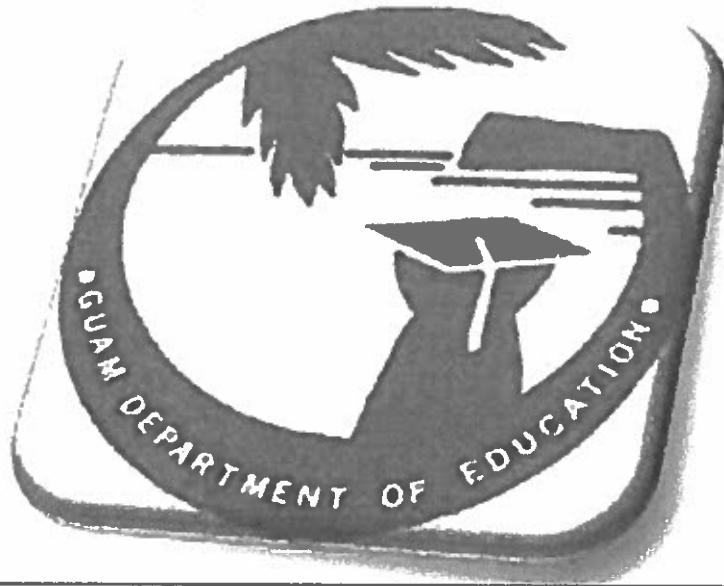


DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Quarterly Report

January 31, 2020

FEDERAL PROGRAMS DIVISION



FY 2019 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 1

Teacher & Administrator Effectiveness (TAE)

Quarterly Report Documents:

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

January 31, 2020

**FFY 2019 CONSOLIDATED GRANT
QUARTERLY REPORT**
Grant Award #: S403A180002, S403A180002-18A

Grant Name: Consolidated Grant FFY 2019
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

10/01/19-12/31/19	01/01/20-03/31/20	04/01/20-06/30/20	07/01/20-09/30/20
1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
X			
REPORT DUE: 1/10/20	REPORT DUE: 04/10/20	REPORT DUE: 07/10/20	REPORT DUE: 10/10/20

ANNUAL REPORT DUE: 12/28/2020			
AMOUNT BUDGETED (FFY 2019):	AMOUNT EXPENDED: (Include all expenditures in this quarter)	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted)	
\$1,498,923.02	\$0.00	0%	<div> <div>Total Full Time Equivalent</div> <div> Vacant 5 Filled 16 </div> </div> <div> <div>Total Part Time Equivalent</div> <div> Vacant Filled </div> </div>
AMOUNT BUDGETED (FFY 2018):	AMOUNT EXPENDED: (Include all expenditures in this quarter)	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted)	
\$1,635,790.62	\$287,091.15	18%	

GRADE LEVEL(S) and NUMBER of <u>TARGETED</u> POPULATION to RECEIVE SERVICES								
Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
(Pre) K – 12				1			205	6

PART I:

LIST THE PROJECT GOAL(S):

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

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

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

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	<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</p> <p>By Year1, improve administrator capacity to provide school level leadership by 4 administrators completing mentor internship requirements</p> <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</p> <p>By Year2, 3% coached teachers will improve instructional practices demonstrated by implementation and use of effective instructional strategies from previous year</p> <p>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>	<p>1.1.1 June2018, 6 mentors collect baseline data about teacher practices documented on formative assessments</p> <p>1.1.2 Annually, additional 1% of mentor-supported teachers will be retained in the teaching profession from previous SY</p> <p>1.1.3 Annually, 80% mentors and coaches will report satisfaction with new knowledge gained from PD</p> <p>1.1.4 June2019, additional 5% mentor supported teachers will improve teaching practices documented on mentor observation tools</p> <p>1.1.5 June2020, additional 5% mentor supported teachers will improve teaching practices documented on mentor observation tools</p> <p>1.2.1 December2017, develop partnership with projects, divisions, Guam University, Community College to promote teaching</p> <p>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)</p> <p>1.2.3 Spring2018, 20 temporary certified teachers enrolled in college courses and/or Praxis preparatory courses to fulfill certification requirements</p> <p>1.2.4 Fall2018 an additional 80 temporary certified teachers enrolled in college courses and Praxis preparatory courses to fulfill certification requirements</p> <p>1.2.5 September2020, an additional 20% of participating teachers will convert to fully certified teachers from start of grant period</p> <p>1.3.1 December2017, partner with other projects, divisions, and the community to plan 3 workshops (exposure and opportunities in teaching field)</p> <p>1.3.2 October2018, up to 20 potential teacher candidates participate in workshops</p> <p>1.3.3 Summer2019, additional 40 potential teacher candidates participate in workshops</p> <p>1.3.4 Summer2020, up to 60 potential teacher candidates pass UOG placement tests</p> <p>1.4.1 September2018, 4 administrators attain national mentor certification</p> <p>1.4.2 September2020, improved administrator mentoring framework completed</p> <p>1.4.3 September2020, 90% administrator mentees report receiving effective instruction</p> <p>1.5.1 October2017, 27 instructional coaches collect baseline data - implementation and use effective instructional practices</p> <p>1.5.2 Year2, 1 instructional coach to design and plan implementation of district wide literacy program</p> <p>1.5.3 June 2019, literacy leaders and 1 instructional coach improve literacy based on assessment of practices.</p>

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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
COMPONENT 1.1 TEACHER RECRUITMENT, INDUCTION, AND RETENTION	<p>➤ List each Activity implemented for the quarter in <u>bullet form</u>.</p> <p>➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why.</p> <p><u>Recruitment:</u></p> <ul style="list-style-type: none"> ❖ 41 limited-term teachers met, signed up for, and participated in the Initial Teacher Certification Assistance Program. Planning is 100% completed. Courses will be completed in Fall 2020. <p><u>Induction & Retention</u></p> <ul style="list-style-type: none"> ❖ The TAE project implemented teacher mentoring through school-based teacher mentors. 100% planning and development. Ongoing 75% complete. 	<ul style="list-style-type: none"> ❖ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period. ❖ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) ❖ The Initial Teacher Certification Assistance activity provides educational courses and PRAXIS® tutorial classes for limited term teachers who have earned a bachelor's degree, but have not been able to meet the requirements to obtain initial teacher certification. ❖ Monthly meetings and training provided to mentors. The first quarter deliverables were submitted in October 2019. <ul style="list-style-type: none"> ○ Meeting Agenda ○ Sign-In Sheets
COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)
COMPONENT 1.1 TEACHER RECRUITMENT, INDUCTION, AND RETENTION	WHAT PRIMARY DATA ¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?	HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?

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<p>➤ PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</p> <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p>	<p>➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</p> <p>➤ THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</p> <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>As the TAE project re-launched this SY 19-20 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>Some of the performance measures on this component are not available at this time, but will be reported on in the coming quarters of FY' 19, as applicable. Mentoring started in 1st quarter of the school year. In order to determine effectiveness, project personnel determined that surveys would go out after the 2nd (school year) quarter as that would have provided ample time for practices to change and for mentee to form a complete, informed determination of supports provided.</p> <p>All LT teachers indicate an interest in pursuing teacher certification.</p>								
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<table><tr><th colspan="2">Initial Teacher Certification Assistance</th></tr><tr><td>No. of LT teachers who attended Initial Meeting</td><td>64</td></tr><tr><td>No. of LT teachers who attended awareness sessions</td><td>40</td></tr><tr><td>No. of teachers who completed the PRAXIS Tutoring</td><td>27</td></tr></table>	Initial Teacher Certification Assistance		No. of LT teachers who attended Initial Meeting	64	No. of LT teachers who attended awareness sessions	40	No. of teachers who completed the PRAXIS Tutoring	27
Initial Teacher Certification Assistance									
No. of LT teachers who attended Initial Meeting	64								
No. of LT teachers who attended awareness sessions	40								
No. of teachers who completed the PRAXIS Tutoring	27								

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		No. of LT teachers who completed educational courses						
Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT, Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures <i>(Actual vs. Target)</i>			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
COMPONENT 1.1 TEACHER RECRUITMENT, INDUCTION, AND RETENTION	At least 80% of mentor-supported teachers will indicate increased teaching confidence.	Teacher self-reflection tool based on evidence collected by mentor	# of mentor-supported teachers rating “agree” or above in a survey on increased confidence in teaching.	No baseline data	Target: At least 40% Actual: No data since teacher-supported mentor surveys will be conducted in 2 nd quarter.			
	At least 50% of mentored teachers will earn a Professional Educator Certificate	Web-Based Survey	# of mentor-supported teacher who earn a Prof. Educator Cert.	All teachers eligible for assistance do not hold a Prof. Educator Cert. Baseline: 0	Target: At least 1% Actual: 100% of limited term teachers reported they are taking steps toward earning their			

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	70% training participants (mentors and instructional coaches) will indicate satisfaction with professional development	Reports of participants and courses generated by vendors.	# of training participants who rate satisfaction or higher	<div> <div>No baseline data</div> <div> <div>teacher certification</div> <div>Target: Planning for training being done at this time.</div> <div>Actual: No data available since training is still being planned at this time.</div> </div> </div>			
	20% identified temporary certified teachers will be participating in PRAXIS prep tutoring or educational college courses.	# of teachers who obtain full certification	# of temporary certified teachers enrolled	<div> <div>No baseline data</div> <div> <div>teacher certification</div> <div>Target: 1st cohort: 5% registered in PRAXIS Prep and/or educational courses</div> <div>Actual: 46% enrolled in ED 605 (Foundations of Education) 89% of these students have passed this course.</div> <div>51% enrolled in ED 683 (Classroom Management)</div> </div> </div>			

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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
COMPONENT 2 NEW ADMINISTRATOR MENTORING	<p>➤ List each Activity implemented for the quarter in <u>bullet form</u>.</p> <p>➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why.</p> <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. Completed: >50% ❖ Five administrator mentors continued mentor work as part of their 9-month internship to attain national mentor certification. Ongoing 75% complete 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period.</p> <p>➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>The draft Administrator Mentor Guidelines collaborated on by a group of six administrator mentors, defines who should be eligible for supports and services under this activity as well as outline the types of supports and services that will be provided. The Program Manager continues to review the draft guidelines provided to the Project Manager.</p>

COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)						
COMPONENT 1.2 NEW ADMINISTRATOR MENTORING	<p>WHAT PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</p> <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <p>None at this time.</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</p> <p>➤ THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</p> <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <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.• 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.						
STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓	<table><tr><th colspan="2">Administrator Mentoring</th></tr><tr><td>No. of Admin mentors</td><td>Number of admin mentees</td></tr><tr><td>5</td><td>0</td></tr></table>	Administrator Mentoring		No. of Admin mentors	Number of admin mentees	5	0	
Administrator Mentoring								
No. of Admin mentors	Number of admin mentees							
5	0							
<input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED								

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Component/Activity (e.g. Professional Development/3 rd Grade Math Teaching Strategies; Elementary School Supports/3 rd Grade Math Coaches)	Performance Measures Enter the performance measure(s) in the row in this table (e.g. 3 rd grade math proficiency = [# of 3 rd grade students participating in the project who score at or above proficiency level in math] divided by total # of all 3 rd grade students who took the math test)and provide baseline and annual target data in the far right columns	Data Source Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)	Unit of Measurement What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline (Current school year or most recent)	Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
Component 2. Administrator Mentoring	90% administrator mentees report receiving effective supports and services.	Deliverables from mentors, mentee surveys	# of administrator mentees receiving mentoring services	No baseline data	Target: 20% of new administrator mentees report receiving services and rate services satisfactorily. Actual: No surveys have been conducted due to guidelines not being finalized and approved.			

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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
COMPONENT 1.3 INSTRUCTIONAL COACHING	<p>➤ List each Activity implemented for the quarter in <u>bullet form</u>.</p> <p>➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why.</p> <ul style="list-style-type: none">❖ Recruitment of Instructional Coaches❖ Training of Instructional Coaches❖ Instructional Coaches initial visits and meetings with assigned schools.	<p>➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period.</p> <p>➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <ul style="list-style-type: none">❖ As of October 1, 2019, a total of sixteen (16) Instructional Coaches have been recruited to support “Coached Teachers” in the classrooms.❖ From October through November 2019, the Instructional Coaches participated in a wide-range of training to include Standards-Based Grading, professional learning communities, interpreting data, instructional strategies, AIMSweb training, and met regularly to develop the “Instructional Coaches Guidelines” that was approved by the Program Manager. (see attached sign-in sheets)❖ On November 18, 2019, the sixteen (16) Instructional Coaches began their work with their designated schools to schedule visits, meetings, Professional Learning Communities, as well as, training sessions if needed. (see attached documentation of visits/meetings)❖ Training was provided to school cadres on Standards-Based Grading, Assessments (AIMSweb), professional learning communities, and the use of instructional strategies. <p>See attached:</p> <ul style="list-style-type: none">• Instructional Coach Guidelines

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)
COMPONENT 1.3 INSTRUCTIONAL COACHING	<p>WHAT PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹<i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p> <p>❖ 80 teachers were provided with instructional coaching. Of the 80 teachers coached, there was a reported increase in the use of instructional strategies in their classrooms. All Instructional Coaches reported slight improvements in teaching practices among the coached teachers. Since this was the first six weeks of coaching supports being provided, all coaches agreed that it was too early to see any significant changes in teaching practices.</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²<i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p> <p>This activity has not been measured yet as coaching was only provided over the last six weeks of the quarter.</p>
STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓		
<input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50 % <input type="checkbox"/> COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE		

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FULLY COMPLETED								
Component/Activity (e.g. Professional Development/3 rd Grade Math Teaching Strategies; Elementary School Supports/3 rd Grade Math Coaches)	Performance Measures Enter the performance measure(s) in the row in this table (e.g. 3 rd grade math proficiency = (# of 3 rd grade students participating in the project who score at or above proficiency level in math) divided by total # of all 3 rd grade students who took the math test)and provide baseline and annual target data in the far right columns	Data Source Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)	Unit of Measurement What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)	Quarterly Performance Measures (Actual vs. Target)				
COMPONENT 3. Instructional Coaching	Instructional coaches will report 60% increase in effective instructional practices of those coached teachers.	Non-evaluative observation data	# of teachers implementing and using effective instructional practices	Actual Data: Baseline (Current school year or most recent)				
				No baseline data	Target: 20% of coached teachers are using effective instructional practices.	Performance End of December 2019	Performance End of March 2020	Performance End of June 2020
	Sixteen (16) instructional coaches will support teachers to know what pertinent student data to collect and how to analyze them for improving instructional practices in the classroom			Baseline data to be established				
				Actual: Survey to measure this will be developed.				
				Target: 20% of coached teachers will be supported.				

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PART II:								
LIST TRAVEL ACTIVITIES COMPLETED.	(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT							
	None during this reporting period.							

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FOR EACH TRAVEL EVENT, DISCUSS THE FULFILMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT Not Applicable.
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT There was significant progress was made, such as, the implementation of the School-based Mentor Program with approximately 53 School-based Mentors who met once a month to participate in mini-workshops, as well as, being provided with up-to-date information. Additionally, the recruitment of the sixteen (16) Instructional Coaches was also completed to include the finalization of Instructional Coaches Guidelines. At the midpoint of the quarter, the contract for the PRAXIS Assessments, as well as, the Education College Courses were executed and completed the first part of the contract with approximately forty-one (41) limited term teachers participating.
USING PROJECT DATA TO EVALUATE EFFECTIVENESS, PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	(What strategies are working, not working?) 100 WORD COUNT The TAE Project will be developing draft surveys such as School-based Mentors Surveys, Mentee Teacher Surveys, Limited Term Teacher Surveys, Instructional Coaches Surveys, as well as, Coached Teachers Surveys. The projected timeframe for the administration of the surveys is scheduled for the next two quarters. This will allow for the project to gather information on whether the project goals, objectives and activities were met.

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EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	(How did activities implemented contribute to improving student outcomes?) The TAE Project funds are focused on the Induction, Recruitment, and Retention of teachers employed in the Department of Education and recognized that with if teachers are promoted with guidance in the profession of teaching, supported from a limited term status to permanent status and having instructional skill sets being reinforced will eventually lead to the improvement of students' academic achievement.
EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.	(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) None at this time.
WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	(Have you come across a new or better way to implement a project strategy? Are you conducting other types of "best practice" procedures that Federal Programs/State Office could share with other grantees?) None at this time.
EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.	The TAE Project during this reporting period continue to have monthly meetings with both the School-based Mentors, as well as, the Instructional Coaches to address the challenges, shifts and achievement of each component. The use of electronic communication such as email, WhatApp and teleconferences continue to be used to assist with the monitoring of the various components of the TAE Project. During the 2 nd and 3 rd Quarter, the TAE Project Personnel will do site visits to ensure the alignment to the project goals and objectives.
QUARTERLY REPORT CERTIFICATION	

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 project. It is understood that any willful misrepresentation or fraud is subject to applicable penalties, as it relates to federal funds.

THIS REPORT WAS REVIEWED AND VALIDATED BY:

<u>Eloise R. Sanchez/Michelle M. Camacho</u>	<u>PROJECT COORDINATOR NAME (SIGNATURE)</u>	<u>DATE</u>
<u>PROJECT COORDINATOR NAME (PRINT)</u>		
<u>Joseph L.M. Sanchez</u>	<u>PROJECT MANAGER (SIGNATURE)</u>	<u>DATE</u>
<u>PROJECT MANAGER NAME (PRINT)</u>		



**Teacher & Administrator's Effective (TAE)
Initial Teacher Certification Assistance Orientation Meeting
Monday, October 7th and Tuesday, October 8th, 2019
1st Floor Conference Room, Building B, DOE, Tiyan
3:00 p.m. – 5:00 p.m.**

Meeting Agenda

- I. Welcoming Remarks - Mr. Joseph L.M. Sanchez, Deputy Superintendent, C&II**
- II. Guest Speaker: Ms. Fran Camacho, Guam Commission for Educator Certification Office**
- III. Teacher & Administrator Effectiveness (TAE) Project**
 - A. Goal & Objectives**
 - B. Program Activities**
- IV. TAE – Initial Teacher Certification Assistance Application Process**
 - A. Part I – Teacher Information**
 - B. Part II - Program Plan**
 - C. Part III - Narrative – Describe Your Goal as a Teacher**
 - D. Part IV - Commitment**
- V. SY2019.2020 Teacher Mentor Activities**
 - A. August 2019 - Limited Term Teacher Surveys**
 - B. September 2019 – Planning & Development of Professional Development Series**
 - C. October 2019 – Initial Teacher Certification Application**
 - D. October 2019 – Fall Professional Development Series**
 - E. January 2020 – Spring Professional Development Series**
 - F. April 2020 – Participant Surveys**
 - G. May 2020 – Program Year in Review**
- VI. Question/Answer Session**
- VII. Si Yu'us Ma'ase**



DEPARMENT OF EDUCATION
LIMITED TERM TEACHER ORIENTATION MEETING
SY2019-2020
October 7, 2019
Building B, 1st Floor Conference Room
3:00 pm - 5:00 pm



	NAME	SCHOOL	PLEASE SIGN-IN
1	Camile Marquez	BMS	
2	Denise Carlos	DHS	
3	FUSCE Nobuo	IES	
4	Janice Macatangay	MASE	
5	Christine Cruz	MMMS	
6	Jessica De Vler	GWHS	
7	Luzviminda C. Erni	GWHS	
8	Jayb Aquinigo II	DMS	
9	Navarro, Ruben	BMS	
10	Charlette Higa	PCLES	
11	Kriana Levele	GWHS	
12	Antonette Luna	Higan High School	
13	Jessica Launeta	LPMS	
14	Angel Cuarterez	JEKHS	
15	Nyssa Galante	GWHS	
16	PATRICK CARLOS	FBLG	
17	Michelle Luzano	Tarrurung	
18	Maria Howard	U.M.S	
19	Irishdale Radam	FES	
20	Jorena Duenas	AJMS	
21	VICTORIA ASHLEY C. CHENG	UPI	
22	PATRICIA CHU	UPI	
23	Arceli Quila	SHS	
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DEPARTMENT OF EDUCATION
LIMITED TERM TEACHER ORIENTATION MEETING
SY2019-2020
October 7, 2019
Building B, 1st Floor Conference Room
3:00 pm - 5:00 pm



	NAME	SCHOOL	PLEASE SIGN-IN
1	Riza Paras	GWHS	
2	Ronnie Deso	MAVES	
3	Aray Valencia	MAVES	
4	Chita Olaguir	MAVES	
5	Dianna Payumo	FB LGMS	
6	Marie Mahas	CLTES	
7	Charles Sam	THS	
8	Frank Canabao	COV	
9	KEZIA Andrada	FES	
10	Gallo, Joerimar	GWHS	
11	Guiling, Marie Joy	ADES	
12	Marutani, Mian		
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DEPARTMENT OF EDUCATION
LIMITED TERM TEACHER ORIENTATION MEETING
SY2019-2020
October 8, 2019
Building B, 1st Floor Conference Room
3:00 pm - 5:00 pm



	NAME	SCHOOL	PLEASE SIGN-IN
1	Monique A. San Nicolas	Southern High	<i>[Signature]</i>
2	Mica Perez	Agueda	<i>[Signature]</i>
3	Nimfa Lumanog Ricalde	Astumbo Elem.	<i>[Signature]</i>
4	Christina Lynn S. Cruz	Agueda	<i>[Signature]</i>
5	Mary Jane I. Aguin	Machahanaw Elem.	<i>[Signature]</i>
6	Rochell P. Aran	DLPEB	<i>[Signature]</i>
7	EDWINA DEGAZO	MARIA ULLOA	<i>[Signature]</i>
8	Laurence C. Lavarias	Maria A. Ulloa Elem	<i>[Signature]</i>
9	Bautista, Elizabeth	Agueda I. Johnston Middle	<i>[Signature]</i>
10	Ellen Perez	Tiyan High	<i>[Signature]</i>
11	ELVIE I. CARLOS	SSHS	<i>[Signature]</i>
12	L. Shun Reyes	Turkey Middle School	<i>[Signature]</i>
13	San Crawford	Astumbo	<i>[Signature]</i>
14	Meghan Borge	Southern High	<i>[Signature]</i>
15	Brett Maluwa	FBLG	<i>[Signature]</i>
16	BENEDICT MUTUC	FBLG	<i>[Signature]</i>
17	Mary Lopez	Inarajan Elem.	<i>[Signature]</i>
18	Macraes, Nathaniel	Inarajan Middle	<i>[Signature]</i>
19	Timothy Paraliza	FBLG	<i>[Signature]</i>
20	Jayson Morales	FBLG	<i>[Signature]</i>
21	Chassidy Quidachay	DLPEB	<i>[Signature]</i>
22	Anthony Gumartu	LRUMS	<i>[Signature]</i>
23	Jolina Anderson	Finegayan	<i>[Signature]</i>
24	Francine Cruz	FBLG	<i>[Signature]</i>
25	Angelica Dela Cruz	FBLG	<i>[Signature]</i>
26	ERNEST OCTOCCO	GATE	<i>[Signature]</i>
27	Adam Perez	JFK	<i>[Signature]</i>
28	MYRA OLLET	Finegayan	<i>[Signature]</i>
29	DAVID FORBES	SHS	<i>[Signature]</i>
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**Teacher & Administrator's Effective (TAE)
Initial Teacher Certification Assistance Orientation Meeting
Wednesday, October 23, 2019
3rd Floor Conference Room, Building B, DOE, Tiyan
3:00 p.m. – 5:00 p.m.**

Meeting Agenda

- I. Welcoming Remarks**
- II. Teacher & Administrator Effectiveness (TAE) Project**
 - A. Goal & Objectives**
 - B. Program Activities**
- III. TAE – Initial Teacher Certification Assistance Registration Process**
 - A. Part I – University of Guam's Registration Application**
 - B. Part II – Identify PRAXIS Prep Sessions**
 - C. Part III – Identify Educational Course Sessions**
- IV. SY2019.2020 Initial Teacher Certification Assistance Program - Activities**
 - A. October 23, 2019 – Initial Teacher Certification Orientation Meeting**
 - B. November 2019 – Fall Professional Development Series**
 - 1. November 4th - PRAXIS Prep (Reading, Writing, Math)**
 - 2. November 9th**
 - a. Education Course I: ED605: Foundations of Education**
 - b. Education Course II: ED683: Classroom Management**
 - C. January 2020 – Spring Professional Development Series**
 - D. April 2020 – Participant Surveys**
 - E. May 2020 – Program Year in Review**
- V. Question/Answer Session**
- VI. Si Yu'us Ma'ase**



**Teacher & Administrator's Effective (TAE)
Initial Teacher Certification Assistance Orientation Meeting
Wednesday, October 23, 2019
3rd Floor Conference Room, Building B, DOE, Tiyan
3:00 p.m. – 5:00 p.m.**

No.	Name	School	Email Address
1.	Camile Marquez	VSABMS	cmmarquez@gdoe.net
2.	Mica Perez	AJMS	mmmperez@gdoe.net
3.	Christina Lynn S. Cruz	AIJMS	clscruz@gdoe.net
4.	Chita D. Olaguir	MAVES	cdolaguir@gdoe.net
5.	Fisde Nobuo	IES	sfknobuo@gdoe.net
6.	Joshua Reyes	THMS	JJCR Reyes@gdoe.net
7.	Nathaniel Macatangay	IMS	Nanacatangay@gdoe.net
8.	Christine Cruz	MMMS	Ccruz@gdoe.net
9.	Maria Howard	LPUMS	mrhoward@gdoe.net
10.	Charles Sam	THS	csam@gdoe.net
11.	Melham Borge	SITS	maborge@gdoe.net
12.	Jessica Laurora	LPUMS	jmlaurora@gdoe.net
13.	Jayson Mordles	FBLG	jomordales@gdoe.net
14.	Janice Macatangay	MASE	jdmacatangay@gdoe.net
15.	Mary Jane Agum	MES	mtagum@gdoe.net
16.	BENEDICT MUTUC	FBLG	benedict.mutuc@gdoe.net
17.	Brett Maluwelmeng	FBLG	bsmaluwelmeng@gdoe.net
18.	FRANK CANDASO	CEI	fcandaso@gdoe.net

No.	Name	School	Email Address
19.	Magdalena Lunod	Tiyan High School	mf1unod@gdoe.net
20.	Riza Paras	GWHS	rparas@gdoe.net
21.	Luzviminda C. Erni	GWHS	lcerini@gdoe.net
22.	Angelica D. Delacruz	FBLG MS	addeacruz@gdoe.net
23.	Navarro, Rubin	BMS	rubin.navarro@gdoe.net rubin.navarro@gdoe.net
24.	Will Flores	THS	whflore@gdoe.net
25.	Denise Carlos	DHS	dcarlos@gdoe.net
26.	DIANA REYES	C & I	dreyes@gdoe.net
27.	A. Valencia	MAVUS	aavalencia@gdoe.net
28.	CARLOS B. TOWNSE	PTSA	cbtownse@gmail.com
29.	Marie Ibarrola	SSHS	msibarrola@gdoe.net
30.	KRISTIN ARTERO	SSHS	kartero@gdoe.net
31.	Kezia Andrada	FES	kfandrada@gdoe.net
32.	Nyssa Galanto	GWHS	nagalanto@gdoe.net
33.	ASHLEY GENG	UPI	vcheng@gdoe.net
34.	PATRICIA CHU	UPI	pchu@gdoe.net
35.	Matsue Evans	FBLG	mevans@gdoe.net
36.	Jacob Aguirre	OMS	jaguirre@gdoe.net
37.	Serena Puenas	AIJMS	srduenas@gdoe.net
38.	Monique A. Sam Nicas	SHS	monique.sannicas@gdoe.net
39.	Angelica Gabriel	FES	acgabriel@gdoe.net
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Teacher & Administrator's Effective (TAE) Mentorship Meeting
Wednesday, November 20, 2019
2nd Floor Conference Room, Building B, DOE, Tiyan
1:00 p.m. – 3:00 p.m.

Meeting Agenda

- I. Welcome & Announcements**
- II. Presentation: Lesson Planning**
Presenter: Ms. Sylvia Calvo, School Program Consultant, C&I
- III. TAE - Teacher Mentoring Program – Progress**
 - A. Examples of How Mentors have helped to improve their Mentee's Teaching**
- IV. School-Based Mentorship Program**
 - A. TAE Project – Mentee Perception Survey (January 2020)**
 - 1. Survey Form**
 - 2. Survey Period**
 - 3. Compilation of Results**
 - 4. School-base Mentor Quarterly Report**
- V. School-based Teacher Mentor Agreement**
 - A. School-Based Teacher Mentor Agreement**
 - 1. Timeframe (1 year)**
 - 2. Roles & Responsibilities**
 - 3. Administrative Processes**
 - a. Bi-weekly Interaction Log- (Quarterly)**
 - b. Quarterly Action Plan (QAP)**
 - c. Deliverables – Evidence/Criteria**
- VI. SY2019.2020 Teacher Mentor Activities**
 - A. Development of Teacher Mentee Surveys – January 2020**
 - B. School-based Mentor Monthly Meeting**
 - C. Professional Development Schedule – Spring 2020**
- VII. Question/Answer Session**
- VIII. Next Meeting, Wednesday, December 18, 2019, 2nd Floor Conference Room**



TAE School-based Teacher Mentor Monthly Meeting
November 20, 2019
Sign-In Sheet

No.	Name	School	Email Address
1.	Jean Aguon	TR/Chf	jmlaguon@gdoe.net
2.	ALPHA Espinet	FBLMS	acepin@cgdoe.net
3.	Jana Sales	LPUHS	jjsales@cgdoe.net
4.	Janie Fegurgur	DLPES	jlfegurgur@gdoe.net
5.	Helen Addie	OHS	hladdie@gdoe.net
6.	Monica Cepeda	OCPES	mncepeda@gdoe.net
7.	Sara M. Uncangco	Liquan	smuncangco@gdoe.net
8.	Angela Limtiaco	Wettengel	amslimtiaco@gdoe.net
9.	Rachel Wesley	UPI	rdwesley@gdoe.net
10.	Armin Novelo	AMS	abino-elb@gdoe.net
11.	Shannon Seiken	DLPES	shseiken@gdoe.net
12.	Paula Duenas	FBLMS	paduenas@gdoe.net
13.	Mabel Uncangco	TAMUNING	mmuncangco@gdoe.net
14.	Maridel Perez	MAUES	mperez@gdoe.net
15.	Jacqueline Reyes	MASES	jnrreyes@gdoe.net
16.	Analya Palugod	APES	apalugod@gdoe.net
17.	Lourdes Felipe	APES	mgfelipe@gdoe.net
18.	Kathy Candaso	IES	kscandaso@gdoe.net
19.	Glenn Diez	FEL	glwdiez@gdoe.net
20.	Liamanni Cruz	BRES	lmcrz@gdoe.net
21.	MANUEL BROCHON	DALS	mbbrochon@gdoe.net
22.	Mia Torres	PCLES	
23.	Ann Marie Trusso	PCLES	astrusso@gdoe.net
24.	Gracelle Canar	UES (Upi)	glcanar@gdoe.net



TAE School-based Teacher Mentor Monthly Meeting
November 20, 2019
Sign-In Sheet - Page 2

No.	Name	School	Email Address
25.	Michelle DeGuzman	JMG	madequzman@gdoe.net
26.	Carmel Aguon	LBJ	caaguon@gdoe.net
27.	Charlene Gumataotao	TamES	cdgumataotao@gdoe.net
28.	Jenny Maluwelung	MFS	jcregis@gdoe.net
29.	Valene Salas	JMG	vsalas@gdoe
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Teacher & Administrator's Effective (TAE) Mentorship Meeting
Wednesday, December 17, 2019
1st Floor Conference Room, Building B, DOE, Tiyan
1:00 p.m. – 3:00 p.m.

Meeting Agenda

- I. Welcome & Announcements**
- II. Presentation: Anger, Tantrums, and Something Else**
Presenters: Ms. Terry Naputi, Pyramid Model Liaison, Student Support Services
Mr. Joseph Sablan, Graphic Artist, CHamoru Studies
- III. TAE - Teacher Mentoring Program – Progress**
 - A. Examples of How Mentors have helped to improve their Mentee's Teaching**
 - B. Ensure that all Mentees are adhering to the Board Lesson Plan Framework**
- IV. School-Based Mentorship Program**
 - A. TAE Project – Mentee Perception Survey (January 2020)**
 - 1. Survey Form**
 - 2. Survey Period**
 - 3. Compilation of Results**
 - 4. School-base Mentor Quarterly Report**
- V. School-based Teacher Mentor Agreement**
 - A. School-Based Teacher Mentor Agreement**
 - 1. Timeframe (1 year)**
 - 2. Roles & Responsibilities**
 - 3. Administrative Processes**
 - a. Bi-weekly Interaction Log- (Quarterly)**
 - b. Quarterly Action Plan (QAP)**
 - c. Deliverables – Evidence/Criteria**
- VI. SY2019.2020 Teacher Mentor Activities**
 - A. Development of Teacher Mentee Surveys – January 2020**
 - B. School-based Mentor Monthly Meetings**
 - C. Professional Development Schedule – Spring 2020**
- VII. Question/Answer Session**
- VIII. Next Meeting, Wednesday, January 15, 2020 , 2nd Floor Conference Room**

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TAE School-based Teacher Mentor Monthly Meeting
December 18, 2019
Sign-In Sheet

No.	Name	School	Email Address
1.	Jean Azun	TAL	jmlagun@gdoe.net
2.	Shannon Seleen	DLPEs	shseleen@gdoe.net
3.	Connie Mallack	SHS	cpmallack@gdoe.net
4.	Helen Addie	OHS	hladdie@gdoe.net
5.	Manny Balmeo	VSABMS	cabalmeo@gdoe.net
6.	Shirley Balmeo	VSAMMS	sbbalmeo@gdoe.net
7.	Angela Limtiaco	WES	amslimtiaco@gdoe.net
8.	Monica Cepeda	OCPES	mgcepeda@gdoe.net
9.	Paula Duenas	FBLC	paduenas@gdoe.net
10.	Roong Taitano	Adacaw	rdtaitano@gdoe.net
11.	GERMA DE GUZMAN	OWTS	gadeguzman@gdoe.net
12.	Mary Jean Vigilante	OMS	mfvigilante@gdoe.net
13.	Jenny Malunelmeny	NES	jcregis@gdoe.net
14.	MARY ANNE M. ANGELES	OMS	mmang-ehs@gdoe.net
15.	Janice Evangelista	DLPEs	jpevangelista@gdoe.net
16.	Grace Diego	FES	gdvdiego@gdoe.net
17.	Rachel Duenas	OCPES	rdduenas@gdoe.net
18.	Michelle DeGuzman	JMGES	madedguzman@gdoe.net
19.	ANAWN PAUNGOD	ADCS	apalugod@gdoe.net
20.	Liahanni Cruz	BPCES	lncruz@gdoe.net
21.	Jacqueline Reyes	MASES	jnreyes@gdoe.net
22.	Kathy Candaso	IES	kscandaso@gdoe.net
23.	Dr. Pon Canos	SSHS	racanos@gdoe.net
24.	Charlene Gafar	TAMES	cdgumafar@ gdoe.net

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TAE School-based Teacher Mentor Monthly Meeting
December 18, 2019
Sign-In Sheet

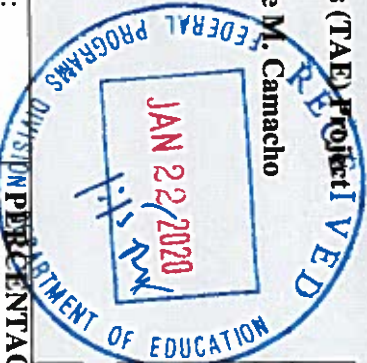
No.	Name	School	Email Address
1.	Carmel Aguon	LBT Etern.	ciaaguon@gdoe.net
2.	Ursula Umadhay	MULES	udpumatday@gdoe.net
3.	Grace Canar	UES	glcanar@gdoe.net
4.	Valene Salas	JMG	vgsalas@gdoe.net
5.	Maridel Perez	MAUES	mperez@gdoe.net
6.	Rockelle Diaz	MAUES	radiaz@gdoe.net
7.	RUBY DORION	DLPS	rmrdorion@gdoe.net
8.	Mary Garvilles	THS	mlgarvilles@gdoe.net
9.	MARICEL BRACHON	BMS	mellbrachon@gdoe.net
10.	Ann Marie Trusso	PCLES	astrusso@gdoe.net
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FFY 2019 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A180002, S403A180002-18A

Grant Name: Consolidated Grant FFY 2019 Grant#: S403A180002, S403A180002-18A

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

PROJECT TITLE: Teacher and Administrator Effectiveness (TAE) Project	10/01/19-12/31/19	01/01/20-03/31/20	04/01/20-06/30/20	07/01/20-09/30/20
PROJECT COORDINATOR: Eloise R. Sanchez and Michelle M. Camacho	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
PROJECT MANAGER: Joseph L.M. Sanchez	X			
STATE PROGRAM OFFICER: Maria Blaz	REPORT DUE: 1/10/20	REPORT DUE: 04/10/20	REPORT DUE: 07/10/20	REPORT DUE: 10/10/20



AMOUNT BUDGETED (FFY 2019): <u>\$1,498,923.02</u>	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$0.00</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>0%</u>	ANNUAL REPORT DUE: 12/28/2020
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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.
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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</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</p> <p>By Year1, improve administrator capacity to provide school level leadership by 4 administrators completing mentor internship</p>
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**FFY 2019 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A180002, S403A180002-18A**

	<p>requirements</p> <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</p> <p>By Year2, 3% coached teachers will improve instructional practices demonstrated by implementation and use of effective instructional strategies from previous year</p> <p>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>	<p>1.1.1 June2018, 6 mentors collect baseline data about teacher practices documented on formative assessments</p> <p>1.1.2 Annually, additional 1% of mentor-supported teachers will be retained in the teaching profession from previous SY</p> <p>1.1.3 Annually, 80% mentors and coaches will report satisfaction with new knowledge gained from PD</p> <p>1.1.4 June2019, additional 5% mentor supported teachers will improve teaching practices documented on mentor observation tools</p> <p>1.1.5 June2020, additional 5% mentor supported teachers will improve teaching practices documented on mentor observation tools</p> <p>1.2.1 December2017, develop partnership with projects, divisions, Guam University, Community College to promote teaching</p> <p>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)</p> <p>1.2.3 Spring2018, 20 temporary certified teachers enrolled in college courses and/or Praxis preparatory courses to fulfill certification requirements</p> <p>1.2.4 Fall2018 an additional 80 temporary certified teachers enrolled in college courses and Praxis preparatory courses to fulfill certification requirements</p> <p>1.2.5 September2020, an additional 20% of participating teachers will convert to fully certified teachers from start of grant period</p> <p>1.3.1 December2017, partner with other projects, divisions, and the community to plan 3 workshops (exposure and opportunities in teaching field)</p> <p>1.3.2 October2018, up to 20 potential teacher candidates participate in workshops</p> <p>1.3.3 Summer2019, additional 40 potential teacher candidates participate in workshops</p> <p>1.3.4 Summer2020, up to 60 potential teacher candidates pass UOG placement tests</p> <p>1.4.1 September2018, 4 administrators attain national mentor certification</p> <p>1.4.2 September2020, improved administrator mentoring framework completed</p> <p>1.4.3 September2020, 90% administrator mentees report receiving effective instruction</p> <p>1.5.1 October2017, 27 instructional coaches collect baseline data - implementation and use effective instructional practices</p> <p>1.5.2 Year2, 1 instructional coach to design and plan implementation of district wide literacy program</p> <p>1.5.3 June 2019, literacy leaders and 1 instructional coach improve literacy based on assessment of practices.</p>

FFY 2019 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A180002, S403A180002-18A

COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
COMPONENT 1.1 TEACHER RECRUITMENT, INDUCTION, AND RETENTION	<p>➤ List each Activity implemented for the quarter in <u>bullet form</u>.</p> <p>➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why.</p> <p><u>Recruitment:</u></p> <p>❖ 41 limited-term teachers met, signed up for, and participated in the Initial Teacher Certification Assistance Program. The project activity provides educational courses and PRAXIS® tutorial classes for limited term teachers who have earned a bachelor's degree, but have not been able to meet the requirements to obtain initial teacher certification.</p> <p><u>Induction & Retention</u></p> <p>❖ The TAE project implemented teacher mentoring through school-based teacher mentors. Monthly meetings and training provided to mentors. The first quarter deliverables were submitted in October 2019.</p>	<p>➤ In five or less brief sentence(s), describe the work accomplished for each activity group implemented during the period.</p> <p>➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <ul style="list-style-type: none">• Meeting Agenda• Sign-In Sheets
COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)
COMPONENT 1.1 TEACHER RECRUITMENT, INDUCTION, AND RETENTION	<p>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</p>

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FFY 2019 CONSOLIDATED GRANT QUARTERLY REPORT Grant Award #: S403A180002, S403A180002-18A		
STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓ <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED		
Induction The data collected for the Mentorship Program include the number of School-based Mentors, and the number of Mentees, the number of completed deliverables for the school year's 1 st Quarter, and the number of meetings/mini-workshop sessions.	Recruitment The data collected for the "Teacher Initial Certification Assistance Program" for the Limited Term Teachers include the number of LT Teachers who completed the survey, the number of LT Teachers who attended the awareness sessions, the number of LT Teachers who attended the Initial Meeting, and the number of teachers who completed the Praxis Training and Education College Courses.	1 Primary data are data that is a direct output of conducting an activity and usually come in the form of counts. 2 THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES. 2Secondary data are data derived from primary data. They are calculated or computed using primary data. As the TAE project re-launched this SY 19-20 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. 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.

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Quarterly Performance Measures <i>(Actual vs. Target)</i>				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
COMPONENT 1.1 TEACHER RECRUITMENT, INDUCTION, AND RETENTION	# of mentor-supported teachers who report increased confidences in teaching divided by total # of mentor-supported teachers.	Teacher self-reflection tool based on evidence collected by mentor	# of mentor-supported teachers rating “agree” or above on increased confidence in teaching.	No baseline data	Teacher-supported mentor surveys will be conducted in 2 nd quarter.			

COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
COMPONENT 2 NEW ADMINISTRATOR MENTORING	<ul style="list-style-type: none">➤ List each Activity implemented for the quarter in <u>bullet form</u>.➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why.❖ 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.	<ul style="list-style-type: none">➤ In five or less brief sentence(s), describe the work accomplished for each activity group implemented during the period.➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <p>Draft guidelines provided to the Project Manager.</p>

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)
<p>COMPONENT 1.2 NEW ADMINISTRATOR MENTORING</p>	<p>WHAT PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <p>None at this time.</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <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. • 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.
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>		

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Component/Activity (e.g. Professional Development/3 rd Grade Math Teaching Strategies; Elementary School Supports/3 rd Grade Math Coaches)	Performance Measures Enter the performance measure(s) in the row in this table (e.g. 3 rd grade math proficiency = [# of 3 rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3 rd grade students who took the math test] and provide baseline and annual target data in the far right columns	Data Source Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)	Unit of Measurement What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)	Quarterly Performance Measures				
				Actual Data: Baseline (Current school year or most recent)	Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
Component 2: Administrator Mentoring	90% administrator mentees report receiving effective instruction.	Deliverables from mentors, mentee surveys	# of administrator mentees receiving mentoring services	No baseline data	<div> <div>20% of new administrators will report receiving services and rate services satisfactorily.</div> <div>No surveys have been conducted due to guidelines not being finalized and approved.</div> </div>			

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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
COMPONENT 1.3 INSTRUCTIONAL COACHING	<p>➤ List each Activity implemented for the quarter in <u>bullet form</u>.</p> <p>➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why.</p> <ul style="list-style-type: none">❖ As of October 1, 2019, a total of sixteen (16) Instructional Coaches have been recruited to support “Coached Teachers” in the classrooms.❖ From October through November 2019, the Instructional Coaches participated in a wide-range of training to include Standards-Based Grading, professional learning communities, interpreting data, instructional strategies, AIMSweb training, and met regularly to develop the “Instructional Coaches Guidelines” that was approved by the Program Manager.❖ On November 18, 2019, the sixteen (16) Instructional Coaches began their work with their designated schools to schedule visits, meetings, Professional Learning Communities, as well as, training sessions if needed.	<p>➤ In five or less brief sentence(s), describe the work accomplished for each activity group implemented during the period.</p> <p>➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <ul style="list-style-type: none">• Instructional Coach Guidelines

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)
COMPONENT 1.3 INSTRUCTIONAL COACHING	<p>WHAT PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <p>❖ 80 teachers were provided with instructional coaching. Of the 80 teachers coached, there was a reported increase in the use of instructional strategies in their classrooms. All Instructional Coaches reported slight improvements in teaching practices among the coached teachers. Since this was the first six weeks of coaching supports being provided, all coaches agreed that it was too early to see any significant changes in teaching practices.</p> <p>❖ Training was provided to school cadres on Standards-Based Grading, Assessments (AIMSweb), professional learning communities, and use of instructional strategies.</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>This activity has not been measured yet as coaching was only provided over the last six weeks of the quarter.</p>
STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓		
<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>		

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Component/Activity <small>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</small>	Performance Measures <small>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = (# of 3rd grade students participating in the project who score at or above proficiency level in math) divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</small>	Data Source <small>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</small>	Unit of Measurement <small>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</small>	Quarterly Performance Measures <small>(Actual vs. Target)</small>				
				Actual Data: Baseline <small>(Current school year or most recent)</small>	Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
COMPONENT 3. Instructional Coaching	Coaches will report 3% increase in effective instructional practices of those coached teachers.	Non-evaluative observation data	# of teachers implementing and using effective instructional practices	No baseline data	No data collected as coaching started in the last six (6) weeks of this quarter.			
								•

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PART II:	
LIST TRAVEL ACTIVITIES COMPLETED.	(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT
	None during this reporting period.
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT
	Not Applicable.
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT
	There was significant progress was made, such as, the implementation of the School-based Mentor Program with approximately 53 School-based Mentors who met once a month to participate in mini-workshops, as well as, being provided with up-to-date information. Additionally, the recruitment of the sixteen (16) Instructional Coaches was also completed to include the finalization of Instructional Coaches Guidelines. At the midpoint of the quarter, the contract for the PRAXIS Assessments, as well as, the Education College Courses were executed and completed the first part of the contract with approximately forty-one (41) limited term teachers participating.
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE	(What strategies are working, not working?) 100 WORD COUNT

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AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	The TAE Project will be developing draft surveys such as School-based Mentors Surveys, Mentee Teacher Surveys, Limited Term Teacher Surveys, Instructional Coaches Surveys, as well as, Coached Teachers Surveys. The projected timeframe for the administration of the surveys is scheduled for the next two quarters. This will allow for the project to gather information on whether the project goals, objectives and activities were met.
EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	(How did activities implemented contribute to improving student outcomes?) The TAE Project funds are focused on the Induction, Recruitment, and Retention of teachers employed in the Department of Education and recognized that with if teachers are promoted with guidance in the profession of teaching, supported from a limited term status to permanent status and having instructional skill sets being reinforced will eventually lead to the improvement of students' academic achievement.
EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.	(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) None at this time.
WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	(Have you come across a new or better way to implement a project strategy? Are you conducting other types of "best practice" procedures that Federal Programs/State Office could share with other grantees?) None at this time.
EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.	The TAE Project during this reporting period continue to have monthly meetings with both the School-based Mentors, as well as, the Instructional Coaches to address the challenges, shifts and achievement of each component. The use of electronic communication such as email, WhatApp and teleconferences continue to be used to assist with the monitoring of the various components of the TAE Project. During the 2 nd and 3 rd Quarter, the TAE Project Personnel will do site visits to ensure the alignment to the project goals and objectives.

QUARTERLY REPORT CERTIFICATION

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 project. It is understood that any willful misrepresentation or fraud is subject to applicable penalties, as it relates to federal funds.

THIS REPORT WAS REVIEWED AND VALIDATED BY:

<u>Eloise R. Sanchez/Michelle M. Camacho</u>		<u>1/21/20</u>
PROJECT COORDINATOR NAME (PRINT)	PROJECT COORDINATOR NAME (SIGNATURE)	DATE

<u>Joseph L.M. Sanchez</u>		<u>1/21/20</u>
PROJECT MANAGER NAME (PRINT)	PROJECT MANAGER (SIGNATURE)	DATE



Shandice Jenniel Calano <sjcalano@gdoe.net>

Re: Comments/Feedback on Initial TAE 1st Quarter Report

3 messages

Michelle M. Camacho <mmcamacho@gdoe.net>

Fri, Jan 31, 2020 at 12:09 PM

To: "Ana O. Aguon" <aoaguon@gdoe.net>

Cc: Eloise Sanchez <esanchez@gdoe.net>, "Maria A.F. Blaz (Federal Programs Division)" <mablaz@gdoe.net>, Shandice Jenniel Calano <sjcalano@gdoe.net>, "Rhea Jean A. Taitano" <rjaitano@gdoe.net>

Please see attached revision.

Shandice, I included my staffing pattern.

Regards,
Michelle M. Camacho,
Program Coordinator IV
Department of Education - Division of Curriculum & Instruction
501 Mariner Ave.
Barrigada, Guam 96913
[Office] 671-300-1347

"Change is inevitable. Progress is optional." ~Tony Robbins

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On Thu, Jan 30, 2020 at 5:00 PM Ana O. Aguon <aoaguon@gdoe.net> wrote:

Hi Michelle,

Some of the corrections earlier for the initial TAE 1st quarter report were missed. Please see attached.

Thanks,
Ana

On Thu, Jan 30, 2020 at 2:18 PM Michelle M. Camacho <mmcamacho@gdoe.net> wrote:

Hi Ana.

Please see attached revision.

Regards,
Michelle M. Camacho,
Program Coordinator IV
Department of Education - Division of Curriculum & Instruction
501 Mariner Ave.
Barrigada, Guam 96913
[Office] 671-300-1347

"Change is inevitable. Progress is optional." ~Tony Robbins

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On Thu, Jan 30, 2020 at 10:37 AM Ana O. Aguon <aoaguon@gdoe.net> wrote:
Hi Michelle,

Kindly following up on the *revised* 1st quarter report for TAE (based on comments on the initial one), as the posting of the *final* one has to be done tomorrow.

Thanks,
Ana

On Mon, Jan 27, 2020 at 4:21 AM Ana O. Aguon <aoaguon@gdoe.net> wrote:
Forwarding the comments for TAE. Thank you.

----- Forwarded message -----
From: Ana O. Aguon <aoaguon@gdoe.net>
Date: Sun, Jan 26, 2020 at 5:15 PM
Subject: Comments/Feedback on Initial TAE 1st Quarter Report
To: Eloise Sanchez <esanchez@gdoe.net>
Cc: Maria A.F. Blaz (Federal Programs Division) <mablaz@gdoe.net>, Shandice Jenniel Calano <sjcalano@gdoe.net>, Rhea Jean A. Taitano <rjaitaitano@gdoe.net>

Hi Eloise,

Attached is TAE's *initial* 1st Quarter Report, with some handwritten comments/feedback (in red), relative to the use of the revised reporting template. The comments had to be done manually for the sake of time.

Kindly revise accordingly. I can provide you my copy if it would make it easier. If there are questions on any of the comments/changes, please let me know and we can discuss.

Data validation will follow soon after the revision.

Thanks,
Ana



GDOE SY 2019-2020

GDOE SY 2019-2020

GDOE SY 2019-2020

GDOE SY 2019-2020

2 attachments

-  **Federal Roster_TAE_2nd Quarter.xlsx**
22K
-  **TAE 1st QTR FY19_revised_013120.docx**
55K

Ana O. Aguon <aoaguon@gdoe.net>

Fri, Jan 31, 2020 at 1:26 PM

To: "Michelle M. Camacho" <mmcamacho@gdoe.net>

Cc: Eloise Sanchez <esanchez@gdoe.net>, "Maria A.F. Blaz (Federal Programs Division)" <mablaz@gdoe.net>, Shandice Jenniel Calano <sjcalano@gdoe.net>, "Rhea Jean A. Taitano" <rjaitaitano@gdoe.net>

Received, thank you Michelle.

TAE 1st Quarter Report is good for posting.

[Quoted text hidden]

GDOE SY 2019-2020

Shandice Jenniel Calano <sjcalano@gdoe.net>
To: "Ana O. Aguon" <aoaguon@gdoe.net>
Cc: "Michelle M. Camacho" <mmcamacho@gdoe.net>, Eloise Sanchez <esanchez@gdoe.net>, "Maria A.F. Blaz (Federal Programs Division)" <mablaz@gdoe.net>, "Rhea Jean A. Taitano" <rjaitaitano@gdoe.net>

Fri, Jan 31, 2020 at 1:50 PM

Thanks Michelle 😊

Shandice J.T.D. Calano
State Program Officer
Federal Programs Division
Department of Education
State Agency for US-Ed Federal Grants
500 Mariner Avenue,
Barrigada, GU 96910-1608
Tel: (671) 300-1266
Email: sjcalano@gdoe.net

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[Quoted text hidden]

Guam Department of Education (GDOE) Quarterly Personnel Certification Form

CFDA Title:

Project Title: 82600 Teacher & Administrator Effectiveness



Fiscal Year 2020

Reporting Period: 1st Qtr (Oct - Dec)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
690-00-8347	Balajadia, Francesmarie P.	Teacher IV	820 C&I	
690-00-7691	Camacho, Bertha D.	Teacher IV	820 C&I	
690-00-9728	Camacho, Yvonne P.	Teacher IV	820 C&I	
690-00-8359	Chargualaf, Jo Ann P.	Teacher IV	820 C&I	
690-01-1668	Cruz, Tara J.B.	Teacher IV	820 C&I	
690-00-9725	Cruz, Tricia Marie L.	Teacher IV	820 C&I	
690-00-8880	Duenas, Melissa L.	Teacher III	820 C&I	
690-01-0697	Franquez, Michelle A.	Teacher III	820 C&I	
690-00-6001	Gogo, Ronald R.	Teacher V	820 C&I	
690-00-8643	Guerrero, Andrew A.	Teacher V	820 C&I	
690-00-9520	Guzman, Norine Dawn S.	Teacher IV	820 C&I	
690-00-6606	Hernandez, Christine C.	Teacher V	820 C&I	
690-00-1559	Indalecio, Franky J.	Teacher V	820 C&I	
690-00-9437	Leon Guerrero, Christopher R.	Teacher IV	820 C&I	
690-00-7661	Shimizu, Debra S.	Teacher V	820 C&I	
690-00-5742	Talmanglo, Gwendolyn N.	Teacher IV	820 C&I	
690-01-1988	Cruz, Rena	SECRETARY I TYPIST	820 C&I	Partially funded through Project TAE (82600)

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

Immediate Supervisor's Name: Michelle M. Camacho	Project Coordinator Name: Eloise R. Sanchez
Immediate Supervisor's Signature: 	Project Coordinator Signature:
Date: 1/21/20	Date: 1/21/20
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	Project Manager Name: Joseph L.M. Sanchez
Federal Programs Compliance Administrator Signature: 	Project Manager Signature:
Date: JAN 28 2020	Date: 1/21/20

FEDERAL ROSTER - FPO

GUAM DEPARTMENT OF EDUCATION - FEDERAL PROGRAMS DIVISION
10% Personnel Time Certification Monitoring

FEDERAL ROSTER - FPO																	
1st Quarter: FY19 PROJ 10/26/2019 - FY19																	
STAFFING PATTERN				Group/BU	GDDE Official Position Title	Teacher & Administrator				Object Class Code	Project Code	Comments	PP Labor Cost	Federal Roster	Quarterly Certification	Attendance Log	Monitoring Comments
Employee #	Employee Name	Pay Period Ending	Effectiveness														
13837	ANA MARIA T. O AGUON	PROF	PROGRAM COORD IV	FEDERAL ROSTER Grant Application (F1560) Position Title	Worksite Location #	Worksite Location Description	Pay Period # 3		11100	82650							Ana under STATE labor cost for this PPE. She is 11% funded by all CG projects.
11988	RENA V CRUZ	STAF	SECRETARY I TYPIST	SECRETARY I TYPIST	812												Rena under GATE labor cost for this PPE.
7167	DEBRALYNN Q AGUON	STAF	CLERK TYPIST III	CLERK TYPIST III													Debra funded under Second Chance this PPE.
9520	NORINE DAWN S. GUZMAN	TCMR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH									X	X	X	X	
6606	CHRISTINE C. HERNANDEZ	TCMR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH									X	X	X	X	
6001	RONALD R GODO	TCMR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH													
9728	YVONNE P. CAMACHO	TCMR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH													
	DEBRA SHIMZU	TCMR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH													
	FRANKY MDALICIO	TCMR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH													
	TRICIA CRUZ	TCMR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH													
	FRANCEMARIE BALAJADA	TCMR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH													
	MELISSA DUENAS	TCMR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH													
	BERTHA CAMACHO	TCMR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH													
	TARA CRUZ	TCMR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH													
	MICHELLE FRANQUEZ	TCMR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH													
	JOANN CHANGUAF	TCMR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH													
	CHRISTOPHER LEON GUERRERO	TCMR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH													
	ANDREW GUERRERO	TCMR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH													
	GWENDOLYN TAIMANGLO	TCMR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH													

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


Maria Diaz, State Program Officer


Raquel Lee Duenas, Senior State Program Officer


Ignacio C. Santos, Federal Programs Administrator
JAN 28 2020

Sum of TOTAL		R-OBJECT		Grand Total	
PROJECTS	Name	Emp #	0111	0121	Grand Total
82600	ANDREW G.A. GUERRERO	8643	2,434.88	682.37	3,117.25
	BERTHA D CAMACHO	7691	2,111.54	657.50	2,769.04
	CHRISTINE C HERNANDEZ	6606	2,748.09	914.66	3,662.75
	CHRISTOPHER R LEON GUERRERO	9437	2,318.96	650.21	2,969.17
	DEBRA S SHIMIZU	7661	2,434.88	682.37	3,117.25
	FRANCESMARIE P BALAJADIA	8347	2,178.54	611.28	2,789.82
	FRANKY J INDALECIO	1559	2,581.69	787.87	3,369.56
	GWENDOLYN N TAIMANGLO	5742	2,859.13	800.01	3,659.14
	JOANN P CHARGUALAF	8359	2,238.84	715.76	2,954.60
	MELISSA L DUENAS	8880	1,964.19	716.29	2,680.48
	MICHELLE A FRANQUEZ	10697	1,652.72	583.30	2,236.02
	NORINE DAWN S. GUZMAN	9520	2,309.85	735.45	3,045.30
	RONALD R GOGO	6001	2,360.00	871.54	3,231.54
	TARA J. B CRUZ	11668	1,863.54	692.88	2,556.42
	TRICIA MARIE L CRUZ	9725	2,383.13	778.90	3,162.03
	YVONNE P CAMACHO	9728	2,247.65	774.43	3,022.08
Grand Total			36,687.63	11,654.82	48,342.45

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: 82600 Teacher & Administrator Effectiveness

Fiscal Year 2020
Reporting Period: 1st Qtr (Oct - Dec)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
690-00-8347	Balajadia, Francesmarie P.	Teacher IV	820 C&I	
690-00-7691	Camacho, Bertha D.	Teacher IV	820 C&I	
690-00-9728	Camacho, Yvonne P.	Teacher IV	820 C&I	
690-00-8359	Chargualaf, Jo Ann P.	Teacher IV	820 C&I	
690-01-1668	Cruz, Tara J.B.	Teacher IV	820 C&I	
690-00-9725	Cruz, Tricia Marie L.	Teacher IV	820 C&I	
690-00-8880	Duenas, Melissa L.	Teacher III	820 C&I	
690-01-0697	Franquez, Michelle A.	Teacher III	820 C&I	
690-00-6001	Gogo, Ronald R.	Teacher V	820 C&I	
690-00-8643	Guerrero, Andrew A.	Teacher V	820 C&I	
690-00-9520	Guzman, Norine Dawn S.	Teacher IV	820 C&I	
690-00-6606	Hernandez, Christine C.	Teacher V	820 C&I	
690-00-1559	Indalecio, Franky J.	Teacher V	820 C&I	
690-00-9437	Leon Guerrero, Christopher R.	Teacher IV	820 C&I	
690-00-7661	Shimizu, Debra S.	Teacher V	820 C&I	
690-00-5742	Taimanglo, Gwendolyn N.	Teacher IV	820 C&I	
690-01-1988	Cruz, Rena	SECRETARY TYPIST	820 C&I	Partially funded through Project TAE (82600)

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

Immediate Supervisor's Name: Michelle M. Camacho	Project Coordinator Name: Eloise R. Sanchez
Immediate Supervisor's Signature: 	Project Coordinator Signature:
Date: 1/21/20	Date: 1/21/20
Federal Programs Compliance Administrator Name: IGNACIO C. SANTOS	Project Manager Name: Joseph L.M. Sanchez
Federal Programs Compliance Administrator Signature: 	Project Manager Signature:
Date: JAN 28 2020	Date: 1/21/20



DEPARTMENT OF EDUCATION
TIME & ATTENDANCE SHEET
TEACHER & ADMINISTRATORS EFFECTIVENESS PROJECT (TAE)
Pay Period Ending: 10/26/2019



Location Code: 820
Job Code: TEACH

NAME	10/14/19		10/15/19		10/16/19		10/17/19		10/18/19		10/21/19		10/22/19		10/23/19		10/24/19		10/25/19	
	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI
BALMADIA, FrancesMarie P. 690-00-8347	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
CAMACHO, Bertha 690-00-7691	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
CAMACHO, Yvonne P. 690-00-9728	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
CHARGUALL, Joann P. 690-00-8359	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
CRUZ, Tara 690-01-1668	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
CRUZ, Tricia Marie 690-00-9725	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
DUFENAS, Melissa LG 690-00-8880	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
FRANQUEZ, Michelle A. 690-01-0697	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
GOGO, Ronald R. 690-00-6001	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
GUERRERO, Andrew 690-00-8643	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
GUZMAN, Norine S. 690-00-9520	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
HERNANDEZ, Christine R. 690-00-6606	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
INDALECIO, Franky Jr. 690-00-1559	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
LEON GUERRERO, Christopher 690-00-9437	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
SHAMIZU, Debra 690-00-7661	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
TAMANGLO, Gwendolyn N. 690-00-5742	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH

Time Kept: Signature: Date: 10-25-19

JOSAPH L.M. SANCHEZ

Date: OCT 26 2019

GUAM DEPARTMENT OF EDUCATION - FEDERAL PROGRAMS DIVISION
100% Personnel Time Certification Monitoring
FEDERAL ROSTER - FPO

1st Quarter FY19 PPOS (11/23/2019) - FY19

STAFFING PATTERN		Teacher & Administrator		Object		PP Labor		Federal		Quarterly		Attendance		Monitoring Comments	
Employee #	Employee Name	Group/BU	GOOE Official Position Title	FEDERAL ROSTER Grant Application (31100) Position Title	Worksite Location #	Worksite Location Description	Class Code	Project Code	Comments	Cost	Roster	Certification	Log		
13817	ANA MARIA T. O AGUON	PROF	PROGRAM COORD IV	PROGRAM COORD IV	812		11100	82850			X			Ana under STATE labor cost for this PPE. She is 31% funded by all CG projects.	
11988	RENA V CRUZ	STAF	SECRETARY I TYPIST	SECRETARY I TYPIST							X	X		Rena under GATE labor cost for this PPE.	
7167	DEBRAVANN Q AGUON	STAF	CLERK TYPIST III	CLERK TYPIST III							X			Debra funded under Second Chance this PPE.	
9570	MORINE DAWN S. GUZMAN	TCGR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH						X	X	X			
6606	CHRISTINE C HERNANDEZ	TCGR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH						X	X	X			
6001	RONALD R GOGO	TCGR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH						X	X	X			
9728	WYONNE P CAMACHO	TCGR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH						X	X	X			
	DEBRA SHIMIZU	TCGR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH						X	X	X			
	FRANKY INDALECIO	TCGR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH						X	X	X			
	TRICIA CRUZ	TCGR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH						X	X	X			
	FRANCIMARIE BALABADIA	TCGR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH						X	X	X			
	MELISSA DUENAS	TCGR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH						X	X	X			
	BERTHA CAMACHO	TCGR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH						X	X	X			
	TARA CRUZ	TCGR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH						X	X	X			
	MICHELLE FRANQUEZ	TCGR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH						X	X	X			
	JOANN CHANGALAF	TCGR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH						X	X	X			
	CHRISTOPHER LEON GUERRERO	TCGR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH						X	X	X			
	ANDREW GUERRERO	TCGR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH						X	X	X			
	GWENDOLYN TAIMANGLO	TCGR	TEACHER - INSTRUCTIONAL COACH	TEACHER - INSTRUCTIONAL COACH						X	X	X			

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Maria Diaz
Maria Diaz, State Program Officer

Richard Lee Duques
Richard Lee Duques, Senior State Program Officer

Ignacio C. Santos
Ignacio C. Santos, Federal Programs Administrator
JAN 28 2020

Sum of TOTAL		R-OBJECT			
PROJECTS	Name	Emp #	0111	0121	Grand Total
82600	ANDREW G.A. GUERRERO	8643	2,434.88	682.37	3,117.25
Grand Total	BERTHA D CAMACHO	7691	2,111.54	657.50	2,769.04
	CHRISTINE C HERNANDEZ	6606	2,674.08	892.68	3,566.76
	CHRISTOPHER R LEON GUERRERO	9437	2,318.96	650.21	2,969.17
	DEBRA S SHIMIZU	7661	2,434.88	682.37	3,117.25
	FRANCESMARIE P BALAJADIA	8347	2,178.54	611.28	2,789.82
	FRANKY J INDALECIO	1559	2,512.15	768.59	3,280.74
	GWENDOLYN N TAIMANGLO	5742	2,674.08	748.69	3,422.77
	JOANN P CHARGUALAF	8359	2,178.54	699.04	2,877.58
	MELISSA L DUENAS	8880	1,964.19	716.29	2,680.48
	MICHELLE A FRANQUEZ	10697	1,605.50	570.22	2,175.72
	NORINE DAWN S. GUZMAN	9520	2,247.65	718.20	2,965.85
	RONALD R GOGO	6001	2,434.88	892.31	3,327.19
	TARA J. B CRUZ	11668	1,863.54	692.88	2,556.42
	TRICIA MARIE L CRUZ	9725	2,318.96	762.03	3,080.99
	YVONNE P CAMACHO	9728	2,247.65	774.43	3,022.08
			36,200.02	11,519.09	47,719.11

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: 82600 Teacher & Administrator Effectiveness

Project Title: _____

Fiscal Year 2020

Reporting Period: 1st Qtr (Oct - Dec)

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 NO.	Employee Name	Employee Position Title	Site Location	Comments
690-00-8347	Balajadia, Francesmarie P.	Teacher IV	820 C&I	
690-00-7691	Camacho, Bertha D.	Teacher IV	820 C&I	
690-00-9728	Camacho, Yvonne P.	Teacher IV	820 C&I	
690-00-8359	Chargualaf, Jo Ann P.	Teacher IV	820 C&I	
690-01-1668	Cruz, Tara J.B.	Teacher IV	820 C&I	
690-00-9725	Cruz, Tricia Marie L.	Teacher IV	820 C&I	
690-00-8880	Duenas, Melissa L.	Teacher III	820 C&I	
690-01-0697	Franquez, Michelle A.	Teacher III	820 C&I	
690-00-6001	Gogo, Ronald R.	Teacher V	820 C&I	
690-00-8643	Guerrero, Andrew A.	Teacher V	820 C&I	
690-00-9520	Guzman, Norine Dawn S.	Teacher IV	820 C&I	
690-00-6606	Hernandez, Christine C.	Teacher V	820 C&I	
690-00-1559	Indalecio, Franky J.	Teacher V	820 C&I	
690-00-9437	Leon Guerrero, Christopher R.	Teacher IV	820 C&I	
690-00-7661	Shimitzu, Debra S.	Teacher V	820 C&I	
690-00-5742	Taimanglo, Gwendolyn N.	Teacher IV	820 C&I	
690-01-1988	Cruz, Rena	SECRETARY I TYPIST	820 C&I	Partially funded through Project TAE (82600)

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

Immediate Supervisor's Name: Michelle M. Camacho

Immediate Supervisor's Signature:

Date: 1/21/20

Project Coordinator Name: Eloise R. Sanchez

Project Coordinator Signature:

Date: 1/21/20

Federal Programs Compliance Administrator Name: IGNACIO S. SANTOS

Federal Programs Compliance Administrator Signature:

Date: JAN 28 2020

Project Manager Name: Joseph L.M. Sanchez

Project Manager Signature:

Date: 1/21/20

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

Inventory Date:	12/31/2019	Verified and Certified By:	Eloise R. Sanchez	1/21/2020
			Michelle M. Carnejo	1/21/2020
			Joseph L. M. Sanchez	1/21/2020
			Name	Signature
				Date

[illegible]

Certification: By signing this report, I certify to the best of my knowledge that the Fixed Asset Inventory Report is true, complete, and accurate and in accordance with rules and regulations governing the program or project. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 216, Section 1001)	
Type of Print Name and Title of Program Manager	Telephone (area code, number, and extension)

Signature of Authorized Certifying Official:	Joseph L.M. Sanchez Deputy Superintendent, Curriculum & Instructional Improvement	Email address: jsanchez@ndoe.net	871-300-2251
Signature of Project Coordinator:	Eloy R. Sanchez/ Michelle M. Camacho School Program Consultant/ Program Coordinator IV	Date Report Submitted: (Month, Day, Year) 1/21/2020	671-300-1347
Signature of Project Coordinator:		Date Report Submitted: (Month, Day, Year) 1/21/2020	

Inventory Date:	12/31/2020	Verified and Certified By:				1/21/2020
			Michelle M. Camacho			
			Joseph L. M. Sanchez			1/21/2020
					Signature	Date

Certification: By signing this report, I certify to the best of my knowledge that the Fixed Asset inventory Report is true, complete, and accurate and in accordance with rules and regulations governing the program or project. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 28, Section 1001)	
Type or Print Name and Title of Program Manager	Telephone: (area code, number, and extension)

	sanchez@cdpa.net
Date Report Submitted: (Month, Day, Year)	

Type or Print Name and Title of Project Coordinator: Eloisa M. Sanchez/ Michelle M. Camacho School Program Consultant/ Program Coordinator IV	671-300-1347
Email address:	

	Date of Signature: _____ Date of Signature: _____
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