNUAL REPORT DUE: 10/31/2018

AMOUNT BUDGETED (FFY 2018): \$11,757,478.60	AMOUNT EXPENDED: (Include all expenditures in this quarter) \$6,387,513.87	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 54 %	Total Full Time Equivalent Vacant <u>1</u> Filled <u>15</u>	Total Part Time Equivalent Vacant <u>25</u> Filled <u>200</u>
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GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
(Pre) K – 5	Na'metgot – 975		ESL – 16 Na'metgot-20		SSIP- 2,276 ESL – 1,382 ClassSupt. – 3,000 Na'metgot – 2,500 ASPIRE – 4,500 Summer – 1,000	0	SSIP- 138 ESL – 85 ClassSupt- 225 Na'metgot- 40 ASPIRE-110 Summer-89	SSIP-4 ESL – 26 ClassSupt – 26 Na'metgot – 13 ASPIRE-25 Summer – 5
6 – 8	Na'metgot – 1,212 4H – 10		ESL – 16 Na'metgot – 20 4H – 1		JHTD – 500 ESL – 337 ClassSupt – 1,000 Na'metgot-4,100 Summer – 1,000 4H – 800		JHTD – 2 ESL - 40 Na'metgot- 40	JHTD – 1 ESL – 8 ClassSupt – 8 Na'metgot – 4 Summer – 3 4H – 6

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9 – 12	Na'metgot-15 EP – 30 Summer – 30		ESL – 16	0	JHTD – 1,795 ESL – 654 ClassSupt – 500 Na'metgot-1,900 SAM – 400 EP – 3,000 Summer – 1,500		JHTD – 40 ESL – 40 SAM – 20 EP – 45 Summer – 45	JHTD – 3 ESL – 7 ClassSupt – 7 EP – 5 Summer – 5
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PART I:

<p>LIST THE PROJECT GOAL(S):</p>	<p>Components 3.1, 3.2, & 3.3</p> <ul style="list-style-type: none"> By 2019, reduce percent of students, K-8th scoring at Tier 2 and Tier 3 on AIMSweb ELA & Math assessment by additional 1%. By 2019, graduation rates will increase by 1%. By 2019 40% of TA Cohort will successfully earn 15 credits towards earning a degree in Education. <p>Components 3.1.& 3.3</p> <ul style="list-style-type: none"> By 2019 50% participating students, 6th-9th will receive a grade of 70% or higher in ELA & Math <p>Component 3.2</p> <ul style="list-style-type: none"> By 2019 20% participating students, K-9th will increase Lexile scores on Achieve 3000 by 20 points. By 2019, 80% of participating Kindergarten students will be at or above grade level in Reading & Math by end of 1st grade.
<p>LIST OBJECTIVE(S):</p>	<ul style="list-style-type: none"> 3.1.1 SSIP: 2018-2019: 20% of teachers attending math/ reading training will self-report implementing strategies in the K-5 classroom and monitoring student progress 3.1.2 JHTD: 2018-2019: Monitoring reports will indicate 4 additional high schools implementing JHTD with fidelity. 3.2.1 ESL: 2018-2019 50% trained teachers report feeling better prepared to teach ELL students 3.2.2 Classroom Support: 2018-2019 50% teachers report classroom support helpful in meeting needs of special populations. 3.2.2 Classroom Support: 60% TA cohort will pass of education courses with a grade of C or grater 3.2.2 Classroom Support: 2018-2019 50% of TAs will report passage of WorkKeys assessment with a certificate of completion 3.2.3 Na'metgot Tiningo': 2018-2019 data show online differentiated reading materials access by 90% of students with 75% showing adequate progress 3.2.3 Kinder Learn: 2018-2019 6 of 7 Kinder teachers report successful integration of technology in reading instruction 3.2.5 SAM: 2018-2019 Complete SAM guidelines/ Manual for all high schools. 3.3.1 ASPIRE: 2018-2019 40% of those in ASPIRE will increase AIMSweb benchmark 3.3.2 Eskuelan Puengi: 2018-2019 50% of 11th and 12th graders participating will earn credit to graduate 3.3.3 Summer School: 2018-2019 – 40% of K-5 participants will increase AIMSweb Fall benchmark by 10 points, 60% 6th-8th participants will earn passing grade of 70% of higher. 3.3.3 4H: 2018-2019 – 40% of participants will show progress in reading/ math in AIMSweb.

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COMPONENT	ACTIVITIES	EVIDENCE				
3.1 RESPONSE TO INTERVENTIONS 3.1.1 State Systemic Improvement Plan	UOG CEDDERS completed the activities within their 1 st contract for SSIP. The RFP for a new contract has been completed. UOG CEDDERS has been selected and awarded. The new contract was fully executed and signed by the Governor on August 21, 2019. The project is currently working with CEDDERS to create the implementation and training plan for SY2019-2020.	Activities completed for 1 st contract. 2 nd contract for additional training and technical assistance in reading and math was executed September 30, 2019.				
STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/> <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input checked="" type="checkbox"/> FULLY COMPLETED	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? Consistently in all the training modules/topics, participants' knowledge showed an increase after training was conducted.	BASELINE (Initial collection of data-when the activity first started) 63% of teachers who attended training who reported using strategies in K-5 classrooms.	1ST QTR. Interpreting Screening Scores <u>Pre PD</u> 21%-Low 57%-Moderate 13% - High <u>Post PD</u> 4%-Low 54%-Moderate 40%-High “Plan”-PDSA Cycle <u>Pre PD</u> 15%-Low 62%-Moderate 15%-High <u>Post-PD</u> 3%-Low 51%-Moderate 45%-High “Do”-PDSA Cycle <u>Pre-PD</u>	2ND QTR	3RD QTR	4TH QTR. 2 nd Contract executed this quarter, activities to begin in October.

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			20%-Low 61%-Moderate 13% - High Post-PD 4%-Low 54%-Moderate 40%-High			
			“Study”-PDSA Cycle Pre-PD 21%-Low 61%-Moderate 11% - High Post-PD 4%-Low 58%-Moderate 36%-High			
COMPONENT	ACTIVITIES	EVIDENCE				
3.1 RESPONSE TO INTERVENTION 3.1.2 Johns Hopkins Talent Development Program 	5 teachers and administrators participated in the Teacher Leader Summit in New Orleans on July 26-29, 2019. Participants had opportunity to gain knowledge and skills to improve teaching and foster a culture that engages educators and empowers them to take on leadership roles within their classrooms and schools. JHTD also had their last teacher training from August 19-23, 2019 for GW & Southern HS teachers. Topics included how to sustain and support students as they exit 9 th grade and supporting Freshmen Seminar Teachers. This is the last activity to complete the current contract.	Participants from the Teacher Leader Summit will be submitting their training plan for their respective schools. JHTD has also provided training for the new admin team at George Washington and Southern High School and offer what steps should be taken. Contract activities have been completed. A request for proposal is currently ongoing for the next activity. Oceanview Middle School continues to implement the activities with fidelity.				
STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/>	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?	BASELINE (Initial collection of data-when the activity first started)	1ST QTR.	2ND QTR.	3RD QTR	4TH QTR.
<input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE	JHTD implementation is measured based on school site observations, reports and teacher surveys.	# of teachers implementing	3 schools implementing	3 schools implementing	3 schools implementing	3 schools implementing

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<p align="center">MORE X FULLY COMPLETED</p>		<p>JHTD strategies with fidelity.</p>	<p>JHTD with fidelity (Oceanview MS, George Washington HS, and Southern HS 44 teachers implementing JHTD (20 - GWHS, 12-SHS, 12-OMS).</p>	<p>JHTD with fidelity (George Washington HS, and Southern HS 44 teachers implementing JHTD (20 - GWHS, 12-SHS, 12-OMS)</p>	<p>JHTD with fidelity (George Washington HS, and Southern HS 44 teachers implementing JHTD (20 - GWHS, 12-SHS, 12-OMS)</p>	<p>JHTD with fidelity (George Washington HS, and Southern HS 44 teachers implementing JHTD (20 - GWHS, 12-SHS, 12-OMS)</p>
<p align="center">COMPONENT</p>	<p align="center">ACTIVITIES</p>	<p align="center">EVIDENCE</p>				
<p>3.2 INSTRUCTIONAL SUPPORTS 3.2.1 English as a Second Language</p>	<p>The Project is currently in the RFP process for professional services to provide training on Pacific Island Cultural Sensitivity and LAS Link administration.</p> <p>While the requisition is still in process, the project will be holding LAS Link training during 1st quarter for new coordinators and PNP schools.</p>	<p>Teachers will benefit from these proposed training because it will provide teaching strategies on working with Pacific Islanders and build school capacity in LAS Link administration. Currently only ESL Coordinators are trained in administering and scoring LAS Link assessments, this will allow more teachers and District personnel to be trained. Note that the LAS Link training and cultural sensitivity professional developments are currently in the RFP process.</p>				
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</p> <p>The Project measures effectiveness through observation and training evaluations.</p>	<p>BASELINE (Initial collection of data-when the activity first started)</p> <p>27% of trained teachers reported feeling better prepared to teach ESL students</p>	<p>1ST QTR.</p> <p>Training was not held during this period.</p>	<p>2ND QTR.</p> <p>Training was not held during this period.</p>	<p>3RD QTR</p> <p>Training was not held during this period.</p>	<p>4TH QTR.</p> <p>Training was not held during this period.</p>
<p align="center">COMPONENT</p>	<p align="center">ACTIVITIES</p>	<p align="center">EVIDENCE</p>				
<p>3.2 INSTRUCTIONAL SUPPORTS 3.2.2 Classroom Instructional</p>	<p>200 TAs were processed to return for school year 2019-2020. The project also conducted interviews and selections for the 30 vacant</p>	<p>Surveys were also conducted on the satisfaction of classroom support by Teacher Assistants, 231 teachers responded to the survey, below are the results:</p>				

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<p>Supports</p>	<p>positions. New incoming TAs will begin on October 10, 2019. Training for new TAs will be held on October 9, 2019.</p> <p>Undergraduate courses for TAs is currently in the RFP Process. The intent is to have a cohort of TAs to take undergraduate courses in Education towards a degree.</p>	<ul style="list-style-type: none"> • TAs are valuable to student success: 76%-Strongly Agree, 20%-Agree, 2%-Neutral, 2%- Strongly Disagree • TA performance/ work meaningful: 73%-Strongly Agree, 21%-Agree, 4%-Neutral, 1%- Disagree • Teacher/ supervisor provides feedback on TA performance/ work: 29%-Always, 30%-Sometimes, 24%-Often, 7%-Never, 11%-Rarely • Overall Satisfaction with support TAs provide: 55%- Outstanding, 31%-Satisfactory, 6%-Neutral, 7%-Needs, 1%-Not Effective <p>The results will be used to see how to better improve the types of supports TAs provide to classroom teachers and students and the training we provide.</p>				
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input checked="" type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</p> <p>TAs/IPAs are measured through teacher satisfaction surveys and school site observations.</p> <p>Teachers rated the overall effectiveness of TAs/IPAS with overall satisfaction 55%- Outstanding, 31%-Satisfactory. It is evident that TAs/IPAs are valued at the school site and that they spend their time supporting classroom instruction. Training is provided at the school site, therefore, the Project will also assess what types of trainings are needed to support them.</p> <p>TA cohort's effectiveness will be measured by the passing grade each received for the educational course(s)</p>	<p>BASELINE (Initial collection of data-when the activity first started)</p> <p>% teachers report classroom support helpful.</p>	<p>1ST QTR.</p> <p>Overall Effectiveness of TA/IPAs 23%- Outstanding 42%- Excellent 10%- Neutral, 17%- Satisfactory 7%-Needs Improvement</p>	<p>2ND QTR.</p> <p>Overall Effectiveness of TA/IPAs 67% - Outstanding 30% - Excellent 1.5% - Neutral 1.5% - Needs Improvement 0% - Not effective</p>	<p>3RD QTR</p> <p>Overall Effectiveness of TA/IPAs 27% - Outstanding 28% - Excellent 0% - Neutral 5% - Needs Improvement 0% - Not effective</p>	<p>4TH QTR.</p> <p>Overall Effectiveness of TA/IPAs 55% - Outstanding 31% - Satisfactory 6% - Neutral 7% - Needs Improvement 1% - Not effective</p>

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		TAs provide certificate to project director	N/A (RFP process ongoing)			
COMPONENT	ACTIVITIES	EVIDENCE				
3.2 INSTRUCTIONAL SUPPORTS 3.2.3. Na'metgot Tiningo	The contract with Achieve 3000 is currently with the Attorney General's Office for review.	The outcome will be students will have access to a variety of differentiated instruction online. Teachers can customize lessons/ reading materials based on student Lexile scored. Student reading levels is expected to increase with usage (see attached email on contract status).				
STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? Data will be collected once the Achieve 3000 licenses have been issued for student access and assessment	BASELINE (Initial collection of data-when the activity first started)	1ST QTR.	2ND QTR.	3RD QTR	4TH QTR.
		% of students logs show accessed Achieve 3000, and % of those students showing progress through increased Lexile scores from beginning to end of quarter.	Contract is pending approval with the Attorney General.			
COMPONENT	ACTIVITIES	EVIDENCE				
3.2 INSTRUCTIONAL SUPPORTS	Teachers continue to implement the use of IXL to supplement instruction in Math and Language	Teachers for this school year are currently updating the roster for IXL and also training new students on how the proper use of laptops. Data will be				

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3.2.4 Kinder Learn	Arts. Kindergarten and 1 st grade are currently implementing the use. Laptops for the next grade level have been procured, pending delivery. SY19-20 the project will expand to 2 additional schools for Kinder grade levels.	reported for first quarter of FY19.				
STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/> <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input checked="" type="checkbox"/> FULLY COMPLETED	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? [Kinder Learn is measured through teachers reporting successful usage of technology in the classroom and also through classroom observations. In addition, effectiveness is measured to see the number of students that are performing at or above grade level in reading and math. Note: AIMSweb training for teacher is currently ongoing. Fall Benchmark testing started in September and closed in November. Data will be pulled for student participants.	BASELINE (Initial collection of data-when the activity first started) 50% of teachers or 4 teachers currently integrating technology in reading and math instruction Winter 2018 AIMSweb Letter Naming 57% - Tier 1 on grade level	1ST QTR. 100% of Kinder teachers (7 teachers) are currently integrating the usage of technology, IXL in the classroom. 100% of 1 st Grade teachers (8 teachers) are currently integrating the usage of technology, IXL in the classroom. Kinder 3,459 (2,157- Math,	2ND QTR. 100% of Kinder teachers (8 teachers) are currently integrating the usage of technology, IXL in the classroom. 100% of 1 st Grade teachers (7 teachers) are currently integrating the usage of technology, IXL in the classroom. Kinder 5,862 (3,699- Math, 2,193- LA) Skills	3RD QTR 100% of Kinder teachers (8 teachers) are currently integrating the usage of technology, IXL in the classroom. 100% of 1 st Grade teachers (6 teachers) are currently integrating the usage of technology, IXL in the classroom. Kinder 1,288 (837- Math, 451- LA) Skills	4TH QTR. Schools were in Summer session, therefore, activities were not implemented during this period. Pending AIMSweb data for Fall

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		Number Identification 62% - Tier 1, on grade level	1,302-LA) Skills Practiced 1,849 (1,233-Math, 616-LA) Skills Mastered 98%-Math, 92%-LA Students Practicing 1st Grade 775 (424-Math, 315-LA) Skills Practiced 323 (174-Math, 149-LA) Skills Mastered 66%-Math, 56%-LA Students Practicing	Practiced 3,016 (1,998-Math, 1018-LA) Skills Mastered 95%-Math, 91%-LA Students Practicing 1st Grade 7,510 (889-Math, 2614-LA) Skills Practiced 817 (477-Math, 340-LA) Skills Mastered 71%-Math, 64%-LA Students Practicing	Practiced 572 (494-Math, 258-LA) Skills Mastered 82%-Math, 67%-LA Students Practicing 1st Grade 299 (176-Math, 123-LA) Skills Practiced 184 (116-Math, 68-LA) Skills Mastered 49%-Math, 41%-LA Students Practicing	Benchmark
COMPONENT	ACTIVITIES	EVIDENCE				
3.3 EXTENDED LEARNING Student Advocate Mentor (SAM)	Meeting with all administrators regarding SAM was held on August 20, 2019. Five high schools (George Washington, John F. Kennedy, Simon	Teachers will be paid a stipend to design the guidelines for participation and monitoring student progress. Teachers have been identified for this activity. Teacher agreements are currently being submitted (see attached				

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	Sanchez, Southern, and Tiyan) have been identified to participate. Teacher agreements are currently being submitted for 20 teachers. Target date for completion of the SAM Guidelines is October 2019.	news clipping).				
STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? The Project will collect the at-risk student data, such as the top 100 students in the 9 th grade that are off track to graduate with their cohort.	BASELINE (Initial collection of data-when the activity first started)	1ST QTR.	2ND QTR.	3RD QTR	4TH QTR.
		N/A	Drafting of teacher contract ongoing	Drafting of teacher contract ongoing	Draft teacher contract completed	15 signed Teacher Agreements are being routed for approval.
COMPONENT	ACTIVITIES	EVIDENCE				
3.3 EXTENDED LEARNING 3.3.1 ASPIRE	ASPIRE completed activities for SY18-19 in May. Currently ASPIRE is ongoing for SY19-20. AIMSweb testing is also ongoing for Fall Benchmark. 1 st quarter will report data for current participants.	Activity for SY18-19 has been completed. ASPIRE for SY19-20 is currently ongoing. ASPIRE outcome is to increase student performance during the regular day. AIMSweb data will help determine what areas teachers can focus on instruction.				
STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/> <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input checked="" type="checkbox"/> FULLY COMPLETED	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? Activity completed in 3 rd quarter.	BASELINE (Initial collection of data-when the activity first started)	1ST QTR.	2ND QTR.	3RD QTR	4TH QTR.
		AIMSweb Fall Benchmark Scores	543 - Total # of Students (44 not tested) 175 (39% increase)- Total # of students	517 - Total # of Students 196 (40% increase)- Total # of students increase scores by	564 - Total # of Students 225 (45.3% increase)- Total # of students increase scores by 10pts in Oral Reading (564 tested)	Schools were in Summer session for July and August, therefore, activities for SY19-20 began in

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			increase scores by 10pts in Oral Reading	10pts in Oral Reading (496 tested)	105 (21.3% increase) -Total # of students increase scores by 10 points in Math Computation (516 tested)	September
			110 (24% increase) - Total # of students increase scores by 10 points in Math Computation	137 (28% increase) - Total # of students increase scores by 10 points in Math Computation (495 tested)		
COMPONENT	ACTIVITIES	EVIDENCE				
3.3 EXTENDED LEARNING 3.3.2 Eskuelan Puengi (EP)	<i>Eskuelan Puengi</i> completed in 2 nd quarter. EP ran from February 12 – March 21, 2019 (Session A – February 12-28 and Session B – March 5- 21). EP Sites include George Washington, John F. Kennedy, Okkodo, Simon Sanchez, and Tiyan High School. 1,768 students completed the project.	This activity was completed in 2 nd quarter.				
STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/>	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?	BASELINE (Initial collection of data-when the activity first started)	1ST QTR.	2ND QTR.	3RD QTR	4TH QTR.
<input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input checked="" type="checkbox"/> FULLY COMPLETED	EP measured effectiveness through the number of students that earned credit towards graduation and the number of students that graduated in June 2019 as a result of participation. EP Completed in 2 nd quarter.	64% of students received a passing grade of 70% or higher to	Activity not conducted during this period.	Marks Analysis Session A Passing Rate 72% A – 27% (249) B – 24% (219) C – 22% (201) D – 18% (163) F – 11% (99)	Activity not conducted during this period.	Activity not conducted during this period.

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		earn credit for courses taken.		Session B Passing Rate 65% A – 24% (202) B – 20% (171) C – 21% (174) D – 30% (250) F – 5% (40)		
COMPONENT	ACTIVITIES	EVIDENCE				
3.3 EXTENDED LEARNING 3.3.3 Summer School	Summer School ended on July 17, 2019 for elementary and middle school. Session B for high school ended on July 12, 2019. 899 elementary and middle school students completed the program. 842 students participated in session A; 814 earned ½ credit (97%). 796 participated in session B; 789 earned ½ credit (99%). Rainbows graduation was held on July 17, 2019. 131 students earned their high school diploma as a result of participation. Transportation was provided by DPW to all participants.	Outcome of Summer School for elementary and middle was to increase student performance from the regular school year. The outcome for high school was to have students earn 0.5 to 1 credit towards graduation. Discouraging them from dropping out from school. Surveys were conducted and below are some of the results from Student and Parents. Elementary/ Middle Student Results <ul style="list-style-type: none"> • Learned Something New: 76% (61) – Strongly Agree, 18% (14) – Agree, 4% (3) – Neutral, 1% (1) – Disagree, 1% (1) – Strongly Disagree. • What we did was fun: 65% (61) – Strongly Agree, 18% (14) – Agree, 4% (3) – Neutral, 3% (2) – Disagree • Overall Effectiveness: 61% (49) – Outstanding, 19% (15) – Satisfactory, 18% (14) – Neutral, 3% (8) – Unsatisfied Elementary/ Middle Parent Results <ul style="list-style-type: none"> • Child Learned Something New: 42% (62) – Strongly Agree, 46% (67) – Agree, 12% (17) – Neutral • What child did was fun: 38% (56) – Strongly Agree, 41% (60) – Agree, and 21% (30) – Neutral • Overall Effectiveness: 47% (68) – Outstanding, 45% (65) – Satisfactory and 8% (12) – Neutral, 1% (2) – Unsatisfied High School Student Results <ul style="list-style-type: none"> • Course by conference provided sufficient time with instructor: 84% yes, 7% no, 9% unsure • Summer School experience had prepares skills for college/ career – 81% yes, 10% no, 9% unsure • Overall Effectiveness: 32% Outstanding, 60% Satisfactory, 6% 				

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		Neutral, 2% Needs Improvement High School Parent Results <ul style="list-style-type: none"> • Mandated contact hours was flexible for child: 65% Strongly Agree, 12% Agree, 15% Neutral, 5% Disagree, 3% Strongly Disagree • Teacher allowed child appropriate amount of time to complete assignments: 56% Strongly Agree, 26% Agree, 15% Neutral, 2% Disagree • Overall Effectiveness: 38% Outstanding, 56% Satisfactory, 4% Neutral, 1% Needs Improvement 				
STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input checked="" type="checkbox"/> FULLY COMPLETED 	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? <p>Summer School will evaluate effectiveness for elementary and middle school students through AIMSWEB scores in Oral Reading and Math Computation.</p> <p>High School will be evaluated through the number of student earning credit towards graduation.</p>	BASELINE (Initial collection of data-when the activity first started) AIMSweb 2018 Spring Benchmark Scores (Project will begin June 2018)	1ST QTR. N/A	2ND QTR. N/A	3RD QTR. N/A	4TH QTR. <p>Elementary 669 - Total # of Students</p> <p>259 (49.1% increase)- Total # of students increase by 10pts in OR (527 tested)</p> <p>220 (41.2% increase) -Total # of students increase by 10 pts. in Math Comp. (534 tested)</p> <p>Middle 230 - Total # of Students</p> <p>59 (34.9% increase)- Total # of students increase by 10pts in OR (169 tested)</p> <p>8 (5.6% increase) -Total # of students increase by 10pts in Math Comp (143 tested)</p>

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		Previous Grade (end of Spring 2018) (Project will begin June 2018)	N/A	N/A	N/A	<p>Middle School Grades 6th-8th earned 70% or higher Reading 38.7% (89) Math 64.8% (149) Language Arts 36.5% (84)</p> <hr/> <p>Marks Analysis Overall Passing Rate 83.3%</p> <p>Session A Passing Rate 79.9% A – 37% (315) B – 26% (215) C – 17% (143) D – 17% (141) F – 3% (28)</p> <p>Session B Passing Rate 86.9% A – 43% (343) B – 26% (203) C – 18% (146) D – 12% (93) F – 1% (11)</p>
COMPONENT	ACTIVITIES	EVIDENCE				
3.3 EXTENDED LEARNING 3.3.4 4H Program	A vendor has been selected to help implement the 4H activity. The contract is currently being cost negotiated.	The outcome of 4H will be an increase in reading and math scores in participating students and teachers will have strategies they can utilize to bridge classroom and 4H experiences.				
STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?	BASELINE (Initial collection of data-when the activity first started) % of students that increase AIMSweb scores in Oral Reading and	1ST QTR. Contract is pending approval	2ND QTR. Contract is pending approval	3RD QTR Contract is pending approval	4TH QTR. Contract is pending approval

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		Math Computation			
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PART II:

LIST TRAVEL ACTIVITIES COMPLETED.	<p>2019 International Society for Technology in Education (ISTE) Conference – 13 Teachers, Administrators, and project personnel attended the conference on June 22 – 26, 2019 in Philadelphia, PA.</p> <p>2019 National Conference on Innovative Teaching Strategies – 14 Teachers, Administrators and project personnel attended the conference on July 7 – 12, 2019 in Las Vegas, NV</p>
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LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	<p>The Project Manager is working with the traveling team on developing a training plan. Once all travel reports have been received, they will be compiled on a final report to be submitted to the Project Manager, Superintendent, and Federal Programs Division.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">ISTE Conference</th> <th style="width: 50%;">Innovative Teaching Conference</th> </tr> </thead> <tbody> <tr> <td>1. Freda Arii – Cleared & Trained</td> <td>1. Haane Barcinas - Cleared</td> </tr> <tr> <td>2. Joshua Blas – Cleared & Trained</td> <td>2. Joyce Berry – Cleared</td> </tr> <tr> <td>3. Kristina Cade –Cleared</td> <td>3. Joshua Blas – Cleared & Trained</td> </tr> <tr> <td>4. Felix Chaco - Cleared & Trained</td> <td>4. Aldrin Cajigal – Cleared</td> </tr> <tr> <td>5. Natasha Cruz - Cleared</td> <td>5. Michelle De Guzman - Cleared</td> </tr> <tr> <td>6. Natasha Dela Cruz - Cleared</td> <td>6. Sophia Duenas – Cleared</td> </tr> <tr> <td>7. Kelly Escuadra - Cleared & Trained</td> <td>7. Kelly Escuadra – Cleared & Trained</td> </tr> <tr> <td>8. Elwin Quitano – Cleared</td> <td>8. Maritess Garcia - Cleared</td> </tr> <tr> <td>9. Matilda Rivera – Cleared & Trained</td> <td>9. Melisa Mafnas - Cleared</td> </tr> <tr> <td>10. Renee-Lynn Sanchez – Cleared & Trained</td> <td>10. Rebecca Perez - Cleared</td> </tr> <tr> <td>11. Genevieve Santos – Pending Clearance</td> <td>11. Benjamin Santiago - Cleared</td> </tr> <tr> <td>12. Debra Shimizu – Cleared</td> <td>12. Taniya Santos-Billany - Cleared</td> </tr> <tr> <td>13. Pamela Villanueva - Cleared</td> <td>13. Ann Marie Trusso – Pending Clearance</td> </tr> <tr> <td></td> <td>14. Ursula Umadhay – Cleared</td> </tr> </tbody> </table>	ISTE Conference	Innovative Teaching Conference	1. Freda Arii – Cleared & Trained	1. Haane Barcinas - Cleared	2. Joshua Blas – Cleared & Trained	2. Joyce Berry – Cleared	3. Kristina Cade –Cleared	3. Joshua Blas – Cleared & Trained	4. Felix Chaco - Cleared & Trained	4. Aldrin Cajigal – Cleared	5. Natasha Cruz - Cleared	5. Michelle De Guzman - Cleared	6. Natasha Dela Cruz - Cleared	6. Sophia Duenas – Cleared	7. Kelly Escuadra - Cleared & Trained	7. Kelly Escuadra – Cleared & Trained	8. Elwin Quitano – Cleared	8. Maritess Garcia - Cleared	9. Matilda Rivera – Cleared & Trained	9. Melisa Mafnas - Cleared	10. Renee-Lynn Sanchez – Cleared & Trained	10. Rebecca Perez - Cleared	11. Genevieve Santos – Pending Clearance	11. Benjamin Santiago - Cleared	12. Debra Shimizu – Cleared	12. Taniya Santos-Billany - Cleared	13. Pamela Villanueva - Cleared	13. Ann Marie Trusso – Pending Clearance		14. Ursula Umadhay – Cleared
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PART III:

DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?	<p>Project Personnel (Lead Project Coordinator & Program Coordinators) facilitated project meetings, conducted consultation meeting with service providers, administrators, entered requisitions, and prepared biweekly certifications to ensure compliance and address any programmatic issues. TAs/ IPAs provided small group instruction and 1:1 tutoring to support at risk students. Teachers provided instruction and created lesson plans to address student needs. </p>
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<p>USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?</p>	<p>Survey results from Summer School, TA, and trainings are used to show effectiveness of the project along with ways it can be improved. Some of the areas for improvement is to look at how frequently we assess students. Also improvements on administrative things such as forms that schools complete quarterly. Much of the data collected show positive impact the projects have on student achievement.</p>
<p>EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?</p>	<p>Project funds were used for personnel to support instructional intervention projects for at-risk students through TAs/IPAs, ESL Coordinators, ASPIRE, SSIP, and JHTD. Funds were used for consultants to support teachers and instructional materials. TAs/ IPAs provide small group instruction, and tutoring to struggling students. Teachers design lessons and intervention activities that address needs of struggling students, providing additional support, and reinforcing skills and concepts. Coordinators provide support and guidance to teachers; assist with project implementation and monitoring. Training personnel builds capacity and allows teachers to increase awareness and change current practices to promote student achievement.</p>
<p>DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?</p>	<p>Ayudante' had challenges with the AIMSweb system and pulling data for the project. Training for the new AIMSweb system was held in July. This hindered the project from analyzing if students increased in skill level/ performance. Another challenge is implementation of project with contracts currently going through the procurement process, contracts at the Attorney General's office for review (Achieve 3000). Other minimal challenges were worked out with teachers and administrators based on recommendations for improvements to this process.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>The Project will continue to conduct school site monitoring/ observations. The Project will also continue to review project guidelines that need to be updated. The following are other activities that will happen by next quarter:</p> <ul style="list-style-type: none"> • EP & Summer School Planning • Processing of Teacher Assistants for the vacant positions (approximately 30) • Development of SAM Guidelines • School Aide Monitoring/ Observations
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>Ayudante' has used a variety of tools to evaluate the effectiveness of the Project, District and School Site Evaluation. District evaluations included project meetings, training evaluations, school site visits, data collection from AIMSweb, and project recommendations. Results were used to improve implementation. School site evaluations included project surveys for student, parent, and teacher. Information was used to help recommend improvements at the various school sites along with address any issues. In addition, collaborative meetings with administrators help address challenges and plan the design of the ASPIRE Project,</p> <p>Ayudante' continues to maintain communication with school administrators, coordinators, and other stakeholders. Stakeholders have been involved with project implementation and recommendations. Also many stakeholders have begun looking at ways and finding resources that can be used for future improvements for next year.</p>

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Grant Name: Consolidated Grant FFY 2018 **Grant#:** S403A180002,S403A180002-18A

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

PROJECT TITLE: College Pathway

PROJECT COORDINATOR: Leah Beth O. Naholowaa, Ed.D

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Sean Rupley

10/ 01/18- 12/31/18	01/01/19- 03/31/19	04/01/19- 06/30/19	07/01/19- 09/30/19
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
			X
REPORT DUE: 1/10/19	REPORT DUE: 04/10/19	REPORT DUE: 07/10/19	REPORT DUE: 10/10/2019

ANNUAL REPORT DUE: 11/28/2019

AMOUNT BUDGETED (FFY 2018): <u>\$ 2,034,895.01</u>	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$451,814.99</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>22</u> %	Total Full Time Equivalent Vacant _____ Filled <u>2</u>	Total Part Time Equivalent Vacant _____ Filled _____
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GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
(Pre) K – 5	180	0	9	0	500	0	151	2
6 – 8	0	0	0	0	0	0	0	0
9 - 12	250	0	0	0	2562	0	0	0

PART I:

LIST THE PROJECT GOAL(S):	<p>The GDOE State Strategic Plan states that, “All GDOE students will graduate from high school prepared to pursue post-secondary education on-or-off-island or assume gainful employment within the public or private sectors with one of its objective that seeks to decrease the percentage of public school students testing into remedial Reading and math courses. Students testing into remedial Reading, English, and Math courses at the University of Guam (UOG) and Guam Community College (GCC) resulted in not being prepared for rigorous academic curriculum to succeed at the post-secondary level. GDOE State Strategic Plan Accountability and Data Framework report for SY14-15 baseline data indicated that 73% of students tested in remedial reading and 68% in remedial math courses at UOG; 75% tested in remedial English and 97% in remedial math courses at GCC. Additionally, data indicate only 18% of the students passed Advanced Placement Exams for college credits, and only 16% of students scored 3(average) or higher of</p>
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	the78% who took the AP Exam in AP courses.
LIST OBJECTIVE(S):	<p>Goal 1: Year 1:2018 Thirty (30%) of participating teachers will increase their knowledge of AP instructional practices as evidenced by classroom observations, self-reporting surveys and lesson plans. Year 2: 2019 Forty (40%) of participating teachers will use AP instructional strategies as evidenced by classroom visits, self-reporting surveys and lesson plans. Year 3: 2020, Fifty (50%) of participating teachers will utilize AP instructional strategies as evidenced by classroom visits, self-reporting surveys and lesson plans.</p> <p>Goal 2 Year 1: 2018 Thirty (30%) of participating teachers will increase their knowledge of College Board AP Approved syllabi. Year 2: 2019, Ten (10 %)of participating teachers will create an approvable AP College Board approved syllabi, as evidenced by the approved letter of acceptance from AP College Board. Year 3: 2020: Twenty (20%) participating teachers will create an approvable AP College Board approved syllabi, as evidenced by the approved letter of acceptance from AP College Board.</p> <p>Goal 3: By Year 2018, 100 students participate in English and Math camps as evidenced by attendance logs. By Year 2019 the number of students participating in English and Math camp will increase to 120 evidenced by attendance logs. By Year 2020, the number of students participating in English and Math camp will increase to 150 as evidenced by attendance logs.</p> <p>Goal 4: By Year 2018, Ten (10) STEM activities/competitions will be offered to students as evidenced by activities calendar. By Year 2019, Twelve (12) STEM activities/competitions will be offered to students as evidenced by activities calendar. By Year 2020, Fourteen (14) STEM activities/competitions will be offered to students as evidenced by activities calendar</p>

COMPONENT	ACTIVITIES	EVIDENCE
<p>4.1 STEM Education- To strengthen the Science, Technology, Engineering, and Math (STEM) project through contracting professional development for STEM/NGSS Training for a cadre of teachers on the implementation and curriculum mapping of the Next Generation Science Standard</p>	<p>As part of the contract awarded in May 2019 (REQ 20190059), Global Green STEM worked with the Guam Department of Education (GDOE) to provide one day of technical assistance for the newly designated elementary STEM Cadre and six 1-day professional development sessions for teachers new to FOSS. Each school selected one teacher who had previously participated</p>	<p>As part of a pre/post-survey of the six 1-day FOSS module PDs, all participants were asked to rate their level of confidence in teaching about the module concepts using the active investigation pedagogy. Before training began, a mere 12% (12 of 102) of responding participants for all six sessions said they were mostly or very confident. At the end of the training, all (100%) respondents said they were mostly or very confident teaching this content and pedagogy.</p> <p align="center"><i>(See table below on FOSS Kit Training Data)</i></p>

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(NGSS) Phase 2 using FOSS kits.

in both a direct FOSS PD training and had taught the kit with students to be their STEM Cadre Leader.

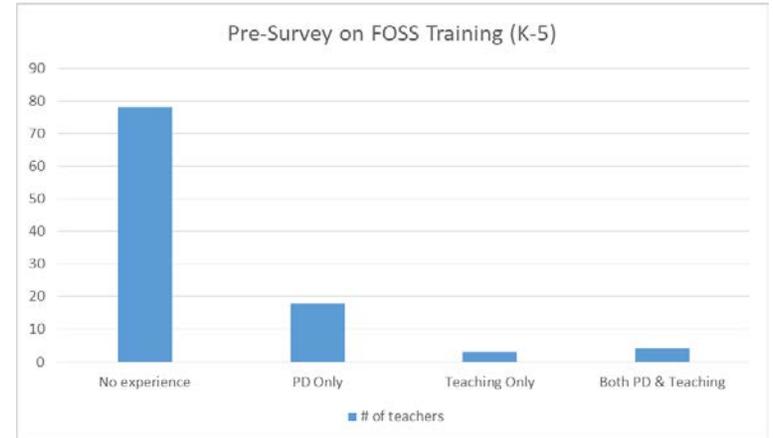
To develop their leadership capacity within their schools, the STEM Cadre Leaders also attended one grade-level introductory PD FOSS training as a co-facilitator. Additionally, each school could send one teacher per grade level to attend the introductory PD session on the grade's FOSS module.

Kinder teachers attended the *Sound and Light* module session; Grade 1 teachers attended the *Plants and Animals* session; Grade 2 teachers attended the *Pebbles, Sand & Silt* module session; Grade 3 teachers attended the *Motion and Matter* module session; Grade 4 teachers attended the *Environments* module session; Grade 5 teachers attended the *Earth & Sun* module session.

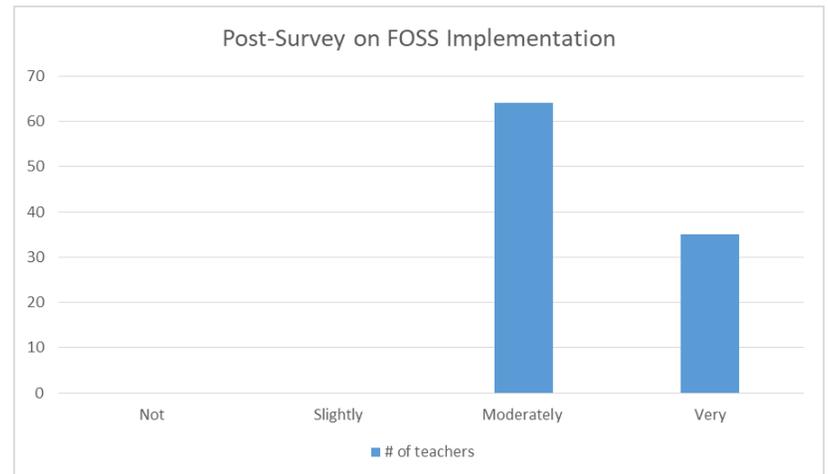
During this quarter, teachers conducted a couple or more investigations on their respective grade level FOSS kit through the following training:

July 30-31, 2019 K-2
 August 1-2, 2019 3-5
 September 12-20, 2019 K-5

Q: What is your teaching experience with FOSS modules?



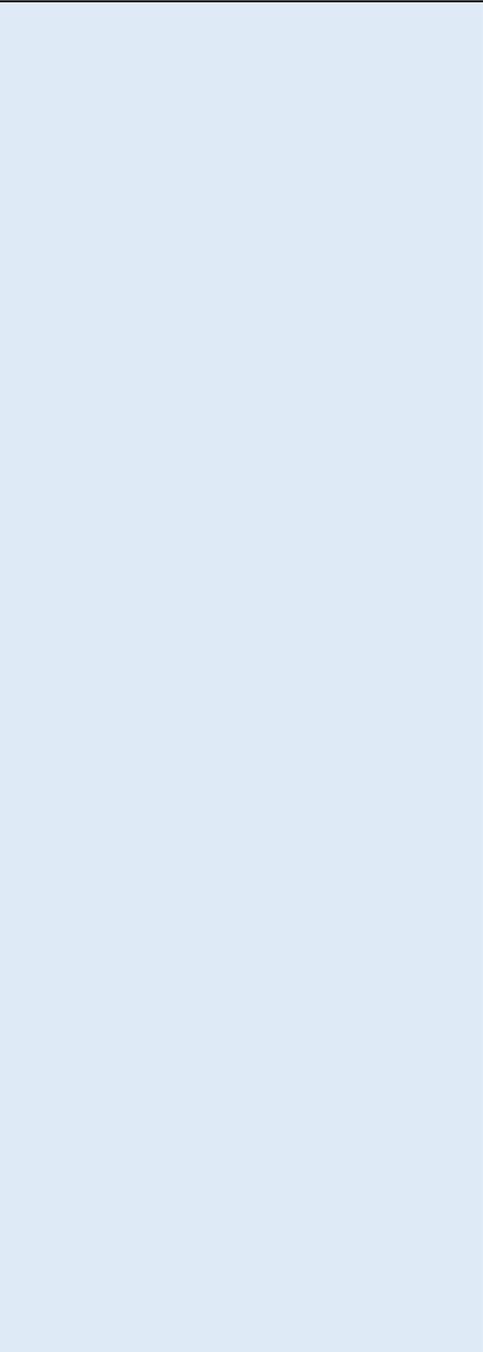
Q: How confident are you teaching the FOSS module concepts using the active investigation approach?



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COMPONENT	ACTIVITIES	EVIDENCE				
4.4 College Readiness	<ul style="list-style-type: none"> • All participating students filled out a pre-assessment survey upon arrival. • Students listened to opening remarks from the College Pathway Director, GDOE's Superintendent and Deputy Superintendent, and special guests. • Students were divided into groups, accordingly by schools, and participated in a round robin session. • Students were rotated three times in the following sessions: <ul style="list-style-type: none"> ○ Meet and greet with military academies ○ WICHE/WUE ○ Financial Aid ○ GPA Game ○ Choosing a college, introduction to 	<p align="center">(See attached copy of SY18-19 College Fair Program of Activities, and a copy of the pre-assessment and post-assessment survey instruments)</p>				

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college, and college application timeline,

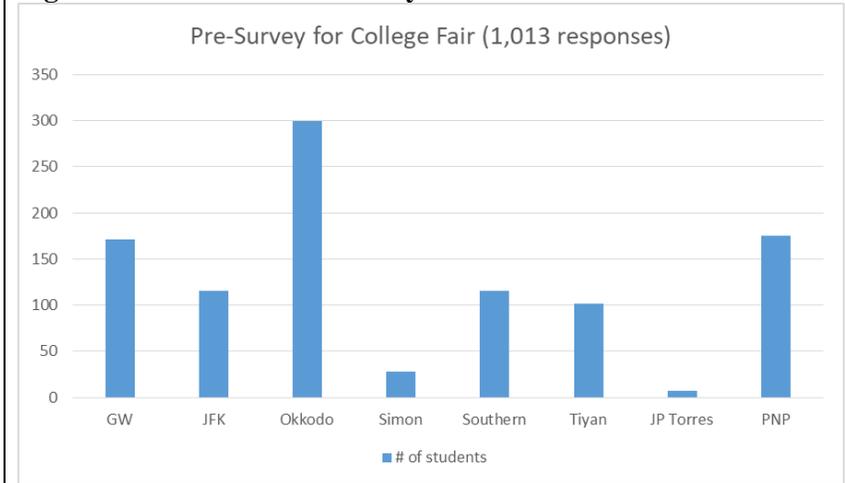
- Students completed a post-survey to complete their participation.

EVENING SESSION

- All students, including PNP, were invited to visit participating colleges from around the world to meet, converse, explore, and enroll in colleges of their choice.

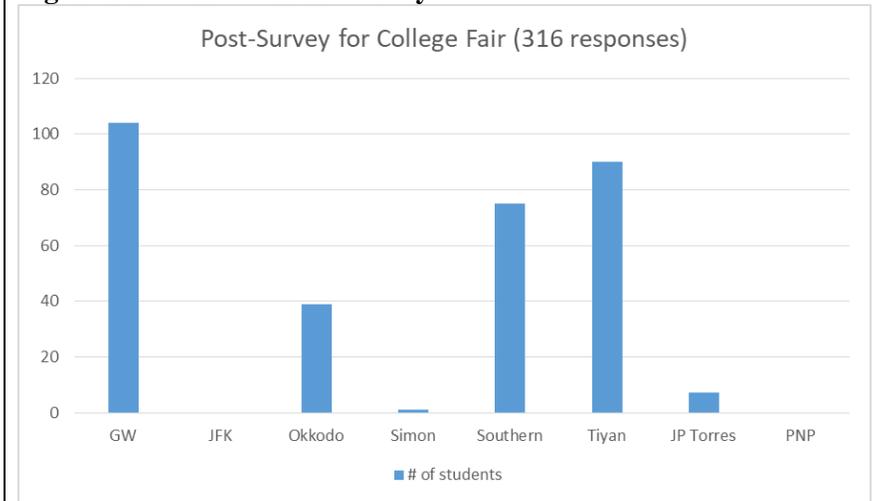
Number of students who submitted their pre-assessment prior to the presentation

Figure 1 Pre-Assessment Survey



Number of students who submitted their post-assessment prior to their dismissal

Figure 2 Post-Assessment Survey



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Figure 3 Pre-Assessment on FAFSA

Are you familiar with the Free Application for Federal Student Aid (FAFSA)?

681 responses

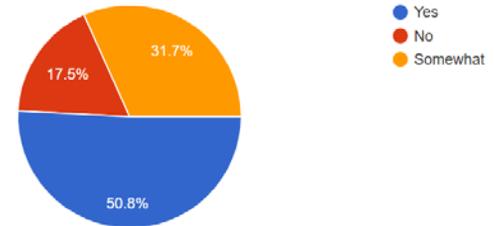
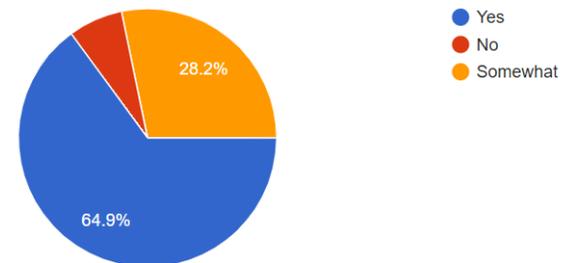


Figure 4 Post-Assessment on FAFSA

Are you familiar with the Free Application for Federal Student Aid (FAFSA)?

308 responses



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Figure 5 Pre-Assessment on financial aid

Are you familiar with financial aid opportunities?

680 responses

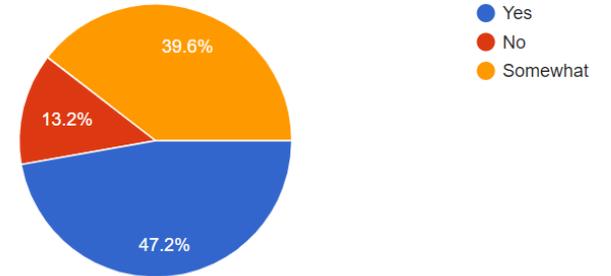
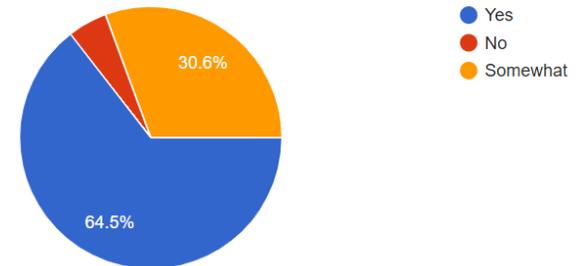


Figure 6 Post-Assessment on financial aid

Are you familiar with financial aid opportunities?

307 responses



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Figure 7 Post-Assessment on ability

Rate your ability to identify at least 3 areas to consider in choosing the "right" college/university

267 responses

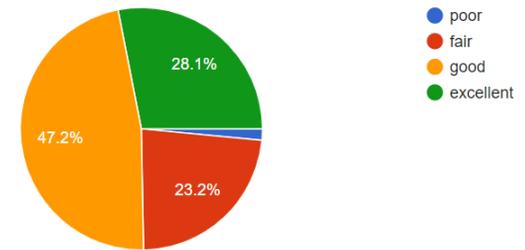
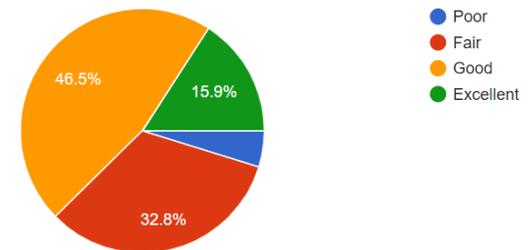


Figure 8 Post-Assessment on knowledge and confidence

Rate your knowledge and confidence in applying to a college or university

271 responses



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STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/>	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?	BASELINE (Initial collection of data-when the activity first started)	1 ST QTR.	2 ND QTR.	3 RD QTR	4 TH QTR.
<p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input checked="" type="checkbox"/> FULLY COMPLETED</p>	<p><u>Figures 1-2</u> College Pathway Project conducted a pre-assessment and post-assessment survey for all participating secondary students. 1,013 students submitted their forms prior to the college presentations and 316 student data entries have been entered on Google forms. Data will be updated as they are still being processed by College Pathway and high school counselors.</p> <p><u>Figures 3-6</u> Based on the pre-assessment surveys, 51% of high school juniors and seniors stated they were familiar with Free Application for Federal Student Aid (FAFSA). The post-assessment survey indicates that 65% of our students recognize FAFSA.</p> <p>On a similar topic, students were also asked if they were familiar with financial aid opportunities, in general. Figure 5 displays the results of the pre-assessment survey, which indicated 47% said <i>yes</i>, and in Figure 6 the post-assessment displays an increase of percentage to 65%.</p> <p>So, students are becoming more aware of opportunities and programs that offer financial assistance when they attend college.</p>	<p><u>Figure 1</u> 1,013 students submitted their pre-assessment forms prior to the college presentations.</p> <p><u>Figure 3</u> 51% of high school juniors and seniors stated they were familiar with Free Application for Federal Student Aid (FAFSA).</p> <p><u>Figure 5</u> 47% indicated <i>yes</i> to being familiar with financial aid opportunities.</p>	<p>N/A (College Fair not held at this time)</p>	<p>N/A (College Fair not held at this time)</p>	<p>N/A (College Fair not held at this time)</p>	<p><u>Figure 2</u> 316 student data entries have been entered on Google forms. Data will be updated as they are still being processed by College Pathway and high school counselors.</p> <p><u>Figure 4</u> The post-assessment survey indicates that 65% of our students recognize FAFSA.</p> <p><u>Figure 6</u> 65% of students are more aware of financial opportunities.</p>

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	<p><u>Figure 7</u> At the end of the round-robin session of three or more presentations, students were asked to rate their ability on identifying at least three crucial component areas in selecting the right college for them. 75% of students rated themselves as “good” or “excellent” as displayed in Figure 7. Evidently, students are becoming more knowledgeable and showing more interests in researching for the appropriate college that suits their needs.</p> <p><u>Figure 8</u> In Figure 8, students rated themselves on their knowledge and confidence in applying for a college. Data shows that more than half of the students, which is 63%, have “good” to “excellent” knowledge and confidence that will help them apply for colleges. It is understood that students are gaining new information that boosts their confidence to pursue post-secondary options.</p>					<p><u>Figure 7</u> 75% of students rated themselves as “good” or “excellent” on their ability in identifying important factors when choosing a college.</p> <p><u>Figure 8</u> 63% of students who have submitted their post-assessment survey indicated that they have “good” to “excellent” knowledge and confidence to apply for colleges.</p>
COMPONENT	ACTIVITIES	EVIDENCE				
4.2 Advanced Placement (AP)	(List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?)	(Describe the Outcome of your activity. Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional				

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<p>GDOE students will have access to two (2) additional AP courses approved by the College Board.</p>	<p>100 WORD COUNT During this reporting period there were challenges with finalizing of the contract (i.e. RFP# 014-2019), however during the next reporting period the contract will be implemented and program activities will resume.</p>	<p>development.</p> <ul style="list-style-type: none"> • How did your targeted population benefit from this professional development? • How did the targeted population apply what was learned in this activity in the classroom or the school? • From this activity, how did teachers/administrators take what was learned to impact student academic achievement?) <p>100 WORD COUNT</p>				
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></p> <p>X NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).</p> <p>Target number was not achieved due to challenges with the aforementioned contract</p>	<p>BASELINE (Initial collection of data-when the activity first started)</p>	<p>1ST QTR.</p>	<p>2ND QTR.</p>	<p>3RD QTR</p>	<p>4TH QTR.</p>
<p>COMPONENT</p>	<p>ACTIVITIES (List each Activity completed or ongoing for</p>	<p>EVIDENCE (Describe the Outcome of your activity. Be able to disaggregate the</p>				

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<p>4.3 Math and English Camp</p>	<p>this quarter. Describe how much was accomplished? What work was done?) 100 WORD COUNT</p> <p>During this reporting period there were challenges with finalizing of the contract (i.e. RFP# 003-2019), however during the next reporting period the contract will be implemented and program activities will resume.</p>	<p>proof of your activity. Example: Sign-in sheets for workshop, training or professional development.</p> <ul style="list-style-type: none"> • How did your targeted population benefit from this professional development? • How did the targeted population apply what was learned in this activity in the classroom or the school? • From this activity, how did teachers/administrators take what was learned to impact student academic achievement?) <p>100 WORD COUNT</p>				
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).</p>	<p>BASELINE (Initial collection of data-when the activity first started)</p>	<p>1ST QTR.</p>	<p>2ND QTR.</p>	<p>3RD QTR</p>	<p>4TH QTR.</p>
			<p>N/A (due to lack of contract)</p>	<p>N/A (due to lack of contract)</p>	<p>N/A (due to lack of contract)</p>	<p>Contract is in paper process. Waiting for finalization and updating requisition</p>
<p>COMPONENT</p>	<p>ACTIVITIES</p>	<p>EVIDENCE</p>				
<p>4.2 AP Program</p> <p>Forty percent (40%) of participating teachers will increase their knowledge of AP instructional practices as evidenced by classroom observations, self-reporting surveys and lesson plans.</p>	<p>(List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?) 100 WORD COUNT</p> <p>During this reporting period there were challenges with finalizing of the contract (i.e. RFP# 014-2019),, however during the next reporting period the contract will be implemented and program activities will resume.</p>	<p>(Describe the Outcome of your activity. Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional development.</p> <ul style="list-style-type: none"> • How did your targeted population benefit from this professional development? • How did the targeted population apply what was learned in this activity in the classroom or the school? • From this activity, how did teachers/administrators take what was learned to impact student academic achievement?) <p>100 WORD COUNT</p>				
<p>STATUS FOR COMPONENT:</p>	<p>HOW DID THE PROJECT MEASURE ITS</p>	<p>BASELINE</p>	<p>1ST QTR.</p>	<p>2ND QTR.</p>	<p>3RD QTR</p>	<p>4TH QTR.</p>

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PLEASE CHECK ONE: <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED	COMPONENTS EFFECTIVENESS? <i>EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).</i>	(Initial collection of data-when the activity first started)				
			N/A (due to pending contract)	N/A (due to pending contract)	N/A (due to pending contract)	Contract is in paper process. Waiting for finalization and updating requisition

PART II:

LIST TRAVEL ACTIVITIES COMPLETED.	AP Annual Conference, July 19-24, 2019 Orlando, Florida NACAC Conference, September 26-28, 2019, Louisville, Kentucky
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LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	AP Annual Conference Travelers: Bernadette Gumataotao Russel Cortez Anthony Blas Gilbert Mangosong Mary Ann Angeles NACAC Travelers: Sahlee Felisan Joseph V. Lujan Beatriz Camacho Jane C. Shiu
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PART III:

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<p>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?</p>	<p>Project personnel performed the following but some activities may not have been listed:</p> <ul style="list-style-type: none"> • Created memo to invite STEM elementary teachers from each grade level to practice using the FOSS kit for their grade level. • Monitored contracts that were pending at the Procurement/Legal and TPFA • Prepared materials and supplies needed for training days. • Answered questions raised by teachers regarding NGSS curriculum plans. • Maintained record-keeping of attendance, working documents, and closing reports. • Reported data to Federal Programs officers. • Met with Secondary Counselors to prepare for College Fair • Met with TCEA Committee to organize the upcoming competition in January 18, 2020 • Issued 2nd batch of Singapore Math Workbooks to Elementary and Middle School participants <p>✓ Implemented Annual College Fair, requesting funds for venue, supplies, materials for workshops, and bussing for 3,100 GDOE students (juniors and seniors) in learning the process of admission, financial aid, residential/dormitory, and student college life and meeting with different colleges/universities of both and off-island campus recruiters.</p>
<p>USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?</p>	<p>Based on our data, an area of improvement is to ensure that we compile data before the trainer departs. We shared the same evaluation at the end of each training session. To avoid situations like this, scheduling should provide time to analyze data before moving on to the next activity.</p>
<p>EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?</p>	<p>The project has spent a large amount of money on FOSS kits. Increasing teacher knowledge, skills, and confidence to implement the FOSS kits in the classroom is beneficial by providing our students a curriculum that covers content that will be addressed in the ACT Aspire Science Assessment. Moreover, students will be provided opportunities to expose themselves to STEM related activities and promote higher-order thinking skills.</p>

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<p>DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?</p>	<p>There were four (4) activities that were not implemented due to no contract. College Pathway will re-enter the contract to implement those activities.</p> <p>Contracts for the following activities: Advanced Placement Contract Test Fees (4.2 Advanced Placement) Summer College Readiness (4.2 Advanced Placement) Online Technology Courses (4.2 Math and English Camp) STEM 4H (4.1 STEM)</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>College Pathway will conduct the Part two and Part three of the Next Generation Science Standard (NGSS) training to include the curriculum mapping for Secondary Teachers, Singapore Math and STEM Unit Development for Middle School and STEM Expo Planning for 2020.</p>
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>The program funds provided additional support to help students prepare for post-secondary education and to increase student access to post-secondary education through college readiness projects. By having a college fair, it would increase student engagement, interest, and improve academic performance and readiness for college entry.</p>

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Grant Name: Consolidated Grant FFY 2018 **Grant#:** S403A180002,S403A180002-18A

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

PROJECT TITLE: Career Pathway

PROJECT COORDINATOR: Sylvia T. Calvo

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Roque Yamashita

10/ 01/18- 12/31/18	01/01/19- 03/31/19	04/01/19- 06/30/19	07/01/19- 09/30/19
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
			X
REPORT DUE: 1/10/19	REPORT DUE: 04/10/19	REPORT DUE: 07/10/19	REPORT DUE: 10/10/2019

ANNUAL REPORT DUE: 11/28/2019

AMOUNT BUDGETED (FFY 2018): \$3,124,960	AMOUNT EXPENDED: (Include all expenditures in this quarter) \$ <u>658,038.20</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>21</u> %	Total Full Time Equivalent Vacant <u>0</u> Filled <u>2</u>	Total Part Time Equivalent Vacant <u>0</u> Filled <u>1</u>
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GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
(Pre) K – 5								
6 – 8			8		6458		44	29
9 - 12	813		9	10	9536		218	31

PART I:

LIST THE PROJECT GOAL(S):	<p>Goal 1: By 2020, 75% of participating teachers will have the knowledge and skills to implement a high quality curriculum in career courses as evidenced by self-report, classroom observation and review of lesson plans.</p> <p>Goal 2: By year 2020, 80% of participating students will receive a passing grade in their career academy courses.</p> <p>Goal 3: By year 2020, 15 classrooms will have updated equipment.</p> <p>Goal 4: 90% of graduating seniors will pass the WorkKeys assessments with a Bronze score or higher.</p> <p>Goal 5: By year 2020, increasing percentage of students who are participating in CTE course offerings will increase by 5%</p>
LIST OBJECTIVE(S):	<p>GOAL 1:</p> <p>Year 1: increasing knowledge 25%, utilizing strategies 25%, increase access to technology</p> <p>Year 2: Deeper knowledge, in 50% more strategies, 50% access & utilize technology</p> <p>Year 3: 30 % using strategy, 75% access & use of technology</p>

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	<p>GOAL 2: Year 1: as a result of a higher quality curriculum, 50% of participating students will receive a passing grade in their career academy Year 2: as a result of a higher quality curriculum, 65% of participating students will receive a passing grade in their career academy Year 3: as a result of a higher quality curriculum, 80% of participating students will receive a passing grade in their career academy</p> <p>GOAL 3: Year 1: 7 classrooms will have updated equipment and teachers will show evidence of usage of equipment Year 2: 8 classrooms will have updated equipment and teachers will show evidence of usage of equipment Year 3: 15 classrooms will have updated equipment and teachers will show evidence of usage of equipment</p> <p>GOAL 4: Year 1: 60% of graduating seniors pass the WorkKeys assessments with a Bronze score or higher and achieve an NCRC certificate Year 2: 75% of graduating seniors pass the WorkKeys assessments with a Bronze score or higher and achieve an NCRC certificate Year 3: 90% of graduating seniors pass the WorkKeys assessments with a Bronze score or higher and achieve an NCRC certificate</p> <p>GOAL 5: Year 1: 29% of all GDOE high school students eligible to enroll in GCC courses, with increasing Certificates of Mastery or Completion Year 2: 30% of all GDOE high school students eligible to enroll in GCC courses, with increasing Certificates of Mastery or Completion Year 3: 31% of all GDOE high school students eligible to enroll in GCC courses, with increasing Certificates of Mastery or Completion</p>
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COMPONENT	ACTIVITIES	EVIDENCE
<p>5.1: GDOE 21st Century CTE Classrooms</p>	<p>(List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?) 100 WORD COUNT</p> <p>A distribution schedule for 630 laptops and the network access points were provided to the DOE Property Office for disposition.</p> <p>The first contract extension with the University of Guam to provide training on Career Academies was executed. Planning for the training scheduled for December is ongoing.</p> <p>Supplemental books for the Business Teachers were distributed and the book vendor will train them on October 21 on how to use the book.</p>	<p>(Describe the outcome of your activity. Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional development.</p> <ul style="list-style-type: none"> • How did your targeted population benefit from this professional development? • How did the targeted population apply what was learned in this activity in the classroom or the school? • From this activity, how did teachers/administrators take what was learned to impact student academic achievement?) <p>100 WORD COUNT</p> <p>The laptop carts are utilized by students to practice the WorkKeys curriculum as well as to take the WorkKeys assessment. As more students avail of the curriculum, the district should realize a considerable improvement in the WorkKeys scores from previous years (see attached school distribution schedule).</p> <p>The accessibility of the Career Interest Inventory scores have been foundational to the implementation of the Choices360 career exploration. The Project expects to see an increased interest in the pursuit of the ‘career’ pathway among students with access to career</p>

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		<p>awareness opportunities and high school planning, online portfolios, college finding and financial aid information through our Choices360 Career Interest Inventory for our middle and high school students</p> <p>Some other benefits of having the laptops and ways they are being utilized in the classrooms include: students accessing information more easily for curriculum support, provide a faster way for teachers to give feedback on student work, and help with enhancing instruction through use of teaching websites and games.</p>				
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input checked="" type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p> <p>Year 2: 8 classrooms will have updated equipment and teachers will show evidence of usage of equipment</p> <p>Year 2: as a result of a higher quality curriculum, 65% of participating students will receive a passing grade in their career academy</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).</p> <p>Upon delivery to the targeted schools, the Project will collect receiving reports for the 36 mobile laptop carts and 15 digital whiteboard then begin periodic monitoring on their use in the classroom and impact made on the student's learning.</p> <p>Each equipment will have a usage form/template designed to track data on student usage of equipment in the classroom.</p> <p>With a greater number of laptops, the project will be exceeding its target number of outfitted classrooms for the year.</p> <p>Impact on student learning of CTE teacher training as well as provision of supplemental books to teachers will have to be measured at a later time.</p>	<p>BASELINE (Initial collection of data-when the activity first started)</p> <p>No equipment purchased yet. Technology bid pending completion</p>	<p>1ST QTR.</p> <p>No new equipment has been purchased, but teachers continue to report positive usage of the previously purchased technology and equipment</p> <p>See attached Table of % students earning a grade of 70% or above</p>	<p>2ND QTR.</p> <p>Requisitions for the mobile laptop carts, laptops, software & access points are in procurement.</p> <p>See attached Table of % students earning a grade of 70% or above</p>	<p>3RD QTR</p> <p>Distribution schedules for technology equipment were sent to Property Office</p> <p>N/A (grading not done at this time)</p>	<p>4TH QTR.</p> <p>Monitoring form created for classroom observation.</p> <p>It is anticipated that way more than 8 classrooms will have updated equipment.</p> <p>N/A (grading not done at this time)</p>

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COMPONENT	ACTIVITIES	EVIDENCE				
<p>5.2: ACT KeyTrain training, and WorkKeys assessment / Choices360 Career Assessment System</p> <p>Year 2: 75% of graduating seniors pass the WorkKeys assessments with a Bronze score or higher and achieve an NCRC certificate</p>	<p>(List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?) 100 WORD COUNT</p> <p>Implementation: Through DOE's contracted agreement with GCC, the program coordinator accomplished the following:</p> <ul style="list-style-type: none"> created 3,958 WorkKeys curriculum student accounts for SY19-20 conducted Curriculum training for 8 school site facilitators at Tiyan HS conducted Proctor training for 4 JP Torres SA, 3 Simon Sanchez HS and 3 Tiyan HS staff who will administer WorkKeys Assessment provided support services associated with WorkKeys Program for each school site <p>Implementation: GCC program coordinator accomplished the following services to support Choices 360 Program implementation:</p> <ul style="list-style-type: none"> met with Agueda Johnston MS, FB Leon Guerrero MS and V.Benavente MS staff to discuss Program implementation created 15,546 Choices student accounts for SY19-20 provided support services associated with the Choices Program for each school site 	<p>(Describe the Outcome of your activity Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional development.</p> <ul style="list-style-type: none"> How did your targeted population benefit from this professional development? How did the targeted population apply what was learned in this activity in the classroom or the school? From this activity, how did teachers/administrators take what was learned to impact student academic achievement?) <p>100 WORD COUNT</p> <p>[There has been considerable improvement in the WorkKeys scores in all certificates from previous years including a greater percentage of students being assessed for the year. With the creation of the 3,958 curriculum student accounts, students will be able to increase their workplace readiness knowledge and skills and be better prepared to take the WorkKeys assessment.</p> <p>With the increase in students accessing the Career Interest Inventory, more middle school students will have the opportunity to plan for courses in high school, and seniors will be better prepared to make career choices upon graduation or selecting programs of study in college.]</p>				
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).</p>	<p>BASELINE (Initial collection of data-when the activity first started)</p>	<p>1ST QTR.</p>	<p>2ND QTR.</p>	<p>3RD QTR</p>	<p>4TH QTR.</p>
			<p>WorkKeys: For 1st</p>	<p>WorkKeys: For 2ndquarter</p>	<p>WorkKeys: For 3rd quarter</p>	<p>WorkKeys: For 4th quarter</p>

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- COMPLETED 50% OR MORE**
 FULLY COMPLETED

SY18-19 GDOE Class of 2019 Total Breakdown of Certificates Earned from WorkKeys Assessments:

WorkKeys Data

Updated Totals	Total
Bronze	370
Silver	239
Gold	138
Platinum	85
Total Certificates Earned	832
Incomplete	5
NONE	142
Total Assessed	979

Increase in percentage of certificates earned from seniors taking WorkKeys Assessment show target goals were exceeded (85% actual vs. 75% target) for the quarter.

This is a good indication that the aim of getting the students to be 'workplace ready' is gradually being accomplished in the schools. More and more students are becoming potentially employable, i.e. they are acquiring the skills necessary for work.

The project is on track with achieving its aim of 90% WorkKeys certificate holders in Year 3.

With significantly increasing number of Choices 360 accounts established, more students (*middle and high school*) will have the opportunity to explore prospects of various career choices, beyond their personal references.

quarter 84/107 assessed or **79%** achieved Bronze or higher status.

2 Platinum, 12 Gold, 17 Silver, & 53 Bronze certificates were earned.

More assessment are pending throughout the year. WorkKeys scores have improved considerably.

More Choices360 accounts have been created and more students are using the system.]

343/426 assessed or **81%** achieved Bronze or higher status.

17 Platinum, 44 Gold, 114 Silver & 168 Bronze certificates were earned.

Choices 360: A total of 4,554 accounts were established and the number of students completing the activities is shown in the preceding table

900/1086 assessed or **83%** achieved Bronze or higher status

98 Platinum, 149 Gold, 256 Silver, & 397 Bronze certificates were earned.

Choices 360: A total of 6,905 accounts were established and students completed activities in the following sections: *Interest Profiler, Work Values Sorter,*

the data reflects the results of the seniors who took the assessment in SY18-19.

832/979 assessed or **85%** achieved Bronze or higher status

85 Platinum, 138 Gold, 239 Silver, & 370 Bronze certificates were earned

Choices 360: A total of 15,546 accounts were established

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						Career Cluster Survey, A Picture of Me in the Future, After High School Transition Plan.	
COMPONENT	ACTIVITIES	EVIDENCE					
<p>5.3: CTE Academies</p> <p>A. By year 2019, percentage of students who are participating in CTE course offerings will increase by 1% (Modified) [overall]</p> <p>B. as a result of a higher quality curriculum, 60% of participating students will receive a passing grade in their career academy</p> <p>C. 32% of all GDOE high school students will enroll in GCC courses, of which 60% will earn Certificates of Mastery or Completion</p>	<p>(List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?) 100 WORD COUNT</p> <ul style="list-style-type: none"> Twenty six (26) students completed the Construction Craft Laborer I Program at the Guam Trades Academy. Sixteen (16) of these students continued on with the next level, Construction Craft Laborer II Program. The end of the program is scheduled to be completed in December 2019. The contract renewal with the Guam Trades Academy to provide NCCER Basic Core Curriculum & Construction Craft Laborer I & II was executed in August. The contract with Guam Community College (GCC) to provide CTE courses in the secondary schools, administer the WorkKeys Assessment and Choices 360 Career Interest Inventory was executed in September. Services are currently being provided at the secondary schools. 	<p>(Describe the Outcome of your activity. Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional development.</p> <ul style="list-style-type: none"> How did your targeted population benefit from this professional development? How did the targeted population apply what was learned in this activity in the classroom or the school? From this activity, how did teachers/administrators take what was learned to impact student academic achievement? <p>100 WORD COUNT</p> <p>The new contract with GCC affords high school students opportunities to enroll in courses in electronics, marketing, allied health, automotive, carpentry, culinary and LMP. There are currently 13 different CTE courses offered at the various public high schools.</p> <p>Twenty six (26) students in the Construction Craft Laborer I courses have been exposed to a variety of trades, including <i>carpentry, masonry, ironworking, electrical, welding, heavy equipment and cranes</i>. They would have the basic knowledge needed on any job site that would increase their chances of finding a job right away after high school and have a head start on apprenticeship programs leading to being a journeyman/woman.</p>					
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> NOT STARTED</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).</p>	<p>BASELINE (Initial collection of data-when the activity first started)</p>	<p>1ST QTR.</p>	<p>2ND QTR.</p>	<p>3RD QTR</p>	<p>4TH QTR.</p>	

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- LESS THAN 50% COMPLETED
- COMPLETED 50% OR MORE
- FULLY COMPLETED

School Year 19-20	GW	JFKS	OHS	SHS	SSHS	THS
Allied Health	86	81		57	72	
Auto Services Tech	55	55	60	42	42	63
Auto Collision Repair	55			61		
Const Trades Auto CAD	37					
Const Trades-HVAC				25		
Const Trades Carpentry	47	58	44		54	45
Early Childhood Ed	90					
Electronics Tech	64		87	50	66	
Marketing	52	79	85	42	71	54
Tourism LMP	71	82	83	39	86	77
Tourism ProStart	66	71	78	47	52	
Telecommunications						60
Visual Communications	66					55
TOTAL SY 19-20	689	426	437	363	443	354
TOTAL SY18-19	662	437	445	314	457	444
Difference	+27	-11	-8	+49	-14	-90

A comparison of the enrollment numbers by course by school for SY19-20 from SY18-19 show increases in total enrollment for GWHS (4%) and SHS (16%), but decreases at the other 4 high schools, thus reflecting a -2% decrease overall in enrollment.

SY19-20: 2,712 Total Enrollment
 SY18-19: 2,759 Total Enrollment
 Difference: -47 or -2%

NO NEW DATA FROM VENDOR (Guam Community College)

The contract for CTE Academies is currently in procurement and upon execution of the contract services for the 12 classes will continue without any interruption to all the high schools

All participating public high schools showed a performance of at least **79%** (>55% target) in the percentage of students received a passing grade of 70% or above

Thirteen (13) CTE courses are offered at the 6 participating DOE High Schools

 Data on the percentage of students receiving a passing grade of 70% or above unavailable until the school's 1st semester ends in January 2020.

COMPONENT	ACTIVITIES	EVIDENCE
5.4: Professional Development for	(List each Activity completed or ongoing for	(Describe the Outcome of your activity. Be able to disaggregate the

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<p>CTE teachers</p> <p>A. 60% of GDOE and PNP teachers attending CTE training will self-report implementing strategies in CTE classrooms and monitoring student progress.</p> <p>B. 70% of participating students receiving a passing grade of 70% or higher.</p> <p>C. By 2019, 60% of participating teachers will report having implemented strategies learned through CTE teacher professional development and have the knowledge and skills to implement a high quality curriculum in career courses as evidenced by self-reflections, classroom observation and review of lesson plans.</p>	<p>this quarter. Describe how much was accomplished? What work was done?) 100 WORD COUNT</p> <p>The contract extension for the Career Academies Training was executed and planning is ongoing for a December training.</p> <p>The contracts for Computer Science curriculum standards development and for Career Exploration curriculum development are still in the procurement phase. Project personnel continue to monitor the progress on the approval phase to ensure the contracts are executed so work can begin.</p>	<p>proof of your activity. Example: Sign-in sheets for workshop, training or professional development.</p> <ul style="list-style-type: none"> • How did your targeted population benefit from this professional development? • How did the targeted population apply what was learned in this activity in the classroom or the school? • From this activity, how did teachers/administrators take what was learned to impact student academic achievement?) <p>100 WORD COUNT</p> <p>The Career Academies Training will include reviewing National Standards of Practice for accreditation through NCAC, learning highly effective teaming strategies and developing action plans for creating Career Academies. Through these processes Middle and High School teams will have a map to properly plan for creating Career Academies and ensure necessary components are in place for implementing a successful program.</p>				
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).</p> <p>Project Personnel will collect data on each secondary school's progress with establishing Career Academies.</p>	<p>BASELINE (Initial collection of data-when the activity first started)</p>	<p>1ST QTR.</p> <p>Trainings have been beneficial to update our teachers on the latest</p>	<p>2ND QTR.</p> <p>Requisitions for professional development have been released and</p>	<p>3RD QTR</p> <p>Work continues to process requisitions for the Professional</p>	<p>4TH QTR.</p> <p>Planning for Career Academies training is ongoing.</p>

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	Project Personnel will collect participation numbers for the Computer Science curriculum development and Career Exploration curriculum development activities. Data will also be collected on the types of products created and how they are used in the classroom to help instruction.		trends in technology and curriculum.	are being routed for procurement approvals	Development Training. Upon execution of the contract s training will commence.	Data on participation rate, products developed & utilization rate will be collected

PART II:

LIST TRAVEL ACTIVITIES COMPLETED.	<p>(Provide a brief summary for each activity during the quarter.)</p> <p>There were no travel activities funded by Career Pathway during the 4th quarter.</p>
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LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	<p>(i.e Was training provided? When was training conducted? Name of travelers. Did the traveler(s) clear within 10-days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent’s Office? Etc.)</p> <p>There were no travel activities funded by Career Pathway during the 4th quarter.</p>
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PART III:

DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?	<p>(This description should relate to the program activities outlined in your project application/agreement.) 100 WORD COUNT</p> <ul style="list-style-type: none"> • Project Personnel worked closely with Procurement Office, Legal Counsel and Federal Programs Office to have new contracts for CTE services in the high schools, Career Academies Training and Curriculum Development training executed. • Project Personnel worked closely with Procurement Office and Federal Programs Office to close out activities, certify invoices for services completed and execute contract renewals with Guam Community College, University of Guam and Guam Trades Academy to continue services through September 30, 2020.
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<p>USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?</p>	<p>(What strategies are working, not working?) 100 WORD COUNT Significant increases from previous years in the number of students scoring at a Bronze or higher level in the Work Keys Assessment were realized during this period but the participation rate still remain low in comparison to the total number of students eligible to take the test: 426 were tested out of the 4057 11th & 12th graders enrolled or 11%. Project personnel will improve communication and coordination efforts with the school principals, test coordinators and Vendor to increase the number of students taking Work Keys Assessment by meeting with principals at least once a month and providing them the number of students in their respective schools who have taken the Assessment</p>
<p>EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?</p>	<p>100 WORD COUNT Funding was utilized for computing equipment and supplies and materials for the GDOE classrooms to enhance classroom learning. The availability of funding also has a direct impact on the Guam Community College's ability to provide students with the additional CTE course offerings and providing the supplies and equipment needed to for instructional goals in those classrooms. The GCC course offerings help provide more CTE opportunities to our students. Labor and trades courses offered through the GCA Trades Academy provide the training for our students to gain skills in the Construction industry. With new federal regulations limiting H2-B visas for hiring construction workers outside of the USA, this has impacted Guam's construction industry to keep up with housing and military build-up projects. The training we provide these students gives them a guaranteed career and provides the manpower needed for this industry.</p>
<p>DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?</p>	<p>(Explain the programmatic and fiscal challenges encountered with your program.) 100 WORD COUNT The total contract review process involves multiple approval steps which cause delays with the contract execution and ultimately the carrying out of services. In the case of the RFP006-2019, reviews by internal approvers and their subsequent requests for clarification on the scope of work required several rounds of back-and-forth communication between vendor and Project personnel. Two face-to-face meetings were also held before the contract was finalized and subsequently sent to the Attorney General and Governor for signatures.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>(Have you discovered a new or better way to implement a program/project strategy? Are you conducting other types of "best practice" procedures that Federal Programs – State Office could share with other grantees?) 100 WORD COUNT The Project will continue to follow-up with all schools' progress on implementing WorkKeys Assessment and provide support where necessary. A more intentional effort will be made to collaborate with the schools and Vendor to increase the number of students taking WorkKeys as well as the number of students availing of Choices360 Career Interest Inventory. Preparation and planning for Career Academies training, Labor and Trades courses for students, and services for CTE Programs at the various schools will be done. Project personnel will coordinate with the participating schools to secure representation for each activity.</p>

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EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.

100 WORD COUNT

- Project personnel maintains communications via telephone, email messages and face-to-face visits with vendors to get updates on progress of activities as well to provide technical assistance and guidance on issues or concerns that arise. This communication is followed up with site visits and classroom observations.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project # 5. Career Pathway

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Sylvia T. Calvo

PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

DATE

Joseph L.M. Sanchez

PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGNATURE)

DATE

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Grant Name: Consolidated Grant FFY 2018 **Grant#:** S403A180002,S403A180002-18A

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

PROJECT TITLE: Gifted and Talented Education (GATE)

PROJECT COORDINATOR: Leon P.C. Bamba

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Shandice J. Calano

10/01/18- 12/31/18	01/01/19- 03/31/19	04/01/19- 06/30/19	07/01/19- 09/30/19
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
			X
REPORT DUE: 1/10/19	REPORT DUE: 04/10/19	REPORT DUE: 07/10/19	REPORT DUE: 10/10/2019

ANNUAL REPORT DUE: 11/28/2019

AMOUNT BUDGETED (FFY 2018): <u>\$ 1,151,082.00</u>	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$ 216,508.08</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>19%</u>	Total Full Time Equivalent Vacant <u> 2 </u> Filled <u> 7 </u>	Total Part Time Equivalent Vacant <u> 1 </u> Filled <u> 1 </u>
AMOUNT BUDGETED (FFY 2017): <u>\$ 1,078,225.87</u>	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$ 893,770.34</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>83%</u>		

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
(Pre) K – 5	94		14		1768		38	
6 – 8	211				139			
9 - 12	186				72			

PART I:

LIST THE PROJECT GOAL(S):	<u>Goal 1: Increase student participation in GATE activities (Academic Special Events, Visual Arts, Theater, and Music).</u> Year 2: 12% increase in number of students participating in GATE activities, Year 3: 15%. <u>Goal 2: Increase the academic success of GATE students.</u>
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	<p>Year 2: 62% of GATE students will score at either READY or EXCEEDING level in ACT Aspire Reading and Mathematics assessments, Year 3: 65%.</p>
<p>LIST OBJECTIVE(S):</p>	<p><u>Objective 6.1:</u> Guam Academic Program / Professional Development for Educators (PreK – 5th) (Year 1 STEM PD, Year 2 Art integration PD, year 3 Social Emotional Development PD)</p> <p>Year 2: 55% PK-5th grade teachers receiving training and materials will implement strategies learned in PD in the classroom as determined during quarterly in- service meetings, Year 3: 60%.</p> <p><u>Objective 6. 2:</u> Math Enrichment Program (4th/5th grade GATE)</p> <p>Year 2: 75% of math teachers in math enrichment program will report using supplemental instructional materials in teaching math. Year 3: 80%.</p> <p><u>Objective 6.3:</u> Academic Special Events</p> <p>Year 2: 70% of students participating in academic special events will report being more engaged in learning and feeling more confident in their academic work, Year 3: 75%.</p> <p><u>Objective 6.4:</u> Visual Arts, Theater and Music Programs</p> <p>Year 2: 70% of students who participate in Visual Performing Arts, theater and music programs will be engaged (using same measure of engagement as 6.3) and report feeling more confident in their academic work; Year 3: 75%</p>

<p align="center">COMPONENT</p>	<p align="center">ACTIVITIES</p>	<p align="center">EVIDENCE</p>
<p>6.1 Guam Academic Program/Professional Development</p>	<p>The GATE Project filled the GATE Math Enrichment Teacher position.</p> <p>GATE testing for K-5th was administered to 73 eligible students at 8 elementary schools in which 61 qualified and 12 did not qualify.</p> <p>End-of-the-year assessment results for GATE-identified students (3rd, 4th, 5th) were extracted from the ACT Aspire website (see results in table on next page 4th Quarter column).</p>	<p>A weeklong GATE Professional Development took place from September 16-20, 2019 with instruction on Integrating Art into the GATE classroom. A total of 27 Teachers participated, 5 from Private Non Public and 22 from Public Elementary Schools (see attached sign-in sheets).</p> <p>School Program Consultant (SPC) conducted on site monitoring at Astumbo, Machananao, L.B. Johnson, and Upi Elementary Schools on usage of strategies from PD and concluded that all have applied strategies learned for this reporting period.</p> <p>Entering of supplies, materials, equipment and contractual items continue to be entered into the MUNIS and once received, distributed accordingly.</p>

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STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/> <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input checked="" type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED	HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS? Compared to the previous year's ACT Aspire results (SY17-18) for Reading and Math combined for GATE students, 4 th grade showed 69% at Ready or Exceeding, whereas SY18-19 showed 53%, a decrease of 16%. 5 th grade Reading and Math combined showed 59%, whereas SY18-19 showed 43%, a decrease of 16%.	BASELINE (Initial collection of data-when the activity first started)	1ST QTR.	2ND QTR.	3RD QTR	4TH QTR.
		K-5 th : 997 PreK: 126 No baseline data	K-5 th : 1,013 PreK: 126 N/A (summative assessment not given at this time)	K-5 th : 1,156 PreK: 126 Summative assessment given at this time, but results to be released at a later time.	K-5 th : 1,172 PreK: 126 N/A (summative assessment not given at this time)	K-5 th : 970 PreK: 126 ACT Aspire Assessment Results: % 'Ready' & 'Exceeding' <u>Reading</u> 3 rd – 38% 4 th – 50% 5 th – 50% <u>Math</u> 3 rd – 61% 4 th – 55% 5 th – 35%
COMPONENT	ACTIVITIES	EVIDENCE				
6.2 Math Enrichment	The newly hired GATE Math Enrichment Teacher began services to identified students providing a pretest to about 307 students. Based on the results of the pretest, first math lessons were provided accordingly.	All procured items for this program were utilized by instructor and students during this reporting period. GATE Math Enrichment Teacher will provide a list of instructional items necessary to replenish supplementary materials needed for instruction (see attached summary of pre-test results).				
STATUS FOR COMPONENT:	HOW DID THE PROJECT MEASURE ITS	BASELINE (Initial collection	1ST QTR.	2ND QTR.	3RD QTR	4TH QTR.

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<p>PLEASE CHECK ONE: <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input checked="" type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>COMPONENTS EFFECTIVENESS?</p> <p>Math Enrichment Program started back up this SY19-20 due to position being vacant.</p>	<p>of data-when the activity first started)</p>	<p>N/A (no GATE math teacher)</p>	<p>N/A (no GATE math teacher)</p>	<p>N/A (no GATE math teacher)</p>	<p>307 out of 307 K-5th GATE-identified Public School Students utilized supplementary materials for math = 100% utilization</p>
<p align="center">COMPONENT</p>	<p align="center">ACTIVITIES</p>	<p align="center">EVIDENCE</p>				
<p>6.3 Academic Special Events</p>	<p>GATE Academic Special Events Coordinator provided announcements/applications for participation to all eligible schools for all events. Schedules will be created and provided to all coaches after Pre-Season Meetings. First competitions will begin in November.</p>	<p>Pre-Season Meetings for Coaches/Judges:</p> <ul style="list-style-type: none"> September 23 – Middle School Academic Challenge Bowl September 24 – High School Academic Challenge Bowl September 25 – National Forensic League Coaches September 26 – National Forensic League Judges <p>(see attached meeting sign in sheets)</p>				
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input checked="" type="checkbox"/> FULLY COMPLETED</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</p> <p>Participation and support for the Academic Special Events (ASE) among schools, both public and private, remain consistently steady. In fact, there was a slight increase in the number of schools that joined ASE events in SY18-19.</p> <p>The annual award ceremony was highly attended by students and teachers/coaches</p>	<p>BASELINE (Initial collection of data-when the activity first started)</p> <p>ACB Middle 5 Public: 112 Students 6 PNP: 108 Students ACB High 5 Public: 82 Students 6 PNP: 67</p>	<p>1ST QTR.</p> <p>ACB Middle 6 Public: 115 Students 7 PNP: 100 Students ACB High 6 Public: 43 Students 6 PNP:</p>	<p>2ND QTR.</p> <p>Math Olympiad 16 Public: 64 Students 6 PNP: 24 Students MATH COUNTS 3 Public: 18</p>	<p>3RD QTR.</p> <p>Math Olympiad 16 Public: 64 Students 6 PNP: 24 Students MATH COUNTS 3 Public: 18</p>	<p>4TH QTR.</p> <p>New SY, Teams still being created.</p>

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	<p>from both public and private schools. Entertainment was also provided from the GATE Theatre Program during this event.</p> <p>First competitions for the new school year SY1-20 (4th quarter of FY' 18) are scheduled for November 2019. Teams still being created.</p> <p>This group of students (i.e. participants to GATE's academic special events) showed moderate engagement (86.3%) in a school engagement survey administered by the GATE project staff.</p>	<p>Students National Forensic League 2 Public: 5 Students 3 PNP: 25 Students MATH COUNTS Public: 12 Students PNP: 21 Students Math Olympiad Public: 125 Students PNP: 42 Students</p>	<p>92 Students National Forensic League 2 Public: 20 Students 4 PNP: 72 Students MATH COUNTS Comp scheduled for Feb. 16 Math Olympiad Comp scheduled for Mar. 30</p>	<p>Students 3 PNP: 18 Students ACB Middle 6 Public: 115 Students 7 PNP: 104 Students ACB High 5 Public: 45 Students 5 PNP: 45 Students 5 PNP: 93 Students National Forensic League 2 Public: 20 Students 3 PNP: 72 Students</p>	<p>Students 3 PNP: 18 Students ACB Middle 6 Public: 115 Students 7 PNP: 104 Students ACB High 5 Public: 45 Students 5 PNP: 93 Students National Forensic League 2 Public: 20 Students 3 PNP: 72 Students</p>	
COMPONENT	ACTIVITIES	EVIDENCE				
<p>6.4 Visual Arts/Theatre/Music Programs</p>	<p><u>Theatre:</u> First Theatre function scheduled for November 30, 2019. GATE Broadway Musical Christmas at the Agana Shopping Center.</p> <p><u>Music (Choir):</u> Music Teacher auditioned 140 students for GATE Honor Choir and 38 accepted at Talofofu Elementary School. 21 were also auditioned for the GATE Drama Club, 7 accepted. A performance was done for the Parent Teacher Organization on September 27th at 6pm.</p> <p><u>Music (Band):</u> Position is currently VACANT.</p> <p><u>Art:</u> Art Teachers provided services to 2 schools;</p>	<p><u>Theatre:</u> Students attended workshops on:</p> <ul style="list-style-type: none"> - Acting - Voice - Dance <p>Students learned how to put on a musical production (see attached copy of audition announcement).</p> <p><u>Music (Choir):</u> This is a 6 week after school program. The culminating activity of this program is a concert held at each respective school or at a site determined by the school. Aside from the culminating activity, students also participate during public events and school PTO monthly meetings to name a few (see attached copy of audition announcement).</p> <p><u>Music (Band):</u> Teacher provides instruction on various instruments for an orchestra.</p>				

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	<p>17 students at H.S. Truman Elementary and 24 students at Wettengel Elementary with Art Exhibits scheduled for October.</p> <p>Dance: Dance workshops were provided to students from D.L. Perez Elementary (25), Astumbo Elementary (35) and Simon Sanchez High School (40).</p> <p><i>Note:</i> Schools covered for Music/Art program are limited due to number of instructional days.</p>	<p>Art: At the end of a 5 week session, an Art exhibit is held at each respective school to showcase student art pieces (see attached copy of invite).</p> <p>Dance: Teacher provided workshops on different genres. Certificates are being provided to those students who complete the program.</p>				
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input checked="" type="checkbox"/> FULLY COMPLETED</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</p> <p>Visual Performing Arts (Theatre, Music and Art) programs culminate in performances or exhibits for each program. Students showcase their talents at the end of instruction for each program. Students in Theatre are able to receive service learning hours for their time in theatre activities.</p> <p>This group of students (i.e. participants to GATE's visual performing arts) also showed moderate engagement (88%) in a school engagement survey administered by the GATE project staff.</p>	<p>BASELINE (Initial collection of data-when the activity first started)</p>	<p>1ST QTR.</p> <p>Theatre: 144 students 76 Public 68 PNP Music (Choir): 2 schools 71 Public ES students Music (Band): 27 Students Art: 2 schools 44 Public ES students Dance: 3 Public Schools 103 Students</p>	<p>2ND QTR.</p> <p>Theatre: 144 students 76 Public 68 PNP Music (Choir): 2 schools 84 Public ES students Music (Band): 39 Students Art: 2 schools 29 Public ES students Dance: 6 Public Schools 122 Students</p>	<p>3RD QTR</p> <p>Theatre: 144 students 76 Public 68 PNP Music (Choir): 2 schools 86 Public ES students Music (Band): 39 Students Art: 2 schools 32 Public ES students Dance: 8 Public Schools 143 Students</p>	<p>4TH QTR.</p> <p>Theatre: New SY, first performance in Nov. Music (Choir): 45 Public ES students Music (Band): Position VACANT Art: 2 schools 41 Public ES students Dance: 3 Public Schools 100 Students</p>

PART II:

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LIST TRAVEL ACTIVITIES COMPLETED.	No travel during this reporting period.
LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	No travel during this reporting period.
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?	<p>Project Coordinator (PCIV) – provides guidance, enters requisitions and makes decisions on various project components.</p> <p>School Program Consultant – assists Project Director, provides guidance to all academic GATE teachers and takes the lead in coordinating PD and in-service trainings.</p> <p>Program Coordinator II – conducts all aspects of Academic Special Events, inclusive of processing stipends for eligible coaches and judges.</p> <p>Program Coordinator I – provides support to all GATE programs. Currently detailed to PC II Academic Special Events Coordinator. Currently VACANT.</p> <p>Secretary I Typist – provide clerical work for all programs and schedules GATE testing for eligible students.</p> <p>(2) Music Teacher IV (PT) – provides instructional in age appropriate lessons and activities in music for identified GATE students. Currently 1 VACANT.</p> <p>Teacher IV Art – prepares and provides instructional strategies in age appropriate lessons and activities in Art for identified GATE elementary students.</p> <p>Music Teacher II –prepares selected students for music show at end of 30+ day instructional period. Currently VACANT.</p> <p>School Aide II – assist GATE PreK teacher with educational activities, covers the class in the absence of teacher attending GATE preapproved activity.</p> <p>School Aide I - assist GATE PreK teacher.</p>
USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?	<p>GATE Theatre Program will continue to conduct rehearsals at Central GDOE Conference Room as needed. Engaging in a partnership with outside entities helps with venue to perform.</p> <p>Given the current amount of days for GATE Art, teachers have expressed extending instructional period to produce more quality art exhibits and work of students, which will reduce the number of schools provided services for the year.</p> <p>The Academic Special Events program is challenged with former coaches retiring/re-assignments.</p>

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<p>EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?</p>	<p>Contractual services have been approved for Professional Development (PD) for teachers, which will improve teacher skills and student learning. New requisition in progress for PD in 2020.</p> <p>Academic Special Events will begin in November 2019 and would help with improving student engagement and learning.</p> <p>Procurement of supplies and materials for academic teachers continue to be procured and will assist with their lessons for students.</p> <p>The hiring of the GATE Math Enrichment Teacher will definitely help to improve GATE 4th and 5th grade identified students this school year.</p>
<p>DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?</p>	<ul style="list-style-type: none"> • GATE Art Teachers requested to postpone Art Shows due to Professional Development provided during September. <ul style="list-style-type: none"> ◦ GATE Art Teachers will need to consider all scheduled events to stay on track with scheduled Art Exhibits.
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<ul style="list-style-type: none"> • GATE Tester to continue testing referrals received but focus on GATE PreK students that are now in Kindergarten. • Art, Music, Band and Dance will continue working with their students. • Theatre to select and prepare for a new production. • Academic Special Events to schedule competitions and communicate with all coaches and judges for any changes this school year. • GATE Math Enrichment Teacher to complete Pretesting with all identified schools.
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<ul style="list-style-type: none"> • Monthly In-Service Trainings provides all GATE Teachers the opportunity to share what's happening at their respective schools and strategies they find helpful. Presentations are scheduled during these meetings from teacher's who attended the NAGCs or other trainings. • GATE SPC conducts periodic monitoring of GATE classrooms and VPA activities. • School Administrators evaluate GATE VPA teachers who provide services to their students. • Delivery of items received from approved POs and following up on items not received. • GATE office staff attends Art Exhibits, Music performances, Theatre productions and other related activities.

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- Attendance logs for schools participating in Academic Special Events.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #6 Gifted and Talented Education

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

LEON P.C. BAMBA

PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

DATE

JOSEPH L.M. SANCHEZ

PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGNATURE)

DATE

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Grant Name: Consolidated Grant FFY 2018 Grant#: S403A180002/S403A180002-18A

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

PROJECT TITLE: #7 STUDENT PARENT COMMUNITY ENGAGEMENT

PROJECT COORDINATOR: DORIS B. BUKIKOSA

PROJECT MANAGER: DR. KELLY R. SUKOLA

STATE PROGRAM OFFICERS: MARIA BLAZ & RACHEL SANTOS-DUENAS & RHEA TAITANO

10/ 01/18- 12/31/18	01/01/19- 03/31/19	04/01/19- 06/30/19	07/01/19- 09/30/19
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
			X
REPORT DUE: 1/18/19	REPORT DUE: 04/10/19	REPORT DUE: 07/10/19	REPORT DUE: 10/10/2019

ANNUAL REPORT DUE: 04/16/2019

AMOUNT BUDGETED (FFY 2018): CG18: \$2,950,640.00	AMOUNT EXPENDED: (Include all expenditures in this quarter) \$ 1,561,492.09	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 25 %	Total Full Time Equivalent Vacant <u>3</u> Filled <u>33</u>	Total Part Time Equivalent Vacant _____ Filled _____
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GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)					
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin	Staff	Others
(Pre) K – 5					435	49	146	26	172	58
6 – 8					357	61	215	137	67	32
9 - 12					220	9	78	93	50	13

PART I:

LIST THE PROJECT GOAL(S):	Goal 1: 2020: Improve graduation rate to 85%. (2019: 82%; 2018: 80%) Goal 2: 2020: Decrease the discipline rate and suspension rate for the LEP population to 60% for discipline and 30% for suspension. (2019: 65% & 32%, 2018: 67% & 35%) Goal 3: 2020: Reduce the number of students being treated for severe diabetes to 10 and decrease percent of students suffering from obesity to 14-18%. 2019 – 15 cases and 16-20%. 2018 – 20 cases and 18-22%.
LIST OBJECTIVE(S):	<u>7.1 SSOT:</u> 1: Utilize an effective tracking system to monitor students receiving services Year 2. By 2018, implement STS to monitor the status of students receiving project social support services

FFY 2017 Special Conditions Letter, US Ed Risk Management Service (June 21, 2017)
FFY 2015 Special Conditions Letter, US Ed Risk Management Service (June 30, 2015) footnote; (High Risk) 2 CFR 207, (Subpart C) 2 CFR Part 200, §200.327 and §200.328 (Previously §76.720 State reporting requirements and §76.722 Sub-grantee reporting requirements)

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Year 3: Determine the effectiveness of STS and make necessary adjustments to system.

2: 9% increase in At-risk students receiving SPCE project services successfully progressing from grade to grade:

Year 1: 2% points increase

Year 2: 2% points increase

Year 3: 5% points increase

3: 85% of Referrals received will be completed

Year 1: 60% successful completion (issue(s) addressed and resolved)

Year 2: 75% successful completion (issue(s) addressed and resolved)

7.2 PBIS FRAMEWORK:

1. 15% increase in each school site level of implementation of the PBIS Framework

Year 1 - 3: 15% Annual Increase in school level Implementation of the PBIS Framework

2. 15% annual increase of each schools' School Safety Perception Rate (SAS and SSS): 2020, 2019 and 2018

Year 1 - 3: 15% annual increase of each schools' School Safety Perception Rate (SAS and SSS)

7.3 PROMOTING POSITIVE BEHAVIORS AND SAFE SCHOOL ENVIRONMENT

1. 25% increase SPCE and school personnel knowledge and practices supporting safe schools

Year 1: 50% SPCE and school personnel report feeling more knowledgeable and more confident in implementing strategies learned

Year 2: 60% more knowledgeable and more confident

Year 3: 75% more knowledgeable and more confident

2. 25% decrease in student internet safety infractions

Year 1: 5% reduction

Year 2: 10% reduction

Year 3: 25% reduction

7.4 HEALTH & SAFETY

1. 25% increase in teacher knowledge and practices

Year 1: 50% teachers will align lesson plans and implement strategies learned from training

Year 2: 100% teachers will create and implement fitness programs for each individual needs/goals.

Year3: 75% students BMI data will be tracked/reported to determine progress/success

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COMPONENT	ACTIVITIES	EVIDENCE																																	
<p>7.1 Support Services & Outreach Teams (SSOT)</p>	<p>7.1 SSOT</p> <ul style="list-style-type: none"> ▪ Among 11 SSO Teams of two (2) personnel 1,633 referrals were entertained (1,529 were completed/ 104 remain open) ▪ Led 14 Student Engagement (SE) activities (763 participants) and 34 Parent Engagement (PE) activities (1,875 participants). ▪ Provided 10 Staff Development (SD) trainings to personnel. (26 trainers/512 participants) ▪ Project personnel were provided eight (8) Professional Development (PD) opportunities for up to 23 project personnel. <p>See Appendix 1: Students: Type of Referral – Closed, 2: Other Household Members: Type of Referrals – Closed, 3: Students: Type of Referral – Open, 4: Other Household Members: Type of Referral – Open and 5: Student & Parent Engagement for activity details.</p>	<table border="1" data-bbox="1144 245 1955 634"> <thead> <tr> <th rowspan="2">Type of Referral</th> <th colspan="2">4th Quarter</th> </tr> <tr> <th>Closed</th> <th>Open</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td align="center">339</td> <td align="center">28</td> </tr> <tr> <td>Behavior</td> <td align="center">61</td> <td align="center">2</td> </tr> <tr> <td>Interpreter/Translator</td> <td align="center">8</td> <td align="center">1</td> </tr> <tr> <td>Medical</td> <td align="center">210</td> <td align="center">1</td> </tr> <tr> <td>Registration</td> <td align="center">238</td> <td align="center">32</td> </tr> <tr> <td>School Parent Conference</td> <td align="center">95</td> <td align="center">5</td> </tr> <tr> <td>Support Services</td> <td align="center">578</td> <td align="center">35</td> </tr> <tr> <td>TOTALS</td> <td align="center">1529</td> <td align="center">104</td> </tr> <tr> <td>Home visits</td> <td align="center" colspan="2">1024</td> </tr> </tbody> </table> <p>Table 1. Reflects the closed and open referrals by type.</p> <p>*Home visits are not referrals, but a means of completing a referral.</p> <p>SE/PE: (# of student/ # of parent participants)</p> <ul style="list-style-type: none"> ▪ 07/02/19, 07/03/19, 07/08/19, 07/09/19, 07/16/19, 07/17/19, 07/18/19, 07/31/19, 08/01/19 & 08/02/19: SPCE Summer Outreaches: SSOT personnel from AIJMS (23/13), Capt. H.B. Price Elementary School (CHBPES: 39/41), D.L. Perez Elementary School (DLPES: 0/51), V.SA Benavente Middle School (VSABMS: 0/17), J.F. Kennedy High School (JFKHS: 7/59), Southern High School/M. Sablan Elementary School (SHS/MSES: 8/0) and Wettengel Elementary School (WES: 0/20) set up display table and/or conducted door-to-door home visits and distributed program information, school related information and school supplies, assisted by the J.Q. San Miguel Elementary School (JQSMES). Outreaches were held at Hemlani Apts/RK Condo/Lalita Apts, Agana Heights; Summer Town, Northern Regional Community Health Center (NRCHC), Lada Gardens; Central Department Public Health & Social Service (DPHSS) and the Village Pantry; Southern Regional Community Health Center (SRCHC) and Hemlani, Dewan and Bonanza Apts/ Hemlani Commercial Bldg, Harmon and Payless Supermarket, Yigo (77/201) ▪ 07/07/19 & 08/04/19: Medical Outreach: SSOT Personnel from 		Type of Referral	4th Quarter		Closed	Open	Attendance	339	28	Behavior	61	2	Interpreter/Translator	8	1	Medical	210	1	Registration	238	32	School Parent Conference	95	5	Support Services	578	35	TOTALS	1529	104	Home visits	1024	
Type of Referral	4th Quarter																																		
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FFY 2017 Special Conditions Letter, US Ed Risk Management Service (June 21, 2017)

FFY 2015 Special Conditions Letter, US Ed Risk Management Service (June 30, 2015) footnote; (High Risk) 2 CFR 207, (Subpart C) 2 CFR Part 200, §200.327 and §200.328 (Previously §76.720 State reporting requirements and §76.722 Sub-grantee reporting requirements)

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		<p>SHS/MSES and DLPES set up a display table and distributed program information during the Medical Outreaches held at Pagachao Community Center, Agat (0/21) hosted by DPHSS and Palauan Abai Center, Dededo (0/19) hosted by Todu Guam Medical Outreach. (0/40)</p> <ul style="list-style-type: none"> ▪ 07/13/19: Guam Police Department (GPD) Kickball Tournament: JQSMES CPA set up project display table and distributed program information and school related information. JQSMES CPA was assisted by JFKHS CPA and LPUMS SSOT (25/14) ▪ 07/27/19: GDOE 5th Annual Fair: SPCE organized the 5th Annual GDOE Fair, featuring various GDOE Programs and Projects promoting services and information for parents and families. <i>Guma Mahiga</i>, The Last Minutes Band and the GATE dancers, comprised of GDOE students performed during the fair. (0/108) ▪ 08/01/19 & 08/06/19: Student/Parent Orientation (Middle Schools): SSOT Personnel from DLPES at F.B. Leon Guerrero Middle School (FBLGMS: 199/187), LPUMS (81/81) and VSABMS (0/140) presented and/or set up display table and distributed program brochures and school related information. (280/408) ▪ 08/01/19, 08/06/19 & 08/08/19: Student/Parent Orientation (High Schools): SSOT Personnel from CHBPES at G. Washington High School (GWHS: 79/76), DLPES at S. Sanchez High School (SSHS: 169/209) and JFKHS (60/54) presented and/or set up display table and distributed program brochures and school related information (308/339) ▪ 08/02/19, 08/05/19, 08/06,19 08/07/19, 08/08/19 & 08/09/19: School Student/Parent Orientation (Elementary Schools): SSOT Personnel and Elementary PBIS Coaches presented and/or set up display table and distributed program brochures at their respective school sites: AdES (0/64), CHBPES (0/28), DLPES (0/113), FES (0/133), LES (0/78), MACHES (0/63), MAUES (0/91), UES (0/69) and WES (0/34) (0/673) ▪ 08/23/19, 08/29/19, 08/30/19, 09/05/19 & 09/09/19: School Open House: SSOT Personnel and PBIS Coaches set up project display and distributed project information and incentives at their respective schools: LPUMS (0/72) and JFKHS at CBMES (0/18) (0/90)
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		<p>SD: (# of trainers/participants)</p> <ul style="list-style-type: none"> ▪ 07/19/19 & 09/20/19: Program Monthly Meeting Training: AIJMS SW presented a Case Scenario during the July Monthly Program Meeting held at World Café, Tumon. (1 trainer/22 participants); Juan Martin, DLPES SW and Frank Limtiaco, PBIS Coach co-presented on “Youth Mental Health First Aid (YMHFA) Overview Presentation” and Juan Martin, DLPES SW, SHS SW, LPUMS SWs and Project Lead presented a “Child Sexual Assault” Overview during the September Program Monthly Meeting held at the Talofoto Golf Club. (6 trainers/22 participants) ▪ 07/31/19: Leadership Academy: SWs Simeon Perez and Juan Martin and Steve Pangelinan, SSS co-presented on Cultural Sensitivity held at the GDOE Tiyan, 1st floor Conference Room. (3 trainers/58 participants) ▪ 08/05/19: SPCE SSOT SW Meeting: SSS conducted training on improving service delivery and resolving challenges (1 trainer/12 participants) ▪ 08/09/19: SSOT Overview: Teacher Orientations (High Schools): JFK SSOT Erlinda Toves, SW and LPUMS SWs Camerin Quitugua and Vanessa Nagal presented program information/referral process and/or set up program display table and distributed program brochures and referral forms to faculty held at JFKHS (1 trainers/92 participants) and Tiyan High School (THS) (2 trainers/79 participants). ▪ 08/09/19, 08/12/19 & 09/12/19: SSOT Overview: Teacher Orientations (Middle Schools): DLPES SSOT and FES SW presented program information/referral process and/or set up display table and distributed program brochures/ referral forms to faculty at FBLGMS (4 trainers/65 participants) and Astumbo Elementary School (AsTumboES) (1 trainers/35 participants). ▪ 08/08/19, 08/09/12 & 08/12/19: SSOT Overview: Teacher Orientations (Elementary Schools): SSOTs from DLPES, VSABMS presented program information/referral process and/or set up program information display table and distributed program brochures/referral forms to faculty at LES and MAUES (2 trainers/84 participants) and UES (4 trainers/43 participants). <p>PD: (# of participants)</p> <ul style="list-style-type: none"> ▪ 07/19/19: SPCE Monthly Program Meeting: SPCE SSOTs and PBIS Coaches attended Case Scenario Training conducted by
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		<p>AIJMS SW. (23 participants)</p> <ul style="list-style-type: none"> ▪ 07/25/19 & 07/26/19: Leadership Training: SSS attended “Culturally Relevant Transformational Leadership Strategies” presented by Dr. Laura M. Torres Sauder and Dr. Samuel Betances. (1 participant) ▪ 08/05/19: SW Training: SSS conducted a SW Training reviewing problem solving strategies and improving service delivery. (1/12) ▪ 08/23/19: SOP Training: 100-004 & BP 901: Vanessa Nagal, LPUMS SW and LPUMS CPA attended Customer Service and Sexual Harassment Training conducted by Ansley Jackson. (2 participants) ▪ 08/25/19 - 09/01/19: YMHFA Conference DLPES SW, Juan Martin attended the YMHFA Instructor Training held at Los Angeles, California (1 participants) ▪ 09/05/19 – 09/08/19: 24th International Summit on Violence, Abuse & Trauma Across the Life Span Conference: SPCE SWs from AIJMS, FES, JQSMES, VSABMS and WES attended multiple workshops during the conference. (5 participants) ▪ 09/12/19 & 09/13/19: Child Sexual Assault Conference: DLPES, SHS & LPUMS SWs and the Project Lead and attended various sessions offered. (5 participants) ▪ 09/20/19: SPCE Monthly Program Meeting: SSOTs and PBIS Coaches attended presentations on “YMFHA” by DLPES SW and PBIS Coach, Child Sexual Assault by SWs from SHS, DLPES, LPUMS and Project Lead and Building Rapport by SSS. (23 participants) <p>Additional Projects:</p> <ul style="list-style-type: none"> ▪ None this reporting cycle.
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STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?	BASELINE (Initial collection of data-when the activity first started)	1ST QTR.	2ND QTR.	3RD QTR	4TH QTR.
		(SY17-18: 4th Qtr.): Referrals (1,391 closed/135 open) 44 EA <ul style="list-style-type: none"> ▪ 15SE – 394/39 PE – 1,952 ▪ 19 SD (23/614) 3 PD – Up to 27 	(SY18 - 19: 1 st Qtr.): Referrals (1,977 closed/139 open) 48 EA <ul style="list-style-type: none"> ▪ 8 SE – 2,315/ 12 PE – 3,350 ▪ 19 SD (30/349) 9 PD – Up to 27 	(SY18 - 19: 2 nd Qtr.): Referrals (2,004 closed/177 open) 14 EA <ul style="list-style-type: none"> ▪ 8 SE – 842/ 6 PE – 1,505 ▪ 7 SD (10/131) 6 PD – Up to 23 	(SY18 - 19: 3 rd Qtr.): Referrals (1,638 closed/73 open) 14 EA <ul style="list-style-type: none"> ▪ 10 SE – 1,166/ 10 PE – 1,430 ▪ 3 SD (13/259) 4 PD – Up to 23 	(SY18 - 19: 4 th Qtr.): Referrals (1,529 closed/104 open) 32 EA <ul style="list-style-type: none"> ▪ 14 SE – 763/34 PE – 1,875 ▪ 10 SD (26/512) 8 PD – Up to 23
COMPONENT	ACTIVITIES	EVIDENCE				
7.2: Positive Behavior Intervention and Support (PBIS) Framework:	7.2 PBIS Framework: All participating schools to successfully implement the PBIS framework with fidelity Coaching <ul style="list-style-type: none"> ▪ 4 Coaches provided assistance to schools: supporting School Climate Cadres (SCC) conducting site visits and consultations. ▪ Provided five (5) Parent Engagement (PE) Activities (126) parent participants). ▪ Provided 18 Staff Development (SD) training sessions (28 trainers/430 participants). 	Coaching PBIS Coaches met with school administrators to identify PBIS support needs and attend School Climate Cadre meetings as scheduled, provided guidance on conducting efficient/effective team meetings and identifying data needs for decision making. SE/PE: (# of student/parent participation) <ul style="list-style-type: none"> ▪ 07/27/19: GDOE 5th Annual Fair: SPCE organized the 5th Annual GDOE Fair, featuring various GDOE Programs and Projects promoting services and information for parents and families. <i>Guma Mahiga</i>, The Last Minutes Band and the GATE dancers, comprised of GDOE students performed during the fair. (0/108) • 08/02 & 09/19: Elementary PBIS Coach, facilitated a PBIS Framework Overview, distributed PBIS brochures during the Kindergarten Orientation at MULES (0/55) and CHBPES (0/28) 				

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| | <ul style="list-style-type: none"> ▪ Project personnel were provided with four (4) Professional Development (PD) opportunities for up to four (4) participants. | <ul style="list-style-type: none"> • 08/05/ & 08/07/19: Lucile Palomo, Elementary PBIS Coach facilitated a brief overview of the PBIS framework and passed out PBIS brochures during the Student Orientations for L.B. Johnson Elementary School (LBJES: 0/46), Tamuning Elementary School (TAMES 0/13) and CBMES (17). • 09/9/19: Connie Santiago, Secondary Coach attended the Inarajan Middle School Open House, spoke to parents about the initiatives school administrators, faculty and staff are implementing in creating a safe learning environment through the PBIS framework. (23 parents) <p>SD: (# of trainers/participants)</p> <ul style="list-style-type: none"> • 07/12/19: Connie Santiago, Secondary PBIS Coach facilitated training on PBIS: Overview and Trauma Informed Schools with Southern High School staff. (1 trainer/19 participants) • 07/31/2019: Lucille Palomo, Joyce Kaneshiro, Elementary PBIS Coaches and Connie Santiago, Secondary PBIS Coach, co-facilitated the District's Principal's Leadership Training on PBIS: Fidelity and Initiatives within the PBIS Framework for (3 trainers/59 participants) • 08/5/2019: Secondary Coaches co-facilitated training PBIS: Framework and Building Communication with Students with LPUMS Staff (2 trainer/18 participants) • 08/7/2019: Joyce Kaneshiro, Elementary PBIS Coach, facilitated a PBIS Systematic Supervision Training for the MULES supports staff.(1 Trainer/11 participants) • 08/8/2019: Joyce Kaneshiro, PBIS Coach, facilitated PBIS Overview and the Role of a PBIS Coach at Merizo Martyrs Elementary School (MMMES) Teacher Orientation. (1 Trainer/27 participants) • 08/12/2019: Secondary Coaches, co-facilitated training PBIS: Fidelity and Initiatives within the PBIS Framework for AMS and Okkodo High School (OHS) Faculty (2 trainers/105 participants) • 08/27/2019: Connie Santiago, Secondary PBIS Coach facilitated SCC Training, PBIS: Tier II Supports Check In Check Out with LPUMS School Climate Cadre Members. (1 trainers/18 participants) • 09/9-18/19: Secondary PBIS Coaches co-facilitated SWIFT@SWIS Training for new SWIS User at AIJMS (1), IMS (2), AMS (1) and JRMS (3). (2 trainers/14 participants) |
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		<ul style="list-style-type: none"> • 09/10/2019: Secondary PBIS Coaches co-facilitated DATeam Meeting PBIS: Data Integrity, Comparison Pulse and SWIS Data. (2 trainers/24 participants) • 09/17/2019: Secondary PBIS Coaches co-facilitated PBIS: Responding to Non-Responders, Managing De-Escalation with LPUMS faculty. (2 trainers/66 participants) • 09/20/2019: Francisco Limtiaco, Secondary PBIS Coach co-facilitated with Juan Martin, SSOT Social Worker III on the overview of Youth Mental Health First Aid. (2 trainers/22 participants) during the SPCE Monthly Meeting <p>PD (# of participants)</p> <ul style="list-style-type: none"> • 07/19/2019: Elementary PBIS Coaches and Second PBIS Coach attended SPCE monthly meeting; GDOE Fair updates, Summer Outreach updates, 3rd Quarter report and travel updates. Case scenario, video presentation by C. San Agustin.(3 PBIS Coaches) • 8/6/2019: PBIS Coaches attended the meeting/training with SPCE Social Services Supervisor. Meeting include: PBIS Coach Evaluations outcomes, PBIS Assessments Survey Submission Timeframe; Individual Strengths and Weaknesses, Communication Skills/Language using Tier approach (4 PBIS Coaches). • 08/26/19 - 08/28/19: Francisco Limtiaco, Secondary PBIS Coach for Secondary Schools with Dr. Kelly Sukola, Deputy Superintendent ESCL; Nadine Cepeda, SSSD District Psychologist and Juan Martin, SPCE SSOT Social Worker III, attended a Youth Mental Health First Aid Training. (1 PBIS Coach) • 09/20/2019: PBIS Coaches attended SPCE Monthly Meeting: Updates on GDOE Fair, CG19 Updates, Mileage, Requisition, to include a presentation facilitated by J. Martin and F. Limtiaco on YMHFA Overview, D. Bukikosa, J. Martin, A. Gagarin, V. Nagal and C. Quitugua presentation on Child Sexual Abuse Conference and S. Pangelinan facilitated Building Rapport (4 PBIS Coaches) <p>Additional Projects; (# of participants)</p> <p>08/21/2019: Secondary PBIS Coaches attended the Cultural Safe Environment-Skilled Schools meeting.</p> <p>08/22 & 23/2019: Joyce Kaneshiro, Elementary PBIS Coach, facilitated Behavior Expectations for non-classroom settings and the bus during the</p>
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Positive Learning Centers (PLC) (6 rooms funded)
 ▪ 6 PLC operating with supports – All rooms are supported by Instructional Program Aides

PBIS Student Assembly
9/12/2019: Francisco Limtiaco, Secondary Coach attended an Inadahi (To Care) Initiative meeting.

PLC Rooms:

- JRMS SOAR Model
- BMS: *Esngaihon I Famagu'on-ta* (Guiding Our Children) Model
- LPUMS: *Esngaihon I Famagu'on-ta* (Guiding Our Children) Model
- Oceanview Middle School (OMS) : *Esngaihon I Famagu'on-ta* (Guiding Our Children) Model
- AMS: *Esngaihon I Famagu'on-ta* (Guiding Our Children) Model
- AIJMS: *Esngaihon I Famagu'on-ta* (Guiding Our Children) Model

School Name	Participants			
	1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.
JRMS	16	34	12	6
BMS	72	80	35	25
LPUMS	2	42	19	0
OMS	18	18	6	6
AIJMS				1
AMS				7

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

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

HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?

Coaching:
 Project personnel continue to monitor data integrity with Discipline Referrals both with the PowerSchool/Pulse and the School-wide Information System (SWIS).
 See Fourth Quarter Data Report

BASELINE (Initial collection of data-when the activity first started)	1ST QTR.	2ND QTR.	3RD QTR	4TH QTR.
SY18-19 4th Qtr. TIC Results: ES AVG: TIC Not conducted this reporting period	TIC replaced with TFI 1st QTR ES TFI AVG: Tier 1: 85% Tier 2: 77% Tier 3:	TIC replaced with TFI 2nd QTR ES TFI AVG: Tier 1: 89% Tier 2: 79% Tier 3: 71%	TIC replaced with TFI 3rd QTR ES TFI AVG: Tier 1: 92% Tier 2: 78% Tier 3: 73%	TFI not scheduled for submission during this reporting period

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			77%			
			MS TFI AVG: Tier 1: 73%	MS TFI AVG: Tier 1: 28%	MS TFI AVG: Tier 1: 87%	
			HS TFI AVG: 78% for 3 schools completing the assessment	HS TFI AVG: 21% for 5 schools completing the assessment	HS TFI AVG: 61%	
		Major Offenses: ES – 2 MS – 306 HS- 353	Major Offenses: ES – 315 MS – 2,136 HS - 1,751	Major Offenses: ES – 370 MS – 2,461 HS - 1,903	Major Offenses: ES – 262 MS – 2,392 HS - 1,252	Major Offenses: ES – 59 MS – 372 HS - 475

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COMPONENT	ACTIVITIES	EVIDENCE																												
<p>7.3: PROMOTING POSITIVE BEHAVIORS AND SAFE SCHOOL ENVIRONMENT</p>	<p>7.3: PBIS Interventions & Training to school personnel and students</p> <p>Judiciary of Guam (JOG – Consultant):</p> <p>JOG Activities:</p> <ol style="list-style-type: none"> 1. School Resource Officers in the 6 High Schools – utilizing the Triad Approach 2. Safe School Ambassador (GDOE: SSA) 3. PNP: PBR: No activities this reporting period. 4. PNP: SSA <p>SWIS Subscription: School Climate Cadres (SCC) utilized specialized reports to make decisions –18 participating schools subscribing to online student discipline information system.</p> <p>Student Peer Mediation (PM): Contract will be initiated this upcoming cycle.</p>	<p>GDOE SRO Triad Approach :</p> <p>1. SRO Triad: Data not available for August - September 2019 as of reporting time</p> <table border="1" data-bbox="1150 354 2032 492"> <thead> <tr> <th>Activity</th> <th>GWHS</th> <th>JFKHS</th> <th>OHS</th> <th>SHS</th> <th>SSHS</th> <th>THS</th> </tr> </thead> <tbody> <tr> <td>Educator (Training)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Mentor/Counselor</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Visible Law Enforce.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2 & 4. SSA (GDOE & PNP):</p> <ul style="list-style-type: none"> ▪ Student Training was conducted on September 7 – 10, 2019 at the Dusit Thani Hotel. GDOE and PNP schools completed the initial/refresher training. <ul style="list-style-type: none"> ▪ 09/08 & 09/19: One (1) GDOE and four (4) PNP schools completed the training. GDOE: SHS (92 students/12 adults) PNP: Academy of Our Lady of Guam (AOLG: 92/7) Saint Paul’s Christian School (SPC: 80/7) San Vicente Catholic School (SVS: 93/10) Saint Francis Catholic School (SFS: 93/10) ▪ 09/10 & 11/19: Five (5) PNP schools completed the training. PNP: Bishop Baumgartner Memorial Catholic School (BBMS: 92/8) Dominican Catholic School (DCS: 93/8) Saint Anthony Catholic School (SAS: 82/7) Santa Barbara Catholic School (SBS: 80/10) <p>SWIS:</p> <ul style="list-style-type: none"> ▪ See attached Discipline Data Comparison ▪ No School Safety Assessments conducted this reporting period <p>PM:</p> <ul style="list-style-type: none"> ▪ RFP to be announced to initiate new contract period. 	Activity	GWHS	JFKHS	OHS	SHS	SSHS	THS	Educator (Training)							Mentor/Counselor							Visible Law Enforce.						
Activity	GWHS	JFKHS	OHS	SHS	SSHS	THS																								
Educator (Training)																														
Mentor/Counselor																														
Visible Law Enforce.																														

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	<p>Restorative Justice (RJ) Training: Contract will be initiated this upcoming cycle.</p> <p>iSAFE Subscription: Subscription is currently being renewed at this time.</p>	<p>RJ:</p> <ul style="list-style-type: none"> RFP to be announced to initiate new contract period. <p>iSAFE:</p> <ul style="list-style-type: none"> Teacher lists are being compiled to access online subscription and modules completion once the subscription is completed. 				
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>PBIS Interventions & Training to school personnel and students</p>	<p>BASELINE (Initial collection of data-when the activity first started)</p> <p>SY17-18 4th Qtr.</p> <p>Major Offenses: ES – 2 MS – 306 HS- 353</p> <p>Self-Assessment Survey: None conducted this reporting period</p>	<p>1ST QTR.</p> <p>SY18-19 1st Qtr.</p> <p>Major Offenses: ES – 315 MS – 2,136 HS - 1,751</p> <p>ES TFI AVG: Tier 1: 85% Tier 2: 77% Tier 3: 77%</p> <p>MS TFI AVG: Tier 1: 73%</p> <p>HS TFI AVG: 78% for 3</p>	<p>2ND QTR.</p> <p>SY18-19 2nd Qtr.</p> <p>Major Offences: ES – 370 MS – 2,461 HS - 1,903</p> <p>ES TFI AVG: Tier 1: 89% Tier 2: 79% Tier 3: 71%</p> <p>MS TFI AVG: Tier 1: 28%</p> <p>HS TFI AVG: 21% for 5 schools</p>	<p>3RD QTR</p> <p>SY18-19 3rd Qtr.</p> <p>Major Offences: ES – 262 MS – 2,392 HS - 1,252</p> <p>ES TFI AVG: 3rd QTR Tier 1: 92% Tier 2: 78% Tier 3: 73%</p> <p>MS TFI AVG: Tier 1: 87%</p> <p>HS TFI AVG: 61%</p>	<p>4TH QTR.</p> <p>SY19-20 4th Qtr.</p> <p>Major Offences: ES – 59 MS – 372 HS – 475</p> <p>ES TFI AVG: Not scheduled during this reporting period.</p> <p>MS TFI AVG: Not scheduled during this reporting period.</p> <p>HS TFI AVG:</p>

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			schools completing the assessment	completing the assessment		Not scheduled during this reporting.
COMPONENT	ACTIVITIES	EVIDENCE				
7.4 Healthy & Safety	7.4 Increase Teacher Knowledge & Practices	<ul style="list-style-type: none"> ▪ No additional training occurred during this reporting period. 				
STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? Phase I of Project: No data to be collected until Phase III	BASELINE (Initial collection of data-when the activity first started)	1ST QTR.	2ND QTR.	3RD QTR	4TH QTR.
		NO BASELINE. 1ST YR PILOT				

PART II:

LIST TRAVEL ACTIVITIES COMPLETED.	<ol style="list-style-type: none"> 1. Youth Mental Health First Aid Training (Trainer Certification Training)- Four (4) individuals were sent to the Certification Training in Glendale, CA on August 26 0- 28, 2019: <ul style="list-style-type: none"> ▪ Dr. Kelly Sukola, Deputy, ESCL ▪ Nadine Cepeda, District Psychologist, Director SBBH ▪ Juan Martin, Social Worker ▪ Francisco Limtiaco, PBIS Coach 2. San Diego, Institute on Violence and Trauma (IVAT) – Five (5) SPCE SWs attended various sessions on Sept 4 – 8, 2019: <ul style="list-style-type: none"> ▪ Maricor Amande ▪ Patrick Camacho ▪ Simeon Perez ▪ Colleen San Agustin ▪ Christine Zabala-Dulla
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<p>LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p>	<p>LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p> <ol style="list-style-type: none"> 1. Individual completed an intense three-day training. See attached Travel Report and Training Plan. J. Martin and F. Limtiaco were able to complete an initial overview presentation to the Project Personnel during the September Monthly Meeting. The 1st training was scheduled during the GDOE 2nd District PD, Oct 14, 2019. However, Super Typhoon Hagibis threatened the Mariana Islands on Tuesday, Oct 8, 2019, resulting in the PD day being used as a make-up day. The training will be rescheduled. All members have fiscally cleared of all obligations. Documents have been submitted to the State Program Office for review. 2. The individuals are scheduled to conduct presentations on Oct 18, 2019, during October Monthly Meeting. See attached Travel Reports. Additional training session is planned for the November Monthly Meeting and for use with students and families needing the unique skill set obtained during the conference. All travelers has fiscally cleared of all obligations. Documents have been submitted to the State Program Office for review.
<p>PART III:</p>	
<p>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?</p>	<ol style="list-style-type: none"> I. SSOT: Project SWs and CPAs completed 1,529 referrals (Attendance, Behavior, I/T, Medical, Registration and Support Services) for the period and organized 14 student engagement activities with 763 participants, 34 parent engagement activities with 1,875 participants, ten (10) staff development sessions with 512 participants and eight (8) professional development opportunities involving up to 23 of the project personnel. II. PBIS Framework: Project PBIS Coaches conducted weekly/biweekly visits to assigned schools to provide support to school level committees (school climate cadre members and admin). Coaches also conducted five (5) parent engagement activities with 126 participants, 18 staff development with 28 presenters and 430 participants, and four (4) professional development sessions. III. Promoting Positive Behaviors and Safe School Environment: No Project personnel directly tied to this component. However, Project Lead collaborated with various contractors to ensure the necessary services such as the School Resource Officers and bullying prevention programs are available at the respective school sites. IV. Health and Safety: No Project personnel directly tied to this component. However, Project Lead supported participating teachers in obtaining the necessary supplies needed to conduct student training sessions and other activities.
<p>USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?</p>	<ol style="list-style-type: none"> I. SSOT: <ul style="list-style-type: none"> o Two (2) SWs were filled in July and August 2019. o The CPAII was hired in April, but subsequently resigned in June 2019. Position currently remains vacant. o The Interpreter/Translator (I/T) SOP and Agreement was approved. ITs have been brought on board and completing the new Agreement process for review and approval by the State Program Office. o Programmatic Data, Project Evaluation & Parent Survey results/comments indicate the continued need and demand for social support services. II. PBIS Framework: <ul style="list-style-type: none"> o Schools continue to request for training specific to strategies dealing with more challenging students (Tier 2 students). o The Tiered Fidelity Inventory (TFI) results indicate that secondary schools do not have the framework or

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	<p>intervention and supports for students in place as originally self-reported. Coaches will need to work with School Cadres to determine how to address the low scores.</p> <ul style="list-style-type: none"> ○ Although the PLC Classrooms are supporting the needs of the Tier 2 students in four GDOE middle schools, schools district-wide are struggling with identifying and determining the most appropriate supports to Tier 2 students. School principals/assistant principals have begun discussion on standardizing supports/interventions to Tier 2 students. Schools have been instructed to utilize Functional Behavior Assessment, create and utilize a Behavior Improvement Plan for identified Tier 2 students and modify the interventions as needed. <p>III. Promoting Positive Behaviors And Safe School Environments</p> <ul style="list-style-type: none"> ○ Using the PBIS Framework, schools are encouraged to continue using their respective discipline data to determine various interventions needed to maintain or reduce discipline incidents in their respective schools. <p>IV. Health and Safety</p> <ul style="list-style-type: none"> ○ Participating teachers will continue to complete student trainings to fulfill certification requirements ○ As requested, more specific health related professional development will be arranged to increase skills and knowledge of participating teachers to address the students' lifestyle choices. ○ Equipment and supplies have been procured and pending delivery to participating schools.
<p>EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?</p>	<p>I. SSOT: Social services support assist at-risk students and families address challenges or barriers that these families face. Team members help families address the challenges and allow students to focus on education and learning. Project personnel's salaries, benefits, local travel and operational supports are funded through the CG.</p> <p>II. PBIS Framework & III. Promoting Positive Behaviors and Safe School Environments: Coaching and behavior supports provide school with options on addressing continuous problematic behaviors and supporting the most challenging students. The PLC supports also help the students address weak academic skills and low self-esteem before returning to the regular classroom setting. Project personnel's salaries, benefits, local travel and operational supports are funded through the CG.</p> <p>IV. Health and Safety: Skills acquired in various trainings provided support efforts to help students understand that making better health choices and habits will result in healthier lives. CG funds training, supplies and equipment needed to complete project activities.</p>
<p>DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?</p>	<p>SSOT:</p> <ul style="list-style-type: none"> ▪ Procurement process from start (requisition creation) to finish (delivery of items/services) resulting in delays of the much needed supplies/equipment and the ability to start or complete the various activities. <p>SOLUTION: Continued follow throughout the entire procurement process.</p> <p>PBIS:</p> <ul style="list-style-type: none"> ▪ Schools facing many challenges and unable to prioritize discipline and the use of intervention and supports. <p>SOLUTION: Continue training on importance of PBIS Framework and addressing student issues as a means of resolving recidivism.</p> <ul style="list-style-type: none"> ▪ Low assessment results from schools claiming to have all critical features in place <p>SOLUTION: Review data results with School Cadres and Admin and address discrepancies.</p> <p>PBIS Framework & III. Promoting Positive Behaviors And Safe School Environments:</p> <ul style="list-style-type: none"> ▪ Delays in finalizing contracts for services within the allowable performance period.

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	<p>SOLUTION: Begin inquiring or searching for possible vendors when CG application is first submitted for approval. Final processing can proceed once the GAN has been awarded.</p> <p>Health and Safety:</p> <ul style="list-style-type: none"> ▪ Teachers are challenged with scheduling student training. <p>SOLUTION: Training should be conducted within the regular instructional time as allowed. </p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>Oct - Dec 2019:</p> <p>I. SSOT Activities</p> <ul style="list-style-type: none"> ▪ SPCE Monthly Meetings with Professional Development ▪ SPCE Outreach Activities ▪ Food and Shoe Drives ▪ Project Presentations ▪ Trainings on SSOT Program Services to Teachers and Support Staff ▪ Uniform Drive ▪ Complete procurement of supplies/materials ▪ Outreach Activities ▪ November – December 2019: Holiday Food Drive ▪ Regional Parent-Information Workshops ▪ Trainings on SSOT Project Services. ▪ Fill vacant CPA vacancy. <p>II. PBIS Framework and III. Promoting Positive Behaviors And Safe School Environments:</p> <ul style="list-style-type: none"> ▪ Cadre Trainings ▪ PBIS Outreach Activities <p>IV. Health & Safety</p> <ul style="list-style-type: none"> ▪ Ensure teachers fulfill student training requirements ▪ Procure technology for participating teachers ▪ Finalize teacher needs for upcoming school year ▪ Arrange for additional training for participating teachers
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>I. SSOT:</p> <ul style="list-style-type: none"> ○ Activity Data Collection Sheets ○ Project Evaluation Forms (Perception Surveys) – completed by referring party ○ Project Student/Parent Survey Forms (Perception Survey) – completed by student/family receiving social support services ○ Parent Information Workshop (PIW) Evaluation Forms – completed by workshop participants ○ Daily Attendance Sign In Sheets & Time Certification Forms ○ Site Visits and Observations <p>II. PBIS and II. Promoting Positive Behaviors And Safe School Environments:</p>

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- Tiered Fidelity Inventory Assessment – completed by school level committees
- Safety Perception Surveys – completed by school faculty, staff and admin (conducted annually)
 - School Safety Survey (SSS)
 - Self-Assessment Survey (SAS)
- District Discipline Data (Major Infractions) – PULSE/SWIS Data
- Daily Attendance Sign In Sheets & Time Certification Forms
- III. Health and Safety: (will be collected during Phase III of pilot)
 - District Health Data
 - School Health Counselor Reports
 - Training Agendas, Sign In Sheets and Exit Survey Forms

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #7 STUDENT PARENT COMMUNITY ENGAGEMENT PROJECT

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Doris D. Bukikosa
PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

DATE

KELLY R. SUKOLA
PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGNATURE)

DATE

**FFY 2018 CONSOLIDATED GRANT
QUARTERLY REPORT**
Grant Award #: S403A180002, S403A180002-18A

Grant Name: Consolidated Grant FFY 2018 **Grant#:** S403A180002,S403A180002-18A

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

PROJECT TITLE: #8 SECOND CHANCE PROJECT

PROJECT COORDINATOR: Jesse R. Pendon Jr.

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

10/ 01/18- 12/31/18	01/01/19- 03/31/19	04/01/19- 06/30/19	07/01/19- 09/30/19
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
			X
REPORT DUE: 1/10/19	REPORT DUE: 04/10/19	REPORT DUE: 07/10/19	REPORT DUE: 10/10/2019

ANNUAL REPORT DUE: 11/28/2019

AMOUNT BUDGETED (FFY 2018): \$ 1,420,866.01	AMOUNT EXPENDED: (Include all expenditures in this quarter) \$ 276,411.26	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 19%	Total Full Time Equivalent Vacant <u>2</u> Filled <u>17</u>	Total Part Time Equivalent Vacant <u>0</u> Filled <u>0</u>
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GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
(Pre) K – 5								
6 – 8								
9 - 12					179		23	1

PART I:

LIST THE PROJECT GOAL(S):

- Goal 1: By the end of SY 2019-2020, among the 20% population who are 17-21 years of age and two years or more behind in credits to graduate, 70% will recover enough credits to allow them to move to the next grade.
- Goal 1: By the end of SY 2018-2019, among the 20% population who are 17-21 years of age and two years or more behind in credits to graduate, 58% will recover enough credits to allow them to move to the next grade.
- Goal 1: By the end of SY 2017-2018, among the 20% population who are 17-21 years of age and two years or more behind in credits to graduate, 43% will recover enough credits to allow them to move to the next grade.

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LIST OBJECTIVE(S):	<p>Objective 1.1 On an annual basis graduate a minimum of 85% of Seniors currently enrolled in the project.</p> <p>Objective 1.2 Annually increase by one grade level at least 70% of our Freshmen, Sophomores, and Juniors currently enrolled in the project.</p> <p>Objective 1.3 Annually increase by one grade level 10% of participating students who have been incarcerated during high school.</p> <p>Objective 1.4 Annually increase by one grade level 10% of participating students who are housed at the Youth Shelter.</p> <p>Objective 1.5 The project will quarterly rate at least satisfactory based on a quarterly student perception survey that measures the extent to which they feel safe, positive and supported.</p>
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COMPONENT	ACTIVITIES	EVIDENCE
<p>8.1 Provide Credit Recovery Project Coordinator (PC) and Clerk Typists provide direct coordination between the core program and its supplemental parts at the district's High Schools, Youth Correctional Facility, Youth Shelter. Eleven 2nd Chance teachers to provide students with credit recovery 5 days a week 7 hours a day during the academic year. 2nd Chance teachers will provide a variety of credit recovery options such as but not limited to face to face, course by conference, online, and blended learning.</p>	<p>Credit Recovery teachers working with the credit recovery school aides have identified student who are in need of assistance to complete their goals for this school year. Together they have provided assistance after normal school hours and on weekends to help the student achieve.</p> <p>Second Chance personnel conducted interviews and student intake in preparation for the opening of SY 2019-2020. Project Lead assisted in the finalization of the Activity 8.2's contract and made initial coordination with the district's schools for initial student intake. Project School Aides, Clerks, and Project Lead moved federally funded supplies and equipment to an expanded central project site. Ensuring that the two (2) Project sites are properly resourced.</p> <p>The Project's Clerk Typist III transitioned from servicing Second Chance exclusively to servicing Consolidated Grant Projects under Curriculum and Instruction.</p>	<p>The overall percentage of high risk students progressing is 74% at all three Second Chance locations. Breaking down the student population of 12th, 11th, 10th and 9th graders at JPTSA we have 88%, 75%, 71%, and 75% of the population progressing respectively. Overall progress at the Youth Correctional Facility is at 66% and the Youth Shelter 100%.</p>
STATUS FOR COMPONENT:	HOW DID THE PROJECT MEASURE ITS	Goal 1: By the end of SY 2018-2019 among the 20% population who are 17-21

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<p>PLEASE CHECK ONE: <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input checked="" type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>COMPONENTS EFFECTIVENESS?</p> <p>Project personnel provides our students with credit recovery 5 days a week 7 hours a day during the academic year using a variety of credit recovery options. Using and extracting data from the District's Online Gradebook/Database of Record. Student must earn passing marks on at least 3 of their 4 classes in order to be considered as "progressing."</p> <p><i>Referring to the Project's FY18 Performance Measures Chart:</i> Students at all locations are being serviced, but with district's school year starting August 13, 2019 there are not enough assessments to properly measure student progress. Incoming students are being assessed, provided goals and standards of conduct. By 1st QTR of our FFY19 (Year 3) we will establish a baseline and have enough data to report progress above 90%.</p>	<p>years of age and two years or more behind in credits to graduate, 58% will recover enough credits to allow them to move to the next grade</p>				
		<p>BASELINE (Initial collection of data-when the activity first started)</p>	<p>1ST QTR.</p>	<p>2ND QTR.</p>	<p>3RD QTR</p>	<p>4TH QTR.</p>
		<p>52% of students progressed SY 2017-2018 (270 Students)</p>	<p>85% of students Progressed</p>	<p>74% of students Progressed</p>	<p>98% of students Progressed</p>	<p>N/A This marks a new school year.</p>
		<p>Objective 1.5 80% of project participants will indicate Satisfied or higher that they feel safe, positive and supported based on a quarterly 25 question survey.</p>				
		<p>BASELINE (Initial collection of data-when the activity first started)</p>	<p>1ST QTR.</p>	<p>2ND QTR.</p>	<p>3RD QTR</p>	<p>4TH QTR.</p>
<p>Among student respondents: Very Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2% Very Dissatisfied 0%</p>	<p>Very Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2% Very Dissatisfied 0%</p>	<p>Very Satisfied 19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10% Very Dissatisfied 0.08%</p>	<p>Very Satisfied 19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10% Very Dissatisfied 0.08%</p>	<p>Very Satisfied 13% Satisfied 87% Neutral 0% Dissatisfied 0% Very Dissatisfied 0%</p>		
<p align="center">COMPONENT</p> <p>8.2 Alternative Pathways to Earn Credits Funds will be used for the contracting of an accredited, professionally monitored, and self-paced credit recovery service for Second Chance students: • To be conducted outside normal</p>	<p align="center">ACTIVITIES</p> <p>This activity started August 20, 2019 with the contract awarded to Asmuyao Community School (ACS). The Project Lead has developed a schedule to conduct monitoring of the registration and intake process for incoming students. Monitoring is conducted on Tuesday's and Wednesday's from 4:30pm –</p>	<p align="center">EVIDENCE</p> <p>N/A</p>				

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<p>school hours, semesters and days in order to provide maximum flexibility in scheduling for students.</p> <ul style="list-style-type: none"> • Students participating in this activity will be provided the opportunity to take High School courses at their own pace which will be facilitated and monitored by certified classroom teachers. • Through this activity, students can apply at the Second Chance project and be placed in this independent study pathway to either augment or replace their current school schedule. 	<p>7:00pm) at ACS.</p> <p>As with component 8.1 there are not enough assessments to properly measure student progress during this reporting period. Incoming students are being assessed, provided goals and standards of conduct. By 1st QTR of our FFY19 (Year 3) we will establish a baseline and have enough data to report progress. There are currently 36 students enrolled under this component.</p>					
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<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</p> <p>This activity has not been fully implemented, the activity commenced on August 20, 2019.</p>	<p>BASELINE (Initial collection of data-when the activity first started)</p>	<p>1ST QTR.</p>	<p>2ND QTR.</p>	<p>3RD QTR</p>	<p>4TH QTR.</p>
		<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

PART II:

<p>LIST TRAVEL ACTIVITIES COMPLETED.</p>	<p>During this reporting period there was no off-island travel activity.</p>
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<p>LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p>	<p>On August 9, 2019 and August 12, 2019, training was provided to the faculty and staff of J.P. Torres Success Academy and the Second Chance project personnel. This training was a result of the off-island travel activity on the 1st Annual National Trauma-Skilled Schools Conference 2019 held on June 23-226, 2019 in Kissimmee, Florida. Conference was attended by the Project Manager, Project Lead, School Administrator and teachers. Topics presented during the training were on the Basic Foundational Strategies of a Trauma Skilled Schools and Framework Remodeling of Credit Recovery processes. Training took place at J.P. Torres Success Academy prior to the start of school year 2019-2020.</p>
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PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?	All project staff to include the Project Manager and Project Lead evaluated the effectiveness of our credit recovery by using lessons learned, student academic, and student log entries to evaluate our approaches to implementing the project goals. This analysis included an examination of four project characteristics: (1) size, (2) family income, (3) location, and (4) graduation rate. Only statistically significant observation was the location of the project site in relation to student population. As a result, the Project now services students at two (2) sites, one at the J.P. Torres Success Academy in Santa Rita, Guam and the second in a central location in Barrigada, Guam.
USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?	As stated in the above block, the splitting of the Second Chance Project into two different site locations (exclusive of the Youth Shelter and Youth Correctional Facility) is a major move to improve the effectiveness of the project. In essence the project will move the majority of its assets to a site that is closer to our service population. The project will then evaluate its effectiveness this School Year.
EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?	The Project is servicing students from all the district's schools through an awarded contract with an accredited professionally monitored, and self-paced credit recovery institution. This will increase graduation rate. Students needs will also be met by having additional site locations as well as expanded times for credit recovery.
DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?	Currently there are no significant challenges that the Project encountered this reporting period.
WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	Project personnel will conduct assessments to properly measure student progress and establish baseline data to report progress.

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EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.

Project monitoring will continue to be conducted by direct supervision of the credit recovery methods of the teachers. Student attendance, discipline, and academics will be closely monitored on a daily basis and documented. Students that are in need of personalized assistance will be identified and interventions will be with the opportunity to succeed. Project Lead on a daily basis is present at both project sites, and twice a week at Asmuyao Community School.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project # 8 SECOND CHANCE

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

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

PROJECT COORDINATOR NAME (SIGNATURE)

10/22/19
DATE

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

PROJECT MANAGER (SIGNATURE)

10/22/19
DATE

**FFY 2018 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A180002**

Grant Name: Consolidated Grant FFY 2018 Grant#: S403A180002

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

PROJECT TITLE: ENHANCING EDUCATION THROUGH TECHNOLOGY

PROJECT COORDINATOR: NEIL ROCHELLE

PROJECT MANAGER: FRANKLIN J.T. COOPER-NURSE, ACTING

STATE PROGRAM OFFICER: SHANNON BUKIKOSA

10/ 01/18- 12/31/18	01/01/19- 03/31/19	04/01/19- 06/30/19	07/01/19- 09/30/19
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
			X
REPORT DUE: 1/10/19	REPORT DUE: 04/10/19	REPORT DUE: 07/10/19	REPORT DUE: 10/10/2019

ANNUAL REPORT DUE: 11/28/2019

AMOUNT BUDGETED (FFY 2018):

\$2,543,195.00

AMOUNT EXPENDED:

(Include all expenditures in this quarter)

F1860: \$1,217,299.97

PERCENTAGE OF EXPENDITURE:

(Overall Expenditure divided by Amount Budgeted)

48%

Total Full Time Equivalent

Vacant 1

Filled 6

Total Part Time Equivalent

Vacant N/A

Filled N/A

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
(Pre) K – 5	<u>N/A</u>	<u>N/A</u>			N/A	<u>N/A</u>	GDOE: 264	GDOE: 0
6 – 8	<u>N/A</u>	<u>N/A</u>					PNP: 26	PNP: 0
9 - 12	<u>N/A</u>	<u>N/A</u>					Charter: 14	Charter: 0

PART I:

LIST THE PROJECT GOAL(S):

9.1 Improving technology support/IT services

Teachers will report having access to well-functioning technology and reliable connectivity for teaching; **SY17-18: 60%; SY18-19: 70%; SY19-20: 80%**

9.2 Expanding technology tools/resources for schools/teachers/students

June 2018: Increase access to technology by creating computer labs in 7 schools (did not receive SY 2016-2017); 45% of teachers reporting use of labs

June 2019: Increase by 7 schools (did not receive 2017-18) with 50% teachers reporting use

June 2020: Increase by 7 schools (did not receive 2018-19) with 60% teachers reporting use

FFY 2017 Special Conditions Letter, US Ed Risk Management Service (June 21, 2017)

FFY 2015 Special Conditions Letter, US Ed Risk Management Service (June 30, 2015) footnote; (High Risk) 2 CFR 207, (Subpart C) 2 CFR Part 200, §200.327 and §200.328 (Previously §76.720 State reporting requirements and §76.722 Sub-grantee reporting requirements)

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	<p>Increase access to technology for teaching and learning by creating library learning centers in 6 school libraries SY17-18; and six more annually SY18-19 and SY19-20 that did not have learning centers in the prior year.</p> <p>9.3 Enhancing teacher skills in integrating technology</p> <p>Fewer teacher will rate themselves as beginning technology users; SY17-18: 45%; SY18-19: 40%; SY19-20: 35% EXPAND: Create on-demand professional learning library including curriculum resources for administrators, teachers, staff. EXPAND: Provide GDOE teachers and staff video modules on-demand.</p> <p>9.4 Implementing fully automated Library system in all public schools</p> <p>June 2018: continue implementation; 70% of librarians using the system and reporting the new system and its resources supports teaching. June 2019: complete implementation; 95% of librarians using the system EXPAND: June 2019: librarians receive professional development in technology tools and strategies (e.g. MakerSpaces) and develop action plans for extending learning for students for SY2019-2020 June 2020: full implementation of automated library system</p>
<p>LIST OBJECTIVE(S):</p>	<p>9.1 Improving Technology Support/Delivery of IT Services Teachers/staff report timely, high quality and effective services; SY17-18: 75%; SY18-19: 80%; SY19-20: 80%. Provide annual service and maintenance for 1500 Laptops /computers (3-5yrs old). Reduce Wi-Fi /Connectivity tickets by 15% from 2016-17 helpdesk and reduce by 10% in year 2 and 3.</p> <p>9.2 Expanding Technology Tools and Resources for School, Teacher, and Student Use ANNUAL: Schedules show teachers using computer labs at least once a week and 10% increase each year in students reporting using technology in courses.</p> <p>9.3 Enhancing Teacher Skills and Integrating Technology in Teaching and Learning Year 1: 50% of students (of teachers participating in off-island training) will indicate they see technology and technology tools used by the teacher during class time validating teachers sent for training using technology tools learned by teacher. 100% of teachers, librarians and librarian techs with interactive whiteboards will have completed training by June 2018 and 75% report use with students 100% of all teachers requesting access to PowerTeacher online will be given training. 50% of teachers participating in online learning courses will complete draft scope and sequence for technology aligned to ISTE Standards will be developed 100% of principals will receive training and access to LDS “at risk report and 50% will access monthly Create customized templates in Tyler Pulse system by June 2018 Select and purchase Learning Management System to pilot with 100 teachers for use SY 2018-2020. Year 2: (Modified targets)</p>

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60% of students of teachers receiving training will indicate they see technology used by the teacher
75% teachers/staff report more confidence in technology skills and using what was learned in PD
100% of all teachers requesting access to PowerTeacher online will be given training with 50% completion rate.
100% of teachers, librarians and librarian techs with interactive whiteboards will have completed training by June 2019 and 75% report use with students
50% of teachers participating in online learning courses will complete and provide a reflection paper citing 3 changes to pedagogy or use of tools they will use to improve their teaching and learning.
100% of teachers will receive GDOE Scope and Sequence in Digital Learning developed year 1 to be integrated with GDOE curriculum
100% of principals will receive training and access to LDS “at risk report and 50% will access monthly Student Support Services to provide ongoing training in customized templates created in Tyler Pulse (LDS) for student discipline
NEW: Create on-demand professional learning library including online courses and modules to be used by teachers, administrators, teacher mentors, instructional coaches.

Year 3:

75% of students of teachers receiving training will indicate they see technology used by the teacher
100% of teachers with interactive whiteboards will submit at least one flip-chart unit for district-wide use
85% teachers/staff report more confidence in technology skills and using what was learned in PD
85% of teachers participating in online learning courses will complete the online course modules

By June 2020, 33% of teachers will develop lesson plans integrating technology standards in their lesson plans as reported by principals.

100% of principals will receive training and access to LDS reports and access regularly
Make adjustments as necessary to templates, reports and training by June 2020.
Implement learning management system for district-wide use by teachers.

9.4 Implementing a Fully Automated Library System in all Public Schools

9.4a Annually 90 % of the libraries will be using the Automated Library System for circulation with students and generate reports required by the principals, develop school library webpages populating them for students and teachers along with monthly themes.

9.4a NEW: Librarians will create action plans for creating maker spaces in at least three schools (1 elem, 1 middle, 1 high school) by August 2019.

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COMPONENT	ACTIVITIES	EVIDENCE
<p><u>9.1 Improving Technology Support/Delivery of IT Services</u></p> <p>Year 1, Year 2, Year 3</p> <p>9.1a Annual Contract for re-imaging laptops 3 years or older (approximately 1,500) and update service for students/teacher laptops And re-configuring access points on carts. All teacher and student laptops, mobile carts, access points, projectors, document cameras and interactive white boards purchased under previous/expired grants, Title VA (EETT) and ARRA/RLIS (Gateway to Success), will be transferred to EETT Title V-B. Equipment use/activities are currently aligned with components 9.1, 9.2 and 9.3. All guidelines provided to schools for equipment use under EETT.</p> <p>9.1b Annual Supplemental Broadband 400-600mb/sec to enhance capacity of the</p>	<p>9.1a REQ20190656 for Laptop Maintenance released. Re-imaging of 1,610 laptops and cleaning of 50 mobile carts.</p> <p>9.1b PO20190022 provides supplemental broad band for the district. EETT surveys teachers regarding tech services including connectivity.</p>	<p>9.1a Contract executed for (IFB 024-2019) under PO20191515. Work to be done over a longer school break to re-image out of warranty devices. Will continue activity during year 3 performance period.</p> <p>9.1b Service provides supplemental broadband across the district. 47% of responders report broadband greatly improved with 46% reporting some improvement. Only 8.7% report seeing no improvement. Measure indicates teachers are successfully accessing online resources and streaming</p>

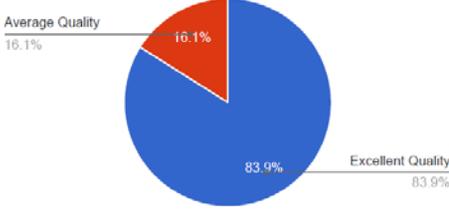
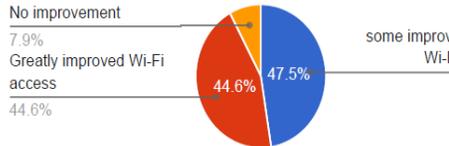
FFY 2017 Special Conditions Letter, US Ed Risk Management Service (June 21, 2017)

FFY 2015 Special Conditions Letter, US Ed Risk Management Service (June 30, 2015) footnote; (High Risk) 2 CFR 207, (Subpart C) 2 CFR Part 200, §200.327 and §200.328 (Previously §76.720 State reporting requirements and §76.722 Sub-grantee reporting requirements)

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<p>GDOE network so federally funded programs have the access necessary to carry out their technology related projects.</p> <p>9.1 Procurement of computer-repair/admin/training supplies, webinar platform, Goverlan software and wireless internet (Wi-Fi/Mi-Fi) services for training</p> <ul style="list-style-type: none"> Inclusive of cost associated for advertising of IFBs, RFPs, Public Notices, Notice of Trainings and Announcements related to the project for each component. 	<p>9.1</p> <ul style="list-style-type: none"> Zoom-purchased with P.O. 20191131 	<p>is improved from previous years.</p> <p>9.1</p> <ul style="list-style-type: none"> Project has already used Zoom for meetings and webinars for Atrium and Booktracks live training with vendor. All other procurement activities such as Goverlan software, MI-FI devices are currently being used by the project for daily operations. Subscriptions have been purchased in time for year 3 activities to continue seamlessly.
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STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/> COMPLETED <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input checked="" type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? <p>Project staff renewing tools and services necessary to perform program activities.</p> <ul style="list-style-type: none"> 83.9% reports excellent quality services; 16.1% reports average quality services.  <ul style="list-style-type: none"> 44.6% report greatly improved WI-FI  <ul style="list-style-type: none"> Laptop maintenance requisition in progress 	BASELINE (Initial collection of data-when the activity first started) 86% as of March 30, 2018 and 46% reporting adequate or improved connectivity 3000 EETT eligible laptops as of year 1: 1608 laptops out of warranty remain to be refreshed/re-image.	1ST QTR. 89.7% of those surveyed report improved or greatly improved connectivity Activity Not begun	2ND QTR. 90.1% of helpdesk users reporting timely service. 83.3% indicate high quality service 91% of teachers report some to great improvement in connectivity Activity Not begun	3RD QTR 94.8% of helpdesk users reporting timely service. 89.5% indicate high quality service 29.8% of teachers report great improvement in connectivity Activity Not begun	4TH QTR. 89.4% of helpdesk users report timely service 83.9% report high quality service 92% of users reporting some or greatly improved connectivity Activity not begun due to late execution of contract. Will continue in yr 3 performance period FY19 4Q: 121 44% decrease from baseline
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	<ul style="list-style-type: none"> 7 % reduction in the number of Wi-Fi/Connectivity tickets from 2017-2018 instructional year helpdesk] 	Oct 1, 2017- May 30, 2018 Total 215 tickets: First quarter]	Tickets compared to last year: 19% decrease in tickets for connectivity]	FY 19 2Q: 115 46% decrease from baseline (215)	FY 19 3Q:51 76% decrease from baseline (215)	
COMPONENT	ACTIVITIES	EVIDENCE				
<p><u>9.2 Expanding Technology Tools and Resources for School, Teacher, and Student Use</u></p> <p>Year 1, Year 2, Year 3</p> <p>9.2a Annual Establish computer labs for 7 additional schools with mobile carts/27-30 devices each (schools that DID NOT get labs prior) , internet access points, and projectors for each</p> <p>9.2b Annual Provide 12 GDOE libraries each year with learning centers to include 30 computers, access points and charging carts and a mobile LED interactive white boards. Interactive whiteboards for 12 GDOE Libraries and 12 PNPs for shared-use (24 whiteboards).</p> <p>Year 2 (NEW)</p> <p>9.2c Provide 14 GDOE and 11 PNP Shared</p>	<p>9.2a- f PO's have been converted and pending delivery</p>	<p>9.2a- f: PO20190299 – 50 mobile carts (<i>Vendor estimates delivery Nov. 15, 2019</i>) ; PO20190233 – 1,456 laptops (<i>Vendor estimates delivery Nov 15, 2019</i>);; PO20190163 – 49 access points (delivered awaiting carts/devices delivery); PO20190177- Chromebooks/Tablets <i>Delivered</i></p>				

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	<p>computer lab use (3 x's day goal)</p> <p>Student survey: 95.8% of 282 students reported their teacher use online learning activities during class </p>	<p>Zero-just implementing</p> <p>Will establish baseline Fall 2018 </p>	<p>Not achieved</p> <p>Insufficient responses to use</p>	<p>Not achieved</p> <p>95.8% report teacher using technology </p>	<p>Not Achieved</p> <p>Data not collected. Students on Summer Break</p>	<p>Not achieved given testing schedule in schools.</p> <p>Data not collected as training was the last week of perf period.</p>
COMPONENT	ACTIVITIES	EVIDENCE				
<p><u>9.3 Enhancing Teacher Skills and Integrating Technology</u></p> <p>Year 1, Year 2, Year 3</p> <p>9.3a Annually request for off-island travel to the International Society in Technology Education (ISTE) for up to sixteen (15) travelers annually [Public – 5 / PNP/Charter – 10</p>	<p>9.3a</p> <ul style="list-style-type: none"> • ISTE travel complete. The project funded 16 travelers (GDOE: 3 teachers, 2 librarians, 2 project staff; PNP: 6 teachers, Charter School: 2 teacher, 1 IT). 	<p>9.3a</p> <ul style="list-style-type: none"> • Travel reports to be submitted during 4th quarter reporting period. Part of the requirement to attend off-island Professional development is to share the information with colleagues. Both teachers from GDOE have presented; F. Wesolowski presented to librarians. M. Pajela presented to at a faculty meeting to all staff at FBLG Middle School 				

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<p>] 9.3a Annual Professional services for Interactive Whiteboard Board (training on various levels to <u>30 GDOE</u> Teachers and <u>70 PNP</u> teachers. Includes librarian training for learning centers.</p> <p>9.3a Annual PowerSchool Training via 24/7 online professional development subscription access for 140 new teachers, administrators or computer operators.</p> <p>9.3a MODIFIED: Annual Professional Development for teachers on classroom technology integration and cost for venue for 270 participants (Cohort 1 and establishing Cohort 2).</p> <p>9.3b Longitudinal Data System (LDS) Annual Support for maintenance and update. Customization of LDS templates, professional development for principals and teachers in use of the system.</p>	<ul style="list-style-type: none"> Promethean Board training: <table border="1" data-bbox="550 212 877 440"> <tr><td>GDOE</td><td>37</td></tr> <tr><td>OCE</td><td>24</td></tr> <tr><td>St. Johns</td><td>2</td></tr> <tr><td>GACS</td><td>14</td></tr> <tr><td>TOTAL Trained</td><td>77</td></tr> </table> Powerschool Training: 111 teachers requested and were provided access to PS online training; 54 or 49% completed training Annual PD: Connected Educator Kumunidat: REQ20200068 formerly REQ20190203 (RFP 019-2019) <p>9.3b LDS: Trainer for LDS has left district. District needs to reassign the training component. Access has been provided to administration.</p>	GDOE	37	OCE	24	St. Johns	2	GACS	14	TOTAL Trained	77	<ul style="list-style-type: none"> PO20191167 (Promethean Board training) *see attached training list Powerschool Training *see attached training list As of 10/10/2019, contract is at AG for review and approval. Activity will have to take place Quarter 1 of 2019 Perf Period. Outcome to ensure administrators have access to Pulse, learn features available and how to navigate the system.
GDOE	37											
OCE	24											
St. Johns	2											
GACS	14											
TOTAL Trained	77											

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<p>Year 2</p> <p>9.3a NEW: Online self-paced PD. Vendor create courses: Maker Spaces (includes librarians and PNP) and Project-Based learning, Flipped Classroom and advanced Google Suite aligned with district initiatives to include cost of tracking and licenses</p> <p>9.3a NEW: Cost of tracking and renewal of FY16 purchased licenses for self-paced online PD</p> <p>9.3a NEW: Create on-demand professional video library for professional development platform and resources.</p>	<ul style="list-style-type: none"> • Online Self-paced PD: 42 teachers have activated accounts and begun online PD • PO20190053 • Professional Video Library has been converted to PO and services have been rendered. 	<ul style="list-style-type: none"> • Makerspaces and Flipped Classroom accounts have been created. See attached list of teachers participating in online PD. • Tracking and renewal of 11 courses • Online platform can be accessed through https://www.gdoe.community
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	<p>Promethean Training</p> <p>Powerschool Online access and completion rate: Number of requests/ Access given: 111 Completed training: 54 or 49%</p> <p>Online Courses for Teachers: 42 registered</p> <p>Awaiting PO and execution of contract to begin services</p>	<p>18 new purchases for min 18 teachers to be trained</p> <p>X% who requested access completed training</p> <p>Baseline determined by number of teachers registering for online courses.</p>	<p>68 teachers received training 1st</p> <p>6 teachers requested: 0 completed</p> <p>Awaiting PO for course refresh and tracking to open to teachers</p> <p>Dec 10-13 UOG PIP Office provided Sheryl Nussbaum beach for refresh of standards with 79 teachers</p>	<p>indicate daily use.</p> <p>Activity not begun</p> <p>18 teachers requested. 3.6% completed</p> <p>34% of registered participants completed</p> <p>Standards document being edited for district approval</p>	<p>Activity will be conducted 4th Qtr.</p> <p>3 requested; 0 completion</p> <p>84% completed Google for the Connected Classroom courses</p> <p>Contract is still being reviewed and processed internally</p>	<p>77 Teachers received training</p> <p>111 Teachers received training/ 54 teachers completed training</p> <p>3 teachers have completed Makerspaces course</p> <p><u>Standards developed awaiting Board approval</u></p>
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COMPONENT	ACTIVITIES	EVIDENCE
<p>9.4 <u>Implementing a Fully Automated Library System in all Public Schools</u></p> <p>9.4a Continue implementation of Automated Library System. EETT purchased library automation system with 2015 funds and last of initial training was complete March 2017. Support needed in 2018-19 cycle for contracting for Atrium Library system support, with booktracks module subscription renewals (Content Cafe2, Accelerated Reader, Lexile), and at least two days each of follow-up training for librarians. Funds needed for additional barcode labels – see supplies). Additional PD for 41 public schools.</p> <p>Year 2 9.4a MODIFIED from Yr.3 Two (2) GDOE and two (2) PNP attendees to American Library Association with professional development provided by traveler during the annual week-long librarian conference and professional development days throughout the school year.</p>	<p>9.4a: Atrium Webinar was conducted by vendor on September 18, 20, 24, 25 and 26, 2019 for 3hrs. via Webinar. Booktracks training conducted September 118, 20, 24 25 and 26th for 3 hours via Webinar</p> <p>9.4a: American Library Association travel complete. The project funded the travel of 4 librarians (GDOE: 2 PNP: 2)</p>	<p>9.4a 29 librarians attended Atrium webinars. 26 Librarians participated in Booktracks training via Webinar. 4 staff piloting equipment sign-out attended Booktracks training as well.</p> <p>9.4a See attached travel reports for ALA travelers: Alicia Whitaker, VBMS; Melissa Gentapanan, MAUES; Jhoanna Co, OCE; Elizabeth Imamura, OCE.</p>

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4/37	Some Usage	10										
37 schools with usage		8										

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PART II:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?	<ul style="list-style-type: none"> • Meeting attendance when request by Federal Programs Office • Continuous consultation with FSAIS/Technicians regarding project needs and status • Monitored Assets and assisted end users with questions or issues with equipment • Began process of transferring assets purchased prior to 2015 • Monitored Helpdesk tickets for service • Review vendor invoices and approvals for payment • Ensure close out of FY 2017 along with Quarterly Report submission to FPO • 4 Technicians monitored and resolved helpdesk requests. Schedule for technicians to visit all schools on a monthly rotation. (Presently two vacancies) • Requisition entry for CG 2019 so as to avoid interruption of services/contracts that would impact project activities • Continuous dialogue with procurement office regarding procurement matters for project RFP, IFB's, etc. • Worked with consultant that is assisting in the draft document for Refreshed GDOE Tech Standards • Consultation and contact with vendors and contractors as needed
USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?	<ul style="list-style-type: none"> • Improve frequency of use in computer labs throughout the district using EETT equipment • Expedite procurements whenever possible to ensure activities take place timely • Continue to support on-going PD needs of librarians in use of Booksystems and Atrium • Need to streamline systems and paperwork like the EETT sign-out process • Need to work with schools that have computer labs on reporting timely
EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?	<p>EETT provides technology tools and professional development in the use of tools and systems that are used by teachers to have the necessary resources needed for teaching in order to better engage students in the learning and demonstrating their learning. Teachers need a current guide regarding digital learning and the refresh of standards activity will provide that once implemented.</p> <p>Teachers sign out EETT equipment in the schools. Teachers are indicating the type of activities students are engaging in with the technology. Highest use of technology is for the purpose of research and presentations, literacy activities and digital literacy lessons. Technology is used to implement the GDOE Common Core curriculum.</p> <p>We are now surveying students regarding the use of tools and technology by teachers that have participated in EETT activities. Students are increasingly reporting more use and the fact they do believe it helps them in their learning (Speak Up survey indicates students increased technology use and benefits.)</p>

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<p>DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?</p>	<ul style="list-style-type: none"> • Same concern as previous year: Changes in teacher assignments is very difficult for the project when teachers trained in e.g. Promethean Board transfer or is moved by a principal. This requires the new teacher to be trained and the teacher already using a board may not have one to use in the new location. The original boards are stationary; while we are working to reduce the challenge, it is a cost factor to move boards with the teacher. New boards are now mobile and expect we would keep the equipment with the teacher as long as they do not move to another school. Many boards were purchased locally and need repair. Concern that federal funds provided training, but cannot maintain the equipment. If local cannot find the resources to replace the board, the training is wasted. This is a product of our teacher retention challenges. • Same concern as previous year: Much of the feedback the project can use requires teacher and student input in the form of survey. Teachers are not always responsive in time for us to have the data. Students on a large scale would be challenged to provide the information if they cannot access the devices. Project needs to find a happy medium and the best way to gather as much evidence as possible with minimal instructional interruptions. • Loss of a technician is a challenge. As the amount of devices are increased by the project, there is a need for more technical assistance and intervention by the technicians. Working with FSAIS we have increased the amount of times technicians are in school locations by assigning technicians to particular schools (each work with all schools right now). It is hoped with increased visibility in the schools, more requests for assistance will result but over time. Position of Computer Tech I is a loss. There is concern about \$4million+ in technology being delivered next month. • School Site Monitoring is important to again validate the security and use of the assets. Schools are provided technology by a variety of projects and funding sources. Each with their own accountability. The school visits have been excellent in addressing individual school's concerns and asset guidelines. • Significant and unnecessary delays in procurement of equipment and contracts to carry out activities and measure project impact is difficult when procurements take 9 months from requisition entry to complete. •

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<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<ul style="list-style-type: none"> • Monitor the use of Booktracks for Teacher sign-out of equipment in three schools using digital sign-out • Plan for refresh and reimaging student laptops out of warranty. • Continue to monitor Schools use of computer labs and EETT Equipment. • Work to complete the GDOE Technology Scope and Sequence refresh for district approval and distribution. Begin implementation plan as soon as contract can be executed • Complete reminder of purchases of supplies and equipment for 2019 CG activities • Continue Library Automation System and provide on-site and Webinar training to librarians in additional features of Atrium and provide librarians & FSAIS in use of Booktracks for equipment monitoring. • Plan for travelers to ISTE and ALA Conference June 2020 • Connected Educator Kumunidat Conference for Cohort 1 and Cohort 2 (target November 2019) • Delivery and distribution of equipment and devices ordered
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<ul style="list-style-type: none"> • Project is monitoring the project activities through a variety of means; • Direct Observation in Schools • Google Forms/Surveys for feedback regarding activities and equipment use • Helpdesk Tickets analyzed from Spiceworks • Munis tracking for monitoring equipment and services • Speak Up Survey Results from Project of Tomorrow • Participant feedback; in person, email, and survey • Atrium/Booktracks Administrator Dashboard to monitor use and circulation using the systems • Monthly Meetings with Librarians • On-going meetings and communication with Computer Technicians
<p>QUARTERLY REPORT CERTIFICATION</p>	
<p> </p>	

**FFY 2018 CONSOLIDATED GRANT
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PROJECT TITLE: Project #9 Enhancing Education through Technology (EETT)

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

NEIL ROCHELLE
PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

DATE

FRANKLIN J.T COOPER-NURSE, Acting
PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGNATURE)

DATE

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: B4-403A Consolidated Grant to the Outlying Areas
 Project Title: B2670 - Improving Student Learning & Achievement (ISIA)-Avidance*

Fiscal Year 2018
 Reporting Period: 4th Quarter (July - Sep)

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

LINE #	SUPPLIER NAME	EMPLOYEE NAME	EMPLOYEE TITLE	CLASSIFICATION
14871	BLAS, ANGELIA JEAN P.		SUMMER SCHOOL TEACH	437 - AMS
13781	CARRANZA, KATRINA C.		SUMMER SCHOOL TEACH	437 - AMS
14075	CARRERA, CLAIRE M.		SUMMER SCHOOL TEACH	437 - AMS
13204	CORTEZ, RUSSELL F.		SUMMER SCHOOL TEACH	437 - AMS
5645	ESPIÑA, ALPHA C.		SUMMER SCHOOL TEACH	437 - AMS
5927	FLORES, THERESE		SUMMER SCHOOL TEACH	437 - AMS
13454	GAGARRING, MELISSA S.		SUMMER SCHOOL TEACH	437 - AMS
10760	IVAN V AGUORI		TEACHER ASSISTANTS (TA)	437 - AMS
14411	KRISTINA M FLORES		TEACHER ASSISTANTS (TA)	437 - AMS
12541	LOUISA JULIA H CRUZ		TEACHER ASSISTANTS (TA)	437 - AMS
14033	MARRIBASAN, POLEEN MARIE T.		SUMMER SCHOOL TEACH	437 - AMS
14700	PAYUNO, DIANNA C.		SUMMER SCHOOL TEACH	437 - AMS
11504	FINERD, MICHELLE N.		SUMMER SCHOOL TEACH	437 - AMS
14329	RIVO CRUZ, SAMANTHA C.		SUMMER SCHOOL TEACH	437 - AMS
4457	RIZALINA SOTERA		TEACHER ASSISTANTS (TA)	437 - AMS
13480	ROSS, JO-ANNE ALBAINO		SUMMER SCHOOL TEACH	437 - AMS
5744	SENGEDANI, ANNE K.		SUMMER SCHOOL TEACH	437 - AMS
	ALYSA E.C. BUSTAMANTE		TEACHER ASSISTANTS (TA)	437 - AMS
4882	IERMIER, JASMIN G RIOS		TEACHER ASSISTANTS (TA)	437 - AMS

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

Immediate Supervisor's Name: Rita Flores Immediate Supervisor's Signature: 	Project Coordinator Name: Joshua Blas Project Coordinator Signature:
Date: 10/13/18	Date: 10/12/18
Federal Programs Compliance Administrator Name: Ignacio C. Santos Federal Programs Compliance Administrator Signature: 	
Project Manager Name: Joseph L.M. Sanchez Project Manager Signature: 	

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: 84.403A Consolidated Grant to the Outlying Areas
 Project Title: 84430 - Increasing Student Learning & Achievement (ISLA) - Academic

Fiscal Year 2018
 Reporting Period: 4th Quarter (Oct - Sep)

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

EMPLOYEE ID	EMPLOYEE NAME	POSITION	STATUS
13748	BURK, BURETT	SUMMER SCHOOL TEACH	375 - ASTES
8486	CORRIE C BORJA	TEACHER ASSISTANTS (TA)	375 - ASTES
14273	DAHITI F QUEJIGA	TEACHER ASSISTANTS (TA)	375 - ASTES
7182	OMARA MARIE P TAMATE	SUMMER SCHOOL TEACH	375 - ASTES
9928	ORISA, JANIE E	SUMMER SCHOOL TEACH	375 - ASTES
4479	ESTIPE, JARITA LOURDES G	SUMMER SCHOOL TEACH	375 - ASTES
11019	FERNANDEZ, ROSA H B	SUMMER SCHOOL TEACH	375 - ASTES
12106	JANETTE SANTOS	TEACHER ASSISTANTS (TA)	375 - ASTES
6878	ROAHSHE A CEPEDA	TEACHER ASSISTANTS (TA)	375 - ASTES
14599	LAVARRIAS, LAURENCE C.	SUMMER SCHOOL TEACH	375 - ASTES
78	AMARTHA B MARTINE	TEACHER ASSISTANTS (TA)	375 - ASTES
848	MONTE, MARY B.	SUMMER SCHOOL TEACH	375 - ASTES
8583	PANGELIMAN, VANESSA S.	SUMMER SCHOOL TEACH	375 - ASTES
6409	PEREZ, VERONICA REYES B	SUMMER SCHOOL TEACH	375 - ASTES
9616	PESTAJANAS, CHRISTINA DR	SUMMER SCHOOL TEACH	375 - ASTES
13662	REME, LORICANESIU	SUMMER SCHOOL TEACH	375 - ASTES
8100	UJEDA, ELABIE EO	SUMMER SCHOOL TEACH	375 - ASTES
8654	WUSSING, OLGA B.	SUMMER SCHOOL TEACH	375 - ASTES

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

Immediate Supervisor's Name: Derrick Santos
 Immediate Supervisor's Signature: [Signature] Date: 10/31/18

Federal Programs Compliance Administrator Name: Joseph L.A. Sanchez
 Federal Programs Compliance Administrator Signature: [Signature] Date: 10/17/18

Project Coordinator Name: Joseph Blas
 Project Coordinator Signature: [Signature] Date: 10/12/18

Project Manager Name: Joseph L.A. Sanchez
 Project Manager Signature: [Signature] Date: 10/17/18

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFOA Title: BA 403A Contingent Grant to the Outlying Areas
 Project Title: B2E20 - Improving Student Learning & Achievement (ISLA) - Ayoa'ama'

Fiscal Year 2018
 Reporting Period: 4th Quarter (July - Sep)

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

UIN No.	Employee Name	Employee Position	Rate	Comments
3841	CARMENSITA L. PEHARANDA	TEACHER ASSISTANTS (TA)	323 - DLPES	
10982	CHRISTINE C. CRUZ	TEACHER ASSISTANTS (TA)	323 - DLPES	
7763	CLAIRE L. URBENARIO	ELEMENTARY TEACHER	323 - DLPES	ESL Coordinator Locally funded eff. 8.30.18
7035	DOMINICA RIVARO	TEACHER ASSISTANTS (TA)	323 - DLPES	
5829	IEA M. SARDON	TEACHER ASSISTANTS (TA)	323 - DLPES	
4554	MARYJANE M. AGUIRRE	TEACHER ASSISTANTS (TA)	323 - DLPES	
8765	TAMAR M. D. QUINTANILLA	TEACHER ASSISTANTS (TA)	323 - DLPES	
5226	RUBY M. DORION	ELEMENTARY TEACHER	323 DLPES	ASPIRE program beginning 2nd Quarter
9909	VALERIE ANN BENAVENTE	ELEMENTARY TEACHER	323 DLPES	ASPIRE program beginning 2nd Quarter

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

Immediate Supervisor's Name: Rebecca Dujinas
 Immediate Supervisor's Signature: [Signature] Date: 10/3/18

Project Coordinator Name: Joshua Blas
 Project Coordinator Signature: [Signature] Date: 10/12/18

Federal Programs Compliance Administrator Name: Ignacio C. Santos
 Federal Programs Compliance Administrator Signature: [Signature] Date: 10/17/18

Project Manager Name: Joseph L.M. Sanchez
 Project Manager Signature: [Signature] Date: 10/17/18



Guam Department of Education (GDOE) Quarterly Personnel Certification Form

CFDA Title: 84.403A Consolidated Grant to the Outlying Areas
 Project Title: 87620 - Improving Student Learning & Achievement (ISIA) - Academic

Fiscal Year 2018
 Reporting Period: 4th Quarter (July - Sep)

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

UM No.	EMPLOYEE NAME	EMPLOYEE TITLE	SITE LOCATION
9555	ESTAY, LENETT LINDA S.H.	SUMMER SCHOOL TEACHER	472 - JFK
7485	IVAN G REYES	SCHOOL AIDE III	472 - JFK
10211	JANELLE T CRUZ	TEACHER ASSISTANT	472 - JFK RESIGNED EFF. 8.30.18
7901	LABRADOR, FRANCIS NOEL P.	SUMMER SCHOOL TEACHER	472 - JFK
5711	LIMTIACO, EMILIANA E.B.	SUMMER SCHOOL TEACHER	472 - JFK
5566	RODRIGUEZ, GRACE I.	SUMMER SCHOOL TEACHER	472 - JFK
10750	SUVA, KELCEY M.	SUMMER SCHOOL TEACHER	472 - JFK
9965	TAMAYO, ANGELA NIAE	SUMMER SCHOOL TEACHER	472 - JFK
10077	TONG, MARC LUSTER D.	SUMMER SCHOOL TEACHER	472 - JFK
8099	TORRE, MELANIE P.	SUMMER SCHOOL TEACHER	472 - JFK
	TERRILYN ROSE T. PINTON	SUMMER SCHOOL TEACHER	472 - JFK
	CLEO NOXI MARIA LA LAMU	SUMMER SCHOOL TEACHER	472 - JFK

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

Immediate Supervisor's Name: Barbara Adamos
 Immediate Supervisor's Signature: [Signature] Date: 10/12/18

Project Coordinator Name: Joshua Dias
 Project Coordinator Signature: [Signature] Date: 10/12/18

Federal Programs Compliance Administrator Name: Ignacio C. Santos
 Federal Programs Compliance Administrator Signature: [Signature] Date: 10/12/18

Project Manager Name: Joseph L.M. Sanchez
 Project Manager Signature: [Signature] Date: 10/12/18



DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT

www.gdoe.net
500 Burner Avenue
Barrigada, Guam 96913
Telephone: (671) 300-1547/1536 - Fax: (671) 472-5001
Email: jonfernandez@gdoe.net



JON J.P. FERNANDEZ
Superintendent of Education



PERSONNEL MATTERS



DATE:

October 31, 2017

No.

17-103

SUBJECT:

Assignment - Mariann Lujan

INQUIRIES:

Office of the Superintendent of Education

Effective November 06, 2017, Mariann Lujan, Assistant Principal, F.B. Leon Guerrero Middle School, will assume the duties and responsibilities as an Acting Principal of Jose L.G. Rios Middle School until further notice.

Your continued support in extending your cooperation is appreciated.

Superintendent of Education

JON J.P. FERNANDEZ

Jon Fernandez

DATE

11/6/17

cc:

- Acting Deputy Superintendent, ESCI *fe*
- Acting Deputy Superintendent, AA *or*
- Deputy Superintendent, FAS
- Deputy Superintendent, CII
- Administrator, Personnel Services Division
- All Division Heads
- All School Administrators

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: BA, 403A Consolidated Grant to the Outlying Areas
 Project Title: 82020 - Improving Student Learning & Achievement (SLA) - Academic

Fiscal Year **2018**
 Reporting Period: 4th Quarter (July - Sep)

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

EMPLOYEE ID	EMPLOYEE NAME	EMPLOYEE POSITION/TITLE	308 - IMAGES	308 - IMAGES
14109	CHRISTIANNA FAYE MENDIOLA	TEACHER ASSISTANT	308 - IMAGES	
	CHRISTY R HAPUUI	TEACHER ASSISTANT	308 - IMAGES	
14110	HOPE G REYES	TEACHER ASSISTANT	308 - IMAGES	
17267	JESSICA F DAVIS	SCHOOL AIDE III	308 - IMAGES	
8490	JOLEEN JOANNE M PANGELWAN	TEACHER ASSISTANT	308 - IMAGES	
31676	KHRISTIA LYNN D ROSARIO	TEACHER ASSISTANT	308 - IMAGES	
8180	MARIA CHEFLIN	TEACHER ASSISTANT	308 - IMAGES	
11667	PATRICIA T REHAVENTE	TEACHER ASSISTANT	308 - IMAGES	
10211	JAFELLE T CRUZ	TEACHER ASSISTANT	308 - IMAGES	ALIGNED EFF B.30.18
9684	MARIBELLE L GUTIERREZ	ELEMENTARY TEACHER	308 - IMAGES	ASPIRE
14446	ANN MARIEL FLORES	ELEMENTARY TEACHER	308 - IMAGES	ASPIRE
	FRUPHA BORDABIG	ELEMENTARY TEACHER	308 - IMAGES	ASPIRE
9810	ROSALIND DELEON GUERRERO	ELEMENTARY TEACHER	308 - IMAGES	ASPIRE
8332	REBECCA M.R. BIRBAJIE	ELEMENTARY TEACHER	308 - IMAGES	ASPIRE
1809	VALENE ANH SALAS	ELEMENTARY TEACHER	308 - IMAGES	ASPIRE

Her employee position title is Teacher Assistant

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

Immediate Supervisor's Name: Melissa Lim
 Immediate Supervisor's Signature: [Signature] Date: 10-3-2018

Project Coordinator Name: Joseph Blas
 Project Coordinator Signature: [Signature] Date: 10/12/18

Federal Programs Compliance Administrator Name: Ignacio C. Santos
 Federal Programs Compliance Administrator Signature: [Signature] Date: 10/17/18

Project Manager Name: Joseph L.M. Sanchez
 Project Manager Signature: [Signature] Date: 10/17/18

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: 84.403A Consolidated Grant to the Outlying Areas
 Project Title: 82620 - Improve Student Learning & Achievement in Lualaba

Fiscal Year 2018
 Reporting Period: 4th Quarter (July - Sep)

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

EMP ID	EMP NAME	EMP TITLE	SECTION
15029	NIANA ESPINOSA	TEACHER ASSISTANT	328 - LES
5351	BARBARA JEAN O SANTOS	TEACHER ASSISTANT	328 - LES
5442	GORJA, JOHN S.M.	SUMMER SCHOOL TEACHER	328 - LES
10715	BUNDAING, FLUPHIA B.	SUMMER SCHOOL TEACHER	328 - LES
9293	CADE, KRISHNA	SUMMER SCHOOL TEACHER	328 - LES
13018	CAMERON, HEIDI LYNN	SUMMER SCHOOL TEACHER	328 - LES
2142	CHARMAINE O QUIRATA	TEACHER ASSISTANT	328 - LES
10927	DELONNA ANNE B ENROSA	TEACHER ASSISTANT	328 - LES RESIGNED EFF 8 6 18
9470	DIAZ, ROCHELLE A.	SUMMER SCHOOL TEACHER	328 - LES
4887	PHANG, DANILU U	SUMMER SCHOOL TEACHER	328 - LES
7262	DIONE E CRUZ	TEACHER ASSISTANT	328 - LES
7599	DOROTHY A MANSAPI	TEACHER ASSISTANT	328 - LES
8119	FERRIE QUINATA	TEACHER ASSISTANT	328 - LES
11285	IGNACIO M RAUTA	TEACHER ASSISTANT	328 - LES
14429	PADILLA, JOHN PATRICK	SUMMER SCHOOL TEACHER	328 - LES
12146	PAJA, ERIC I.	SUMMER SCHOOL TEACHER	328 - LES

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

Immediate Supervisor's Name: John Santos Date: 10-4-18
 Immediate Supervisor Signature: [Signature]

Project Coordinator Name: John Santos Date: 10/2/18
 Project Coordinator Signature: [Signature]

Federal Programs Compliance Administrator Name: Joseph L.M. Sanchez Date: 10/7/18
 Federal Programs Compliance Administrator Signature: [Signature]

Project Manager Name: Joseph L.M. Sanchez Date: 10/7/18
 Project Manager Signature: [Signature]

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: 84-403A Consolidated Grant to the Outlying Areas
 Project Title: 8262D - Improving Student Learning & Achievement (ISLA) - Avudantse

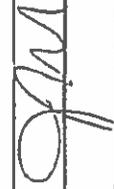
Fiscal Year 2018
 Reporting Period: 4th Quarter (July - Sep)

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

UIN#	Employee Name	Grade	Position Title	Salary Grade
4476	PONCE, JANE P.		SUMMER SCHOOL TEACHER	328 - 1E5
11809	SALAS, VALENE ANN Q.		SUMMER SCHOOL TEACHER	328 - 1E5
10900	SAN NICOLAS, JOHRIFF L.		SUMMER SCHOOL TEACHER	328 - 1E5
12203	SHIMZU, JACIA THERESE Q.		SUMMER SCHOOL TEACHER	328 - 1E5
8659	TANERON, IVAN C.		SUMMER SCHOOL TEACHER	328 - 1E5
6191	GENEVIVE SANTOS		ELEMENTARY TEACHER	ASPIRE
8659	IVAN TANERON		ELEMENTARY TEACHER	ASPIRE
11879	SHERYL ESPINAL		ELEMENTARY TEACHER	ASPIRE
9243	KRISTINA CADE		ELEMENTARY TEACHER	ASPIRE
8529	TINAMARIE PEREZ		ELEMENTARY TEACHER	ASPIRE
5177	ROSE SIZEMORE		ELEMENTARY TEACHER	ASPIRE
7020	NATYA MILAN		ELEMENTARY TEACHER	ASPIRE
14429	JOHN PADILLA		ELEMENTARY TEACHER	ASPIRE

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

Immediate Supervisor's Name: Johansen Punongbayan
 Immediate Supervisor's Signature: 
 Date: 10-4-18

Project Coordinator Name: Joshua Blas
 Project Coordinator Signature: 
 Date: 10/2/18

Federal Programs Compliance Administrator Name: Joseph L.M. Sanchez
 Federal Programs Compliance Administrator Signature: 
 Date: 10/17/18

Project Manager Name: Joseph L.M. Sanchez
 Project Manager Signature: 
 Date: 10/17/18



Guam Department of Education (GDOE) Quarterly Personnel Certification Form

Consolidated Grant to the Distinguishing Areas
 for the Student Learning & Achievement (SLA) - Award #

1 of 1

Fiscal Year 2018

Reporting Period: 4th Quarter (July - Sep)

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

EIN No	Employee Name	Employee Position Title	Site Location	Comments
	KURET HANSEK	TEACHER ASSISTANT	435 - IPUMS	
	INA ATTIAO I	TEACHER ASSISTANT	435 - IPUMS	
	LAURINDA D. GUERRERO	TEACHER ASSISTANT	435 - IPUMS	
	RAYLME H. CRUZ	TEACHER ASSISTANT	435 - IPUMS	
14104	CHRISTINE I. QUICHOCINO	TEACHER ASSISTANT	435 - IPUMS	Assigned to BPCES SY 18-19
14189	ELVA ROSITA TIAGUANA	TEACHER ASSISTANT	435 - IPUMS	Resigned
1452	JANE D. MARGALAI	TEACHER ASSISTANT	435 - IPUMS	Resigned
1856	WALET G. AGUIRRE	TEACHER ASSISTANT	435 - IPUMS	
	HELEN H. HUI	INST COORD TEACHER	435 - IPUMS	INST COORDINATOR, LOCALLY FUNDED IFF B 10 18
14101	PAIGE MYPALAS DUELAS	TEACHER ASSISTANT	435 - IPUMS	Resigned
14545	TERRA M. SIGUENZA	TEACHER ASSISTANT	435 - IPUMS	

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

Immediate Supervisor's Name: Agnes Guerrero
 Immediate Supervisor's Signature:
 Date: 10-3-18

Project Coordinator Name: Joshua Blas
 Project Coordinator Signature:
 Date: 10/12/18

Federal Programs Compliance Administrator Name: Ignacio C. Santos
 Federal Programs Compliance Administrator Signature:
 Date:

Project Manager Name: Joseph L.M. Sanchez
 Project Manager Signature:
 Date: 10/17/18

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: 84.403A Consolidated Grant to the Qualifying Areas
 Project Title: 82620 - Improving Student Learning & Achievement (ISLA) - Avianime

Fiscal Year **2018**
 Reporting Period: 9th Quarter (July - Sep)

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

EMP ID	EMP NAME	EMP POSITION	EMP GRADE
12189	FELGAR T. VIRAY	TEACHER ASSISTANT	313 - MAUES
11961	BERNHA D. BUSTAMANTE	TEACHER ASSISTANT	313 - MAUES
4484	DELORA M. FAUSTINO	TEACHER ASSISTANT	313 - MAUES
4414	EVANGELINE D. LOSING	TEACHER ASSISTANT	313 - MAUES
11370	IMELDA E. ECION	TEACHER ASSISTANT	313 - MAUES
3525	MELY A. ADARA	TEACHER ASSISTANT	313 - MAUES
18997	HOSANIE S. ROQUE	TEACHER ASSISTANT	313 - MAUES
2383	TAKIMAY M. LUJAN	TEACHER ASSISTANT	313 - MAUES
10900	LIEZL OCHOA VILLO	ELEMENTARY TEACHER	ASPIRE
	JONILYN S. MICOLAS	ELEMENTARY TEACHER	ASPIRE
13588	JUDITH ARIDA	ELEMENTARY TEACHER	ASPIRE
9420	ROCHELLE DIAZ	ELEMENTARY TEACHER	ASPIRE
9534	LILIE UMTRIACO	ELEMENTARY TEACHER	ASPIRE
4691	MARDEL PEREZ	ELEMENTARY TEACHER	ASPIRE
8216	ROGEL EDUSMA	ELEMENTARY TEACHER	ASPIRE
14599	LAURENCE LAVARIAS	ELEMENTARY TEACHER	ASPIRE
4887	DAN DIMAG	ELEMENTARY TEACHER	ASPIRE

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

Immediate Supervisor's Name: Geverly San Agustin Date: 10-18
 Immediate Supervisor's Signature: [Signature] Date: 10/12/18
 Project Coordinator Name: Joshua Blas Date: 10/12/18
 Project Coordinator Signature: [Signature]

Federal Programs Compliance Administrator Name: Ignacio C. Santos Date: 10/12/18
 Federal Programs Compliance Administrator Signature: [Signature]

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: B4-401A Consolidated Grant to the Outlying Areas
 Project Title: 3267D - Improving Student Learning & Achievement (ISAL) - Available

Fiscal Year 2018
 Reporting Period: 4th Quarter (July - Sep)

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

Employee ID	Employee Name	Employee Position Title	Employee Grade
1933	MENO, CHRISTIAN JUANITA A.	TEACHER ASSISTANT	314 - MULES
13173	AGUON, JEAN MARIE L.	SUMMER SCHOOL TEACHER	314 - MULES
11081	ANDREA L. QUICHOCHO	TEACHER ASSISTANT	314 - MULES
6735	ARCEO, ERIKA J.F.	SUMMER SCHOOL TEACHER	314 - MULES
8087	CRUZ, ARLENE B.	SUMMER SCHOOL TEACHER	314 - MULES
10644	CRUZ, BERTHA R.	SUMMER SCHOOL TEACHER	314 - MULES
11738	CRUZ, DOLORES A.	SUMMER SCHOOL TEACHER	314 - MULES
11504	EVALUCY D. SANTARIN	TEACHER ASSISTANT	314 - MULES
10337	GREEN, JACKYSHIA NICOLE	TEACHER ASSISTANT	314 - MULES
15215	LELANI M. TAITAGUE	TEACHER ASSISTANT	314 - MULES
3617	MENDIOLA, ANIDELAIS-ROSE M.	SUMMER SCHOOL TEACHER	314 - MULES
14487	PABLO, ELIZABETH R.	SUMMER SCHOOL TEACHER	314 - MULES
9781	QUAMBARO, ANTHONETTE I.P.	SUMMER SCHOOL TEACHER	314 - MULES
9137	STEPHANIE C. GARRIDO	TEACHER ASSISTANT	314 - MULES
10921	STEVE J. DUCINAS	TEACHER ASSISTANT	314 - MULES
7915	TONY LEON GUERRERO	SCHOOL AIDE I	314 - MULES
	WAYNE BORJA	SCHOOL AIDE I	314 - MULES

ASPRE 1:1 (OVERTIME) Yes not worked for this quarter

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

Immediate Supervisor's Name: Matosha Dela Cruz
 Immediate Supervisor's Signature: [Signature]
 Date: 10-4-18

Project Coordinator Name: [Signature]
 Project Coordinator Signature: [Signature]
 Date: 10/2/18

Federal Programs Compliance Administrator Name: Ignacio C. Santos
 Federal Programs Compliance Administrator Signature: [Signature]
 Date: 10/2/18

Project Manager Name: Joseph L.M. Sanchez
 Project Manager Signature: [Signature]
 Date: 10/2/18

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: 84-403A Consolidated Grant to the Outlying Areas
 Project Title: 82670 - Improving Student Learning & Achievement (ISLA) - Academic

Fiscal Year **2018**
 Reporting Period: 4th Quarter (July - Sep)

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

EMP ID	EMP LAST NAME	EMP TITLE	316 - OCPES	316 - OCPES
12425	CHRISTIAN J. LUMIACO	TEACHER ASSISTANT	316 - OCPES	
14035	JESSIRAE J. FLORES	TEACHER ASSISTANT	316 - OCPES	
14274	JUSTIN J. CRUZ	TEACHER ASSISTANT	316 - OCPES	
14402	HATASHA MARTINEZ	TEACHER ASSISTANT	316 - OCPES	
6111	RHONDA M. MARTARONA	TEACHER ASSISTANT	316 - OCPES	
5080	MONICA CEPEDA	ELEMENTARY TEACHER	ASPIRE	
1444	SHEILA PEREZ	ELEMENTARY TEACHER	ASPIRE	
13452	RUTH HO	ELEMENTARY TEACHER	ASPIRE	
848	MARY HOLTE	ELEMENTARY TEACHER	ASPIRE	
1360	ANNA AUSTIN	ELEMENTARY TEACHER	ASPIRE	
10543	JOCELYN ROSE SAN NICOLAS	ELEMENTARY TEACHER	ASPIRE	
6453	SUEMALEE TORRES	ELEMENTARY TEACHER	ASPIRE	
13849	EVIN MATARIANE	ELEMENTARY TEACHER	ASPIRE	
9808	MARISSA FLORES	ELEMENTARY TEACHER	ASPIRE	
8762	VINCENT CAMACHO	ELEMENTARY TEACHER	ASPIRE	
9191	THANIALA CRUZ	ELEMENTARY TEACHER	ASPIRE	
	JENNIFER SAN NICOLAS	SCHOOL AIDE I	ASPIRE 1.1 (OVERTIME)	

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

Immediate Supervisor's Name: Tricia Moylan
 Immediate Supervisor's Signature: [Signature] Date: 10/11/18

Project Coordinator Name: Joshua Blas
 Project Coordinator Signature: [Signature] Date: 10/12/18

Federal Programs Compliance Administrator Name: Ignacio C. Santos
 Federal Programs Compliance Administrator Signature: [Signature] Date: 10/17/18

Project Manager Name: Joseph L.M. Sanchez
 Project Manager Signature: [Signature] Date: 10/17/18

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: 84.403A Consolidated Grant to the Qualifying Areas
 Project Title: 82620 - Improving Student Learning & Achievement (ISAL-Achieve)

Fiscal Year **2018**
 Reporting Period: **4th Quarter (July - Sep)**

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

EMP ID	Employee Name	Employee Position Title	Salary Grade	Comments
13629	BHONDIO, ART R.	SUMMER SCHOOL TEACHER	475 - OHS	
14644	DEMINA L WEGER	TEACHER ASSISTANT	475 - OHS	
10203	IVYASCO, GENE G.	SUMMER SCHOOL TEACHER	475 - OHS	
14430	EMMALYN A BORDON	SCHOOL AIDE III	475 - OHS	
9719	GIANCIAIRO, KRISTINE F.	SUMMER SCHOOL TEACHER	475 - OHS	
10395	MAMUSARI, JEROME JOSEPH	SUMMER SCHOOL TEACHER	475 - OHS	
13010	MEDICADO JR., DAVID O.	SUMMER SCHOOL TEACHER	475 - OHS	
12210	RAYMOND S RIVERA	TEACHER ASSISTANT	475 - OHS	REQUIRE 7.27.18
4571	REYES, LYRIE PEREZ	SUMMER SCHOOL TEACHER	475 - OHS	
11123	SALAM, GREGORIO C.	SUMMER SCHOOL TEACHER	475 - OHS	
9793	SABLAN, WICKY C.	SUMMER SCHOOL TEACHER	475 - OHS	
3554	TALIANO, FRANCIS J.	SUMMER SCHOOL TEACHER	475 - OHS	
9713	WICKY C. SABLAN	HIST COORD TEACHER	475 - OHS	31 COORDINATOR EDUCATE FUNDING @ 10.14
	REATRICE ROSARIO	TEACHER ASSISTANT	475 - OHS	
			475 - OHS	

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

Immediate Supervisor's Name: B. Flores
 Immediate Supervisor's Signature: [Signature]
 Date: 10/18/18

Project Coordinator Name: Josilua Elhis
 Project Coordinator Signature: [Signature]
 Date: 10/12/18

Federal Programs Compliance Administrator Name: Ignacio C. Santos
 Federal Programs Compliance Administrator Signature: [Signature]
 Date: 10/17/18

Project Manager Name: Joseph L.M. Saitchez
 Project Manager Signature: [Signature]
 Date: 10/17/18

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CEEA Title: 84-491A Consolidated Grant in the Outlying Areas
 Project Title: 02620 Improving Student Learning & Achievement (SLA) - Ayudante

Fiscal Year: 2018
 Reporting Period: All Quarter (July - Sep)

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

CEEA No.	Employee Name	Employee Position Title	Site/Location
0207	ADRIANNA, LEANITA D	SUMMER SCHOOL TEACHER	436 - OMS
0207	AYRE, C. LINDA AUREA	TEACHER ASSISTANT	436 - OMS
0207	BUENDICHO, TINA M T	SUMMER SCHOOL TEACHER	436 - OMS
6-34	GURMATAO, DOLORES SH	SUMMER SCHOOL TEACHER	436 - OMS
1006	LEON, CAYLA ROS DELFIN	TEACHER ASSISTANT	436 - OMS
1008	LUI, HAYAGUO VINCEN	SUMMER SCHOOL TEACHER	436 - OMS
1013	MAR, ANNE MARCELITA	TEACHER ASSISTANT	436 - OMS
1019	MAR, MARIE V GRACIA	TEACHER ASSISTANT	436 - OMS
1020	MAR, BEATRIZ	TEACHER ASSISTANT	436 - OMS
1027	MAR, LINDA S. HERRERA	TEACHER ASSISTANT	436 - OMS
1029	MAR, LINDA S. HERRERA	TEACHER ASSISTANT	436 - OMS
1031	QUINIGUA, MARIE AP R	SUMMER SCHOOL TEACHER	436 - OMS
1032	REYES, TERESA A L	SUMMER SCHOOL TEACHER	436 - OMS

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

Immediate Supervisor's Name: Diane Mantanania
 Immediate Supervisor's Signature: [Signature] Date: 8/18/18

Project Coordinator Name: Joshua Blas
 Project Coordinator Signature: [Signature] Date: 10/22/18

Federal Programs Compliance Administrator Name: Joseph L.M. Sanchez
 Federal Programs Compliance Administrator Signature: [Signature] Date: 10/17/18

Project Manager Name: Joseph L.M. Sanchez
 Project Manager Signature: [Signature] Date: 10/17/18

JON J.P. FERNANDEZ
Superintendent of Education



DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT

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Barrigada, Guam 96913
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Email: jonfernandez@gdoc.net



PERSONNEL MATTERS



DATE:

September 24, 2018

No.

18-163

SUBJECT:

Assignment - Dr. Darlene Roberto

INQUIRIES:

Office of the Superintendent of Education

Effective September 27, 2018 - October 22, 2018, Dr. Darlene Roberto, Assistant Principal, Southern High School will assume the duties and responsibilities as the Acting Principal of H.S. Truman Elementary School until the return of Daisy Ramirez, Principal. This assignment is in addition to her duties and responsibilities as the Acting Principal of Southern High School. Your continued support in extending your cooperation is appreciated.

Superintendent of Education

JON J.P. FERNANDEZ

DATE

9/24/18

cc: Deputy Superintendent, ESCL *ESCL*
Deputy Superintendent, AA
Deputy Superintendent, FAS
Deputy Superintendent, CII
Administrator, Personnel Services Division
All Division Heads
All School Administrators

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: B4.403A Consolidated Grant to the Outlying Areas
 Project Title: B7620 - Improving Student Learning & Achievement (ISLA) - Aspire

Fiscal Year 2018
 Reporting Period: 4th Quarter (July - Sep)

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

UPE No.	Employee Name	Employee Position Title	File Location	Comments
13810	TELEAHNI ROSE S. SAN NICOLAS	TEACHER ASSISTANT	321 - UES	not @ UPE
13810	CHARMAINE AIKO M. CANETE	TEACHER ASSISTANT	321 - UES	
13343	FERILYNI M. TAIMANGLO	TEACHER ASSISTANT	321 - UES	
14119	JOSHUA P. CRUZ	TEACHER ASSISTANT	321 - UES	not @ UPE
10994	MUELLE MAE L. LAXAMARIA	TEACHER ASSISTANT	321 - UES	
13111	MICHAEL ANTHONY G. RIOS	TEACHER ASSISTANT	321 - UES	
4440	RACHEL M. PINEDA	TEACHER ASSISTANT	321 - UES	
13787	ROCHELLE L. REYES	TEACHER ASSISTANT	321 - UES	
14593	RODIA A. SALTVA	TEACHER ASSISTANT	321 - UES	
251	SHARON G. YUTUC	TEACHER ASSISTANT	321 - UES	
7066	JACQUELINE M. RODRIGUEZ-CHARFAUROS	ELEMENTARY TEACHER	321 - UES	ASPIRE
11443	JARRYD FIGUEROA	ELEMENTARY TEACHER	321 - UES	ASPIRE
11121	KENNETH CASTRO	ELEMENTARY TEACHER	321 - UES	ASPIRE
11704	ELIZA O. ANDERSON	ELEMENTARY TEACHER	321 - UES	ASPIRE
11904	Latoya Mojica	Teacher Assistant	321 - UES	Employee effective 9/17/18

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

Immediate Supervisor's Name: Julie Salas
 Date: 10/8/18

Project Coordinator Name: Joshua Blas
 Date: 10/12/18

Federal Programs Compliance Administrator Name: Ignacio C. Santos
 Date: _____

Project Manager Name: Joseph L.M. Sanchez
 Date: 10/17/18

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: 84.403A Consolidated Grant to the Outlying Areas
 Project Title: 81620 - Improving Student Learning & Achievement (ISAL - Avudiano)

Fiscal Year 2018
 Reporting Period: 4th Quarter (July - Sep)

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

EMP ID	EMPLOYEE NAME	EMPLOYEE POSITION	SIC CODE
14996	LATOYA LYNN MOHKA	TEACHER ASSISTANT	322 - WES
12398	JESSICA EDELO	TEACHER ASSISTANT	322 - WES
4334	CHERIAN M LUJAN	TEACHER ASSISTANT	322 - WES
5149	ELISA D CORDERO	TEACHER ASSISTANT	322 - WES
5800	JANET R.A. MCDERMOTT	TEACHER ASSISTANT	322 - WES
9031	JOYCE M TORRES	TEACHER ASSISTANT	322 - WES
10950	JULIANA D CASIKILO	TEACHER ASSISTANT	322 - WES
14112	MARIETTA T TALAVERA	TEACHER ASSISTANT	322 - WES
13743	RICARDO R CARRACHO	TEACHER ASSISTANT	322 - WES
8454	TINA MARIE R BAZA	TEACHER ASSISTANT	322 - WES
7419	ROMMYA MUJIA	ELEMENTARY TEACHER	322 - WES
4351	ANGELA TIMTIACO	ELEMENTARY TEACHER	322 - WES
9207	TERESA DOBROWLSKI	ELEMENTARY TEACHER	322 - WES
4476	CHERYL ORTEGA	ELEMENTARY TEACHER	322 - WES
14436	JANE P. PONCE	ELEMENTARY TEACHER	322 - WES
7938	RAILEEN MAFRAS	ELEMENTARY TEACHER	322 - WES
	IRENE RAPOHA	SCHOOL AIDE II	322 - WES

EIN#
 Transferred to Dept; Telleum San Nicolas reassigned to WES (10967)

Resigned eff. 3/30/18

RESIGNED EFF 8:30 18

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

Immediate Supervisor's Name: Evangeline Iglesias
 Date: 10/2/18

Project Coordinator Name: Joshua Blais
 Date: 10/12/18
 Project Coordinator Signature: [Signature]

Federal Programs Compliance Administrator Name: Ignacio C. Santos
 Date: _____

Project Manager Name: Joseph L.M. Sanchez
 Date: 10/17/18
 Project Manager Signature: [Signature]

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: 84.403A Consolidated Grant to the Outlying Areas
 Project Title: 82670 Second Chance

Fiscal Year **2019**
 Reporting Period: 4th Quarter (Jul - Sep)

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

Employee No.	Employee Name	Employee Position Title	Site Location	Comments
690-00-6792	JESSE R PENDON JR	PROG COORD IV	438 JPTALTS	
690-00-7167	DEBRALYNN Q AGUON	CLERK TYPIST III	438 JPTALTS	
690-00-7672	ANA R NANGAUTA	CLERK TYPIST I	438 JPTALTS	
690-00-7068	ROSEMARY T MANSAPIT	SCH AIDE III	438 JPTALTS	
690-01-0134	ELISA D.C. ORTIZ	SCH AIDE III	438 JPTALTS	
690-00-7814	CATHY ROSE C TOPASNA	SCH AIDE III	438 JPTALTS	
690-01-1257	MELISSA K.P. TAITANO	SCH AIDE I	438 JPTALTS	
690-00-8533	ROSEMARIE J MUNOZ	TEACHER IV	438 JPTALTS	
690-01-1076	AUDREY JO R EUSEBIO	TEACHER IV	438 JPTALTS	
690-01-2246	JULIE R ANCHETA	TEACHER IV	438 JPTALTS	
690-00-3951	WILLIAM O SEVILLO	TEACHER IV	438 JPTALTS	
690-00-9634	JOHN G SAN NICOLAS	TEACHER III	438 JPTALTS	
690-00-1681	JOSE L CEPEDA III	TEACHER II	438 JPTALTS	
690-01-0462	ROSEMARIE S.N. CRUZ	TEACHER II	438 JPTALTS	
690-01-5624	LARRY D ONEY	TEACHER IV	438 JPTALTS	

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

Immediate Supervisor's Name: Jesse Pendon
 Immediate Supervisor's Signature: [Signature]
 Date: 10-25-19

Project Coordinator Name: Jesse Pendon
 Project Coordinator Signature: [Signature]
 Date: 10-25-19

Federal Programs Compliance Administrator Name:
 Federal Programs Compliance Administrator Signature:
 Date:

Project Manager Name: JOSEPH SANCHEZ
 Project Manager Signature: [Signature]
 Date: OCT 28 2019

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: 84.403A Consolidated Grant to the Outlying Areas
 Project Title: 82710 State Administration

Fiscal Year 2019
 Reporting Period: 4th Quarter (Jul - Sep)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
5405	Ike Santos	FED PROG ADMIN	812 FP	
8901	Rachel Duenas	PROG COORD IV	812 FP	
13238	Maria Blaz	PROG COORD IV	812 FP	
5468	Shannon Bukikosa	PROG COORD IV	812 FP	
11954	Stephanie Chargualaf	PROG COORD III	812 FP	
4397	Shandice Calano	PROG COORD III	812 FP	
10055	Roque Yamashita	PROG COORD III	812 FP	
15617	Sean Rupley	PROG COORD III	812 FP	
15637	Chris Surla	PROG COORD III	812 FP	
15707	Rhea Taitano	PROG COORD III	812 FP	
7594	Barbara Aquino	ADMIN OFCR	812 FP	
3507	Rose Mendiola	ADMIN OFCR	812 FP	
15799	Angela Mendiola	ADMIN OFCR	812 FP	
13837	Ana Aguon	PROG COORD IV	812 FP	

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

Immediate Supervisor's Name:
 IKE C. SANTOS
 Immediate Supervisor's Signature: *[Signature]*
 Date: 10/17/19

Project Coordinator Name:
 CHRISTOPHER B. SURLA
 Project Coordinator Signature: *[Signature]*
 Date: 10/15/19

Federal Programs Compliance Administrator Name:
 IKE C. SANTOS
 Federal Programs Compliance Administrator Signature: *[Signature]*
 Date: 10/17/19

Project Manager Name:
 RACHEL S. DUENAS
 Project Manager Signature: *[Signature]*
 Date: 10/16/19