

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



FY 2020 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Quarterly Report

January 30, 2021

FEDERAL PROGRAMS DIVISION



FY 2020 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 1

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

Quarterly Report Documents:

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

January 30, 2021

**FFY 2020 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A200002**

Grant Name: Consolidated Grant FFY 2020 **Grant#:** S403A200002

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

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

PROJECT COORDINATOR: Sylvia T. Calvo

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Shandice Calano

10/01/20-12/31/20	01/01/21-03/31/21	04/01/21-06/30/21	07/01/21-09/30/21
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
X			
REPORT DUE: 1/11/21	REPORT DUE: 04/12/21	REPORT DUE: 07/12/21	REPORT DUE: 10/11/21
ANNUAL REPORT DUE: 11/10/2021			

AMOUNT BUDGETED (FFY 2020): \$ <u>5,166,472.89</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>1,692,001.30</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>32.7</u> %
AMOUNT BUDGETED (FFY 2019): \$ <u>1,509,223.47</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>0</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>0</u> %

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
Pre-K - 5	n/a	n/a	n/a	n/a	13,435	n/a	890	29
6 - 8	n/a	n/a	n/a	n/a	6,904	n/a	411	22
9 - 12	n/a	n/a	n/a	n/a	9,317	n/a	506	30

LIST THE PROJECT GOALS:

- Goal 1: By 2023, 70% of participating teachers will report improved teaching practices and consistent implementation of high-quality, rigorous curriculum and relevant strategies in Career Technical Education (CTE), Advanced Placement (AP)/Honors and Science, Technology, Engineering, Arts, and Math (STEAM) courses as evidenced by self-reflections and/or classroom observations.
- Goal 2: By 2023, 70% of students will earn a "C" or better in the CTE, AP/Honors, and STEAM classes taken, and students who earn a passing score of 3 or better in AP exams will increase by 6% from baseline data of SY18-19 AP Results.
- Goal 3: By 2023, 70% of seniors from GDOE schools will have the basic job-entry knowledge and skills as evidenced by a score

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	<p>of Bronze or higher in the WorkKeys assessments and achieve a NRC certificate.</p> <ul style="list-style-type: none"> • Goal 4: By 2023 Students scoring into college-level English and Math on the UOG Placement Test will increase by 6% from baseline data of SY18-19 Placement Test Results. • Goal 5: By 2023, 40% of students participating in specialized events (academic and non-academic) and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys, and report an increase in their knowledge and interest in pursuing related careers.
<p>LIST THE PROJECT OBJECTIVES:</p>	<p>Goal 1:</p> <ul style="list-style-type: none"> • YEAR 1: 60% of participating teachers will report improved teaching practices and consistent implementation of high-quality, rigorous curriculum and relevant strategies in Career Technical Education (CTE), Advanced Placement (AP)/Honors, and Science, Technology, Engineering, Arts, and Math (STEAM) courses as evidenced by self-reflections and/or classroom observation. • YEAR 2: 65% of participating teachers will report improved teaching practices and consistent implementation of high-quality, rigorous curriculum and relevant strategies in Career Technical Education (CTE), Advanced Placement (AP)/Honors, and Science, Technology, Engineering, Arts, and Math (STEAM) courses as evidenced by self-reflections and/or classroom observation. • YEAR 3: 70% of participating teachers will report improved teaching practices and consistent implementation of high-quality, rigorous curriculum and relevant strategies in Career Technical Education (CTE), Advanced Placement (AP)/Honors, and Science, Technology, Engineering, Arts, and Math (STEAM) courses as evidenced by self-reflections and/or classroom observation. <p>Goal 2:</p> <ul style="list-style-type: none"> • Year 1: 50% of students will earn a “C” or better in the CTE, AP/Honors, and STEAM classes taken; and AP test takers scoring a 3 or higher will increase by 2% from baseline data. • Year 2: 60% of students will earn a “C” or better in the CTE, AP/Honors, and STEAM classes taken; and AP test takers scoring a 3 or higher will increase by 4% from baseline data. • Year 3: 70% of students will earn a “C” or better in the CTE, AP/Honors, and STEAM classes taken; and AP test takers scoring a 3 or higher will increase by 6% from baseline data. <p>Goal 3:</p> <ul style="list-style-type: none"> • YEAR 1: 50% of test takers pass the WorkKeys Assessment with a bronze score or higher and achieve a NCRC certificate. • YEAR 2: 60% of test takers pass the WorkKeys Assessment with a bronze score or higher and achieve a NCRC certificate. • YEAR 3: 70% of test takers pass the WorkKeys Assessment with a bronze score or higher and achieve a NCRC certificate. <p>Goal 4:</p> <ul style="list-style-type: none"> • Year 1: Students scoring into college-level English and Math on the UOG Placement Test will increase by 2% from baseline data of SY18-19 Placement Test Results. • Year 2: Students scoring into college-level English and Math on the UOG Placement Test will increase by 4% from baseline data

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	<p>of SY18-19 Placement Test Results.</p> <ul style="list-style-type: none"> Year 3: Students scoring into college-level English and Math on the UOG Placement Test will increase by 6% from baseline data of SY18-19 Placement Test Results. <p>Goal 5:</p> <ul style="list-style-type: none"> YEAR 1: 30% of students who participate in Academic Special Events, Visual Performing Arts, theater and music programs, STEAM, and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys, and will increase their knowledge and interest in related careers. YEAR 2: 35% of students who participate in Academic Special Events, Visual Performing Arts, theater and music programs, STEAM and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys, and will increase their knowledge and interest in related careers. YEAR 3: 40% of students who participate in Academic Special Events, Visual Performing Arts, theater and music programs, STEAM and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys, and will increase their knowledge and interest in related careers.
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PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>1. Increasing Rigorous Academic and Technical Courses with High Quality Instruction</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in <u>bullet form</u>. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <p>National Career Academies Training- Ongoing (25%)</p> <ul style="list-style-type: none"> <i>Working with vendor to establish training dates and agenda</i> 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>Training will target secondary school teams, and include a general overview of Career Academies. and then The focus will be on schools developing an action plan. and Individual follow up meetings with will take place for each school.</p>

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Visual Communication/ Video Production & Broadcasting Program with Media Camera Equipment (Visual and Video Production/Broadcasting) – Ongoing (25%)

- Requisition 20210292 entered 10/23/20.*

Computer Science/ Information Technology Program – Ongoing (25%)

- Requisition (REQ20210236) was entered on October 20; Internal Contract Review documents are currently being routed.*

Engineering/Robotics – Ongoing (25%)

- Procurement on-going (REQ20210298).*
- Preparation meeting held with teachers and trainers on December 04, 2020 for the MATE Robotics Competition in April 2021 and on December 10, 2020 for the TCEA Robotics Competition in April 2021.*

Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP) Summer Institute (APSI) – Ongoing (25%)

- First renewal of contract was executed and converted to Purchase Order 20201393.*

Career and Technical Education (CTE) Workshop - Career Exploration – Ongoing (25%)

- Contract and Purchase Order 20201120 was executed in October. Working with vendor to determine training dates and agenda.*

STEAM - Ongoing (10%)

- STEM Education Procurement on-going (Req#20210297).*

As of 12/16/20, ~~being~~ the contract ~~was~~ being reviewed by GDOE Legal Counsel.

REQ utilizes Career Pathway FY'19 funds (8264 F1960). The requisition needed ~~a~~ budget modification to increase funds to ~~fund~~ ~~to~~ support the quotation. Once approval is obtained, internal contract documents will proceed with the workflow. (See attachment #1. REQ20210236)

Requisition was entered on October 25, 2020 using College Pathway FY'19 funds. This requisition is ~~still~~ going through the procurement process.

A virtual meeting was held with a TCEA representative and elementary, middle, and high school teachers from both GDOE and PNP ~~teachers attended~~. ~~The group of educators was provided a briefing to update the teachers~~ on this year's game mission. (See Attachment 2. Agenda)

PO 20201393 will fund the AP Summer Institute this coming August 2021 for Secondary teachers, and ~~will fund~~ the AP Test Fees fees of AP Students who will be taking the exam this coming April 2021. Some of the AP Training workshops include: *AP Coordinator & College Counseling Workshop (for Counselors and AP Coordinators); AP Biology; AP Calculus AB and BC (Combined); AP Chemistry; AP English Language and Literature (Combined); AP Psychology; AP Statistics; AP US Government and Politics.* (See Attachment 3. PO20201393)

Training will include the development of Career & Technical Education curricula ~~that can be used~~ for use in core content area classrooms to provide awareness about career choices. (see Attachment 4. PO20201120)

The scope of work for this activity ~~was developed to~~ includes professional development services and Technical Assistance to STEM school cadres and content area teachers on STEM Engineering Design Challenge, ROV Barracuda Training, a STEM Training of Trainers, middle school curriculum development of STEM courses, and District-wide Island sustainability projects. (See Attachment 5. Scope of Work)

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p><i>Insert Primary Data Here:</i></p> <p>Data is unavailable as activities are still in the procurement stage. Upon execution of contract, activity will commence resulting in the availability of data.</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <p>➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p>

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
<p>Component 1. Increasing Rigorous Academic and Technical Courses with High Quality Instruction</p> <p>A. By the end of SY2020-21, 60% of teacher participants in PD activities will indicate they are more knowledgeable and feel better prepared to teach</p> <ul style="list-style-type: none"> a. CTE b. AP/Honors c. STEAM <p>B. By the end of SY2020-21, 50% of CTE, AP/Honors, and STEAM students will earn a “C” or better</p>	<p>Web-based survey from post PD on change in teaching practices</p> <p>District data on CTE and AP student grades</p>	<p>Percentage of teachers who self-report as feeling “well prepared” and “more than well prepared” to teach the content</p> <p>Percentage of “C” Grades or better reported in PowerSchool</p>	<p>Yes</p> <p>Yes</p>	<p>60% of teacher self-reported feeling “well prepared” to teach the content</p> <p>50% of students earn a “C” or better</p>	<p>Target: 50% (If survey administered at this time.)</p> <p>Actual: Training not held so survey was not administered</p> <p>Target: Ongoing instruction.</p> <p>Actual: Ongoing instruction</p>			

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<p>C. By the end of SY2020-21, there will be a 2% increase of AP test takers who score a 3 or better from baseline of SY18-19 AP Test Results</p>	<p>AP Test Results</p>	<p>Percentage of AP test takers who score a 3 or better</p>	<p>Yes</p>	<p>Baseline % of AP test takers who score a 3 or higher in SY18-19</p>	<p><u>Target:</u> AP Test not administered at this time.</p> <p><u>Actual:</u> AP Test not administered at this time.</p>			
<p>D. By the end of SY2020-21, GDOE students who test into college-level English and Math on UOG Placement Test will increase by 2% from baseline of SY18-19 Placement Test Results</p>	<p>UOG data on Placement Test</p>	<p>Percentage of test takers who score into college-level Math and English courses</p>	<p>Yes</p>	<p>Baseline percentage of students testing into college level Math and English courses in SY18-19</p>	<p><u>Target:</u> UOG Placement Tests not given at this time.</p> <p><u>Actual:</u> UOG Placement Tests not given at this time.</p>			

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>2. Career Oriented Programs and Assessments</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in <u>bullet form</u>. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <p>Career, Technical Education (CTE) Academies – Ongoing (25%)</p> <ul style="list-style-type: none"> • <i>Technology Tools to Support CTE Academies that included 4 mobile carts with access points and 120 laptops with software were procured and are pending delivery.</i> • <i>Student accounts for Choices 360 and WorkKeys were created.</i> <p>Skilled Labor and Trades Academy – (10%)</p> <ul style="list-style-type: none"> • <i>Onsite instruction was prohibited for all schools per the Governor’s Executive Order due to the COVID19 pandemic.</i> 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>CTE Academies Technology Tools Purchase Orders for 3 GDOE and 1 Charter School (iLearn), Supplies for CTE classrooms are being procured as GDOE prepares for face-to-face instruction on January 19, 2021 (See Attachment 6. Requisition Tracker).</p> <p>During this reporting period, the project established 2758 student accounts for Choices 360 at the participating GDOE and PNP schools, but only 638 (4.4%) utilized the program. This could be attributed to the modified schedules of the online and hard copy materials that reduced the number of days in a week that the students could meet with their teacher. (See Attachment 7. Choices 360 & WorkKeys)</p> <p>There are 2565 Senior accounts in WorkKeys, and 51 (2%) students utilized the curriculum during this period. No assessments could be conducted during this period as all schools remained closed and onsite testing could not be administered.</p> <p>Project personnel & Guam Trades Academy representatives met to discuss distance learning options for providing instruction on theory, and modified classroom settings for onsite instruction.</p>

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	<p>Specialized Trainings and Career, Technical Education (CTE) Courses – Ongoing (25%)</p> <ul style="list-style-type: none"> • <i>Cosmetology: procurement on-going (REQ20210434)</i> • <i>Allied Health & Business Technology: procurement on-going (REQ20210435)</i> 	<ul style="list-style-type: none"> • Cosmetology: procurement on-going (See Attachment 8. REQ20210434) • Allied Health & Business Technology: procurement on-going. (See Attachment 9. REQ20210435)
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS</p>
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p><i>Insert Primary Data Here:</i></p> <p>Data is unavailable as activities are still in the procurement stage. Upon execution of contract, activity will commence resulting in the availability of data.</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i>

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures <i>(Actual vs. Target)</i>			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Component 2. Career-oriented Programs and Assessments A. By the end of SY2020-21, 50% of WorkKeys testers will score a Bronze or higher	District data on WorkKeys assessment results	Percentage of test takers who score "Bronze" or higher	Yes	50% of test takers score a Bronze or higher	<u>Target:</u> Students practice on WorkKeys curriculum at this time, in preparation for the assessment. <u>Actual:</u> WorkKeys practice and assessment could not be administered as schools were prohibited from onsite instruction.			

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3. Specialized Events and Opportunities</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <p>STEAM Enrichment Kits – Ongoing (25%)</p> <ul style="list-style-type: none"> • <i>LEGO EV3</i> • <i>iPads, iPads Pen and Keyboards</i> <p>Engineering Robotics <i>Procurement on-going (REQ20210298).</i></p> <p>STEAM Engineering Robotics Arena Drones</p> <ul style="list-style-type: none"> • <i>Preparation meeting held with teachers and trainers on December 04, 2020 for the MATE Robotics Competition in April 2021 and on December 10, 2020 for the TCEA Robotics Competition in April 2021.</i> <p>E-sports - Ongoing (25%)</p> <ul style="list-style-type: none"> • <i>Requisition entered to procure services to design and implement a E-sports competition</i> <p>Academic Special Events-Ongoing (25%)</p>	<p>➤ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>The project distributed 95 EV3 to PNP, Charter Schools and GDOE teachers.</p> <p>Out of 192 iPads, 81 were distributed which includes keyboards and iPens to 18 GDOE teachers.</p> <p>Procurement for STEAM Engineering Robotics in ongoing.</p> <p>E-sports: procurement on-going. (See attachment 10. REQ20210299)</p> <p>Academic Special Events could not be held as schools were not</p>

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- *Academic Special Events Rules and Protocols for limited implementation due to COVID pandemic were established*

Visual Performing Arts (VPA) – Ongoing (25%)

- **Theatre:** GATE Production: Little Shop of Horror – Postponed indefinitely due to COVID 19 Pandemic.
- **Music (Choir):** GATE Music Teacher auditioned and selected students for GATE All-Star Virtual Honor Choir from 8 elementary school.
- **Art:** GATE Art Teachers providing services to 2 schools.
- **Dance:** Dance workshops were held for students from 4 schools.
Note: Schools covered for Music/Art program are limited due to number of instructional days.

open for in-person instruction. Project Personnel worked with stakeholders to develop procedures and protocols for Academic Special Events in line with Department of Public Health & Social Services Guidelines. (See attachments 11, 12, 13. Protocols)

- Stipend Deliverables for VPA part-time teachers, ASE coaches were developed and are being reviewed for compliance by the Federal Programs Office. (See attachment 14. Deliverables)
- **Theatre:** 22 students were provided services.
- **Music (Choir):** Music Teacher provided services to 58 students from 8 elementary schools; Adacao (3), Astumbo (17), Carbullido (16), DL Perez (2), MU Lujan (5), Price (8), Talofoto (3) and Tamuning (4).
- **Art:** Art Teachers provided services to 2 schools; 9 students at PC Lujan Elementary and 18 students at Adacao Elementary with virtual art shows:
<https://sites.google.com/gdoe.net/gate-virtual-art-club/home>
<https://sites.google.com/gdoe.net/gate/home>
 (See attachments 15,16,17. Art Work)
- **Dance:** Virtual dance workshops were provided to 63 students from Machananao ES (13), Finegayan (16), Benavente MS (12), SSHS (17), ALL STAR GATE Dance Company (5)

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS										
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p><i>Insert Primary Data Here:</i></p> <table border="1" data-bbox="617 927 1262 1179"> <thead> <tr> <th>GATE Activity (Visual Arts/Theatre/Music)</th> <th># of Student Participants</th> </tr> </thead> <tbody> <tr> <td>1. GATE Theatre</td> <td>22 participants</td> </tr> <tr> <td>2. GATE Honor Choir at 8 Elementary School</td> <td>58 participated</td> </tr> <tr> <td>3. Art Program 2 Elementary Schools</td> <td>27 participants</td> </tr> <tr> <td>4. Dance Workshops</td> <td>63 participants</td> </tr> </tbody> </table> <p>Data is unavailable for events as activities are still in the procurement stage. Once contract is executed Upon execution of contract, activity will commence resulting in the availability of data.</p>	GATE Activity (Visual Arts/Theatre/Music)	# of Student Participants	1. GATE Theatre	22 participants	2. GATE Honor Choir at 8 Elementary School	58 participated	3. Art Program 2 Elementary Schools	27 participants	4. Dance Workshops	63 participants	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <p>➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p> <p>Activities under the Visual Arts/Theatre/Music Program foster creativity, self-expression, and talent development. Cultivating and supporting these types of undertaking may help enhance student engagement & confidence in their academic work.</p>
GATE Activity (Visual Arts/Theatre/Music)	# of Student Participants											
1. GATE Theatre	22 participants											
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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)				
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021	
Component 3. Specialized Events and Opportunities A. By the end of SY2020-21, 30% of students who participate in ASE, VPA, STEAM programs and sports opportunities will indicate being more engaged in learning and confident in their academic work.	Web-based survey on post ASE, VPA, STEAM events and sports opportunities	Percentage of student participants who indicate being “more engaged” and “confident” in their work	Yes	40% of students indicate being more engaged in learning and confident in their work	Target: Ongoing activities Actual: Events delayed due to health pandemic that prohibited in-person instruction				

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>4. Academic, College and Career Readiness</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <p>Pre-Advanced Placement Advanced Placement – Ongoing (25%)</p> <ul style="list-style-type: none"> • <i>First renewal was processed and converted to Purchase Order 20211393.</i> • <i>Purchase Order 20201062 for Graphing Calculators</i> <p>College Fair – Ongoing (25%)</p> <ul style="list-style-type: none"> • <i>The Project conducted several virtual College Fairs in the early Fall of 2020</i> • <i>Procurement of the AP Coordinators and College & Career Counselors Training is ongoing.</i> <p>College Readiness Math and English Camp – Ongoing (25%)</p> <ul style="list-style-type: none"> • <i>Requisition # 20210170 became RFP007-2020</i> <p>Health Certifications – Ongoing (25%) <i>The Project awaits approval of the carryover budget and for the Governor’s lifting of the Emergency Public Health Executive Order (EO). The project will plan accordingly when the EO is lifted.</i></p>	<p>➤ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>PO 20211393 will fund the AP Summer Institute this coming August 2021 for Secondary teachers, and will fund the AP Test Fess of AP Students who will be taking the exam this coming April 2021 on the following AP content area: Through this Purchase Order, the project was able to provide graphing calculators to all high school teachers who participated in the AP Calculus AB/CD last Summer including private schools.</p> <p>The Project conducted several virtual College Fair in cooperation with high school counselors from GDOE and PNP.</p> <p>Contract went through the internal review and is now at the AG’s office for signature.</p> <p>Due to PCOR1, Department of Public Health and Social Services was unable to provide on-site training courses.</p>

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
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**FFY 2020 CONSOLIDATED GRANT
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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Component 4. Academic & Career Planning								
A. By the end of SY2020-21, 30% of participating students will indicate an interest in pursuing STEAM for college degree.	Web-based survey on post ASE, VPA and STEAM events	Percentage of participating students indicating an “increased interest” or “strong interest” in pursuing STEAM path in college	Yes	40% of students indicate an interest in STEAM for college	Target: Survey not administered at this time. Actual: Survey not administered at this time			
B. By the end of SY2020-21, 30% of participating students will indicate an interest in pursuing a CTE path or a sports career	Web-based survey on post ASE, VPA, STEAM events and sports opportunities	Percentage of participating students indicating an “increased interest” or “strong interest” in pursuing CTE path	Yes	40% of students indicate an interest in pursuing CTE	Target: 30% (If Career Fair held at this time.) Actual: Career Fair was delayed and Survey not administered at this time			

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PART II:	
LIST TRAVEL ACTIVITIES COMPLETED.	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT</p> <p>Not applicable. The Project does not have any travel budgeted in the FY20 Application.</p>
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p>Not applicable. The Project does not have any travel budgeted in the FY20 Application.</p>
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	<p>(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT</p> <p>Project personnel worked to procure items and services to support the students' learning such as: supplies & materials for classroom instruction, professional development and technical assistance for teachers in their content area so they become more effective facilitators of learning, opportunities for students to enhance learning in the form of courses, productions and competitions where they apply their knowledge and build their skill levels.</p> <p>Project staff also continued efforts to collaborate with the teachers through regular meetings to disseminate information to them and get feedback about their needs.</p>
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>Activities in each component are on-going, either in the procurement process stage or planning and development stage in the implementation. As such, Project data is unavailable as of this reporting period.</p>

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<p>IN EACH COMPONENT, AS APPLICABLE.</p>	
<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>Funds from CCCLR Project support activities that provide students with opportunities to explore and gain knowledge and skills that will help them make more informed decisions about what they want to pursue after graduation. The online curriculum and assessment tools help to measure the foundational skills required to be successful in a career. Technology equipment help make information & resources more accessible to students and enables them to become confident in their ability to use information to make decisions and solve problems. In addition, the professional development for teachers help build their content knowledge in Career & Technical Education (CTE), Science, Technology, Engineering, Art and Math (STEAM) so that lessons are relevant and meaningful and can help build student competencies necessary for the college or career.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <ul style="list-style-type: none"> • F1960 account was locked in the TPFA Munis resulting in the delay in keying requisitions. <u>Corrective Action:</u> Project personnel continues to communicate closely with Federal Programs Office and Third Party Fiduciary Agent personnel to prevent any accounting issues that can delay requisition entries. • Slow movement of requisitions in buyer queues where there are contractual items that have been in procurement queue since November unassigned. Slow movement of procurement items results in the delay of contract execution and implementation of activities. <u>Corrective Action:</u> The Superintendent facilitates weekly Procurement check-in meetings with procurement buyers, Project Leads & Managers, Federal Programs staff and Legal Counsel to help track priority procurement items and address issues that are causing delays.

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<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT</p> <p>The Project staff will follow up on requisitions for training, classroom supplies and technology equipment. For delivery of equipment that was delayed due to the suspension of government operations, Project staff will work with GDOE Receiving Warehouse personnel to ensure that opportunities for delivery are made. Staff will continue to monitor and facilitate the contract process until the execution of a contract and services are provided.</p> <p><u>Theatre:</u></p> <ul style="list-style-type: none"> ○ Online recordings of music, TV performances, socially distanced rehearsals and recordings, and online performances. <p><u>Music (Choir):</u></p> <ul style="list-style-type: none"> ○ Continuing the Google Classroom activities; Possible face to face auditions for Carbullido Elementary; Possible after school choir/drama program @ Carbullido Elementary <p><u>Art:</u></p> <ul style="list-style-type: none"> ○ PC Lujan art show to begin and remain open virtually. Screening of students at UPI Elementary - either virtually or face-2-face, depending on, if they allow for after-school programs to operate; Continue with current students until end of January and create another web page if possible. Prepare for CL Taitano Elem. <p><u>Dance:</u></p> <ul style="list-style-type: none"> ○ Now that restrictions are lifted and allowed to do face to face classes beginning January 19, dances will be refined for our virtual dance video performances. This will be their GATE Dance Showcase presentation and concurrently hold our GATE Dance Award Ceremony to acknowledge the students’ participation and accomplishments in our GATE Dance Program 2020. Prepare for community performances when possible. <p>Health Certificate Training (As of the writing of this report, DPHSS has agreed to conduct on-site training courses for Health Certificates)</p>
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>100 WORD COUNT</p> <p>Because Guam is still in PCOR1, government services are still operating with limited in-person contact and teleworking. As such, monitoring of activities has been conducted via email messages and Zoom meetings between Project personnel and teachers. Monthly Zoom meetings with CTE, STEAM and VPA teachers are held to provide updates on the status of program activities, obtain information about the implementation of these activities or programs in their classrooms, collect data and get feedback about the usefulness and effectiveness of the programs and disseminate information and collaborate and plan for upcoming events.</p> <p>Program contractors for CTE also continue to provide monthly reports on progress being made on the implementation of activities. Information will be used at meetings with CTE teachers and administrators to help improve implementation practices.</p>

QUARTERLY REPORT CERTIFICATION

**FFY 2020 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A200002**

PROJECT TITLE: Project #1. College, Career, Civic Engagement and Life Readiness

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Sylvia T. Calvo

PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

DATE

Joseph L.M. Sanchez

PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGNATURE)

DATE

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



FY 2020 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Quarterly Report

January 29, 2021

FEDERAL PROGRAMS DIVISION



**FY 2020 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas Quarterly Report**

Project No. 2 Curriculum and Instructional Quality and Development

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 29, 2021

FEDERAL PROGRAMS DIVISION



**FY 2020 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular
Areas Quarterly Report**

**Finalized Quarterly Report with
Federal Programs Division (FPD) Validation**

January 29, 2021

**FFY 2020 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A200002**

Grant Name: Consolidated Grant FFY 2020 **Grant#:** S403A200002

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

PROJECT TITLE: Curriculum and Instructional Quality and Development (CIQD)

PROJECT COORDINATOR: Michelle M. Camacho

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Sean R. Rupley

10/01/20-12/31/20	01/01/21-03/31/21	04/01/21-06/30/21	07/01/21-09/30/21
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
X			
REPORT DUE: 1/11/21	REPORT DUE: 04/12/21	REPORT DUE: 07/12/21	REPORT DUE: 10/11/21
ANNUAL REPORT DUE: 11/10/2021			

AMOUNT BUDGETED (FFY 2020): \$7,587,371.59	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$4,980.99	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 0.07%
AMOUNT BUDGETED (FFY 2019): \$ 7,738,615.03	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ 2,829,585.08	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 36.56%

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 5						12,619		600	100
6 - 8						6,466			
9 - 12						9,201			

LIST THE PROJECT GOALS:

- By 2023, the GDOE will increase teacher and administrator recruitment, induction and retention by 5% from the previous school year.
- By 2023, participating teachers will improve instructional practices by 15%.
- By 2023, district-wide assessment literacy and math scores will improve by 6% from SY2018-2019.
- By 2023, access to well-functioning technology and reliable connectivity for the district will be improved 15% from the start of the year.

LIST THE PROJECT OBJECTIVES:

1.1 75% of mentored and coached teachers and administrators will report satisfaction of mentoring/coaching supports, new knowledge, and improved instructional practices gained by this activity.

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	<p>1.2 50% of teachers who participate in the Initial Teacher Certification Assistance activity will be fully certified by the end of SY2020-2021.</p> <p>1.3 Retention rate of teachers and administrators will increase by 5% from the previous school year.</p> <p>2.1 Through web-based surveys, 75% of participating teachers will show an increase in the utilization of research proven instructional strategies (learned from professional development opportunities) or curricular resources in their classrooms.</p> <p>2.2 5% increase in # of students making progress from tier to tier using AIMSweb Plus</p> <p>2.3 50% of participating teachers will utilize formative and summative assessment data to identify students’ strengths and weaknesses, inform instruction, and provide interventions where needed, as shown in the monitoring of student interventions and student progress in the district’s formative assessment system.</p> <p>3.1 Students scoring in the “Ready” range on the district summative assessment in the area of Math and Reading will increase by 2% for each grade level from SY2018-2019</p> <p>4.1 At least 80% of teachers/staff will report timely, high quality, and effective IT services.</p> <p>4.2 At least 55% of teachers/staff will indicate having access to well-functioning technology and reliable connectivity for teaching.</p> <p>4.3 At least 20% reduction in the number of Wi-Fi/connectivity tickets from HelpDesk during the start of SY20-21.</p>
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PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>1. By 2023, the GDOE will increase teacher and administrator recruitment, induction and retention by 5% from the previous school year.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p>	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p>

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- **Initial Teacher Certification Assistance**

- 17 teachers passed requirements to be fully endorsed by the Guam Commission for Educator Certification (GCEC). Cohort 1 is completed. Cohort 2 is ongoing.

- **Mentoring:**

- 78 Initial Teacher Educators received mentoring between October 1 – December 31, 2021.
- Monthly Professional Learning Seminars were held. Sessions focused on the following topics:
 - Child Abuse and Neglect
 - Understanding and Writing a Present Levels of Academic Achievement and Functional Performance (PLAAFP) for students with special needs
 - Data Driven Discussions, Communication Strategies, and Questions that Promote Higher Thinking

This activity is ongoing. 25% completed.

- **Instructional Coaching:**

- Coached teachers: 535 classroom teachers in grades PreK-12 received supports from Instructional Coaches. Of this number, 51 teachers are receiving focused support from their respective Instructional Coach.

- 17 limited-term teachers received their full Initial Educator Certification as part of the project's activities. Final courses were completed during 1st quarter FY'2021. These 17 educators participated in the Initial Teacher Certification Assistance project activity and were able to successfully complete required courses and pass the required PRAXIS® exams to meet the certification requirements of the GCEC.

- Mentoring was provided to 78 teachers in their 1st through 3rd year of teaching. Mentoring supports is provided through school-based mentors.
- Monthly Professional Learning Seminars were held for all teachers in their 1st through 3rd year of teaching. Eighty (80) teachers participated in the monthly seminars provided by the district mentors and administrators. The project has also received requests for limited term teachers to be allowed to attend such sessions to enhance their skills and knowledge.

- Instructional Coaches provided supports to teachers who are past their 3rd year of teaching and need supports in various areas. Supports were provided to identified teachers in the following areas:
 - Models of Learning
 - Google Suite of Applications
 - Audio & Visual supports for distance learning
 - Follow-Ups and regular Check-Ins
 - Training on Copyright information
 - Social & Emotional Supports
 - Professional Learning Communities & Supports
 - Instructional Strategies
 - Working with Diverse Populations
 - General Guidance and Supports

**FFY 2020 CONSOLIDATED GRANT
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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p>Insert Primary Data Here:</p> <ul style="list-style-type: none"> • Initial Teacher Certification Assistance <ul style="list-style-type: none"> ○ 41% of Cohort 1 participants have successfully completed the Initial Teacher Certification Assistance project activity. ○ An additional 12% of participants will complete the program in Spring semester 2021. • Mentoring: <ul style="list-style-type: none"> ○ A total of 80 teachers participated in monthly seminars. ○ When asked if the workshops were beneficial to their work as teachers: 76% of participants strongly agreed, 20% agreed, and 4% were undecided. 	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <p>➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p> <p>The data presented show an increase in the number of fully-certified teachers in the district. Although small, the addition of these teachers means the district now has 17 more classrooms that are not being taught by substitute teachers.</p> <p>The data presented is also indicative of the increased induction, recruitment, and retention as stated in goal 1.</p>

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- Mentoring supports were provided by school-based mentors. Surveys were not taken during the 1st quarter.
- **Instructional Coaching:**
 - 51 classroom teachers were provided with focused, individualized coaching and supports.
 - 535 classroom teachers were provided with supports through training and information sessions.
 - A majority of teachers strongly agreed that their issues were addressed during the training sessions and that information provided was useful and beneficial to their professional practice.
 - Some comments from support sessions included:
 - “Thank you for sharing more strategies I can use with my students.”
 - “Engaging presentation; helpful, and a good refresher.”
 - “After this presentation, things make more sense!”

**FFY 2020 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A200002**

Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
1.1: By the end of SY 20-21, 75% of mentored and coached teachers and administrators will report satisfaction of mentoring/coaching supports, new knowledge, and improved instructional practices gained by this activity	Quarterly web-based survey to coached and mentored teachers and administrators	Percentage of coached and mentored teachers and administrators who report satisfaction or higher on mentoring and coaching supports and improved instructional practices in the classroom.	Yes	At least 50% of mentored and coached teachers reported satisfaction of mentoring supports and improved instructional practices.	<u>Target:</u> 65%			
1.2: By the end of SY21-20, 50% of teachers who participate in the Initial Teacher Certification Assistance activity will be fully certified by the end of SY2020-2021	Completion of PRAXIS® and necessary college courses required to acquire Initial Educators Certification.	Percentage of limited term teachers approved to participate in the Initial Teacher Certification Assistance who successfully complete the program and obtain an Initial Teacher Certification.	Yes	No baseline data	<u>Target:</u> Cohort 1: 50%			

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<p>1.3: By the end of SY20-21, the retention rate of teachers and administrators will increase by 5% from the previous school year</p>	<p># of teachers and administrators who continue to remain employed as teachers and administrators for the GDOE.</p>	<p>Retention rate of teachers and administrators from the previous school year.</p>	<p>Yes</p>	<p>No baseline data</p>	<p>Target: Ongoing instruction</p> <p>Actual: Ongoing instruction</p>			
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FFY 2020 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A200002

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>2. By 2023, participating teachers will improve instructional practices by 15%.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <ul style="list-style-type: none"> • Professional Development <ul style="list-style-type: none"> ○ <i>Cooperative Learning and Student Engagement Strategies</i> training was provided to 52 educators from the public and private schools. The training focused on inquiry-based instructional strategies and took place over the course of one (1) month to allow participants to put into the practice the strategies they had learned. ○ Other professional development activities were put on hold to allow for the procurement of mitigation efforts for COVID-19 protections such as personal protective equipment and supplies, distance learning supports, etc. 	<p>➤ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>The University of Guam (UOG), through the Center for Global Learning and Engagement (GLE) provided professional consulting service and training to 52 teachers. The training was held virtually (due to Covid-19) on September 8, 15, 22, and 29, 2020. As part of this project, UOG conducted the following activities using Philosophy for Children (P4XC) approach: such as <i>designing effective learning activities that promote higher order learning and critical thinking skills; and designing and utilizing self and group assessment criteria to assess group work, team activities, and higher order learning classroom activities.</i></p>

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p>Insert Primary Data Here:</p> <ul style="list-style-type: none"> • A total of 47 district and classroom educators completed the training series. <ul style="list-style-type: none"> ○ 91% of participants strongly agreed that the information presented were important and relevant to their roles as educators. ○ The overall experience during the training was positive ○ 72% of participants indicated they learned a great deal in this course. 	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <p>➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p> <p>Surveys were sent out after 1st quarter ended and report will be updated once responses are received.</p>

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
2.1: Through web-based surveys, 75% of participating teachers will show an increase in the utilization of research proven instructional strategies (learned from professional development opportunities) or curricular resources in their classrooms	Web-based survey and/or random classroom observation to determine if strategies are being implemented.	Percentage of teachers who report, or are observed, to have a change in classroom instructional practices.	Yes	At least 50% of teachers have rated satisfaction with respective PD opportunities and implement strategies in their classrooms.	Target: 65%			
2.2 5% increase in # of students making progress from tier to tier using AIMSweb Plus	AIMSweb Plus formative assessment data to track student progress for teachers attending PD opportunities.	Number of students who make progress in the area of reading and math (from classrooms with teachers who attended PD opportunities and report implementation in their classrooms).	Yes	No baseline data	No data available due to COVID-19 pandemic			

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 Grant Award #: S403A200002**

Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
2.3 50% of participating teachers will utilize formative and summative assessment data to identify students' strengths and weaknesses, inform instruction, and provide interventions where needed, as shown in the monitoring of student interventions and student progress in the district's formative assessment system	Random classrooms observations	Percentage of teachers observed implementing and utilizing assessment data	Yes	No baseline data	No data available due to COVID-19 pandemic			

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3. By 2023, district-wide assessment literacy and math scores will improve by 6% from SY2018-2019.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in <u>bullet form</u>. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <ul style="list-style-type: none"> ● Assessments <ul style="list-style-type: none"> ○ Summative assessment materials have been requisitioned and are currently going through the procurement process. ○ Currently, due to the COVID-19 pandemic, this activity is not able to be implemented. 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>Due to the COVID-19 pandemic, this component saw no activity. Student assessment will resume once traditional face-to-face education is fully in effect.</p>

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p><i>Insert Primary Data Here:</i></p> <p>There is no assessment data at this time as instruction is still ongoing.</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <p>➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p> <p>There is no assessment data at this time as instruction is still ongoing.</p>

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)				
					2020	Performance Target End of December	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
3.1 Students scoring in the “Ready” range on the district summative assessment in the area of Math and Reading will increase by 2% for each grade level from SY2018-2019	ACT Aspire Spring Summative results	Number of students in grades 3-10 scoring in the “Ready” or “Exceeding” range for Math and Reading	Yes	Math% / Reading% Grade 3: 18% / 8% Grade 4: 16% / 10% Grade 5: 7% / 11% Grade 6: 10% / 12% Grade 7: 6% / 20% Grade 8: 6% / 25% Grade 9: 4% / 18% Grade 10: 6% / 17%	N/A	N/A	N/A	<p>Target: 65% Math% / Reading% Grade 3: 20% / 10% Grade 4: 18% / 12% Grade 5: 9% / 13% Grade 6: 12% / 14% Grade 7: 8% / 22% Grade 8: 8% / 17% Grade 9: 6% / 20% Grade 10: 8% / 19%</p> <p>Actual:</p>	

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>4. By 2023, access to well-functioning technology and reliable connectivity for the district will be improved 15% from the start of the year.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <ul style="list-style-type: none"> • Supplemental Resources and Equipment Supports <ul style="list-style-type: none"> ○ Amidst the COVID-19 pandemic, the district is working diligently to provide updated technology equipment and improved broadband access for all teachers. ○ Student planners were distributed to all students in grades K-12. The planners will be used to foster home-school connections. 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <ul style="list-style-type: none"> • Equipment is being procured. • Broadband expansion is being procured. • Students planners were distributed to students.

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p>Insert Primary Data Here:</p> <ul style="list-style-type: none"> ○ No data available at this time due to the COVID-19 pandemic. 	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i> <p>No data available at this time due to the COVID-19 pandemic.</p>

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
4.1 At least 80% of teachers/staff will report timely, high quality, and effective IT services	Quarterly Web-based survey	Percentage of teachers who report that they receive timely services from IT.	Yes	At least 50% of teachers report timely, high quality and effective IT services.	Target: 70%			
4.2 At least 55% of teachers/staff will indicate having access to well-functioning technology and reliable connectivity for teaching	Bi-quarterly web-based surveys	Percentage of Teachers reporting issues with technology equipment or connectivity	Yes	At least 40% of teachers/staff report adequate connectivity.	Target: 50%			
4.3 At least 20% reduction in the number of Wi-Fi/connectivity tickets from HelpDesk during the start of SY20-21	Trouble tickets submitted for Wi-Fi connectivity issues.	Number of trouble tickets requested for Wi-Fi connectivity issues.	Yes	No baseline data	Baseline data collection			

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PART II:	
LIST TRAVEL ACTIVITIES COMPLETED.	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT</p> <p>No travel was conducted during this reporting period.</p>
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p>N/A</p>
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	<p>(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT</p> <p>Project personnel carried out duties and responsibilities necessary to monitor the implementation of activities, attended meetings, collected data, and tasks related to the procurement of professional services, supplies, and equipment.</p>
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>Greater time needs to be spent developing meaningful survey instruments and sending them out in a timely manner.</p>

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<p>IN EACH COMPONENT, AS APPLICABLE.</p>	
<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>Program funds were used to</p> <ol style="list-style-type: none"> 1) encourage the increase the induction, recruitment, and retention of fully-certified classroom teachers; 2) Provide supports to teachers via Mentors and Instructional Coaches; 3) And provide research-based professional development opportunities to identified teachers. <p>Providing these supports will help increase the overall effectiveness of teachers, subsequently, improving the academic achievement of students.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <p>Challenges encountered during this period were due to the government shutdown as a result of the COVID-19 pandemic and the additional duties assigned to project personnel to manage the implementation of the Educational Stabilization Funds under the CARES Act.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT</p> <p>Procurement of services will continue throughout the next quarter. Professional development activities, as well as assessment administration are planned to be implemented.</p>

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EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.

100 WORD COUNT

Teacher observations could not be conducted this quarter due to the government shutdown as a result of the COVID-19 pandemic. Additionally, without face-to-face instruction, assessments were not able to be conducted.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project # 2. Curriculum and Instructional Quality and Development

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Michelle M. Camacho
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

DATE

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


PROJECT MANAGER (SIGNATURE)

DATE


1/29/2021

FEDERAL PROGRAMS DIVISION



FY 2020 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Original Submitted Quarterly Report

January 29, 2021

**FFY 2020 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A200002**

041

Grant Name: Consolidated Grant FFY 2020 **Grant#:** S403A200002

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

PROJECT TITLE: Curriculum and Instructional Quality and Development (CIQD)

PROJECT COORDINATOR: Michelle M. Camacho

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Sean R. Rupley

10/ 01/20- 12/31/20	01/01/21- 03/31/21	04/01/21- 06/30/21	07/01/21- 09/30/21
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
X			
REPORT DUE: 1/11/21	REPORT DUE: 04/12/21	REPORT DUE: 07/12/21	REPORT DUE: 10/11/21
ANNUAL REPORT DUE: 11/10/2021			

AMOUNT BUDGETED (FFY 2020): \$7,587,371.59	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$3,473,480.14 (including pending requisitions)	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 46%
AMOUNT BUDGETED (FFY 2019): \$ _____	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ _____	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) _____ %

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 5						12,619		600	100
6 - 8						6,466			
9 - 12						9,201			

LIST THE PROJECT GOALS:

- By 2023, the GDOE will increase teacher and administrator recruitment, induction and retention by 5% from the previous school year.
- By 2023, participating teachers will improve instructional practices by 15%.
- By 2023, district-wide assessment literacy and math scores will improve by 6% from SY2018-2019.
- By 2023, access to well-functioning technology and reliable connectivity for the district will be improved 15% from the start of the year.

LIST THE PROJECT OBJECTIVES:

- 1.1 75% of mentored and coached teachers and administrators will report satisfaction of mentoring/coaching supports, new knowledge, and improved instructional practices gained by this activity.
- 1.2 50% of teachers who participate in the Initial Teacher Certification Assistance activity will be fully certified by the end of SY2020-2021.

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	<p>1.3 Retention rate of teachers and administrators will increase by 5% from the previous school year.</p> <p>2.1 Through web-based surveys, 75% of participating teachers will show an increase in the utilization of research proven instructional strategies (learned from professional development opportunities) or curricular resources in their classrooms.</p> <p>2.2 5% increase in # of students making progress from tier to tier using AIMSweb Plus</p> <p>2.3 50% of participating teachers will utilize formative and summative assessment data to identify students’ strengths and weaknesses, inform instruction, and provide interventions where needed, as shown in the monitoring of student interventions and student progress in the district’s formative assessment system.</p> <p>3.1 Students scoring in the “Ready” range on the district summative assessment in the area of Math and Reading will increase by 2% for each grade level from SY2018-2019</p> <p>4.1 At least 80% of teachers/staff will report timely, high quality, and effective IT services.</p> <p>4.2 At least 55% of teachers/staff will indicate having access to well-functioning technology and reliable connectivity for teaching.</p> <p>4.3 At least 20% reduction in the number of Wi-Fi/connectivity tickets from HelpDesk during the start of SY20-21.</p>
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PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>1. By 2023, the GDOE will increase teacher and administrator recruitment, induction and retention by 5% from the previous school year.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in <u>bullet form</u>. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <ul style="list-style-type: none"> ● Initial Teacher Certification Assistance <ul style="list-style-type: none"> ○ 17 teachers passed requirements to be fully endorsed by the Guam Commission for Educator 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants, etc.</i></p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <ul style="list-style-type: none"> ● 17 limited-term teachers received their full Initial Educator Certification as part of the project’s activities. Final courses were completed during 1st

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	<p>Certification (GCEC). Cohort 1 is completed. Cohort 2 is ongoing.</p> <ul style="list-style-type: none"> • Mentoring: <ul style="list-style-type: none"> ○ 78 Initial Teacher Educators received mentoring between October 1 – December 31, 2021. ○ Monthly Professional Learning Seminars were held. Sessions focused on the following topics: <ul style="list-style-type: none"> ▪ Child Abuse and Neglect ▪ Understanding and Writing a Present Levels of Academic Achievement and Functional Performance (PLAAFP) for students with special needs ▪ Data Driven Discussions, Communication Strategies, and Questions that Promote Higher Thinking <p>This activity is ongoing. 25% completed.</p> • Instructional Coaching: <ul style="list-style-type: none"> ○ Coached teachers: 535 classroom teachers in grades PreK-12 received supports from Instructional Coaches. Of this number, 51 teachers are receiving focused support from their respective Instructional Coach. 	<p>quarter FY'2021. These 17 educators participated in the Initial Teacher Certification Assistance project activity and were able to successfully complete required courses and pass the required PRAXIS® exams to meet the certification requirements of the GCEC.</p> <ul style="list-style-type: none"> • Mentoring was provided to 78 teachers in their 1st through 3rd year of teaching. Mentoring supports is provided through school-based mentors. • Monthly Professional Learning Seminars were held for all teachers in their 1st through 3rd year of teaching. 80 teachers participated in the monthly seminars provided by the district mentors and administrators have also requested that limited term teachers be able to attend such sessions to enhance their skills and knowledge. • Instructional Coaches provided supports to teachers who are past their 3rd year of teaching and need supports in various areas. Supports were provided to identified teachers in the following areas: <ul style="list-style-type: none"> ○ Models of Learning ○ Google Suite of Applications ○ Audio & Visual supports for distance learning ○ Follow-Ups and regular Check-Ins ○ Training on Copyright information ○ Social & Emotional Supports ○ Professional Learning Communities & Supports ○ Instructional Strategies
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		<ul style="list-style-type: none"> ○ Working with Diverse Populations ○ General Guidance and Supports
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS</p>
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'.</small></p> <p><small>²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p>Insert Primary Data Here:</p> <ul style="list-style-type: none"> ● Initial Teacher Certification Assistance <ul style="list-style-type: none"> ○ 41% of Cohort 1 participants have successfully completed the Initial Teacher Certification Assistance project activity. ○ An additional 12% of participants will complete the program in Spring semester 2021. ● Mentoring: <ul style="list-style-type: none"> ○ A total of 80 teachers participated in monthly seminars. ○ When asked if the workshops were beneficial to their work as teachers: 76% of participants 	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i> <p>The data presented show an increase in the number of fully-certified teachers in the district. Although small, the addition of these teachers means the district now has 17 more classrooms that are not being taught by substitute teachers.</p> <p>The data presented is also indicative of the increased induction, recruitment, and retention as stated in goal 1.</p>

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	<p>strongly agreed, 20% agreed, and 4% were undecided.</p> <ul style="list-style-type: none">○ Mentoring supports were provided by school-based mentors. Surveys were not taken during the 1st quarter.● Instructional Coaching:<ul style="list-style-type: none">○ 51 classroom teachers were provided with focused, individualized coaching and supports.○ 535 classroom teachers were provided with supports through training and information sessions.○ A majority of teachers strongly agreed that their issues were addressed during the training sessions and that information provided was useful and beneficial to their professional practice.○ Some comments from support sessions included:<ul style="list-style-type: none">▪ “Thank you for sharing more strategies I can use with my students.”▪ “Engaging presentation; helpful, and a good refresher.”▪ “After this presentation, things make more sense!”	
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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
1.1: By the end of SY 20-21, 75% of mentored and coached teachers and administrators will report satisfaction of mentoring/coaching supports, new knowledge, and improved instructional practices gained by this activity	Quarterly web-based survey to coached and mentored teachers and administrators	Percentage of coached and mentored teachers and administrators who report satisfaction or higher on mentoring and coaching supports and improved instructional practices in the classroom.	Yes	At least 50% of mentored and coached teachers reported satisfaction of mentoring supports and improved instructional practices.	<u>Target:</u> 65%	<u>Actual:</u> 70%		
1.2: By the end of SY21-20, 50% of teachers who participate in the Initial Teacher Certification Assistance activity will be fully certified by the end of SY2020-2021	Completion of PRAXIS® and necessary college courses required to acquire Initial Educators Certification.	Percentage of limited term teachers approved to participate in the Initial Teacher Certification Assistance who successfully complete the program and obtain an Initial Teacher Certification.	Yes	No baseline data	<u>Target:</u> Cohort 1: 50%	<u>Actual:</u> Cohort 1: 41%		
1.3: By the end of SY20-21, the retention rate of teachers and administrators will	# of teachers and administrators who continue to	Retention rate of teachers and administrators from the previous school	Yes	No baseline data				

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increase by 5% from the previous school year	remain employed as teachers and administrators for the GDOE.	year.						
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>2. By 2023, participating teachers will improve instructional practices by 15%.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <ul style="list-style-type: none"> ● Professional Development <ul style="list-style-type: none"> ○ Cooperative Learning and Student Engagement Strategies training was provided to 52 educators from the public and private schools. The training focused on inquiry-based instructional strategies and took place over the course of one (1) month to allow participants to put into the practice the strategies they had learned. ○ Other professional development activities were put on hold to allow for the procurement of mitigation efforts for COVID-19 protections such as personal protective equipment and supplies, distance learning supports, etc. 	<p>➤ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>The University of Guam (UOG), through the Center for Global Learning and Engagement (GLE) provided professional consulting service and training to 52 teachers. The training was held virtually (due to Covid-19) on September 8, 15, 22, and 29, 2020. As part of this project, UOG conducted the following activities using Philosophy for Children (P4XC) approach: such as designing effective learning activities that promote higher order learning and critical thinking skills and designing and utilizing self and group assessment criteria to assess group work, team activities, and higher order learning classroom activities.</p>
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT’S EFFECTIVENESS

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

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

WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?

- *PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.*
- *USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.*

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

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

Insert Primary Data Here:

- A total of 47 district and classroom educators completed the training series.
 - 91% of participants strongly agreed that the information presented were important and relevant to their roles as educators.
 - The overall experience during the training was positive
 - 72% of participants indicated they learned a great deal in this course.

BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?

- *EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.*

Surveys were sent out after 1st quarter ended and report will be updated once responses are received.

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
2.1: Through web-based surveys, 75% of participating teachers will show an increase in the utilization of research proven instructional strategies (learned from professional development opportunities) or curricular resources in their classrooms	Web-based survey and/or random classroom observation to determine if strategies are being implemented.	Percentage of teachers who report, or are observed, to have a change in classroom instructional practices.	Yes	At least 50% of teachers have rated satisfaction with respective PD opportunities and implement strategies in their classrooms.	Target: 65%			
2.2 5% increase in # of students making progress from tier to tier using AIMSweb Plus	AIMSweb Plus formative assessment data to track student progress for teachers attending PD opportunities.	Number of students who make progress in the area of reading and math (from classrooms with teachers who attended PD opportunities and report implementation in their classrooms).	Yes	No baseline data	No data available due to COVID-19 pandemic			

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2.3 50% of participating teachers will utilize formative and summative assessment data to identify students' strengths and weaknesses, inform instruction, and provide interventions where needed, as shown in the monitoring of student interventions and student progress in the district's formative assessment system	Random classrooms observations	Percentage of teachers observed implementing and utilizing assessment data	Yes	No baseline data	No data available due to COVID-19 pandemic			
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
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<p>3. By 2023, district-wide assessment literacy and math scores will improve by 6% from SY2018-2019.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <ul style="list-style-type: none"> ● Assessments <ul style="list-style-type: none"> ○ Summative assessment materials have been procured and are currently going through the procurement process. ○ Currently, due to the COVID-19 pandemic, this activity is not able to be implemented. 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>Due to the COVID-19 pandemic, this component saw no activity. Activity will resume once traditional face-to-face education is fully in effect.</p>
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT’S EFFECTIVENESS</p>
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</p> <p>➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT’S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</p> <p>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a ‘count’. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT’S PROGRESS FOR THE QUARTER?</p> <p>➤ EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</p>

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	<p><i>Insert Primary Data Here:</i> No data available due to the COVID-19 pandemic.</p>	<p>No data available due to the COVID-19 pandemic.</p>
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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
3.1 Students scoring in the “Ready” range on the district summative assessment in the area of Math and Reading will increase by 2% for each grade level from SY2018-2019	ACT Aspire Spring Summative results	Number of students in grades 3-10 scoring in the “Ready” or “Exceeding” range for Math and Reading	Yes	Math% / eading% Grade 3: 18% / 8% Grade 4: 16% / 10% Grade 5: 7% / 11% Grade 6: 10% / 12% Grade 7: 6% / 20% Grade 8: 6% / 25% Grade 9: 4% / 18% Grade 10: 6% / 17%	N/A	N/A	N/A	Target: 65% Math% / Reading% Grade 3: 20% / 10% Grade 4: 18% / 12% Grade 5: 9% / 13% Grade 6: 12% / 14% Grade 7: 8% / 22% Grade 8: 8% / 17% Grade 9: 6% / 20% Grade 10: 8% / 19% Actual:
GOAL/COMPONENT	ACTIVITIES			WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION				

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<p>4. By 2023, access to well-functioning technology and reliable connectivity for the district will be improved 15% from the start of the year.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <ul style="list-style-type: none"> • Supplemental Resources and Equipment Supports <ul style="list-style-type: none"> ○ Amidst the COVID-19 pandemic, the district is working diligently to provide updated technology equipment and improved broadband access for all teachers. ○ Student planners were distributed to all students in grades K-12. The planners will be used to foster home-school connections. 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants, etc.</i></p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <ul style="list-style-type: none"> • Equipment is being procured. • Broadband expansion is being procured. • Students planners were distributed to students.
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT’S EFFECTIVENESS</p>
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i></p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT’S PROGRESS FOR THE QUARTER?</p> <p>➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT</i></p>

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<p> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED </p>	<p> ➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE. </p> <p> <i>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'.</i> <i>²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</i> </p> <p> Insert Primary Data Here: <ul style="list-style-type: none"> ○ No data available at this time due to the COVID-19 pandemic. </p>	<p><i>IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p> <p>No data available at this time due to the COVID-19 pandemic.</p>
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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
4.1 At least 80% of teachers/staff will report timely, high quality, and	Quarterly Web-based survey	Percentage of teachers who report	Yes	At least 50% of				

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<p>effective IT services</p> <p>4.2 At least 55% of teachers/staff will indicate having access to well-functioning technology and reliable connectivity for teaching</p> <p>4.3 At least 20% reduction in the number of Wi-Fi/connectivity tickets from HelpDesk during the start of SY20-21</p>	<p>Bi-quarterly web-based surveys</p> <p>Trouble tickets submitted for Wi-Fi connectivity issues.</p>	<p>that they receive timely services from IT.</p> <p>Percentage of Teachers reporting issues with technology equipment or connectivity</p> <p>Number of trouble tickets requested for Wi-Fi connectivity issues.</p>	<p>Yes</p> <p>Yes</p>	<p>teachers report timely, high quality and effective IT services.</p> <p>At least 40% of teachers/staff report adequate connectivity.</p> <p>No baseline data</p>	<p>Target: 70%</p> <p>Actual: %</p> <p>Target: 50%</p> <p>Actual: %</p> <p>Baseline data collection</p>			
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PART II:

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<p>LIST TRAVEL ACTIVITIES COMPLETED.</p>	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT</p> <p>No travel was conducted during this reporting period.</p>
<p>FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p>	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p>N/A</p>
<p>PART III:</p>	
<p>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.</p>	<p>(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT</p> <p>Project personnel carried out duties and responsibilities necessary to monitor the implementation of activities, attended meetings, collected data, and tasks related to the procurement of professional services, supplies, and equipment.</p>
<p>USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</p>	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>Greater time needs to be spent developing meaningful survey instruments and sending them out in a timely manner.</p>

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<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>Program funds were used to</p> <ol style="list-style-type: none"> 1) encourage the increase the induction, recruitment, and retention of fully-certified classroom teachers; 2) Provide supports to teachers via Mentors and Instructional Coaches; 3) And provide research-based professional development opportunities to identified teachers. <p>Providing these supports will help increase the overall effectiveness of teachers, subsequently, improving the academic achievement of students.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <p>Challenges encountered during this period were due to the government shutdown as a result of the COVID-19 pandemic and the additional duties assigned to project personnel to manage the implementation of the Educational Stabilization Funds under the CARES Act.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT</p> <p>Procurement of services will continue throughout the next quarter. Professional development activities, as well as assessment administration are planned to be implemented.</p>

FFY 2020 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A200002

EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.

100 WORD COUNT

Teacher observations could not be conducted this quarter due to the government shutdown as a result of the COVID-19 pandemic. Additionally, without face-to-face instruction, assessments were not able to be conducted.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project # 2. Curriculum and Instructional Quality and Development

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Michelle M. Camacho
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

1/15/21
DATE

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


PROJECT MANAGER (SIGNATURE)



1/19/21
DATE

PROJECT NAME

REGULAR SALARIES				FY'19 Carryover			FY'20			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Total
PPE: 10/02/20	26	\$ 55,937.92	100%				\$ 55,937.92	\$ 18,115.09	\$ 74,053.01	\$ 55,937.92	\$ 18,115.09	\$ 74,053.01
PPE: 10/16/20	26	\$ 56,149.20	100%				\$ 56,149.20	\$ 19,231.57	\$ 75,380.77	\$ 56,149.20	\$ 19,231.57	\$ 75,380.77
PPE: 10/30/20	26	\$ 56,073.25	100%				\$ 56,073.25	\$ 19,678.42	\$ 75,751.67	\$ 56,073.25	\$ 19,678.42	\$ 75,751.67
PPE: 11/13/20	26	\$ 57,139.41	100%				\$ 57,139.41	\$ 20,107.55	\$ 77,246.96	\$ 57,139.41	\$ 20,107.55	\$ 77,246.96
PPE: 11/25/20	26	\$ 56,555.91	100%				\$ 56,555.91	\$ 19,941.72	\$ 76,497.63	\$ 56,555.91	\$ 19,941.72	\$ 76,497.63
PPE: 12/11/20	26	\$ 56,852.02	100%				\$ 56,852.02	\$ 20,025.89	\$ 76,877.91	\$ 56,852.02	\$ 20,025.89	\$ 76,877.91
PPE: 12/24/20	26	\$ 58,561.96	100%				\$ 58,561.96	\$ 20,539.71	\$ 79,101.67	\$ 58,561.96	\$ 20,539.71	\$ 79,101.67
Sub Totals	182	397,270		-	-	-	397,270	137,640	534,910	397,270	137,640	534,910
Indirect Cost (9.5%)		37,741										\$ 37,741
Total 1st Qtr	182	\$ 435,010.29		\$ -	\$ -	\$ -	\$ 397,269.67	\$ 137,639.95	\$ 534,909.62	\$ 397,269.67	\$ 137,639.95	\$ 534,909.62
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)		-										\$ -
Total 1st Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 1st Qtr	182	\$ 435,010.29	\$ -	\$ -	\$ -	\$ -	\$ 397,269.67	\$ 137,639.95	\$ 534,909.62	\$ 397,269.67	\$ 137,639.95	\$ 534,909.62

STIPENDS				FY'19 Carryover			FY'20			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Totals
PPE: 10/02/20												
PPE: 10/16/20	62	\$ 28,800.00	100%				\$ 28,800.00	\$ 465.45	\$ 29,265.45	\$ 28,800.00	\$ 465.45	\$ 29,265.45
PPE: 10/30/20	40	\$ 52,975.00	100%				\$ 52,975.00	\$ 836.97	\$ 53,811.97	\$ 52,975.00	\$ 836.97	\$ 53,811.97
PPE: 11/13/20				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PPE: 11/25/20				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PPE: 12/11/20				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PPE: 12/24/20				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	102	81,775		-	-	-	81,775	1,302	83,077	81,775	1,302	83,077
Indirect Cost (9.5%)		7,769										\$ 7,769
Total 1st Qtr	102	\$ 89,543.63		\$ -	\$ -	\$ -	\$ 81,775.00	\$ 1,302.42	\$ 83,077.42	\$ 81,775.00	\$ 1,302.42	\$ 83,077.42
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)		-										\$ -
Total 1st Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 1st Qtr	102	\$ 89,543.63	\$ -	\$ -	\$ -	\$ -	\$ 81,775.00	\$ 1,302.42	\$ 83,077.42	\$ 81,775.00	\$ 1,302.42	\$ 83,077.42

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 18, Section 1001)

Type or Print Name and Title of Program Manager Joseph L.M. Sanchez Deputy Superintendent, Curriculum & Instructional Improvement	Telephone: (area code, number, and extension)
	671-300-1247
Signature of Authorized Certifying Official:	Email address:
	jsanchez@qdoe.net
	Date Report Submitted: (Month, Day, Year)
	1/15/2021
Type or Print Name and Title of Project Coordinator:	Telephone: (area code, number, and extension)
Michelle M. Camacho Program Coordinator IV	671-300-1347
Signature of Project Coordinator:	Email address:
	mcamacho@qdoe.net
	Date Report Submitted: (Month, Day, Year)
	1/15/2021

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



Inventory Date:	12/31/2020		Joseph L.M. Sanchez			1/19/2021
			Michelle M. Camacho			1/15/2021
			<i>Name</i>	<i>Signature</i>		<i>Date</i>

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
NOTHING FOLLOWS												

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

Type or Print Name and Title of Program Manager <p style="text-align: center;">Joseph L.M. Sanchez Deputy Superintendent, Curriculum & Instructional Improvement</p>	Telephone: (area code, number, and extension) <p style="text-align: center;">671-300-1247</p>
Signature of Authorized Certifying Official: <div style="text-align: center; height: 40px;"></div>	Email address: <p style="text-align: center;">jsanchez@gdoe.net</p>
Type or Print Name and Title of Project Coordinator: <p style="text-align: center;">Michelle M. Camacho Program Coordinator IV</p>	Date Report Submitted: (Month, Day, Year) <p style="text-align: center;">1/15/2021</p>
Signature of Project Coordinator: <div style="text-align: center; height: 40px;"></div>	Telephone: (area code, number, and extension) <p style="text-align: center;">671-300-1347</p>
Type or Print Name and Title of Project Coordinator: <p style="text-align: center;">Michelle M. Camacho Program Coordinator IV</p>	Email address: <p style="text-align: center;">mmcamacho@gdoe.net</p>
Signature of Project Coordinator: <div style="text-align: center; height: 40px;"></div>	Date Report Submitted: (Month, Day, Year) <p style="text-align: center;">1/15/2021</p>

GUAM DEPARTMENT OF EDUCATION
FEDERALLY FUNDED FIXED ASSET INVENTORY - \$4,999.99 and BELOW from PRESENT
DIVISION/SCHOOL: CENTRAL OFFICE

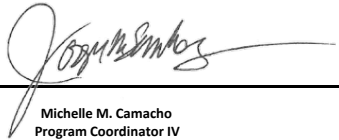

Inventory Date:		Joseph L.M. Sanchez			1/19/2021
		Michelle M. Camacho			1/15/2021
		<i>Name</i>		<i>Signature</i>	<i>Date</i>

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
47980		HP PRINTER	M182NW	VNB3M15324	\$ 475.00	1	C&I	Michelle Camacho	20201130	12/1/2020	New	
47981		HP PRINTER	M182NW	VNB3M15340	\$ 475.00	1	C&I	Joshua Blas	20201130	12/1/2020	New	
47935		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0LTP3Y0	\$ 1,799.00	1	C&I	BALAJADIA, FRANCES	20201199	11/17/2020	New	
47936		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0FTP3Y0	\$ 1,799.00	1	C&I	STORAGE	20201199	11/17/2020	New	
47937		MACBOOK PRO 13.3"	MXK52LL/A	FVFDK528P3Y0	\$ 1,799.00	1	C&I	STORAGE	20201199	11/17/2020	New	
47938		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0SVP3Y0	\$ 1,799.00	1	C&I	Yvonne Camacho	20201199	11/17/2020	New	
47939		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0KMP3Y0	\$ 1,799.00	1	C&I	CHARGUALAF, JO ANN	20201199	11/17/2020	New	
47940		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0H2P3Y0	\$ 1,799.00	1	C&I	CRUZ, TARA	20201199	11/17/2020	New	
47941		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0NFP3Y0	\$ 1,799.00	1	C&I	CRUZ, TRICIA	20201199	11/17/2020	New	
47942		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0MEP3Y0	\$ 1,799.00	1	C&I	DUENAS, MELISSA	20201199	11/17/2020	New	
47943		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0UIP3Y0	\$ 1,799.00	1	C&I	FERNANDEZ, JOSEPH	20201199	11/17/2020	New	
47944		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0KGP3Y0	\$ 1,799.00	1	C&I	FRANQUEZ, MICHELLE	20201199	11/17/2020	New	
47945		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0CWP3Y0	\$ 1,799.00	1	C&I	GOGO, RONALD	20201199	11/17/2020	New	
47946		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL24QP3Y0	\$ 1,799.00	1	C&I	GUERRERO, ANDREW	20201199	11/17/2020	New	
47947		MACBOOK PRO 13.3"	MXK52LL/A	FVFDK4AYP3Y0	\$ 1,799.00	1	C&I	GUZMAN, NORINE	20201199	11/17/2020	New	
47948		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL09YP3Y0	\$ 1,799.00	1	C&I	CAMACHO, BERTHA	20201199	11/17/2020	New	
47949		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0B2P3Y0	\$ 1,799.00	1	C&I	INDALECIO, FRANKY	20201199	11/17/2020	New	
47950		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL1TOP3Y0	\$ 1,799.00	1	C&I	LEON GUERRERO, C.	20201199	11/17/2020	New	
47951		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0GHP3Y0	\$ 1,799.00	1	C&I	SHIMIZU, DEBRA	20201199	11/17/2020	New	
47952		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0KAP3Y0	\$ 1,799.00	1	C&I	TAIMANGLO, GWENDOLYN	20201199	11/17/2020	New	
47953		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0CSP3Y0	\$ 1,799.00	1	C&I	CRUZ, ORLANDO	20201199	11/17/2020	New	
47954		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL1QGP3Y0	\$ 1,799.00	1	C&I	Bella Santos-Cruz	20201199	11/17/2020	New	
47955		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0DYP3Y0	\$ 1,799.00	1	C&I	CAMACHO, MICHELLE	20201199	11/17/2020	New	
47956		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0MQP3Y0	\$ 1,799.00	1	C&I	FEGURGUR, TAMARIE	20201199	11/17/2020	New	
47957		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0L9P3Y0	\$ 1,799.00	1	C&I	HERNANDEZ, CHRISTINE	20201199	11/17/2020	New	
47958		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0GEP3Y0	\$ 1,799.00	1	C&I	Christie Blas	20201199	11/17/2020	New	
47959		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0MCP3Y0	\$ 1,799.00	1	C&I	C&I Storage	20201199	11/17/2020	New	
47960		MACBOOK PRO 13.3"	MXK52LL/A	FVFDK3WCP3Y0	\$ 1,799.00	1	C&I	Kristina Cade	20201199	11/17/2020	New	
47417		ID CARD PRINTER	EVOLIS	10000878890	\$ 1,495.00	1	C&I	C&I Storage	20200854	10/1/2020	New	
47418		ID CARD PRINTER	EVOLIS	10000880725	\$ 1,495.00	1	C&I	C&I Storage	20200854	10/1/2020	New	
47419		ID CARD PRINTER	EVOLIS	10000880719	\$ 1,495.00	1	C&I	C&I Storage	20200854	10/1/2020	New	
47420		ID CARD PRINTER	EVOLIS	10000878381	\$ 1,495.00	1	C&I	C&I Storage	20200854	10/1/2020	New	
47421		ID CARD PRINTER	EVOLIS	10000878366	\$ 1,495.00	1	C&I	C&I Storage	20200854	10/1/2020	New	
47422		ID CARD PRINTER	EVOLIS	10000880734	\$ 1,495.00	1	C&I	C&I Storage	20200854	10/1/2020	New	
46754		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017295	\$ 650.00	1	Oceanview MS	ESPINOSA, DANIEL	20200737	10/5/2020	New	
46755		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017296	\$ 650.00	1	Oceanview MS	VALENCIA, HELEN	20200737	10/5/2020	New	
46756		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017297	\$ 650.00	1	Oceanview MS	QUINATA-SUB, MARYANN	20200737	10/5/2020	New	
46757		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017298	\$ 650.00	1	Oceanview MS	PORRAS, LEA	20200737	10/5/2020	New	
46758		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017292	\$ 650.00	1	Oceanview MS	HA, JENNIFER	20200737	10/5/2020	New	
46759		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017291	\$ 650.00	1	Jose Rios MS	LARREW, CHRISLYN	20200737	10/5/2020	New	
46760		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017294	\$ 650.00	1	Jose Rios MS	YANGER, CHARLEENA	20200737	10/5/2020	New	
46761		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017293	\$ 650.00	1	Jose Rios MS	MANLEY, ELMIE	20200737	10/5/2020	New	
46762		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017248	\$ 650.00	1	Jose Rios MS	BAZA, JOY	20200737	10/5/2020	New	
46763		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017247	\$ 650.00	1	JP Torres SA	DELEMOS-LOYOLA, RUTH	20200737	10/5/2020	New	
46764		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017249	\$ 650.00	1	JP Torres SA	ONEY, LARRY	20200737	10/5/2020	New	
46765		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017250	\$ 650.00	1	JP Torres SA	PENDON, NEIL - SHS	20200737	10/5/2020	New	
46766		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017244	\$ 650.00	1	JP Torres SA	SAN NICOLAS, JOHN - SHS	20200737	10/5/2020	New	
46767		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017243	\$ 650.00	1	JP Torres SA	SAKISAT, TERESA	20200737	10/5/2020	New	
46768		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017245	\$ 650.00	1	JP Torres SA	KHO, GERALD	20200737	10/5/2020	New	
46769		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017246	\$ 650.00	1	JP Torres SA	GARRIDO, CARMEN	20200737	10/5/2020	New	
46770		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017225	\$ 650.00	1	JP Torres SA	GARRIDO, CARMEN	20200737	10/5/2020	New	
46771		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017223	\$ 650.00	1	Tiyan HS	ALDANA, IHMAR	20200737	10/5/2020	New	

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
46772		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017224	\$ 650.00	1	Tiyan HS	AQUINO, JASON	20200737	10/5/2020	New	
46773		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017226	\$ 650.00	1	Tiyan HS	BORJA, PATRICK	20200737	10/5/2020	New	
46774		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017220	\$ 650.00	1	Tiyan HS	KIM, JI WOON	20200737	10/5/2020	New	
46775		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017222	\$ 650.00	1	Tiyan HS	MENDIOLA, JENNIFER	20200737	10/5/2020	New	
46776		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017221	\$ 650.00	1	Tiyan HS	MORCILLA, ANN MARIE	20200737	10/5/2020	New	
46777		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017219	\$ 650.00	1	Tiyan HS	MORTERA, ELIJAH	20200737	10/5/2020	New	
46778		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017288	\$ 650.00	1	Tiyan HS	SN-DIAZ, DYMPHNIA	20200737	10/5/2020	New	
46779		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017287	\$ 650.00	1	Tiyan HS	VACANT - MATH	20200737	10/5/2020	New	
46780		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017289	\$ 650.00	1	Tiyan HS	VENTURA, LEONARD	20200737	10/5/2020	New	
46781		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017290	\$ 650.00	1	Tiyan HS	BERNAL, EVANGELINE C.	20200737	10/5/2020	New	
46782		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017284	\$ 650.00	1	Tiyan HS	DOLORES, MAILE	20200737	10/5/2020	New	
46783		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017283	\$ 650.00	1	Tiyan HS	GARVILLES, MARY	20200737	10/5/2020	New	
46784		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017286	\$ 650.00	1	Tiyan HS	KERBER, CONRAD A.	20200737	10/5/2020	New	
46785		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017285	\$ 650.00	1	Tiyan HS	LEGASPI, MIKAYLA K.T.	20200737	10/5/2020	New	
46786		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017328	\$ 650.00	1	Tiyan HS	LUYON, ANTONETTE	20200737	10/5/2020	New	
46787		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017327	\$ 650.00	1	Tiyan HS	MACALINAO, ELAINE M.	20200737	10/5/2020	New	
46788		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017329	\$ 650.00	1	Tiyan HS	PAZ, ELLERY	20200737	10/5/2020	New	
46789		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017325	\$ 650.00	1	Tiyan HS	VACANT - SCIENCE	20200737	10/5/2020	New	
46790		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017324	\$ 650.00	1	Tiyan HS	VACANT - SCIENCE	20200737	10/5/2020	New	
46791		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017323	\$ 650.00	1	Tiyan HS	BENAVENTE, CHRISTINA	20200737	10/5/2020	New	
46792		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017330	\$ 650.00	1	Adacao ES	BLAS, TILLIE	20200737	10/5/2020	New	
46793		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017326	\$ 650.00	1	Adacao ES	CALLILUNG, NORINA	20200737	10/5/2020	New	
46794		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017232	\$ 650.00	1	Adacao ES	MENO, AILENE	20200737	10/5/2020	New	
46795		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017231	\$ 650.00	1	Adacao ES	CRUZ, GRACELYN	20200737	10/5/2020	New	
46796		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017233	\$ 650.00	1	Agana Heights ES	LEON GUERRERO, SHANNEL	20200737	10/5/2020	New	
46797		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017234	\$ 650.00	1	Agana Heights ES	AFAISEN, MILDRED	20200737	10/5/2020	New	
46798		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017228	\$ 650.00	1	Agana Heights ES	TERLAJE, MARY MEAGAN	20200737	10/5/2020	New	
46799		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017227	\$ 650.00	1	Astumbo ES	LIMES, JOYLEEN	20200737	10/5/2020	New	
46800		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017229	\$ 650.00	1	Astumbo ES	CRUZ, PAUL	20200737	10/5/2020	New	
46801		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017230	\$ 650.00	1	Astumbo ES	TIBUDAN, FATIMA	20200737	10/5/2020	New	
46802		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017304	\$ 650.00	1	Astumbo ES	BENAVENTE, JEANALYN	20200737	10/5/2020	New	
46803		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017303	\$ 650.00	1	BP Carrbullido ES	FLIPPO, APRIL	20200737	10/5/2020	New	
46804		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017305	\$ 650.00	1	BP Carrbullido ES	VELASQUEZ, OLIVA	20200737	10/5/2020	New	
46805		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017306	\$ 650.00	1	BP Carrbullido ES	GRECIA, CLAUDIA	20200737	10/5/2020	New	
46806		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017300	\$ 650.00	1	Chief Brodie ES	NOCEDA, MARIA	20200737	10/5/2020	New	
46807		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017299	\$ 650.00	1	Chief Brodie ES	VACANT	20200737	10/5/2020	New	
46808		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017301	\$ 650.00	1	CL Taitano ES	TAITANO, MARY	20200737	10/5/2020	New	
46809		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017302	\$ 650.00	1	CL Taitano ES	BARRETTO, GLORIA	20200737	10/5/2020	New	
46810		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017343	\$ 650.00	1	CL Taitano ES	PEREDO, AUDREY	20200737	10/5/2020	New	
46811		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017346	\$ 650.00	1	CL Taitano ES	MARATITA, MEAGAN	20200737	10/5/2020	New	
46812		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017345	\$ 650.00	1	DL Perez ES	BENAVENTE, VALERIE	20200737	10/5/2020	New	
46813		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017318	\$ 650.00	1	DL Perez ES	YABUT, SHIRLEEN	20200737	10/5/2020	New	
46814		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017340	\$ 650.00	1	DL Perez ES	TAITANO, KIMBERLY	20200737	10/5/2020	New	
46815		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017260	\$ 650.00	1	DL Perez ES	FEGURGUR, JAMIE	20200737	10/5/2020	New	
46816		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017317	\$ 650.00	1	DL Perez ES	CAMACHO, JENNIFER	20200737	10/5/2020	New	
46817		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017339	\$ 650.00	1	DL Perez ES	TAJERON, ELIZABETH	20200737	10/5/2020	New	
46818		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017342	\$ 650.00	1	Finegayan ES	OWENS, ROBERT	20200737	10/5/2020	New	
46819		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017319	\$ 650.00	1	Finegayan ES	ANDERSON, JOLINA	20200737	10/5/2020	New	
46820		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017257	\$ 650.00	1	Finegayan ES	MAILNAO, JANNIFER	20200737	10/5/2020	New	
46821		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017258	\$ 650.00	1	Finegayan ES	HERNANDEZ, MELISSA	20200737	10/5/2020	New	
46822		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017253	\$ 650.00	1	Finegayan ES	GABRIEL, ANGELICA	20200737	10/5/2020	New	
46823		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017254	\$ 650.00	1	Finegayan ES	PEREZ, VENESSA	20200737	10/5/2020	New	
46824		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017256	\$ 650.00	1	Inarajan ES	MENO, KRISTINA	20200737	10/5/2020	New	
46825		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017255	\$ 650.00	1	Inarajan ES	MANGLONA, CHERYL	20200737	10/5/2020	New	
46826		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017251	\$ 650.00	1	HS Truman ES	DIAZ, JOESELLE	20200737	10/5/2020	New	
46827		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017252	\$ 650.00	1	HS Truman ES	MENDIOLA, VERNA	20200737	10/5/2020	New	
46828		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017199	\$ 650.00	1	HS Truman ES	WRIGHT, CHARLENE	20200737	10/5/2020	New	
46829		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017200	\$ 650.00	1	JM Guerrero ES	PEREZ, AURELIA	20200737	10/5/2020	New	
46830		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017201	\$ 650.00	1	JM Guerrero ES	MANLANGIT, MARIA	20200737	10/5/2020	New	
46831		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017202	\$ 650.00	1	JM Guerrero ES	GUTIERREZ, MARIANNE	20200737	10/5/2020	New	

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
46832		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017196	\$ 650.00	1	JM Guerrero ES	CRUZ, NIKKOLE	20200737	10/5/2020	New	
46833		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017195	\$ 650.00	1	JM Guerrero ES	SISON, FRANCESCA	20200737	10/5/2020	New	
46834		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017198	\$ 650.00	1	JQ San Miguel ES	LIBBY, DANA	20200737	10/5/2020	New	
46835		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017197	\$ 650.00	1	JQ San Miguel ES	LLEGADO, JAIME	20200737	10/5/2020	New	
46836		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017192	\$ 650.00	1	JQ San Miguel ES	HALMI, XYLINA	20200737	10/5/2020	New	
46837		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017191	\$ 650.00	1	JQ San Miguel ES	LIFOI, HEATHER ANN	20200737	10/5/2020	New	
46838		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017194	\$ 650.00	1	Liguan ES	PAULINO, RYAN	20200737	10/5/2020	New	
46839		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017193	\$ 650.00	1	Liguan ES	PAULINO, CYNTHIA	20200737	10/5/2020	New	
46840		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017188	\$ 650.00	1	Liguan ES	LUBAS, BETTY	20200737	10/5/2020	New	
46841		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017187	\$ 650.00	1	Liguan ES	AGUON, EDWARD	20200737	10/5/2020	New	
46842		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017190	\$ 650.00	1	Machananao ES	BUKIKOSA, VINCENT	20200737	10/5/2020	New	
46843		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017189	\$ 650.00	1	Machananao ES	VILLALUZ, EMI	20200737	10/5/2020	New	
46844		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017240	\$ 650.00	1	Machananao ES	FERNANDEZ, IVYM	20200737	10/5/2020	New	
46845		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017239	\$ 650.00	1	MA Sablan ES	AREVALO, MARIA	20200737	10/5/2020	New	
46846		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017236	\$ 650.00	1	MA Sablan ES	REYES, JACQUELINE	20200737	10/5/2020	New	
46847		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017235	\$ 650.00	1	MA Sablan ES	VACANT	20200737	10/5/2020	New	
46848		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017241	\$ 650.00	1	MA Ulloa ES	DIAZ, ROCHELLE	20200737	10/5/2020	New	
46849		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017242	\$ 650.00	1	MA Ulloa ES	OCHAVILLO, LEIZL	20200737	10/5/2020	New	
46850		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017237	\$ 650.00	1	MA Ulloa ES	EDUSMA, ROGEL	20200737	10/5/2020	New	
46851		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017238	\$ 650.00	1	MA Ulloa ES	DIMAG, DANILO	20200737	10/5/2020	New	
46852		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017272	\$ 650.00	1	MA Ulloa ES	PACIENTE, CHARLEY	20200737	10/5/2020	New	
46853		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017271	\$ 650.00	1	Merizo ES	PONCE, ADONIS	20200737	10/5/2020	New	
46854		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017268	\$ 650.00	1	Merizo ES	CHARGUALAF, NOHELANI	20200737	10/5/2020	New	
46855		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017267	\$ 650.00	1	MU Lujan ES	QUINENE, NORMA	20200737	10/5/2020	New	
46856		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017273	\$ 650.00	1	MU Lujan ES	CRUZ, BERTHA	20200737	10/5/2020	New	
46857		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017274	\$ 650.00	1	MU Lujan ES	RAGUINDIN, ANNETTE	20200737	10/5/2020	New	
46858		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017270	\$ 650.00	1	MU Lujan ES	GAMBOA, KRISTY	20200737	10/5/2020	New	
46859		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017269	\$ 650.00	1	Ordot-Chalan Pa	GARRIDO, VANESSA	20200737	10/5/2020	New	
46860		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017280	\$ 650.00	1	Ordot-Chalan Pa	GUTIERREZ-LUJAN, MELISSA	20200737	10/5/2020	New	
46861		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017279	\$ 650.00	1	Ordot-Chalan Pa	TUDELA, FRANCES	20200737	10/5/2020	New	
46862		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017276	\$ 650.00	1	Ordot-Chalan Pa	CAMACHO, VINCENT	20200737	10/5/2020	New	
46863		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017275	\$ 650.00	1	PC Lujan ES	TORRES, KIMBERLY	20200737	10/5/2020	New	
46864		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017282	\$ 650.00	1	PC Lujan ES	RANSON, DEANA	20200737	10/5/2020	New	
46865		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017281	\$ 650.00	1	PC Lujan ES	LEON GUERRERO, FRANCINE	20200737	10/5/2020	New	
46866		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017278	\$ 650.00	1	HB Price ES	CASTRO, DONNY	20200737	10/5/2020	New	
46867		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017277	\$ 650.00	1	HB Price ES	SAN NICOLAS, EDWARD	20200737	10/5/2020	New	
46868		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017312	\$ 650.00	1	HB Price ES	PONCE, JOANNA KATE	20200737	10/5/2020	New	
46869		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017311	\$ 650.00	1	HB Price ES	MENO, NACRINA	20200737	10/5/2020	New	
46870		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017308	\$ 650.00	1	HB Price ES	HERNANDEZ, ROSE	20200737	10/5/2020	New	
46871		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017307	\$ 650.00	1	Talofofo ES	DAMIAN, JOSHUA	20200737	10/5/2020	New	
46872		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017313	\$ 650.00	1	Talofofo ES	MANZANO, ROMEO	20200737	10/5/2020	New	
46873		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017314	\$ 650.00	1	Tamuning ES	ESPINAL, ANDREA	20200737	10/5/2020	New	
46874		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017310	\$ 650.00	1	Tamuning ES	BABAUTA, BOBBIE	20200737	10/5/2020	New	
46875		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017309	\$ 650.00	1	Tamuning ES	LEON GUERRERO, KIMBERLY	20200737	10/5/2020	New	
46876		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017208	\$ 650.00	1	Tamuning ES	CABRERA, SHARON	20200737	10/5/2020	New	
46877		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017207	\$ 650.00	1	Tamuning ES	LEON GUERRERO, DONOVAN	20200737	10/5/2020	New	
46878		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017204	\$ 650.00	1	Tamuning ES	ABE, KANANI	20200737	10/5/2020	New	
46879		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017203	\$ 650.00	1	Tamuning ES	GOGO, SUSAN	20200737	10/5/2020	New	
46880		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017210	\$ 650.00	1	Upi ES	MANZANO, CAMILLE	20200737	10/5/2020	New	
46881		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017209	\$ 650.00	1	Upi ES	DOCULAN, RONALD	20200737	10/5/2020	New	
46882		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017206	\$ 650.00	1	Upi ES	FIGUEROA, JARRYD	20200737	10/5/2020	New	
46883		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017205	\$ 650.00	1	Upi ES	CANAR, GRACELLE	20200737	10/5/2020	New	
46884		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017217	\$ 650.00	1	Upi ES	SANTIAGO, JAMES	20200737	10/5/2020	New	
46885		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017218	\$ 650.00	1	Wettengel ES	PONCE, JANE	20200737	10/5/2020	New	
46886		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017213	\$ 650.00	1	Wettengel ES	RESPICIO, SONIA	20200737	10/5/2020	New	
46887		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017214	\$ 650.00	1	Wettengel ES	NAZARARETA, ELMER	20200737	10/5/2020	New	
46888		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017216	\$ 650.00	1	Wettengel ES	MORTERA, JANINE	20200737	10/5/2020	New	
46889		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017215	\$ 650.00	1	Wettengel ES	ALVAREZ, ALVIN	20200737	10/5/2020	New	
46890		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017211	\$ 650.00	1	C&I	STORAGE	20200737	10/5/2020	New	
46891		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017212	\$ 650.00	1	C&I	Yvonne Camacho	20200737	10/5/2020	New	

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
46700		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Okkodo HS	JONES, KRISTINE	20200736	10/16/2020	New	
46701		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Southern HS	ALCANTARA, JOVI	20200736	10/16/2020	New	
46702		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Southern HS	ALCANTARA, JOVI	20200736	10/16/2020	New	
46703		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Simon Sanchez H	FLORES, RYAN	20200736	10/16/2020	New	
46704		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Simon Sanchez H	FAC	20200736	10/16/2020	New	
46705		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Tiyan HS	MAYOVO-BUAN, ANDREALLINE	20200736	10/16/2020	New	
46706		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Tiyan HS	KERBER, CONRAD	20200736	10/16/2020	New	
46707		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Agueda Johnstor	ASUNCION, MARGARET	20200736	10/16/2020	New	
46708		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Agueda Johnstor	ASUNCION, MARGARET	20200736	10/16/2020	New	
46709		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Astumbo MS	LIBRARY	20200736	10/16/2020	New	
46710		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Astumbo MS	LIBRARY	20200736	10/16/2020	New	
46711		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	FB Leon Guerrer	FACULTY-MAIN OFFICE	20200736	10/16/2020	New	
46712		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	FB Leon Guerrer	FACULTY-MAIN OFFICE	20200736	10/16/2020	New	
46713		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Inarajan MS	QUINATA, JESSICA	20200736	10/16/2020	New	
46714		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Inarajan MS	SAN NICOLAS, CIANN	20200736	10/16/2020	New	
46715		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Jose Rios MS	YANGER, CHARLEEN	20200736	10/16/2020	New	
46716		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Jose Rios MS	ISEKE, ALLYSON	20200736	10/16/2020	New	
46717		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	LP Untalan MS	LIBRARY	20200736	10/16/2020	New	
46718		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	LP Untalan MS	LIBRARY	20200736	10/16/2020	New	
46719		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Oceanview MS	SUISUICO, JOANN/PALMARES,	20200736	10/16/2020	New	
46720		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Oceanview MS	SUSUICO, JOANN//PALMARES	20200736	10/16/2020	New	
46721		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	VSA Benavente N	WHITAKER, ALICIA	20200736	10/16/2020	New	
46722		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	VSA Benavente N	WHITAKER, ALICIA	20200736	10/16/2020	New	
46723		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Adacao ES	AGUON, JANEY	20200736	10/16/2020	New	
46724		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Agana Heights ES	PROPERTY LIAISON-MAIN OF	20200736	10/16/2020	New	
46725		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Astumbo ES	CRUZ, PAUL	20200736	10/16/2020	New	
46726		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	BP Carrbullido ES	VELASQUEZ, OLIVA	20200736	10/16/2020	New	
46727		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	CL Taitano ES	TAITANO, MARY	20200736	10/16/2020	New	
46728		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Chief Brodie ES	REYES, SASHA	20200736	10/16/2020	New	
46729		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	DL Perez ES		20200736	10/16/2020	New	
46730		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	DL Perez ES		20200736	10/16/2020	New	
46731		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Finegayan ES	PEREZ, VENESSA	20200736	10/16/2020	New	
46732		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Finegayan ES	MAIN OFFICE	20200736	10/16/2020	New	
46733		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Inarajan ES	CARBULLIDO, MIKLENNE	20200736	10/16/2020	New	
46734		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	HS Truman ES	WRIGHT, CHARLENE	20200736	10/16/2020	New	
46735		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	JM Guerrero ES	MANLANGIT, MARIA	20200736	10/16/2020	New	
46736		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	JQ San Miguel ES	FAC-MAIN OFFICE	20200736	10/16/2020	New	
46737		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	LB Johnson ES	QUITAGA, LYNETTE	20200736	10/16/2020	New	
46738		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Liguan ES	LIBRARY	20200736	10/16/2020	New	
46739		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Machananao ES	MAIN OFFICE	20200736	10/16/2020	New	
46740		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	MA Sablan ES	REYES, JACQUELINE	20200736	10/16/2020	New	
46741		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	MA Ulloa ES	FAC	20200736	10/16/2020	New	
46742		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	MA Ulloa ES	FAC	20200736	10/16/2020	New	
46743		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Merizo ES	CHARGUALAF, NOHELANI	20200736	10/16/2020	New	
46744		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	MU Lujan ES	QUINATA, DOLORES	20200736	10/16/2020	New	
46745		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Ordot-Chalan Pa	MOYLAN, TRICIA	20200736	10/16/2020	New	
46746		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	PC Lujan ES	BORJA, RICHARD	20200736	10/16/2020	New	
46747		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	HB Price ES	CRUZ THAI, KIM/A-12 ADJ	20200736	10/16/2020	New	
46748		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	HB Price ES	MESA, LEILANI/A-12 ADJ	20200736	10/16/2020	New	
46749		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Talofoto ES	DAMIAN, JOSHUA	20200736	10/16/2020	New	
46750		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Tamuning ES	FAC-TECH ROOM BLDG C	20200736	10/16/2020	New	
46751		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Upi ES	CANAR, GRACELLE	20200736	10/16/2020	New	
46752		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Upi ES	DOCULAN, RONALD	20200736	10/16/2020	New	
46753		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Wettengel ES	MORTERA, JANINE	20200736	10/16/2020	New	

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
Certification: By signing this report, I certify to the best of my knowledge that the Fixed Asset Inventory Report is true, complete, and accurate and in accordance with rules and regulations governing the program or project. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)												
Type or Print Name and Title of Program Manager Joseph L.M. Sanchez Deputy Superintendent, Curriculum & Instructional Improvement									Telephone: (area code, number, and extension) 671-300-1247			
Signature of Authorized Certifying Official: 									Email address: jsanchez@gdoe.net			
Type or Print Name and Title of Project Coordinator: Michelle M. Camacho Program Coordinator IV									Telephone: (area code, number, and extension) 671-300-1347			
Signature of Project Coordinator: 									Email address: mmcamacho@gdoe.net			
									Date Report Submitted: (Month, Day, Year) 1/19/2021			
									Date Report Submitted: (Month, Day, Year) 1/15/2021			

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82810 CURRICULUM AND INSTRUCTIONAL QUALITY DEVELOPMENT


Fiscal Year 2021


Reporting Period: 1st Qtr (Oct - Dec)

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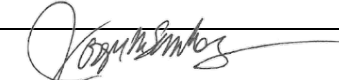
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
5818	Camacho, Michelle M.	PROG COORD IV	820 C&I	
12437	Leon Guerrero, Frank L.	PROG COORD IV	820 C&I	
9675	Leones-Tumanda, Divina Gracia C.	SCH PROG CONSULTANT	820 C&I	
13496	Toves, Philip A.	PROG COORD III	820 C&I	
13380	Fegurgur, Tamarie C.	PROG COORD III	820 C&I	
15583	Cruz, Roe-Ann Jean	ADMIN ASST	820 C&I	Partially funded through 82800 (CCCLR) & 82820 (CSAI)
8347	Balajadia, Francesmarie P.	Teacher IV	820 C&I	
7691	Camacho, Bertha D.	Teacher IV	820 C&I	
9728	Camacho, Yvonne P.	Teacher IV	820 C&I	
8359	Chargualaf, Jo Ann P.	Teacher IV	820 C&I	
11668	Cruz, Tara J.B.	Teacher IV	820 C&I	
9725	Cruz, Tricia Marie L.	Teacher IV	820 C&I	
8880	Duenas, Melissa L.	Teacher III	820 C&I	
0697	Franquez, Michelle A.	Teacher III	820 C&I	
6001	Gogo, Ronald R.	Teacher V	820 C&I	

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Immediate Supervisor's Name: Michelle M. Camacho	
Immediate Supervisor's Signature: 	Date: 1/15/2021

Project Coordinator Name: Michelle M. Camacho	
Project Coordinator Signature: 	Date: 1/15/2021

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

Project Manager Name: Joseph L.M. Sanchez	
Project Manager Signature: 	Date: 1/19/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form




CFDA Title:
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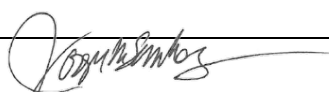
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
8643	Guerrero, Andrew A.	Teacher V	820 C&I	
9520	Guzman, Norine Dawn S.	Teacher IV	820 C&I	
6606	Hernandez, Christine C.	Teacher V	820 C&I	
1559	Indalecio, Franky J.	Teacher V	820 C&I	
9437	Leon Guerrero, Christopher R.	Teacher IV	820 C&I	
7661	Shimizu, Debra S.	Teacher V	820 C&I	
5742	Taimanglo, Gwendolyn N.	Teacher IV	820 C&I	
14065	Abad, Brenda	Teacher IV	820 C&I	Stipend Payment
10556	Acfalle, Jason	Teacher IV	820 C&I	Stipend Payment
11958	Addie, Helen	Teacher IV	820 C&I	Stipend Payment
1933	Aguon, Jean	Teacher IV	820 C&I	Stipend Payment
10567	Audije, Arabelle	Teacher IV	820 C&I	Stipend Payment
6858	Balmeo, Emmanuel	Teacher IV	820 C&I	Stipend Payment
5902	Balmeo, Shirley	Teacher IV	820 C&I	Stipend Payment
1363	Beausoliel, Colette	Teacher IV	820 C&I	Stipend Payment

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Immediate Supervisor's Name:
 Michelle M. Camacho
 Immediate Supervisor's Signature:  Date: 1/15/2021

Project Coordinator Name:
 Michelle M. Camacho
 Project Coordinator Signature:  Date: 1/15/2021

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

Project Manager Name:
 Joseph L.M. Sanchez
 Project Manager Signature:  Date: 1/19/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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Fiscal Year 2021
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
11798	Benavente, Jeanalyn	Teacher IV	820 C&I	Stipend Payment
9909	Benavente, Valerie	Teacher IV	820 C&I	Stipend Payment
13457	Berry, Joyce	Teacher IV	820 C&I	Stipend Payment
4544	Brochon, Maricris	Teacher IV	820 C&I	Stipend Payment
7642	Bunoan, Crystal	Teacher IV	820 C&I	Stipend Payment
12163	Cajigal, Aldrin	Teacher IV	820 C&I	Stipend Payment
6786	Calilung, Norina	Teacher IV	820 C&I	Stipend Payment
13018	Cameron, Heidi	Teacher IV	820 C&I	Stipend Payment
12044	Canar, Gracelle	Teacher IV	820 C&I	Stipend Payment
7999	Candaso, Kathy	Teacher IV	820 C&I	Stipend Payment
5714	Canos, Ronald	Teacher IV	820 C&I	Stipend Payment
6883	Castro, Liza	Teacher IV	820 C&I	Stipend Payment
9080	Cepeda, Monica	Teacher IV	820 C&I	Stipend Payment
8359	Chargualaf, Joann	Teacher IV	820 C&I	Stipend Payment
13612	Chargualaf, Joseph	Teacher IV	820 C&I	Stipend Payment

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Immediate Supervisor's Name:
 Michelle M. Camacho
 Immediate Supervisor's Signature: *[Signature]* Date: 1/15/2021

Project Coordinator Name:
 Michelle M. Camacho
 Project Coordinator Signature: *[Signature]* Date: 1/15/2021

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

Project Manager Name:
 Joseph L.M. Sanchez
 Project Manager Signature: *[Signature]* Date: 1/19/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: 82810 CURRICULUM AND INSTRUCTIONAL QUALITY DEVELOPMENT

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
11430	Chargualaf, Leilani	Teacher IV	820 C&I	Stipend Payment
13328	Collins, Marilyn	Teacher IV	820 C&I	Stipend Payment
8892	Conner, Amabel	Teacher IV	820 C&I	Stipend Payment
14011	Cortez, Rita-Renee	Teacher IV	820 C&I	Stipend Payment
11698	Cruz, Liahlanni	Teacher IV	820 C&I	Stipend Payment
11909	Cruz, Natasha	Teacher IV	820 C&I	Stipend Payment
10462	Cruz, Rosemarie	Teacher IV	820 C&I	Stipend Payment
11347	Cruz, Sirena	Teacher IV	820 C&I	Stipend Payment
11082	Deguzman, Michelle	Teacher IV	820 C&I	Stipend Payment
10681	Delgado, Noshista	Teacher IV	820 C&I	Stipend Payment
9420	Diaz, Rochelle	Teacher IV	820 C&I	Stipend Payment
9420	Diaz, Rochelle	Teacher IV	820 C&I	Stipend Payment
7676	Diego, Grace	Teacher IV	820 C&I	Stipend Payment
10484	Dominguez, Liwanag	Teacher IV	820 C&I	Stipend Payment
5226	Dorion, Ruby	Teacher IV	820 C&I	Stipend Payment

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Immediate Supervisor's Name:
 Michelle M. Camacho
 Immediate Supervisor's Signature: *[Signature]* Date: 1/15/2021

Project Coordinator Name:
 Michelle M. Camacho
 Project Coordinator Signature: *[Signature]* Date: 1/15/2021

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

Project Manager Name:
 Joseph L.M. Sanchez
 Project Manager Signature: *[Signature]* Date: 1/19/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form




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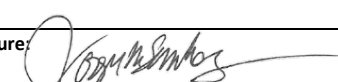
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
8141	Duenas, Paula	Teacher IV	820 C&I	Stipend Payment
13453	Duenas, Rachel	Teacher IV	820 C&I	Stipend Payment
13453	Duenas, Rachel	Teacher IV	820 C&I	Stipend Payment
5645	Espina, Alpha	Teacher IV	820 C&I	Stipend Payment
9789	Evangelista, Janice	Teacher IV	820 C&I	Stipend Payment
8250	Fegurgur, Jamie	Teacher IV	820 C&I	Stipend Payment
4490	Felipe, Maria	Teacher IV	820 C&I	Stipend Payment
4490	Felipe, Maria	Teacher IV	820 C&I	Stipend Payment
11776	Flory, Jennifer	Teacher IV	820 C&I	Stipend Payment
8535	Garvilles, Mary	Teacher IV	820 C&I	Stipend Payment
7949	Grecia, Claudia	Teacher IV	820 C&I	Stipend Payment
9810	Guerrero, Rosalind	Teacher IV	820 C&I	Stipend Payment
7335	Guerrero, Tara	Teacher IV	820 C&I	Stipend Payment
7398	Gumataotao, Charlene	Teacher IV	820 C&I	Stipend Payment
6881	Guzman, Gemma	Teacher IV	820 C&I	Stipend Payment

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Immediate Supervisor's Name:
 Michelle M. Camacho
Immediate Supervisor's Signature:  **Date:**
 1/15/2021

Project Coordinator Name:
 Michelle M. Camacho
Project Coordinator Signature:  **Date:**
 1/15/2021

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

Project Manager Name:
 Joseph L.M. Sanchez
Project Manager Signature:  **Date:**
 1/19/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
8580	Guzman, Johanna	Teacher IV	820 C&I	Stipend Payment
6960	Guzman, Richard	Teacher IV	820 C&I	Stipend Payment
0059	Hamilton, Elizabeth	Teacher IV	820 C&I	Stipend Payment
5708	Larrew, Chrislyn	Teacher IV	820 C&I	Stipend Payment
13920	Lemos-Loyola, Ruth	Teacher IV	820 C&I	Stipend Payment
13030	Leon-Guerrero, Lorna	Teacher IV	820 C&I	Stipend Payment
13603	Limes, Joylene	Teacher IV	820 C&I	Stipend Payment
7419	Limtiaco, Angela	Teacher IV	820 C&I	Stipend Payment
7822	Mallada, Connie	Teacher IV	820 C&I	Stipend Payment
7822	Mallada, Connie	Teacher IV	820 C&I	Stipend Payment
4329	Maluwelmeng, Jenny	Teacher IV	820 C&I	Stipend Payment
4329	Maluwelmeng, Jenny	Teacher IV	820 C&I	Stipend Payment
14037	Manglona, Jalma	Teacher IV	820 C&I	Stipend Payment
3445	Manibusan, Antonia	Teacher IV	820 C&I	Stipend Payment
11937	Medrano, Leah	Teacher IV	820 C&I	Stipend Payment

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Immediate Supervisor's Name:
 Michelle M. Camacho
 Immediate Supervisor's Signature: *[Signature]* Date: 1/15/2021

Project Coordinator Name:
 Michelle M. Camacho
 Project Coordinator Signature: *[Signature]* Date: 1/15/2021

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

Project Manager Name:
 Joseph L.M. Sanchez
 Project Manager Signature: *[Signature]* Date: 1/19/2021

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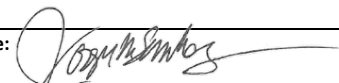
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
5189	Muth, Tarsila	Teacher IV	820 C&I	Stipend Payment
10900	Nicolas, Jonilin	Teacher IV	820 C&I	Stipend Payment
6495	Nicolas-Diaz, Dymphnia	Teacher IV	820 C&I	Stipend Payment
10656	Novelo, Arvin	Teacher IV	820 C&I	Stipend Payment
13547	Palomo, Christian	Teacher IV	820 C&I	Stipend Payment
10071	Palugod, Analyn	Teacher IV	820 C&I	Stipend Payment
9894	Pegarido, Crystal	Teacher IV	820 C&I	Stipend Payment
9697	Perez, Laurajeon	Teacher IV	820 C&I	Stipend Payment
4691	Perez, Maridel	Teacher IV	820 C&I	Stipend Payment
4190	Perez, Marilyn	Teacher IV	820 C&I	Stipend Payment
9616	Pestanas, Christina	Teacher IV	820 C&I	Stipend Payment
7011	Reyes, Jacqueline	Teacher IV	820 C&I	Stipend Payment
1746	Salas, Sheila	Teacher IV	820 C&I	Stipend Payment
11809	Salas, Valene	Teacher IV	820 C&I	Stipend Payment
9163	Santiago, Benjamin	Teacher IV	820 C&I	Stipend Payment

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 Michelle M. Camacho
 Immediate Supervisor's Signature:  Date: 1/15/2021

Project Coordinator Name:
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Federal Programs Compliance Administrator Name:
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 Federal Programs Compliance Administrator Signature: _____ Date: _____

Project Manager Name:
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0137	Seleen, Shannon	Teacher IV	820 C&I	Stipend Payment
7282	Taitague, Teresa	Teacher IV	820 C&I	Stipend Payment
12221	Taitano, Roong	Teacher IV	820 C&I	Stipend Payment
7820	Topasna, Evelyn	Teacher IV	820 C&I	Stipend Payment
5589	Trusso, Ann	Teacher IV	820 C&I	Stipend Payment
5518	Umadhay, Ursula	Teacher IV	820 C&I	Stipend Payment
8635	Uncangco, Mabel	Teacher IV	820 C&I	Stipend Payment
6402	Uncangco, Sara	Teacher IV	820 C&I	Stipend Payment
4220	Velasquez, Oliva	Teacher IV	820 C&I	Stipend Payment
5756	Vigilante, Mary	Teacher IV	820 C&I	Stipend Payment
8879	Wesley, Rachel	Teacher IV	820 C&I	Stipend Payment

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Immediate Supervisor's Name:
 Michelle M. Camacho
 Immediate Supervisor's Signature: *[Signature]* Date: 1/15/2021

Project Coordinator Name:
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 Project Coordinator Signature: *[Signature]* Date: 1/15/2021

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

Project Manager Name:
 Joseph L.M. Sanchez
 Project Manager Signature: *[Signature]* Date: 1/19/2021

FEDERAL PROGRAMS DIVISION



FY 2020 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Correspondences between FPD and Project Lead

January 29, 2021



Sean R. Rupley <srrupley@gdoe.net>

CIQD 1st Quarter Report

8 messages

Michelle M. Camacho <mmcamacho@gdoe.net>

Mon, Jan 18, 2021 at 5:51 PM

To: "Sean R. Rupley" <srrupley@gdoe.net>

Cc: Barbara Aquino <bsaaquino@gdoe.net>, "Ana O. Aguon" <aogauon@gdoe.net>, Rosemarie Mendiola <rbmendiola@gdoe.net>, "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>

Hafa Adai, Sean.

Please see attached report working files. The original will be sent to our C&I team for Mr. Sanchez's review, approval, and subsequent routing to your office.

Stay safe!

Regards,
Michelle M. Camacho,
Program Coordinator IV
Department of Education - Division of Curriculum & Instruction
[501 Mariner Ave.](#)
[Barrigada, Guam 96913](#)
[\[Office\] 671-300-1347](#)
[\[Cell\] 671-686-7973](#)

"The mind that opens to a new idea never returns to its original size." ~Albert Einstein-----
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Guam Department of Education

3 attachments

 **FY20 Program Budget Staffing 1st Quarter.xlsx**
252K **CIQD QR Template_1st Qtr.docx**
61K **CIQD Quarterly Personnel Certification_1st Qtr.xlsx**
428K

Rosemarie B. Mendiola <rbmendiola@gdoe.net>

Mon, Jan 18, 2021 at 6:43 PM

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

Cc: "Sean R. Rupley" <srrupley@gdoe.net>, Barbara Aquino <bsaaquino@gdoe.net>, "Ana O. Aguon" <aogauon@gdoe.net>, "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>

Received, thank you.

[Quoted text hidden]

--
Rosemarie B. Mendiola
Administrative Officer
Federal Programs Division
Guam Department of Education

(671) 475-0470/300-1264
(671) 477-4587 (fax)

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Guam Department of Education

Rosemarie B. Mendiola <rbmendiola@gdoe.net>
To: Federal Programs <federal-programs@gdoe.net>

Mon, Jan 18, 2021 at 6:46 PM

FYI

[Quoted text hidden]

--

Rosemarie B. Mendiola
Administrative Officer
Federal Programs Division
Guam Department of Education
(671) 475-0470/300-1264
(671) 477-4587 (fax)

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Guam Department of Education

3 attachments

 **FY20 Program Budget Staffing 1st Quarter.xlsx**
252K

 **CIQD QR Template_1st Qtr.docx**
61K

 **CIQD Quarterly Personnel Certification_1st Qtr.xlsx**
428K

Sean R. Rupley <srupley@gdoe.net>
To: "Ana O. Aguon" <aoguoan@gdoe.net>
Cc: Federal Programs <federal-programs@gdoe.net>, "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>

Tue, Jan 19, 2021 at 8:16 AM

Hafa Adai Ms. Ana,

Kindly requesting your data validation/review for the CIQD project F20 1st Quarter report.

I will begin my review and would like to send any/all feedback together.

Thank you,

[Quoted text hidden]

--

Sean R. Rupley

State Program Officer

Federal Programs Division

Guam Department of Education

(671) 300-1450

(671) 477-4587 (fax)

Ana O. Aguon <aoaguon@gdoe.net>

Tue, Jan 19, 2021 at 9:02 AM

To: "Sean R. Rupley" <srrupley@gdoe.net>

Cc: Federal Programs <federal-programs@gdoe.net>, "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>

Noted, will do.

[Quoted text hidden]

[Quoted text hidden]

Guam Department of Education

Guam Department of Education

Roe-Ann Jean M. Cruz <roemcruz@gdoe.net>

Tue, Jan 19, 2021 at 9:43 AM

To: "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>

Cc: "Michelle M. Camacho" <mmcamacho@gdoe.net>, "Sean R. Rupley" <srrupley@gdoe.net>, Barbara Aquino <bsaaquino@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>

Hafa Adai!

Please see signed reports attached below. Thank you and have a great day!

Kindest Regards,

Roe-Ann

--

Roe-Ann M. Cruz

Administrative Assistant

Division of Curriculum & Instruction

Guam Department of Education

501 Mariner Avenue Barrigada, Guam 96913

(671) 300-1247 | roemcruz@gdoe.net

[Quoted text hidden]

Guam Department of Education

3 attachments



041 CIQD Quarterly Personnel Certification_1st Qtr.pdf

646K



041 CIQD Program Budget Staffing_1st Quarter.pdf

1029K

 **041 CIQD QR Template_1st Qtr.pdf**
1138K

Rosemarie B. Mendiola <rbmendiola@gdoe.net> Tue, Jan 19, 2021 at 12:36 PM
To: "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>
Cc: "Michelle M. Camacho" <mmcamacho@gdoe.net>, "Sean R. Rupley" <srrupley@gdoe.net>, Barbara Aquino <bsaaquino@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>

Received, thank you.

[Quoted text hidden]

Sean R. Rupley <srrupley@gdoe.net> Wed, Jan 27, 2021 at 12:19 PM
To: "Diana M. Dacanay" <dmdacanay@gdoe.net>
Cc: "Christopher B. Surla" <chsurla@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>

Diana

Please start reviewing the Project 2: CIQD F20 1st QTR report.

Have a great day,

On Mon, Jan 18, 2021 at 5:51 PM Michelle M. Camacho <mmcamacho@gdoe.net> wrote:

[Quoted text hidden]

--

Sean R. Rupley
State Program Officer
Federal Programs Division
Guam Department of Education
(671) 300-1450
(671) 477-4587 (fax)

3 attachments

 **CIQD QR Template_1st Qtr.docx**
61K

 **FY20 Program Budget Staffing 1st Quarter.xlsx**
252K

 **CIQD Quarterly Personnel Certification_1st Qtr.xlsx**
428K



Sean R. Rupley <srrupley@gdoe.net>

Reviewed CG'20 CIQD 1st Quarter Report

4 messages

Ana O. Aguon <aoaguon@gdoe.net>
To: "Sean R. Rupley" <srrupley@gdoe.net>
Cc: Federal Programs <federal-programs@gdoe.net>

Thu, Jan 28, 2021 at 10:05 PM

Hafa Adai Sean,

Attached is my review of the **CG'20 CIQD's 1st Quarter Report**. Strikeouts are for deletion, and texts highlighted in red reflect edits to be changed into black font.

I highly recommend that all SPOs use a standardized name for the final report -- i.e. **FINAL CG'20 CIQD 1st Qtr Rpt**. This way, it will be easy for us to track whether or not the report posted on the website is the correct one.

Please let me know if you have any questions.

Kind Regards,

Ana O. Aguon
State Data Officer
Federal Programs Division
Guam Department of Education
State Agency for U.S. Federal Grants
Tel: (671)300-1350
Email: aoaguon@gdoe.net

Guam Department of Education

 **Reviewed CG'20 CIQD 1st Qtr Rpt_aoa.docx**
63K

Sean R. Rupley <srrupley@gdoe.net>
To: "Michelle M. Camacho" <mmcamacho@gdoe.net>
Cc: Federal Programs <federal-programs@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>

Fri, Jan 29, 2021 at 9:57 AM

Hafa Adai Michelle,

Please see the attached revised CIQD 1st QTR file that has been validated and reviewed by the State Data Officer, Ana Aguon, and myself.


Kindly review and confirm the revisions for final posting today.

Thank you!

[Quoted text hidden]

--

Sean R. Rupley
State Program Officer
Federal Programs Division
Guam Department of Education
(671) 300-1450
(671) 477-4587 (fax)

 **FINAL CG'20 CIQD 1st QTR Rpt.docx**
63K

Michelle M. Camacho <mmcamacho@gdoe.net>

Fri, Jan 29, 2021 at 10:11 AM

To: "Sean R. Rupley" <srupley@gdoe.net>

Cc: Federal Programs <federal-programs@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>

Thank you, Sean.

I confirm receipt and concur with the revisions. Thank you!

Stay safe!

Regards,

Michelle M. Camacho,

Program Coordinator IV

Department of Education - Division of Curriculum & Instruction

501 Mariner Ave.

Barrigada, Guam 96913

[Office] 671-300-1347

[Cell] 671-686-7973

"The mind that opens to a new idea never returns to its original size." ~Albert Einstein

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[Quoted text hidden]

Guam Department of Education

Guam Department of Education

Ana O. Aguon <aoaguon@gdoe.net>

Fri, Jan 29, 2021 at 11:20 AM

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

Cc: "Sean R. Rupley" <srupley@gdoe.net>, Federal Programs <federal-programs@gdoe.net>

Hi Michelle,

Just to clarify, I have reviewed the **Performance Measures Table**, however validation is still to be done after the posting of the report today. By that I mean having a conversation with the Project Leads and confirming that the data provided are accurate and complete, revising accordingly if there are any questions, and the like. I have not been able to do this just yet, with all the reports due for posting today including the ESF-SEA 1st Quarter Reports.

My apology for not making that clear in my email to Sean. In that email, I only mentioned having reviewed it, and did not specify that data validation is still pending. This will be done next week, and if there are changes, the report can be revised and re-posted. Otherwise, the report will stay the same.

Kind Regards,

Ana O. Aguon

State Data Officer

Federal Programs Division

Guam Department of Education

State Agency for U.S. Federal Grants

Tel: (671)300-1350

Email: aoaguon@gdoe.net

[Quoted text hidden]

Guam Department of Education

FEDERAL PROGRAMS DIVISION



FY 2020 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Quarterly Personnel Certification

January 29, 2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82810 CURRICULUM AND INSTRUCTIONAL QUALITY DEVELOPMENT


Fiscal Year 2021

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.

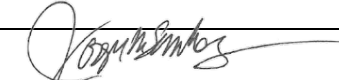
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
5818	Camacho, Michelle M.	PROG COORD IV	820 C&I	
12437	Leon Guerrero, Frank L.	PROG COORD IV	820 C&I	
9675	Leones-Tumanda, Divina Gracia C.	SCH PROG CONSULTANT	820 C&I	
13496	Toves, Philip A.	PROG COORD III	820 C&I	
13380	Fegurgur, Tamarie C.	PROG COORD III	820 C&I	
15583	Cruz, Roe-Ann Jean	ADMIN ASST	820 C&I	Partially funded through 82800 (CCCLR) & 82820 (CSAI)
8347	Balajadia, Francesmarie P.	Teacher IV	820 C&I	
7691	Camacho, Bertha D.	Teacher IV	820 C&I	
9728	Camacho, Yvonne P.	Teacher IV	820 C&I	
8359	Chargualaf, Jo Ann P.	Teacher IV	820 C&I	
11668	Cruz, Tara J.B.	Teacher IV	820 C&I	
9725	Cruz, Tricia Marie L.	Teacher IV	820 C&I	
8880	Duenas, Melissa L.	Teacher III	820 C&I	
0697	Franquez, Michelle A.	Teacher III	820 C&I	
6001	Gogo, Ronald R.	Teacher V	820 C&I	

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

Immediate Supervisor's Name: Michelle M. Camacho	
Immediate Supervisor's Signature: 	Date:

Project Coordinator Name: Michelle M. Camacho	
Project Coordinator Signature: 	Date:

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

Project Manager Name: Joseph L.M. Sanchez	
Project Manager Signature: 	Date: 1/19/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form




CFDA Title:
 Project Title: 82810 CURRICULUM AND INSTRUCTIONAL QUALITY DEVELOPMENT


Fiscal Year 2021
 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.

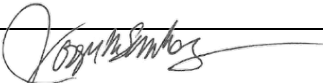
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
8643	Guerrero, Andrew A.	Teacher V	820 C&I	
9520	Guzman, Norine Dawn S.	Teacher IV	820 C&I	
6606	Hernandez, Christine C.	Teacher V	820 C&I	
1559	Indalecio, Franky J.	Teacher V	820 C&I	
9437	Leon Guerrero, Christopher R.	Teacher IV	820 C&I	
7661	Shimizu, Debra S.	Teacher V	820 C&I	
5742	Taimanglo, Gwendolyn N.	Teacher IV	820 C&I	
9243	Cade, Kristina	Teacher II (District Mentor)	820 C&I	
12333	Cruz, Orlando	Teacher V (District Mentor)	820 C&I	
6169	Fernandez, Joseph	Teacher IV (District Mentor)	820 C&I	Shared with Project: 5 PNP
10313	Santos-Cruz, Bella Marie	Teacher V (District Mentor)	820 C&I	Shared with Project: 5 PNP
13987	Agustin, Patterson	Computer Technician II	820 C&I	Shared with Projects: 1-5
13985	Santos, Aubrey	Computer Technician II	820 C&I	Shared with Projects: 1-5
14419	Abeira, Van	Computer Technician I	820 C&I	Shared with Projects: 1-5
15628	David, Isaac	Computer Technician I	820 C&I	Shared with Projects: 1-5
13837	Aguon, Ana	Prog Coord IV (State Data)	820 C&I	Shared with Projects: 1-5

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

Immediate Supervisor's Name: Michelle M. Camacho	
Immediate Supervisor's Signature: 	Date:

Project Coordinator Name: Michelle M. Camacho	
Project Coordinator Signature: 	Date:

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

Project Manager Name: Joseph L.M. Sanchez	
Project Manager Signature: 	Date:

SRK

FEDERAL PROGRAMS DIVISION



FY 2020 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Fiscal Monitoring Documents

January 29, 2021

FEDERAL PROGRAMS DIVISION



FY 2020 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

10% Monitoring

January 29, 2021

FEDERAL PROGRAMS DIVISION



FY 2020 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

100% Monitoring

January 29, 2021

FEDERAL PROGRAMS DIVISION

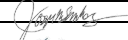



FY 2020 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Fixed Asset Certification

January 29, 2021

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



Inventory Date:	12/31/2020	Joseph L.M. Sanchez			1/19/2021
		Michelle M. Camacho			1/15/2021
		<i>Name</i>		<i>Signature</i>	<i>Date</i>

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
NOTHING FOLLOWS												

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

Type or Print Name and Title of Program Manager <div style="text-align: center;"> Joseph L.M. Sanchez Deputy Superintendent, Curriculum & Instructional Improvement </div>	Telephone: (area code, number, and extension) <div style="text-align: center;">671-300-1247</div> Email address: <div style="text-align: center;">jsanchez@gdoe.net</div> Date Report Submitted: (Month, Day, Year) <div style="text-align: right;">1/15/2021</div>
Type or Print Name and Title of Project Coordinator: <div style="text-align: center;"> Michelle M. Camacho Program Coordinator IV </div>	Telephone: (area code, number, and extension) <div style="text-align: center;">671-300-1347</div> Email address: <div style="text-align: center;">mmcamacho@gdoe.net</div> Date Report Submitted: (Month, Day, Year) <div style="text-align: right;">1/15/2021</div>

GUAM DEPARTMENT OF EDUCATION
FEDERALLY FUNDED FIXED ASSET INVENTORY - \$4,999.99 and BELOW from PRESENT
DIVISION/SCHOOL: CENTRAL OFFICE

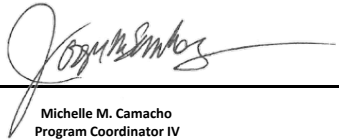

Inventory Date:		Joseph L.M. Sanchez			1/19/2021
		Michelle M. Camacho			1/15/2021
		<i>Name</i>		<i>Signature</i>	<i>Date</i>

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
47980		HP PRINTER	M182NW	VNB3M15324	\$ 475.00	1	C&I	Michelle Camacho	20201130	12/1/2020	New	
47981		HP PRINTER	M182NW	VNB3M15340	\$ 475.00	1	C&I	Joshua Blas	20201130	12/1/2020	New	
47935		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0LTP3Y0	\$ 1,799.00	1	C&I	BALAJADIA, FRANCES	20201199	11/17/2020	New	
47936		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0FTP3Y0	\$ 1,799.00	1	C&I	STORAGE	20201199	11/17/2020	New	
47937		MACBOOK PRO 13.3"	MXK52LL/A	FVFDK528P3Y0	\$ 1,799.00	1	C&I	STORAGE	20201199	11/17/2020	New	
47938		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0SVP3Y0	\$ 1,799.00	1	C&I	Yvonne Camacho	20201199	11/17/2020	New	
47939		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0KMP3Y0	\$ 1,799.00	1	C&I	CHARGUALAF, JO ANN	20201199	11/17/2020	New	
47940		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0H2P3Y0	\$ 1,799.00	1	C&I	CRUZ, TARA	20201199	11/17/2020	New	
47941		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0NFP3Y0	\$ 1,799.00	1	C&I	CRUZ, TRICIA	20201199	11/17/2020	New	
47942		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0MEP3Y0	\$ 1,799.00	1	C&I	DUENAS, MELISSA	20201199	11/17/2020	New	
47943		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0UIP3Y0	\$ 1,799.00	1	C&I	FERNANDEZ, JOSEPH	20201199	11/17/2020	New	
47944		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0KGP3Y0	\$ 1,799.00	1	C&I	FRANQUEZ, MICHELLE	20201199	11/17/2020	New	
47945		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0CWP3Y0	\$ 1,799.00	1	C&I	GOGO, RONALD	20201199	11/17/2020	New	
47946		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL24QP3Y0	\$ 1,799.00	1	C&I	GUERRERO, ANDREW	20201199	11/17/2020	New	
47947		MACBOOK PRO 13.3"	MXK52LL/A	FVFDK4AYP3Y0	\$ 1,799.00	1	C&I	GUZMAN, NORINE	20201199	11/17/2020	New	
47948		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL09YP3Y0	\$ 1,799.00	1	C&I	CAMACHO, BERTHA	20201199	11/17/2020	New	
47949		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0B2P3Y0	\$ 1,799.00	1	C&I	INDALECIO, FRANKY	20201199	11/17/2020	New	
47950		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL1TOP3Y0	\$ 1,799.00	1	C&I	LEON GUERRERO, C.	20201199	11/17/2020	New	
47951		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0GHP3Y0	\$ 1,799.00	1	C&I	SHIMIZU, DEBRA	20201199	11/17/2020	New	
47952		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0KAP3Y0	\$ 1,799.00	1	C&I	TAIMANGLO, GWENDOLYN	20201199	11/17/2020	New	
47953		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0CSP3Y0	\$ 1,799.00	1	C&I	CRUZ, ORLANDO	20201199	11/17/2020	New	
47954		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL1QGP3Y0	\$ 1,799.00	1	C&I	Bella Santos-Cruz	20201199	11/17/2020	New	
47955		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0DYP3Y0	\$ 1,799.00	1	C&I	CAMACHO, MICHELLE	20201199	11/17/2020	New	
47956		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0MQP3Y0	\$ 1,799.00	1	C&I	FEGURGUR, TAMARIE	20201199	11/17/2020	New	
47957		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0L9P3Y0	\$ 1,799.00	1	C&I	HERNANDEZ, CHRISTINE	20201199	11/17/2020	New	
47958		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0GEP3Y0	\$ 1,799.00	1	C&I	Christie Blas	20201199	11/17/2020	New	
47959		MACBOOK PRO 13.3"	MXK52LL/A	FVFDL0MCP3Y0	\$ 1,799.00	1	C&I	C&I Storage	20201199	11/17/2020	New	
47960		MACBOOK PRO 13.3"	MXK52LL/A	FVFDK3WCP3Y0	\$ 1,799.00	1	C&I	Kristina Cade	20201199	11/17/2020	New	
47417		ID CARD PRINTER	EVOLIS	10000878890	\$ 1,495.00	1	C&I	C&I Storage	20200854	10/1/2020	New	
47418		ID CARD PRINTER	EVOLIS	10000880725	\$ 1,495.00	1	C&I	C&I Storage	20200854	10/1/2020	New	
47419		ID CARD PRINTER	EVOLIS	10000880719	\$ 1,495.00	1	C&I	C&I Storage	20200854	10/1/2020	New	
47420		ID CARD PRINTER	EVOLIS	10000878381	\$ 1,495.00	1	C&I	C&I Storage	20200854	10/1/2020	New	
47421		ID CARD PRINTER	EVOLIS	10000878366	\$ 1,495.00	1	C&I	C&I Storage	20200854	10/1/2020	New	
47422		ID CARD PRINTER	EVOLIS	10000880734	\$ 1,495.00	1	C&I	C&I Storage	20200854	10/1/2020	New	
46754		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017295	\$ 650.00	1	Oceanview MS	ESPINOSA, DANIEL	20200737	10/5/2020	New	
46755		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017296	\$ 650.00	1	Oceanview MS	VALENCIA, HELEN	20200737	10/5/2020	New	
46756		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017297	\$ 650.00	1	Oceanview MS	QUINATA-SUB, MARYANN	20200737	10/5/2020	New	
46757		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017298	\$ 650.00	1	Oceanview MS	PORRAS, LEA	20200737	10/5/2020	New	
46758		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017292	\$ 650.00	1	Oceanview MS	HA, JENNIFER	20200737	10/5/2020	New	
46759		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017291	\$ 650.00	1	Jose Rios MS	LARREW, CHRISLYN	20200737	10/5/2020	New	
46760		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017294	\$ 650.00	1	Jose Rios MS	YANGER, CHARLEENA	20200737	10/5/2020	New	
46761		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017293	\$ 650.00	1	Jose Rios MS	MANLEY, ELMIE	20200737	10/5/2020	New	
46762		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017248	\$ 650.00	1	Jose Rios MS	BAZA, JOY	20200737	10/5/2020	New	
46763		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017247	\$ 650.00	1	JP Torres SA	DELEMOS-LOYOLA, RUTH	20200737	10/5/2020	New	
46764		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017249	\$ 650.00	1	JP Torres SA	ONEY, LARRY	20200737	10/5/2020	New	
46765		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017250	\$ 650.00	1	JP Torres SA	PENDON, NEIL - SHS	20200737	10/5/2020	New	
46766		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017244	\$ 650.00	1	JP Torres SA	SAN NICOLAS, JOHN - SHS	20200737	10/5/2020	New	
46767		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017243	\$ 650.00	1	JP Torres SA	SAKISAT, TERESA	20200737	10/5/2020	New	
46768		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017245	\$ 650.00	1	JP Torres SA	KHO, GERALD	20200737	10/5/2020	New	
46769		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017246	\$ 650.00	1	JP Torres SA	GARRIDO, CARMEN	20200737	10/5/2020	New	
46770		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017225	\$ 650.00	1	JP Torres SA	GARRIDO, CARMEN	20200737	10/5/2020	New	
46771		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017223	\$ 650.00	1	Tiyan HS	ALDANA, IHMAR	20200737	10/5/2020	New	

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
46772		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017224	\$ 650.00	1	Tiyan HS	AQUINO, JASON	20200737	10/5/2020	New	
46773		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017226	\$ 650.00	1	Tiyan HS	BORJA, PATRICK	20200737	10/5/2020	New	
46774		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017220	\$ 650.00	1	Tiyan HS	KIM, JI WOON	20200737	10/5/2020	New	
46775		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017222	\$ 650.00	1	Tiyan HS	MENDIOLA, JENNIFER	20200737	10/5/2020	New	
46776		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017221	\$ 650.00	1	Tiyan HS	MORCILLA, ANN MARIE	20200737	10/5/2020	New	
46777		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017219	\$ 650.00	1	Tiyan HS	MORTERA, ELIJAH	20200737	10/5/2020	New	
46778		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017288	\$ 650.00	1	Tiyan HS	SN-DIAZ, DYMPHNIA	20200737	10/5/2020	New	
46779		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017287	\$ 650.00	1	Tiyan HS	VACANT - MATH	20200737	10/5/2020	New	
46780		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017289	\$ 650.00	1	Tiyan HS	VENTURA, LEONARD	20200737	10/5/2020	New	
46781		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017290	\$ 650.00	1	Tiyan HS	BERNAL, EVANGELINE C.	20200737	10/5/2020	New	
46782		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017284	\$ 650.00	1	Tiyan HS	DOLORES, MAILE	20200737	10/5/2020	New	
46783		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017283	\$ 650.00	1	Tiyan HS	GARVILLES, MARY	20200737	10/5/2020	New	
46784		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017286	\$ 650.00	1	Tiyan HS	KERBER, CONRAD A.	20200737	10/5/2020	New	
46785		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017285	\$ 650.00	1	Tiyan HS	LEGASPI, MIKAYLA K.T.	20200737	10/5/2020	New	
46786		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017328	\$ 650.00	1	Tiyan HS	LUYON, ANTONETTE	20200737	10/5/2020	New	
46787		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017327	\$ 650.00	1	Tiyan HS	MACALINAO, ELAINE M.	20200737	10/5/2020	New	
46788		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017329	\$ 650.00	1	Tiyan HS	PAZ, ELLERY	20200737	10/5/2020	New	
46789		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017325	\$ 650.00	1	Tiyan HS	VACANT - SCIENCE	20200737	10/5/2020	New	
46790		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017324	\$ 650.00	1	Tiyan HS	VACANT - SCIENCE	20200737	10/5/2020	New	
46791		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017323	\$ 650.00	1	Tiyan HS	BENAVENTE, CHRISTINA	20200737	10/5/2020	New	
46792		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017330	\$ 650.00	1	Adacao ES	BLAS, TILLIE	20200737	10/5/2020	New	
46793		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017326	\$ 650.00	1	Adacao ES	CALLILUNG, NORINA	20200737	10/5/2020	New	
46794		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017232	\$ 650.00	1	Adacao ES	MENO, AILENE	20200737	10/5/2020	New	
46795		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017231	\$ 650.00	1	Adacao ES	CRUZ, GRACELYN	20200737	10/5/2020	New	
46796		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017233	\$ 650.00	1	Agana Heights ES	LEON GUERRERO, SHANNEL	20200737	10/5/2020	New	
46797		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017234	\$ 650.00	1	Agana Heights ES	AFAISEN, MILDRED	20200737	10/5/2020	New	
46798		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017228	\$ 650.00	1	Agana Heights ES	TERLAJE, MARY MEAGAN	20200737	10/5/2020	New	
46799		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017227	\$ 650.00	1	Astumbo ES	LIMES, JOYLEEN	20200737	10/5/2020	New	
46800		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017229	\$ 650.00	1	Astumbo ES	CRUZ, PAUL	20200737	10/5/2020	New	
46801		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017230	\$ 650.00	1	Astumbo ES	TIBUDAN, FATIMA	20200737	10/5/2020	New	
46802		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017304	\$ 650.00	1	Astumbo ES	BENAVENTE, JEANALYN	20200737	10/5/2020	New	
46803		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017303	\$ 650.00	1	BP Carrbullido ES	FLIPPO, APRIL	20200737	10/5/2020	New	
46804		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017305	\$ 650.00	1	BP Carrbullido ES	VELASQUEZ, OLIVA	20200737	10/5/2020	New	
46805		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017306	\$ 650.00	1	BP Carrbullido ES	GRECIA, CLAUDIA	20200737	10/5/2020	New	
46806		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017300	\$ 650.00	1	Chief Brodie ES	NOCEDA, MARIA	20200737	10/5/2020	New	
46807		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017299	\$ 650.00	1	Chief Brodie ES	VACANT	20200737	10/5/2020	New	
46808		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017301	\$ 650.00	1	CL Taitano ES	TAITANO, MARY	20200737	10/5/2020	New	
46809		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017302	\$ 650.00	1	CL Taitano ES	BARRETTO, GLORIA	20200737	10/5/2020	New	
46810		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017343	\$ 650.00	1	CL Taitano ES	PEREDO, AUDREY	20200737	10/5/2020	New	
46811		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017346	\$ 650.00	1	CL Taitano ES	MARATITA, MEAGAN	20200737	10/5/2020	New	
46812		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017345	\$ 650.00	1	DL Perez ES	BENAVENTE, VALERIE	20200737	10/5/2020	New	
46813		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017318	\$ 650.00	1	DL Perez ES	YABUT, SHIRLEEN	20200737	10/5/2020	New	
46814		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017340	\$ 650.00	1	DL Perez ES	TAITANO, KIMBERLY	20200737	10/5/2020	New	
46815		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017260	\$ 650.00	1	DL Perez ES	FEGURGUR, JAMIE	20200737	10/5/2020	New	
46816		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017317	\$ 650.00	1	DL Perez ES	CAMACHO, JENNIFER	20200737	10/5/2020	New	
46817		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017339	\$ 650.00	1	DL Perez ES	TAJERON, ELIZABETH	20200737	10/5/2020	New	
46818		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017342	\$ 650.00	1	Finegayan ES	OWENS, ROBERT	20200737	10/5/2020	New	
46819		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017319	\$ 650.00	1	Finegayan ES	ANDERSON, JOLINA	20200737	10/5/2020	New	
46820		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017257	\$ 650.00	1	Finegayan ES	MAILNAO, JANNIFER	20200737	10/5/2020	New	
46821		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017258	\$ 650.00	1	Finegayan ES	HERNANDEZ, MELISSA	20200737	10/5/2020	New	
46822		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017253	\$ 650.00	1	Finegayan ES	GABRIEL, ANGELICA	20200737	10/5/2020	New	
46823		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017254	\$ 650.00	1	Finegayan ES	PEREZ, VENESSA	20200737	10/5/2020	New	
46824		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017256	\$ 650.00	1	Inarajan ES	MENO, KRISTINA	20200737	10/5/2020	New	
46825		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017255	\$ 650.00	1	Inarajan ES	MANGLONA, CHERYL	20200737	10/5/2020	New	
46826		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017251	\$ 650.00	1	HS Truman ES	DIAZ, JOEELLE	20200737	10/5/2020	New	
46827		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017252	\$ 650.00	1	HS Truman ES	MENDIOLA, VERNA	20200737	10/5/2020	New	
46828		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017199	\$ 650.00	1	HS Truman ES	WRIGHT, CHARLENE	20200737	10/5/2020	New	
46829		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017200	\$ 650.00	1	JM Guerrero ES	PEREZ, AURELIA	20200737	10/5/2020	New	
46830		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017201	\$ 650.00	1	JM Guerrero ES	MANLANGIT, MARIA	20200737	10/5/2020	New	
46831		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017202	\$ 650.00	1	JM Guerrero ES	GUTIERREZ, MARIANNE	20200737	10/5/2020	New	

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46832		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017196	\$ 650.00	1	JM Guerrero ES	CRUZ, NIKKOLE	20200737	10/5/2020	New	
46833		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017195	\$ 650.00	1	JM Guerrero ES	SISON, FRANCESCA	20200737	10/5/2020	New	
46834		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017198	\$ 650.00	1	JQ San Miguel ES	LIBBY, DANA	20200737	10/5/2020	New	
46835		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017197	\$ 650.00	1	JQ San Miguel ES	LLEGADO, JAIME	20200737	10/5/2020	New	
46836		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017192	\$ 650.00	1	JQ San Miguel ES	HALMI, XYLINA	20200737	10/5/2020	New	
46837		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017191	\$ 650.00	1	JQ San Miguel ES	LIFOI, HEATHER ANN	20200737	10/5/2020	New	
46838		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017194	\$ 650.00	1	Liguan ES	PAULINO, RYAN	20200737	10/5/2020	New	
46839		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017193	\$ 650.00	1	Liguan ES	PAULINO, CYNTHIA	20200737	10/5/2020	New	
46840		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017188	\$ 650.00	1	Liguan ES	LUBAS, BETTY	20200737	10/5/2020	New	
46841		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017187	\$ 650.00	1	Liguan ES	AGUON, EDWARD	20200737	10/5/2020	New	
46842		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017190	\$ 650.00	1	Machananao ES	BUKIKOSA, VINCENT	20200737	10/5/2020	New	
46843		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017189	\$ 650.00	1	Machananao ES	VILLALUZ, EMI	20200737	10/5/2020	New	
46844		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017240	\$ 650.00	1	Machananao ES	FERNANDEZ, IVYM	20200737	10/5/2020	New	
46845		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017239	\$ 650.00	1	MA Sablan ES	AREVALO, MARIA	20200737	10/5/2020	New	
46846		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017236	\$ 650.00	1	MA Sablan ES	REYES, JACQUELINE	20200737	10/5/2020	New	
46847		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017235	\$ 650.00	1	MA Sablan ES	VACANT	20200737	10/5/2020	New	
46848		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017241	\$ 650.00	1	MA Ulloa ES	DIAZ, ROCHELLE	20200737	10/5/2020	New	
46849		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017242	\$ 650.00	1	MA Ulloa ES	OCHAVILLO, LEIZL	20200737	10/5/2020	New	
46850		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017237	\$ 650.00	1	MA Ulloa ES	EDUSMA, ROGEL	20200737	10/5/2020	New	
46851		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017238	\$ 650.00	1	MA Ulloa ES	DIMAG, DANILO	20200737	10/5/2020	New	
46852		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017272	\$ 650.00	1	MA Ulloa ES	PACIENTE, CHARLEY	20200737	10/5/2020	New	
46853		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017271	\$ 650.00	1	Merizo ES	PONCE, ADONIS	20200737	10/5/2020	New	
46854		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017268	\$ 650.00	1	Merizo ES	CHARGUALAF, NOHELANI	20200737	10/5/2020	New	
46855		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017267	\$ 650.00	1	MU Lujan ES	QUINENE, NORMA	20200737	10/5/2020	New	
46856		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017273	\$ 650.00	1	MU Lujan ES	CRUZ, BERTHA	20200737	10/5/2020	New	
46857		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017274	\$ 650.00	1	MU Lujan ES	RAGUINDIN, ANNETTE	20200737	10/5/2020	New	
46858		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017270	\$ 650.00	1	MU Lujan ES	GAMBOA, KRISTY	20200737	10/5/2020	New	
46859		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017269	\$ 650.00	1	Ordot-Chalan Pa	GARRIDO, VANESSA	20200737	10/5/2020	New	
46860		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017280	\$ 650.00	1	Ordot-Chalan Pa	GUTIERREZ-LUJAN, MELISSA	20200737	10/5/2020	New	
46861		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017279	\$ 650.00	1	Ordot-Chalan Pa	TUDELA, FRANCES	20200737	10/5/2020	New	
46862		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017276	\$ 650.00	1	Ordot-Chalan Pa	CAMACHO, VINCENT	20200737	10/5/2020	New	
46863		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017275	\$ 650.00	1	PC Lujan ES	TORRES, KIMBERLY	20200737	10/5/2020	New	
46864		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017282	\$ 650.00	1	PC Lujan ES	RANSON, DEANA	20200737	10/5/2020	New	
46865		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017281	\$ 650.00	1	PC Lujan ES	LEON GUERRERO, FRANCINE	20200737	10/5/2020	New	
46866		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017278	\$ 650.00	1	HB Price ES	CASTRO, DONNY	20200737	10/5/2020	New	
46867		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017277	\$ 650.00	1	HB Price ES	SAN NICOLAS, EDWARD	20200737	10/5/2020	New	
46868		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017312	\$ 650.00	1	HB Price ES	PONCE, JOANNA KATE	20200737	10/5/2020	New	
46869		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017311	\$ 650.00	1	HB Price ES	MENO, NACRINA	20200737	10/5/2020	New	
46870		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017308	\$ 650.00	1	HB Price ES	HERNANDEZ, ROSE	20200737	10/5/2020	New	
46871		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017307	\$ 650.00	1	Talofofo ES	DAMIAN, JOSHUA	20200737	10/5/2020	New	
46872		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017313	\$ 650.00	1	Talofofo ES	MANZANO, ROMEO	20200737	10/5/2020	New	
46873		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017314	\$ 650.00	1	Tamuning ES	ESPINAL, ANDREA	20200737	10/5/2020	New	
46874		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017310	\$ 650.00	1	Tamuning ES	BABAUTA, BOBBIE	20200737	10/5/2020	New	
46875		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017309	\$ 650.00	1	Tamuning ES	LEON GUERRERO, KIMBERLY	20200737	10/5/2020	New	
46876		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017208	\$ 650.00	1	Tamuning ES	CABRERA, SHARON	20200737	10/5/2020	New	
46877		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017207	\$ 650.00	1	Tamuning ES	LEON GUERRERO, DONOVAN	20200737	10/5/2020	New	
46878		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017204	\$ 650.00	1	Tamuning ES	ABE, KANANI	20200737	10/5/2020	New	
46879		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017203	\$ 650.00	1	Tamuning ES	GOGO, SUSAN	20200737	10/5/2020	New	
46880		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017210	\$ 650.00	1	Upi ES	MANZANO, CAMILLE	20200737	10/5/2020	New	
46881		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017209	\$ 650.00	1	Upi ES	DOCULAN, RONALD	20200737	10/5/2020	New	
46882		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017206	\$ 650.00	1	Upi ES	FIGUEROA, JARRYD	20200737	10/5/2020	New	
46883		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017205	\$ 650.00	1	Upi ES	CANAR, GRACELLE	20200737	10/5/2020	New	
46884		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017217	\$ 650.00	1	Upi ES	SANTIAGO, JAMES	20200737	10/5/2020	New	
46885		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017218	\$ 650.00	1	Wettengel ES	PONCE, JANE	20200737	10/5/2020	New	
46886		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017213	\$ 650.00	1	Wettengel ES	RESPICIO, SONIA	20200737	10/5/2020	New	
46887		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017214	\$ 650.00	1	Wettengel ES	NAZARARETA, ELMER	20200737	10/5/2020	New	
46888		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017216	\$ 650.00	1	Wettengel ES	MORTERA, JANINE	20200737	10/5/2020	New	
46889		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017215	\$ 650.00	1	Wettengel ES	ALVAREZ, ALVIN	20200737	10/5/2020	New	
46890		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017211	\$ 650.00	1	C&I	STORAGE	20200737	10/5/2020	New	
46891		DIGITAL DOCUMENT PROJECTOR	MX-P2	3017212	\$ 650.00	1	C&I	Yvonne Camacho	20200737	10/5/2020	New	

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
46700		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Okkodo HS	JONES, KRISTINE	20200736	10/16/2020	New	
46701		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Southern HS	ALCANTARA, JOVI	20200736	10/16/2020	New	
46702		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Southern HS	ALCANTARA, JOVI	20200736	10/16/2020	New	
46703		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Simon Sanchez H	FLORES, RYAN	20200736	10/16/2020	New	
46704		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Simon Sanchez H	FAC	20200736	10/16/2020	New	
46705		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Tiyan HS	MAYOVO-BUAN, ANDREALLINE	20200736	10/16/2020	New	
46706		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Tiyan HS	KERBER, CONRAD	20200736	10/16/2020	New	
46707		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Agueda Johnstor	ASUNCION, MARGARET	20200736	10/16/2020	New	
46708		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Agueda Johnstor	ASUNCION, MARGARET	20200736	10/16/2020	New	
46709		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Astumbo MS	LIBRARY	20200736	10/16/2020	New	
46710		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Astumbo MS	LIBRARY	20200736	10/16/2020	New	
46711		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	FB Leon Guerrer	FACULTY-MAIN OFFICE	20200736	10/16/2020	New	
46712		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	FB Leon Guerrer	FACULTY-MAIN OFFICE	20200736	10/16/2020	New	
46713		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Inarajan MS	QUINATA, JESSICA	20200736	10/16/2020	New	
46714		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Inarajan MS	SAN NICOLAS, CIANN	20200736	10/16/2020	New	
46715		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Jose Rios MS	YANGER, CHARLEEN	20200736	10/16/2020	New	
46716		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Jose Rios MS	ISEKE, ALLYSON	20200736	10/16/2020	New	
46717		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	LP Untalan MS	LIBRARY	20200736	10/16/2020	New	
46718		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	LP Untalan MS	LIBRARY	20200736	10/16/2020	New	
46719		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Oceanview MS	SUISUICO, JOANN/PALMARES,	20200736	10/16/2020	New	
46720		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Oceanview MS	SUSUICO, JOANN//PALAMARES	20200736	10/16/2020	New	
46721		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	VSA Benavente N	WHITAKER, ALICIA	20200736	10/16/2020	New	
46722		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	VSA Benavente N	WHITAKER, ALICIA	20200736	10/16/2020	New	
46723		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Adacao ES	AGUON, JANEY	20200736	10/16/2020	New	
46724		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Agana Heights ES	PROPERTY LIAISON-MAIN OF	20200736	10/16/2020	New	
46725		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Astumbo ES	CRUZ, PAUL	20200736	10/16/2020	New	
46726		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	BP Carrbullido ES	VELASQUEZ, OLIVA	20200736	10/16/2020	New	
46727		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	CL Taitano ES	TAITANO, MARY	20200736	10/16/2020	New	
46728		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Chief Brodie ES	REYES, SASHA	20200736	10/16/2020	New	
46729		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	DL Perez ES		20200736	10/16/2020	New	
46730		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	DL Perez ES		20200736	10/16/2020	New	
46731		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Finegayan ES	PEREZ, VENESSA	20200736	10/16/2020	New	
46732		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Finegayan ES	MAIN OFFICE	20200736	10/16/2020	New	
46733		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Inarajan ES	CARBULLIDO, MIKLENNE	20200736	10/16/2020	New	
46734		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	HS Truman ES	WRIGHT, CHARLENE	20200736	10/16/2020	New	
46735		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	JM Guerrero ES	MANLANGIT, MARIA	20200736	10/16/2020	New	
46736		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	JQ San Miguel ES	FAC-MAIN OFFICE	20200736	10/16/2020	New	
46737		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	LB Johnson ES	QUITAGA, LYNETTE	20200736	10/16/2020	New	
46738		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Liguan ES	LIBRARY	20200736	10/16/2020	New	
46739		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Machananao ES	MAIN OFFICE	20200736	10/16/2020	New	
46740		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	MA Sablan ES	REYES, JACQUELINE	20200736	10/16/2020	New	
46741		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	MA Ulloa ES	FAC	20200736	10/16/2020	New	
46742		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	MA Ulloa ES	FAC	20200736	10/16/2020	New	
46743		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Merizo ES	CHARGUALAF, NOHELANI	20200736	10/16/2020	New	
46744		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	MU Lujan ES	QUINATA, DOLORES	20200736	10/16/2020	New	
46745		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Ordot-Chalan Pa	MOYLAN, TRICIA	20200736	10/16/2020	New	
46746		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	PC Lujan ES	BORJA, RICHARD	20200736	10/16/2020	New	
46747		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	HB Price ES	CRUZ THAI, KIM/A-12 ADJ	20200736	10/16/2020	New	
46748		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	HB Price ES	MESA, LEILANI/A-12 ADJ	20200736	10/16/2020	New	
46749		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Talofoto ES	DAMIAN, JOSHUA	20200736	10/16/2020	New	
46750		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Tamuning ES	FAC-TECH ROOM BLDG C	20200736	10/16/2020	New	
46751		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Upi ES	CANAR, GRACELLE	20200736	10/16/2020	New	
46752		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Upi ES	DOCULAN, RONALD	20200736	10/16/2020	New	
46753		PROMETHEAN STAND W/SOUNDBAR	APTMS-3	N/A	\$ 1,348.00	1	Wettengel ES	MORTERA, JANINE	20200736	10/16/2020	New	

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
Certification: By signing this report, I certify to the best of my knowledge that the Fixed Asset Inventory Report is true, complete, and accurate and in accordance with rules and regulations governing the program or project. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)												
Type or Print Name and Title of Program Manager Joseph L.M. Sanchez Deputy Superintendent, Curriculum & Instructional Improvement									Telephone: (area code, number, and extension) 671-300-1247			
Signature of Authorized Certifying Official: 									Email address: jsanchez@gdoe.net			
Type or Print Name and Title of Project Coordinator: Michelle M. Camacho Program Coordinator IV									Telephone: (area code, number, and extension) 671-300-1347			
Signature of Project Coordinator: 									Email address: mmcamacho@gdoe.net			
									Date Report Submitted: (Month, Day, Year) 1/19/2021			
									Date Report Submitted: (Month, Day, Year) 1/15/2021			

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



FY 2020 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Quarterly Report

January 29, 2021

FEDERAL PROGRAMS DIVISION



FY 2020 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 3 Classroom Supports and Academic Interventions

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 29, 2021

FEDERAL PROGRAMS DIVISION



**FY 2020 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular
Areas Quarterly Report**

**Finalized Quarterly Report with
Federal Programs Division (FPD) Validation**

January 29, 2021

**FFY 2020 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A200002**

Grant Name: Consolidated Grant FFY 2020 **Grant#:** S403A200002

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

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

PROJECT COORDINATOR: Joshua C. Blas

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Christopher Surla

10/01/20- 12/31/20	01/01/21- 03/31/21	04/01/21- 06/30/21	07/01/21- 09/30/21
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
X			
REPORT DUE: 1/11/21	REPORT DUE: 04/12/21	REPORT DUE: 07/12/21	REPORT DUE: 10/11/21
ANNUAL REPORT DUE: 11/10/2021			

AMOUNT BUDGETED (FFY 2020): \$ <u>11,653,576.04</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$1,928,117.07	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 16%
AMOUNT BUDGETED (FFY 2019): \$ <u>11,337,432.05</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$5,431,030.01	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 48%

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

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

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						25 (1:1s)	
6 - 8					ESL 289 Summer School 500 (GDOE) 10 (GACS)	ESL 1220 Summer School 40	ESL 1220
9 - 12					ESL 431 SAM 600 EP 1200 (GDOE) 40 (GACS) Summer School 1450 (GDOE) 10 (GACS) Second Chance 100 Alt. Pathways 100	ESL 1220 SAM 40 EP 75 Summer School 75 Second Chance 9 (Teachers) 1 (Clerk)	ESL 1220 Second Chance 1 Alt. Pathways 1
LIST THE PROJECT GOALS:	<p>3.1: By 2023, 70% of participating teachers will improve teaching practices through the implementation of instructional strategies trained through self-reporting evaluations.</p> <p>3.2: By 2023, 75% of participating students, K-8 will be at or above grade level in Reading & Math on AIMSweb benchmark formative assessment.</p> <p>3.3: By 2023, graduation rates will increase by 1% and dropout rates will reduce by 1%.</p> <p>3.4: By 2023, the percent of high school students 17-21 years of age and two or more years behind, will be reduced by at least 5% from baseline.</p>						
LIST THE PROJECT OBJECTIVES:	<p>3.1.1 Professional Development (SSIP)/ English as a Second Language (ESL):</p> <ul style="list-style-type: none"> 20-21: 50% of teachers attending the training will self-report implementing strategies in the K-12 classroom and feeling better prepared to teach students. 						

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	<p>3.2.1 Classroom Support (Teacher Assistants (TAs)/ Instructional Program Aides (IPAs))</p> <ul style="list-style-type: none"> 20-21: 50% of teachers report classroom support helpful in meeting the needs of special populations; will report more than 50% of time spent supporting classroom instruction <p>3.3.1 After School Program for Instructional Remediation & Enrichment (ASPIRE)/ Summer School</p> <ul style="list-style-type: none"> 20-21: 50% of those in ASPIRE/ Summer School K-8 will increase AIMSweb benchmark scores by 10 points in reading and math. <p>3.3.2 Student Advocate & Mentor (SAM)</p> <ul style="list-style-type: none"> 20-21: 50% of 9th-grade students mentored will be on grade level. <p>3.3.3 Credit Recover (EP/ Summer School)</p> <ul style="list-style-type: none"> 20-21: 80% of participating high school students will earn credits towards graduation with a passing rate of 70% <p>3.4.1 Second Chance</p> <ul style="list-style-type: none"> 20-21: 80% of Seniors enrolled will graduate, 80% of Freshmen, Sophomores, and Juniors will progress to the next grade level, and 10% of incarcerated students housed in Youth Shelter will advance by 1-grade level. <p>3.4.2 Alternative Pathways</p> <ul style="list-style-type: none"> 20-21: Increase by 1-grade level at least 65% of high school students 17-21 years of age or more years behind in credits to graduate.
--	--

PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3.1.1 Professional Development (SSIP/ ESL): By end of SY2020-21, 50% of teachers will self-report as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in <u>bullet form</u>. Specify the status of each activity (completed, ongoing, or delayed). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p>3.1.1 State Systemic Improvement Plan (SSIP)</p>	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include a copy of proof as an attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>3.1.1 State Systemic Improvement Plan (SSIP)</p> <ul style="list-style-type: none"> The University of Guam held parent training via zoom on December 16, 2020. The topic was

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	<p>SSIP is researched-based instructional strategies to improve early identification and supports for students with learning needs in the areas of reading and math. (Ongoing 30%)</p> <p>3.1.2 English as a Second Language (ESL) Researched based instructional strategies to improve teacher quality for the instruction of English Language Learners. (Ongoing 10%)</p>	<p>SSIP Parent Literacy Night with resources from National Center on Improving Literacy and Raz-Plus.</p> <ul style="list-style-type: none"> • Monthly technical meetings with school administrators and teachers continued. • An RFQ has been entered under requisition 20210698 for consultative services to include the additional 6 schools approved to participate in the FY20 application. It is currently going through the procurement process. <p>3.1.2 English as a Second Language (ESL)</p> <ul style="list-style-type: none"> • Cultural Awareness and Sensitivity training was held on November 9-10, 2020, and November 17-18, 2020. A total of 100 (54 group 1 and 46 group 2) for ESL coordinators/ teachers, regular classroom teachers, and project personnel. • A requisition has been entered (20210742 and 20210724) for professional development for Cultural Awareness and Sensitivity Awareness and Second Language Acquisition for ESL teachers and regular classroom teachers. This is currently going through the procurement process.
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS</p>
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i>

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3.1.1 State Systemic Improvement Plan (SSIP)

Data is not available at this time. The new contract is currently going through the RFP process. The current contract, training will be held the second quarter.

3.1.2 English as a Second Language (ESL)

The data below are the results of the training evaluation. Note the Project will be sending out surveys to teachers to see if any strategies were implemented as a result of training and to see if teachers self-report being prepared to teach ESL students.

I feel I've learned a great deal in this course.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
31	15	0	0	0

What I learned in this training will help me improve as a teacher.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
39	37	0	0	0

The information presented was important and relevant to my work as a teacher.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
39	7	0	0	0

My overall experience during the training session was positive.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
33	12	0	0	0

3.1.1 State Systemic Improvement Plan (SSIP)

The results of the evaluation will show the increase or decrease in the implementation/ usage of strategies trained and how prepared teachers are in teaching.

3.1.2 English as a Second Language (ESL)

The results of the evaluation show that there was an increase in professional development that was beneficial to ESL teachers and coordinators in preparing them to implement new strategies to improve instruction. Overall 33% of teachers strongly agree/ 12% agree that the training was positive.

Teachers were also asked if they've learned as a result of the training. 31% strongly agreed and 15% agreed.

39% of teachers strongly agreed/ 27% agreed that the training will help them improve as a teacher and 39% strongly agreed that the topics were relevant to their work.

The results of the evaluation will be used in upcoming training topics.

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
3.1.1 Professional Development (SSIP/ ESL): By end of SY2020-21, 50% of teachers will self-report as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.	Surveys from post professional development on types of strategies trained.	Percentage of teachers who self-report as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.	Yes	30% teachers self-reported as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.	<u>Target</u> 30% of participating teachers will implement strategies trained <u>Actual</u> Pending SSIP training in 2 nd quarter to collect data. Pending data collection for ESL on teachers implementing strategies from Cultural Sensitivity Training.	<u>Target</u> 40% will implement strategies trained	<u>Target</u> 50% will implement strategies trained	<u>Target</u> This marks the start of a new school year.

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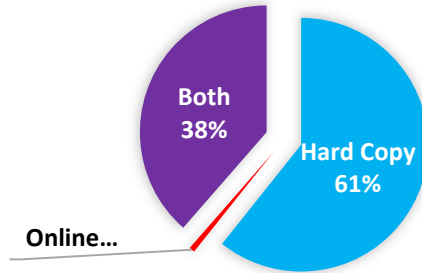
GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3.2.1 Classroom Support (TAs/IPAs): By end of SY2020-21, 50% of teachers will report classroom supports (TAs/IPAs) were helpful in meeting needs of special populations.</p> <p>By end of SY2020-21 50% of teachers will report TAs provide at least 50% of time in supporting classroom instruction.</p>	<p>3.2.1 Teacher Assistants & Instructional Program Aides Teacher Assistants and Instructional Program Aides provide classroom instructional and behavioral support to at-risk students through small group instruction, tutoring, 1:1, during the regular day, and after school.</p> <p>3.2.2 Kinder Learn Kinder Learn supplements classroom instruction in the areas of reading and math. It is an online subscription that provides personalized learning for students in grades K-2. It also increases student competency with the use of technology.</p>	<p>3.2.1 Teacher Assistants & Instructional Program Aides</p> <ul style="list-style-type: none"> Teacher Assistants have been hired under the new position of School Aide I and II from the old On-Call Substitute (Teacher IA) effective October 1, 2020. As a result of Executive Order 2020-27 issued on August 14, 2020, all schools remained closed for face to face instruction. Therefore TAs continued supporting teachers and students through hard copy and online instruction. <p>3.2.2 Kinder Learn</p> <ul style="list-style-type: none"> Student laptops and mobile carts have been ordered for participating schools (Requisitions 2021536-Carts, 20210538 – Wireless Access Point, 20210533-Laptops, 20210617-Software, 20210539-POE, and 20210623-Headsets). Note these additional equipment does not include any new from existing schools. Requisition 20210444 was entered to increase the number of school licenses for participating schools. As a result of Executive Order 2020-27 issued on August 14, 2020, all schools remained closed for face to face instruction. However, students with internet access were able to utilize their IXL account. <p>Other Requisitions for equipment, software and license have been entered to support this component.</p> <ul style="list-style-type: none"> Requisition 20210528 – Whiteboards Requisition 20210536 – Mobile Carts (9) Requisition 20210538 – Wireless Routers (9) Requisition 20210533 – Chromebooks Requisition 20210539 – POE Requisition 20210617 – Software

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		<ul style="list-style-type: none"> Requisition 20210419 – Moby Max Licenses (20 schools) 																										
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS</p>																										
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>3.2.1 Teacher Assistants & Instructional Program Aides Surveys were conducted on the satisfaction of classroom support by TAs and IPAs. 280 teachers responded, below are the results.</p> <div data-bbox="562 443 1346 899"> <p align="center">OVERALL TA/IPA EFFECTIVENESS</p> <table border="1"> <caption>Overall TA/IPA Effectiveness Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Outstanding</td> <td>56%</td> </tr> <tr> <td>Satisfactory</td> <td>30%</td> </tr> <tr> <td>Neutral</td> <td>9%</td> </tr> <tr> <td>Improvement</td> <td>4%</td> </tr> <tr> <td>Needs</td> <td>1%</td> </tr> <tr> <td>Not Effective</td> <td>1%</td> </tr> </tbody> </table> </div> <div data-bbox="562 935 1346 1370"> <p align="center">PERCENTAGE TAS/IPAS SUPPORT CLASSROOM INSTRUCTION</p> <table border="1"> <caption>Percentage TAS/IPAs Support Classroom Instruction Data</caption> <thead> <tr> <th>Instruction Type</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>81%-100%</td> <td>38%</td> </tr> <tr> <td>61%-80%</td> <td>27%</td> </tr> <tr> <td>41%-60%</td> <td>18%</td> </tr> <tr> <td>21%-40%</td> <td>12%</td> </tr> <tr> <td>0%-20%</td> <td>5%</td> </tr> </tbody> </table> </div>	Category	Percentage	Outstanding	56%	Satisfactory	30%	Neutral	9%	Improvement	4%	Needs	1%	Not Effective	1%	Instruction Type	Percentage	81%-100%	38%	61%-80%	27%	41%-60%	18%	21%-40%	12%	0%-20%	5%	<p>3.2.1 Teacher Assistants & Instructional Program Aides Based on the results of the TA/IPA survey, TAs/IPAs are valued and have an impact on classroom instructional support. The top type of classroom supports the TAs/IPAs provide are:</p> <ol style="list-style-type: none"> 1. Preparing Class Materials – 90% 2. One to one instruction – 82% 3. Tutoring – 69% 4. Small-Group Instruction – 69% <p>As a result of not having a face to face instruction, the data indicated that TAs/ IPAs are currently supporting hardcopy instruction and a combination of both hardcopy and online instruction.</p>
Category	Percentage																											
Outstanding	56%																											
Satisfactory	30%																											
Neutral	9%																											
Improvement	4%																											
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21%-40%	12%																											
0%-20%	5%																											

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TAS/ IPAS SUPPORTING DISTANCE LEARNING



3.2.2 Kinder Learn

Data is not available at this time due to Executive Order 2020-27 that closed schools for face to face instruction. However the data below indicates the students that were able to log onto their IXL account.

Kinder Learn Teacher Implementation

Skills Mastered	6,746
Skills Proficient	7,113
Skills Practiced	8,600
Hours Used at School	1,053
Hours at Home	719

*Data Source: IXL District Summary – August 11, 2020 – December 21, 2020

3.2.2 Kinder Learn

Accurate data reporting will be done once activity commences

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					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
<p>3.2.1 Classroom Support (TAs/IPAs): By end of SY2020-21, 50% of teachers will report classroom supports (TAs/IPAs) were helpful in meeting needs of special populations.</p> <p>By end of SY2020-21 50% of teachers will report TAs provide at least 50% of time in supporting classroom instruction.</p>	Quarterly Surveys from teachers receiving services from TAs/ IPAs.	Percentage of teachers who report Satisfactory or Outstanding on services TAs/IPAs provide in the classroom.	Yes	<p>81% of teachers reported TAs/IPAs helpful in meeting the needs of special population.</p> <p>37% teachers reported they feel TAs provide 81%-100% of time supporting classroom instruction.</p>	<p>Target 30% of teachers will report TAs/IPAs helpful in meeting needs of special populations</p> <p>Actual 95% of teachers reported TAs/IPAs helpful in meeting needs of special populations</p> <p>Target 30% of teachers will report TAs/IPAs supporting classroom instructional activities.</p>	<p>Target 40% of teachers will report TAs/IPAs helpful in meeting needs of special populations</p> <p>Target 40% of teachers will report TAs/IPAs supporting classroom instructional activities.</p>	<p>Target 50% of teachers will report TAs/IPAs helpful in meeting needs of special populations</p> <p>Target 50% of teachers will report TAs/IPAs supporting classroom instructional activities.</p>	<p>Target This marks the start of a new school year.</p> <p>Target This marks the start of a new school year</p>

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					<p>Actual 83% of teachers reported TAs/IPAs supporting classroom instructional activities. <i>Note amount of time was used 40%-100% of time in the classroom.</i></p>			
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3.3.1 ASPIRE/ 3.3.3 Summer School: By end of SY2020-21, 50% of participating ASPIRE & Summer School students in grades K-8 will increase AIMSweb benchmark scores by 10 points in reading & math.</p>	<p>3.3.1 ASPIRE ASPIRE provides instruction after school for students performing below grade level in core content subjects who need remediation on key skills to get back on track with grade level. As a result of Executive Order 2020-27 issued on August 14, 2020, all schools remained closed for face to face instruction. This activity has not started. (Not Started, 0%).</p> <p>3.3.3 Summer School Summer School provides classroom instruction during the summer for students performing below grade level in core subjects who need remediation on key skills to get back on track with grade level (K-8th). This activity will begin in June 2021 (Not Started, 0%).</p>	<p>3.3.1 ASPIRE As a result of Executive Order 2020-27 issued on August 14, 2020, all schools remained closed for face to face instruction. Therefore this activity has not started.</p> <p>3.3.3 Summer School This activity will begin in June 2021. Requisition 20210699 has been entered for an RFP for transportation/ bussing services.</p>
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>3.3.1 ASPIRE No data were available at this time. The project is waiting on guidance for implementation.</p> <p>3.3.3 Summer School No data were available at this time. Activity will begin June 2021.</p>	<p>3.3.1 ASPIRE Reporting will be done once the activity commences.</p> <p>3.3.3 Summer School Reporting will be done once the activity commences.</p>

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				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
3.3.1 ASPIRE/ 3.3.3 Summer School: By end of SY2020-21, 50% of participating ASPIRE & Summer School students in grades K-8 will increase AIMSweb benchmark scores by 10 points in reading & math.	AIMSweb Scored for Oral Reading Fluency and Number Sense Fluency	Percent of students that increase AIMSweb scores in ORF & NSF by 10 points.	Yes	Fall Benchmark 76% participating students Tier 1 on AIMSweb Oral Reading Fluency 25% participating students Tier 1 on AIMSweb Number Sense Fluency	Target 30% participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math - Fall Benchmark Actual No data available at this time.	Target 40% participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math - Winter Benchmark	Target 50% participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math - Spring Benchmark	This marks the start of a new school year.

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3.3.2 SAM: By end of SY2020-21, 50% of 9th-grade students mentored will be on grade level to graduate.</p>	<p>3.3.2 Student Advocate & Mentor (SAM) Student advocate and mentor for top tier 3 students (students in need of immediate interventions) to track student progress, graduation requirements, attendance, interventions, and behavior. This activity will be conducted in the 2nd quarter. (Not started, 0%)</p>	<p>3.3.2 Student Advocate & Mentor (SAM) As a result of Executive Order 2020-27 issued on August 14, 2020, all schools remained closed for face to face instruction. Therefore this activity has not started. The project is looking at how to continue this activity through alternate supports to students.</p>
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>3.3.2 Student Advocate & Mentor (SAM) No data at this time. This activity will begin 2nd quarter.</p>	<p>3.3.2 Student Advocate & Mentor (SAM) Reporting will be done once the activity commences.</p>

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					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
3.3.2 SAM: By end of SY2020-21, 50% of 9th grade students mentored will be on grade level to graduate.	List of students mentored graduation status report	Percent of students mentored who are on track with grade level	Yes	Participation of 10 or more students in the SAM program per school	<u>Target</u> 30% of students mentored will be on track to graduate <u>Actual</u> No data available at this time	<u>Target</u> 40% of students mentored will be on track to graduate	<u>Target</u> 50% of students mentored will be on track to graduate	This marks the start of a new school year.

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3.3 Credit Recovery (EP/ Summer): By end of SY2020-21, 80% of participating student's grades 9-12 will successfully earn credit(s) to graduate with a passing rate of 70%.</p>	<p>3.3 <i>Eskuelan Puengi</i> (EP) EP is designed as a course by the conference for high school students in grades 9-12, lacking 0.5 or more credits to graduate or be on track to graduate. This activity will be conducted in the 2nd quarter (Not Started, 0%)</p> <p>3.3 Summer School Summer School is designed as a course by the conference for high school students in grades 9-12, lacking 0.5 or more credits to graduate or be on track to graduate. This activity will be conducted in the 3rd quarter (Not Started, 0%)</p>	<p>3.3 <i>Eskuelan Puengi</i> The Project has started planning EP with proposed dates and implementation plan should face to face not be an option as a result of school closure.</p> <p>3.3 Summer School This activity will begin 3rd quarter.</p>
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input checked="" type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>3.3 <i>Eskuelan Puengi</i> No data were available at this time. Activity will begin 2nd quarter.</p> <p>3.3 Summer School No data were available at this time. Activity will begin 3rd quarter.</p>	<p>3.3 <i>Eskuelan Puengi</i> Reporting will be done once the activity commences.</p> <p>3.3 Summer School Reporting will be done once the activity commences.</p>

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					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
3.3 Credit Recovery (EP/Summer): By end of SY2020-21, 80% of participating student's grades 9-12 will successfully earn credit(s) to graduate with a passing rate of 70%.	Grades in credit recovered courses taken.	Percent of students that received a passing grade of 70% or higher to earn credit	Yes	Session A 79% Passing Rate A-37% B-26% C-17% D-17% F-3% Session B 86% Passing Rate A-43% B-26% C-18% D-12% F-1%	Target 60% of participating high school students will be on track to pass course(s) with passing rate of 70%	Target 70% of participating high school students will be on track to pass course(s) with passing rate of 70%	Target 80% of participating high school students will pass course(s) with passing rate of 70%	This marks the start of a new school year.

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3.4.3 Second Chance: By end of SY2020-21, 80% of 17-21 or 2 years or more behind enrolled will graduate or earn credits to progress to next grade level.</p> <p>By end of SY2020-21, at least 10% of incarcerated students housed in Youth Shelters will advance by 1 grade level.</p>	<p>3.4.3 Second Chance Second Chance provides at-risk students aged 17-21 and students housed at alternative youth facilities with the opportunity to recover credit through monitored instruction with the certified teacher(s). Students are at least more than two grades below grade level to graduate. (Ongoing, Approximately 45%).</p>	<p>3.4.3 Second Chance As a result of Executive Order 2020-27 issued on August 14, 2020, all schools remained closed for face to face instruction. Therefore Teachers funded by the project continue to provide instruction to students at JP Torres. Teachers, Teacher Assistants, and Instructional Program aides assigned to the school provide interventions, tutoring, make contact with students, and tailoring instruction to ensure they are passing courses.</p>

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS																																																
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input checked="" type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>3.4.3 Second Chance A total of 170 students grades 9-12 are currently enrolled at JP Torres Success Academy, Youth Correctional Facility, and Youth Shelters are as follows:</p> <table border="1" data-bbox="562 378 1341 656"> <thead> <tr> <th>Grade</th> <th>JP Torres Success Academy</th> <th>Youth Correctional Facility</th> <th>Youth Shelter</th> </tr> </thead> <tbody> <tr> <td>9th</td> <td>7</td> <td>4</td> <td>0</td> </tr> <tr> <td>10th</td> <td>39</td> <td>9</td> <td>2</td> </tr> <tr> <td>11th</td> <td>70</td> <td>3</td> <td>0</td> </tr> <tr> <td>12th</td> <td>35</td> <td>1</td> <td>0</td> </tr> <tr> <td>TOTAL</td> <td>151</td> <td>17</td> <td>2</td> </tr> </tbody> </table> <p>1st Quarter Student Data for Second Chance shows 19% of students are progressing from JP Torres Success Academy and 100% from Youth Correctional Facilities and Youth Shelters are progressing towards graduation. The table below shows the raw numbers of a student progressing.</p> <p>Student Progress Second Chance</p> <table border="1" data-bbox="562 982 1341 1260"> <thead> <tr> <th>Grade</th> <th>JP Torres Success Academy</th> <th>Youth Correctional Facility</th> <th>Youth Shelter</th> </tr> </thead> <tbody> <tr> <td>9th</td> <td>1</td> <td>4</td> <td>0</td> </tr> <tr> <td>10th</td> <td>4</td> <td>9</td> <td>2</td> </tr> <tr> <td>11th</td> <td>13</td> <td>3</td> <td>0</td> </tr> <tr> <td>12th</td> <td>11</td> <td>1</td> <td>0</td> </tr> <tr> <td>TOTAL</td> <td>29</td> <td>17</td> <td>2</td> </tr> </tbody> </table> <p><small>*Data from 1st quarter grades</small></p> <p>Distance Learning Models 43 will be face to face instruction, 61 hard copy instruction, and 65 online instruction.</p>	Grade	JP Torres Success Academy	Youth Correctional Facility	Youth Shelter	9 th	7	4	0	10 th	39	9	2	11 th	70	3	0	12 th	35	1	0	TOTAL	151	17	2	Grade	JP Torres Success Academy	Youth Correctional Facility	Youth Shelter	9 th	1	4	0	10 th	4	9	2	11 th	13	3	0	12 th	11	1	0	TOTAL	29	17	2	<p>3.4.3 Second Chance The data shows that a majority of the school's enrollment requires supports and interventions to get them on track to graduate or on grade level.</p>
Grade	JP Torres Success Academy	Youth Correctional Facility	Youth Shelter																																															
9 th	7	4	0																																															
10 th	39	9	2																																															
11 th	70	3	0																																															
12 th	35	1	0																																															
TOTAL	151	17	2																																															
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9 th	1	4	0																																															
10 th	4	9	2																																															
11 th	13	3	0																																															
12 th	11	1	0																																															
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					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
<p>3.4.3 Second Chance: By end of SY2020-21, 80% of 17-21 or 2 years or more behind enrolled will graduate or earn credits to progress to next grade level.</p>	Graduation status report for enrolled students	Percent of students that graduate and/or on track to graduate	Yes	<p>73% of students 17-21 and 2 or more years behind who earn credits to progress to next grade level</p> <p>79% (19) – 11th</p> <p>50% (20) – 10th</p> <p>75% (4) – 9th</p>	<p>Target</p> <p>At least 70 % of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p>	<p>Target</p> <p>At least 75% on track to graduate or advance to next grade level.</p>	<p>Target</p> <p>At least 80% on track to graduate or advance to next grade level.</p>	This marks the start of a new school year.
					<p>Actual</p> <p>81 % of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p>	<p>Target</p> <p>At least 4% of participating 17-21 and 2</p>	<p>Target</p> <p>At least 6% on track to graduate or</p>	
By end of SY2020-21, at least 10% of incarcerated students housed in Youth Shelters will advance by 1 grade level.	Student Status report for students housed in Youth Shelters	Percent of students that increased by 1 grade level	Yes					

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				or more years behind on track to graduate or progress to next grade level <u>Actual</u> 100% of participating 17-21 and 2 or more years behind on track to graduate or progress to next grade level	progress to next grade level	progress to next grade level	
GOAL/COMPONENT	ACTIVITIES			WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION			
3.5 Alternative Pathways: By end of SY2020-21, 65% of 17-21 or 2 years or more behind enrolled will graduate or earn credits to progress to next grade level.	3.5 Alternative Pathways Alternative Pathways provides at-risk students with the opportunity to recover credit through monitored self-paced instruction outside the regular school day on flexible hours for students. (Ongoing, 40%)			3.5 Alternative Pathways Students participating at <i>Asmuyao</i> continue to get instruction to help them earn credits towards graduation. Requisition 20210701 has been entered for 2 nd renewal of this contract.			
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES			NARRATIVE ON COMPONENT'S EFFECTIVENESS			

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

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

3.5 Alternative Pathways

A total of 36 students are currently enrolled at *Asmuyao*.

Grade	Number
9 th Grade	1
10 th Grade	2
11 th Grade	24
12 th Grade	9
Total	36

Number of Student progressing

Grade	Number
9 th Grade	1
10 th Grade	1
11 th Grade	17
12 th Grade	9
Total	28

3.5 Alternative Pathways

The data shows that more than half of the students participating at *Asmuyao* are passing their courses.

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					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
3.5 Alternative Pathways: By end of SY2020-21, 65% of 17-21 or 2 years or more behind enrolled will graduate or earn credits to progress to next grade level.	Graduation status report for enrolled students	Percent of students that graduate and/or on track to graduate	Yes	73% of students 17-21 and 2 or more years behind who earn credits to progress to next grade level 79% (19) – 11 th 50% (20) – 10 th 75% (4) – 9 th	Target At least 55% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level Actual 78% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level	Target At least 60% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level	Target At least 65% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level	This marks the start of a new school year.

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PART II:	
LIST TRAVEL ACTIVITIES COMPLETED.	No travel had been requested and approved within CSAI Project application. Also note that due to COVID-19, all travel activities have been suspended.
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	No travel had been requested and approved within CSAI Project application. Also note that due to COVID-19, all travel activities have been suspended.
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	As a result of Executive Order 2020-28 issued on August 21, 2020 relative to responding to confirmed cases of novel coronavirus (COVID-19) which closed all face to face instruction, the Project was not able to implement many of its activities. The Project was able to proceed with teacher training virtually. The Project also reassessed activities to determine what can be implemented with the models of learning, hard copy and online instruction. Planning continued with other activities that will be forthcoming in 2 nd quarter.
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	As a result of Executive Order 2020-28 issued on August 21, 2020 relative to responding to confirmed cases of novel coronavirus (COVID-19) which closed all face to face instruction, the Project was not able to implement many of its activities. Therefore, data was not collected this period as a result of delayed implementation of activities.

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<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>Project funds were used for personnel to support interventions for students and teacher supports through Teacher Assistants and Instructional Program Aides, State Systemic Improvement Plan (SSIP) training, English as a Second Language (ESL) training, teachers supporting Second Chance and contractual with Asmuyao for Alternative Pathways. Funds were used for consultants to support teachers' professional development planning and instructional materials. TA/ IPAs support Distance Learning through hard copy and online instruction. Teachers design lessons and intervention activities that address the needs of struggling students, provide additional support, and reinforce skills and concepts through Distance Learning.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>All contractual and equipment activities have been entered in the requisition. Weekly meetings are held with the procurement to discuss the status and priorities of these items. The main challenge would be not being able to implement some activities as a result of Executive Order 2020-27 issued on August 14, 2020, which closed for face to face instruction. The Project has worked on implementation plans to propose to school administrators should the condition of readiness change.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>The following activities will be implemented next quarter:</p> <ul style="list-style-type: none"> • Teacher Assistant/ Instructional Program Aide Training • Update TA/ IPA Guidelines • <i>Eskuelan Puengi</i> • Student Advocate and Mentor (SAM) • Continuation of Second Chance at JP Torres and Alternative Pathways (Asmuyao) • Transition meeting with Second Chance personnel
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>CSAI has used a variety of tools to evaluate the effectiveness of the Project and activities being implemented. This quarter CSAI has used perception surveys, project meetings, training evaluations, and student grades. Evaluation results will be used to improve the implementation of the project along with doing any recommended corrective actions. Also, collaborative meetings with administrators help ensure smooth implementation and school involvement in the design. Note that as a result of COVID-19 and no face to face instruction, much of the activities have been delayed. CSAI continues to maintain communication with school administrators and all stakeholders. Stakeholders have been involved in planning the implementation of these activities for the 2nd quarter.</p>

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

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Joshua C. Blas
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

1/15/20
DATE

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


PROJECT MANAGER (SIGNATURE)

01/15/2021
DATE



1/29/21

FEDERAL PROGRAMS DIVISION



FY 2020 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Original Submitted Quarterly Report

January 29, 2021

**FFY 2020 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A200002**

Grant Name: Consolidated Grant FFY 2020 **Grant#:** S403A200002

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

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

PROJECT COORDINATOR: Joshua C. Blas

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Christopher Surla

10/01/20- 12/31/20	01/01/21- 03/31/21	04/01/21- 06/30/21	07/01/21- 09/30/21
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
X			
REPORT DUE: 1/11/21	REPORT DUE: 04/12/21	REPORT DUE: 07/12/21	REPORT DUE: 10/11/21
ANNUAL REPORT DUE: 11/10/2021			

AMOUNT BUDGETED (FFY 2020): \$ <u>11,653,576.04</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ _____	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) _____ %
AMOUNT BUDGETED (FFY 2019): \$ _____	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ _____	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) _____ %

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

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

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							25 (1:1s)	
6 - 8					ESL 289 Summer School 500 (GDOE) 10 (GACS)	0	ESL 1220 Summer School 40	ESL 1220
9 - 12					ESL 431 SAM 600 EP 1200 (GDOE) 40 (GACS) Summer School 1450 (GDOE) 10 (GACS) Second Chance 100 Alt. Pathways 100	0	ESL 1220 SAM 40 EP 75 Summer School 75 Second Chance 9 (Teachers) 1 (Clerk)	ESL 1220 Second Chance 1 Alt. Pathways 1
LIST THE PROJECT GOALS:	<p>3.1: By 2023, 70% of participating teachers will improve teaching practices through implementation of instructional strategies trained through self-reporting evaluations.</p> <p>3.2: By 2023, 75% of participating students, K-8 will be at or above grade level in Reading & Math on AIMSweb benchmark formative assessment.</p> <p>3.3: By 2023, graduation rates will increase by 1% and dropout rates will reduce by 1%.</p> <p>3.4: By 2023, the percent of high school students 17-21 years of age and two or more years behind, will be reduced by at least 5% from baseline.</p>							
LIST THE PROJECT OBJECTIVES:	<p>3.1.1 Professional Development (SSIP)/ English as a Second Language (ESL):</p> <ul style="list-style-type: none"> 20-21: 50% of teachers attending training will self-report implementing strategies in the K-12 classroom and feeling better prepared to teach students. 							

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	<p>3.2.1 Classroom Support (Teacher Assistants (TAs)/ Instructional Program Aides (IPAs))</p> <ul style="list-style-type: none"> 20-21: 50% of teachers report classroom support helpful in meeting the needs of special populations; will report more than 50% of time spent supporting classroom instruction <p>3.3.1 After School Program for Instructional Remediation & Enrichment (ASPIRE)/ Summer School</p> <ul style="list-style-type: none"> 20-21: 50% of those in ASPIRE/ Summer School K-8 will increase AIMSweb benchmark scores by 10 points in reading and math. <p>3.3.2 Student Advocate & Mentor (SAM)</p> <ul style="list-style-type: none"> 20-21: 50% of 9th grade students mentored will be on grade level. <p>3.3.3 Credit Recover (EP/ Summer School)</p> <ul style="list-style-type: none"> 20-21: 80% of participating high school students will earn credits towards graduation with a passing rate of 70% <p>3.4.1 Second Chance</p> <ul style="list-style-type: none"> 20-21: 80% of Seniors enrolled will graduate, 80% of Freshmen, Sophomores, and Juniors will progress to the next grade level, and 10% of incarcerated students housed in Youth Shelter will advance by 1 grade level. <p>3.4.2 Alternative Pathways</p> <ul style="list-style-type: none"> 20-21: Increase by 1 grade level at least 65% of high school students 17-21 years of age or more years behind in credits to graduate.
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PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3.1.1 Professional Development (SSIP/ ESL): By end of SY2020-21, 50% of teachers will self-report as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (completed, ongoing, or delayed). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p>3.1.1 State Systemic Improvement Plan (SSIP)</p>	<p>➤ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants, etc.</i></p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>3.1.1 State Systemic Improvement Plan (SSIP)</p> <ul style="list-style-type: none"> The University of Guam held parent training via zoom on December 16, 2020. Topic was SSIP

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	<p>SSIP is researched based instructional strategies to improve early identification and supports to students with learning needs in the areas of reading and math. (Ongoing 30%)</p> <p>3.1.2 English as a Second Language (ESL) Researched based instructional strategies to improve teacher quality for instruction of English Language Learners. (Ongoing 10%)</p>	<p>Parent Literacy Night with resources from National Center on Improving Literacy and Raz-Plus.</p> <ul style="list-style-type: none"> • Monthly technical meetings with school administrators and teachers continued. • An RFT has been entered under requisition 20210698 for consultative services to include the additional 6 schools approved to participate in the FY20 application. It is currently going through the procurement process. <p>3.1.2 English as a Second Language (ESL)</p> <ul style="list-style-type: none"> • Cultural Awareness and Sensitivity training was held on November 9-10, 2020 and November 17-18, 2020. A total of 100 (54 group 1 and 46 group 2) for ESL coordinators/ teachers, regular classroom teachers, and project personnel. • A requisition has been entered (20210742 and 20210724) for professional development for Cultural Awareness and Sensitivity Awareness and Second Language Acquisition for ESL teachers and regular classroom teachers. This is currently going through the procurement process.
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS</p>
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i>

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	<p>3.1.1 State Systemic Improvement Plan (SSIP) Data is not available at this time. The new contract is currently going through the RFP process. The current contract, training will be held second quarter.</p>		<p>3.1.1 State Systemic Improvement Plan (SSIP) The results of the evaluation will show increase or decrease in the implementation/ usage of strategies trained and how prepared teachers are in teaching.</p>										
	<p>3.1.2 English as a Second Language (ESL) The data below are the results of the training evaluation. Note the Project will be sending out surveys to teachers to see if any strategies were implemented as a result of training and to see if teachers self-report being prepared to teach ESL students.</p>		<p>3.1.2 English as a Second Language (ESL) The results of the evaluation show that there was an increase in knowledge. Overall 33% of teachers strongly agree/ 12% agree that the training was positive.</p>										
	<p>I feel I've learned a great deal in this course.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>31</td> <td>15</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	31	15	0	0	0	<p>Teachers were also asked if they've learned as a result of the training. 31% strongly agreed and 15% agreed.</p>
	Strongly Agree		Agree	Neutral	Disagree	Strongly Disagree							
	31		15	0	0	0							
	<p>What I learned in this training will help me improve as a teacher.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>37</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	39	37	0	0	0	<p>39% of teachers strongly agreed/ 27% agreed that the training will help them improve as a teacher and 39% strongly agreed that the topics were relevant to their work.</p>
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree									
39	37	0	0	0									
<p>The information presented was important and relevant to my work as a teacher.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>7</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	39	7	0	0	0	<p>The results of the evaluation will be used in upcoming training topics.</p>		
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree									
39	7	0	0	0									
<p>My overall experience during the training session was positive.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>33</td> <td>12</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	33	12	0	0	0			
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree									
33	12	0	0	0									

Desired Project Outcome	Data Source	Unit of Measurement	Evidence-Based	Ac tu al Da ta	Quarterly Performance Measures (Actual vs. Target)
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<i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	<i>Enter where the data are located. Identify where the data will come from.</i>	<i>Enter the unit of measurement.</i>	<i>Please indicate: Yes or No</i>		Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
<p>3.1.1 Professional Development (SSIP/ ESL): By end of SY2020-21, 50% of teachers will self-report as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.</p>	<p>Surveys from post professional development on types of strategies trained.</p>	<p>Percentage of teachers who self-report as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.</p>	<p>Yes</p>	<p>30% teachers self-reported as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.</p>	<p>Target 30% of participating teachers will implement strategies trained</p> <p>Actual Pending SSIP training in 2nd quarter to collect data.</p> <p>Pending data collection for ESL on teachers implementing strategies from Cultural Sensitivity Training.</p>	<p>Target 40% will implement strategies trained</p>	<p>Target 50% will implement strategies trained</p>	<p>Target This marks the start of a new school year.</p>

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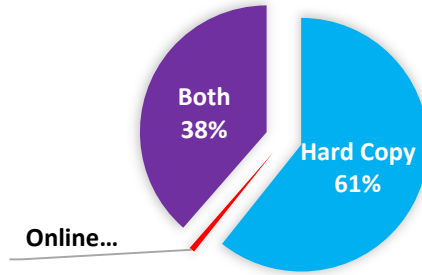
GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3.2.1 Classroom Support (TAs/IPAs): By end of SY2020-21, 50% of teachers will report classroom supports (TAs/IPAs) were helpful in meeting needs of special populations.</p> <p>By end of SY2020-21 50% of teachers will report TAs provide at least 50% of time in supporting classroom instruction.</p>	<p>3.2.1 Teacher Assistants & Instructional Program Aides Teacher Assistants and Instructional Program Aides provide classroom instructional and behavioral support to at-risk students through small group instruction, tutoring, 1:1, during the regular day and after school.</p> <p>3.2.2 Kinder Learn Kinder Learn supplements classroom instruction in the areas of reading and math. It is an online subscriptions provide personalized learning for students in grades K-2. It also increases student competency with the use of technology.</p>	<p>3.2.1 Teacher Assistants & Instructional Program Aides</p> <ul style="list-style-type: none"> Teacher Assistants have been hired under the new position of School Aide I and II from the old On-Call Substitute (Teacher IA) effective October 1, 2020. As a result of Executive Order 2020-27 issued on August 14, 2020, all schools remained closed for face to face instruction. Therefore TAs continued supporting teachers and students through hard copy and online instruction. <p>3.2.2 Kinder Learn</p> <ul style="list-style-type: none"> Student laptops and mobile carts have been ordered for participating schools (Requisitions 2021536-Carts, 20210538 – Wireless Access Point, 20210533-Laptops, 20210617-Software, 20210539-POE, and 20210623-Headsets). Note these additional equipment does not include any new from existing schools. Requisition 20210444 was entered to increase the number of school licenses for participating schools. As a result of Executive Order 2020-27 issued on August 14, 2020, all schools remained closed for face to face instruction. However students with access to internet were able to utilize their IXL account. <p>Other Requisitions for equipment, software and license have been entered to support this component.</p> <ul style="list-style-type: none"> Requisition 20210528 – Whiteboards Requisition 20210536 – Mobile Carts (9) Requisition 20210538 – Wireless Routers (9) Requisition 20210533 – Chromebooks Requisition 20210539 – POE Requisition 20210617 – Software

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		<ul style="list-style-type: none"> Requisition 20210419 – Moby Max Licenses (20 schools) 																								
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS																								
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>3.2.1 Teacher Assistants & Instructional Program Aides Surveys were conducted on the satisfaction of classroom support by TAs and IPAs. 280 teachers responded, below are the results.</p> <div data-bbox="562 443 1346 899"> <p align="center">OVERALL TA/IPA EFFECTIVENESS</p> <table border="1"> <caption>Overall TA/IPA Effectiveness Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Outstanding</td> <td>56%</td> </tr> <tr> <td>Satisfactory</td> <td>30%</td> </tr> <tr> <td>Neutral</td> <td>9%</td> </tr> <tr> <td>Improvement</td> <td>4%</td> </tr> <tr> <td>Not Effective</td> <td>1%</td> </tr> </tbody> </table> </div> <div data-bbox="562 935 1346 1370"> <p align="center">PERCENTAGE TAS/IPAS SUPPORT CLASSROOM INSTRUCTION</p> <table border="1"> <caption>Percentage TAS/IPAs Support Classroom Instruction Data</caption> <thead> <tr> <th>Instruction Support Range</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>81%-100%</td> <td>38%</td> </tr> <tr> <td>61%-80%</td> <td>27%</td> </tr> <tr> <td>41%-60%</td> <td>18%</td> </tr> <tr> <td>21%-40%</td> <td>12%</td> </tr> <tr> <td>0%-20%</td> <td>5%</td> </tr> </tbody> </table> </div>	Category	Percentage	Outstanding	56%	Satisfactory	30%	Neutral	9%	Improvement	4%	Not Effective	1%	Instruction Support Range	Percentage	81%-100%	38%	61%-80%	27%	41%-60%	18%	21%-40%	12%	0%-20%	5%	<p>3.2.1 Teacher Assistants & Instructional Program Aides Based on the results of the TA/IPA survey, it shows that TAs/IPAs are valued and have impact on classroom instructional support. The top type of classroom supports the TAs/IPAs provide are:</p> <ol style="list-style-type: none"> 1. Preparing Class Materials – 90% 2. One to one instruction – 82% 3. Tutoring – 69% 4. Small Group Instruction – 69% <p>As a result of not having face to face instruction, the data indicated that TAs/ IPAs are currently supporting hardcopy instruction and a combination of both hardcopy and online instruction.</p>
Category	Percentage																									
Outstanding	56%																									
Satisfactory	30%																									
Neutral	9%																									
Improvement	4%																									
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TAS/ IPAS SUPPORTING DISTANCE LEARNING



3.2.2 Kinder Learn

Data is not available at this time due to Executive Order 2020-27 that closed schools for face to face instruction. However the data below indicates the students that were able to log onto their IXL account.

Kinder Learn Teacher Implementation

Skills Mastered	6,746
Skills Proficient	7,113
Skills Practiced	8,600
Hours Used at School	1,053
Hours at Home	719

*Data Source: IXL District Summary – August 11, 2020 – December 21, 2020

3.2.2 Kinder Learn

Accurate data reporting will be done once activity commences

Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)				
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021	Performance Target End of September 2021

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<p>3.2.1 Classroom Support (TAs/IPAs): By end of SY2020-21, 50% of teachers will report classroom supports (TAs/IPAs) were helpful in meeting needs of special populations.</p> <p>By end of SY2020-21 50% of teachers will report TAs provide at least 50% of time in supporting classroom instruction.</p>	<p>Quarterly Surveys from teachers receiving services from TAs/ IPAs.</p>	<p>Percentage of teachers who report Satisfactory or Outstanding on services TAs/IPAs provide in the classroom.</p> <p>Percent of teachers who report amount of time spent on instructional/ classroom activities.</p>	<p>Yes</p>	<p>81% of teachers reported TAs/IPAs helpful in meeting the needs of special population.</p> <p>37% teachers reported they feel TAs provide 81%-100% of time supporting classroom instruction.</p>	<p>Target 30% of teachers will report TAs/IPAs helpful in meeting needs of special populations</p> <p>Actual 95% of teachers reported TAs/IPAs helpful in meeting needs of special populations</p> <p>Target 30% of teachers will report TAs/IPAs supporting classroom instructional activities.</p> <p>Actual 83% of teachers reported TAs/IPAs supporting classroom instructional activities.</p> <p><i>Note amount</i></p>	<p>Target 40% of teachers will report TAs/IPAs helpful in meeting needs of special populations</p> <p>Actual % of teachers reported TAs/IPAs helpful in meeting needs of special populations</p> <p>Target 40% of teachers will report TAs/IPAs supporting classroom instructional activities.</p> <p>Actual % of teachers reported TAs/IPAs supporting classroom instructional activities.</p>	<p>Target 50% of teachers will report TAs/IPAs helpful in meeting needs of special populations</p> <p>Actual % of teachers reported TAs/IPAs helpful in meeting needs of special populations</p> <p>Target 50% of teachers will report TAs/IPAs supporting classroom instructional activities.</p> <p>Actual % of teachers reported TAs/IPAs supporting classroom instructional activities.</p>	<p>Target This marks the start of a new school year.</p> <p>Actual This marks the start of a new school year.</p> <p>Target This marks the start of a new school year</p> <p>Actual This marks the start of a new school year.</p>
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					of time was used 40%-100% of time in the classroom.			
GOAL/COMPONENT		ACTIVITIES			WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION			
3.3.1 ASPIRE/ 3.3.3 Summer School: By end of SY2020-21, 50% of participating ASPIRE & Summer School students in grades K-8 will increase AIMSweb benchmark scores by 10 points in reading & math.		3.31 ASPIRE ASPIRE provides instruction after school for students performing below grade level in core content subjects who need remediation on key skills to get back on track with grade level. As a result of Executive Order 2020-27 issued on August 14, 2020, all schools remained closed for face to face instruction. This activity has not started. (Not Started, 0%). 3.4.2 Summer School Summer School provides classroom instruction during the summer for students performing below grade level in core subjects who need remediation on key skills to get back on track with grade level (K-8 th). This activity will begin in June 2021 (Not Started, 0%).			3.3 ASPIRE As a result of Executive Order 2020-27 issued on August 14, 2020, all schools remained closed for face to face instruction. Therefore this activity has not started. 3.4.2 Summer School This activity will begin June 2021. Requisition 20210699 has been entered for an RFP for transportation/ bussing services.			
GOAL/COMPONENT		DATA GENERATED FROM ACTIVITIES			NARRATIVE ON COMPONENT'S EFFECTIVENESS			
STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓ <input checked="" type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED		3.3 ASPIRE No data available at this time. Project is waiting on guidance for implementation. 3.4.2 Summer School No data available at this time. Activity will begin June 2021.			3.3 ASPIRE Reporting will be done once activity commences. 3.4.2 Summer School Reporting will be done once activity commences.			
Desired Project Outcome	Data Source	Unit of Measurement	Evidence-Based	Actual Data	Quarterly Performance Measures (Actual vs. Target)			

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<i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	<i>Enter where the data are located. Identify where the data will come from.</i>	<i>Enter the unit of measurement.</i>	<i>Please indicate: Yes or No</i>		Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
<p>3.3.1 ASPIRE/ 3.3.3 Summer School: By end of SY2020-21, 50% of participating ASPIRE & Summer School students in grades K-8 will increase AIMSweb benchmark scores by 10 points in reading & math.</p>	<p>AIMSweb Scored for Oral Reading Fluency and Number Sense Fluency</p>	<p>Percent of students that increase AIMSweb scores in ORF & NSF by 10 points.</p>	<p>Yes</p>	<p>Fall Benchmark 76% participating students Tier 1 on AIMSweb Oral Reading Fluency 25% participating students Tier 1 on AIMSweb Number Sense Fluency</p>	<p>Target 30% participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math - Fall Benchmark Actual Not data available at this time.</p>	<p>Target 40% participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math - Winter Benchmark Actual % participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math - Fall Benchmark</p>	<p>Target 50% participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math - Spring Benchmark Actual % participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math - Fall Benchmark</p>	<p>This marks the start of a new school year.</p>

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GOAL/COMPONENT		ACTIVITIES			WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION				
3.3.2 SAM: By end of SY2020-21, 50% of 9th grade students mentored will be on grade level to graduate.		3.4.1 Student Advocate & Mentor (SAM) Student advocate and mentor for top tier 3 students (students in need of immediate interventions) to track student progress, graduation requirements, attendance, interventions and behavior. This activity will begin 2 nd quarter. (Not started, 0%)			3.4.1 Student Advocate & Mentor (SAM) As a result of Executive Order 2020-27 issued on August 14, 2020, all schools remained closed for face to face instruction. Therefore this activity has not started. The project is looking at how to continue this activity through alternate supports to students.				
GOAL/COMPONENT		DATA GENERATED FROM ACTIVITIES			NARRATIVE ON COMPONENT'S EFFECTIVENESS				
STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓ <input checked="" type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED		3.4.1 Student Advocate & Mentor (SAM) No data at this time. This activity will begin 2 nd quarter.			3.4.1 Student Advocate & Mentor (SAM) Reporting will be done once activity commences.				
Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence -Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)				
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021	Performance Target End of September 2021

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<p>3.3.2 SAM: By end of SY2020-21, 50% of 9th grade students mentored will be on grade level to graduate.</p>	<p>List of students mentored graduation status report</p>	<p>Percent of students mentored who are on track with grade level</p>	<p>Yes</p>	<p>Participation of 10 or more students in the SAM program per school</p>	<p>Target 30% of students mentored will be on track to graduate</p> <p>Actual No data available at this time</p>	<p>Target 40% of students mentored will be on track to graduate</p> <p>Actual % of students mentored will be on track to graduate</p>	<p>Target 50% of students mentored will be on track to graduate</p> <p>Actual % of students mentored will be on track to graduate</p>	<p>This marks the start of a new school year.</p>
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3.3.3 Credit Recovery (EP/ Summer): By end of SY2020-21, 80% of participating student's grades 9-12 will successfully earn credit(s) to graduate with a passing rate of 70%.</p>	<p><i>Eskuelan Puengi (EP)</i> EP is designed as course by conference for high school students in grades 9-12, lacking 0.5 or more credits to graduate or be on track to graduate. This activity will being 2nd quarter (Not Started, 0%)</p> <p>Summer School Summer School is designed as course by conference for high school students in grades 9-12, lacking 0.5 or more credits to graduate or be on track to graduate. This activity will being 3rd quarter (Not Started, 0%)</p>	<p><i>Eskuelan Puengi</i> The Project has started planning EP with proposed dates and implementation plan should face to face not be an option as a result of school closure.</p> <p>Summer School This activity will begin 3rd quarter.</p>
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input checked="" type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED</p>	<p><i>Eskuelan Puengi</i> No data available at this time. Activity will begin 2nd quarter.</p> <p>Summer School No data available at this time. Activity will begin 3rd quarter.</p>	<p><i>Eskuelan Puengi</i> Reporting will be done once activity commences.</p> <p>Summer School Reporting will be done once activity commences.</p>

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<input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED								
Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
3.3.3 Credit Recovery (EP/ Summer): By end of SY2020-21, 80% of participating student's grades 9-12 will successfully earn credit(s) to graduate with a passing rate of 70%.	Grades in credit recovered courses taken.	Percent of students that received a passing grade of 70% or higher to earn credit	Yes	Session A 79% Passing Rate A-37% B-26% C-17% D-17% F-3% Session B 86% Passing Rate A-43% B-26% C-18% D-12% F-1%	Target 60% of participating high school students will be on track to pass course(s) with passing rate of 70% Actual No data available at this time. Activity will begin 2 nd quarter.	Target 70% of participating high school students will be on track to pass course(s) with passing rate of 70% Actual % of participating high school students will be on track to pass course(s) with passing rate of 70%	Target 80% of participating high school students will pass course(s) with passing rate of 70% Actual % of participating high school students will be on track to pass course(s) with passing rate of 70%	This marks the start of a new school year.
GOAL/COMPONENT		ACTIVITIES			WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION			

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<p>3.4.1 Second Chance: By end of SY2020-21, 80% of 17-21 or 2 years or more behind enrolled will graduate or earn credits to progress to next grade level.</p> <p>By end of SY2020-21, at least 10% of incarcerated students housed in Youth Shelters will advance by 1 grade level.</p>	<p>Second Chance Second Chance provides at-risk students aged 17-21 and students housed at alternative youth facilities with opportunity to recover credit through monitored instruction with certified teacher(s). Students are at least more than two grades below grade level to graduate. (Ongoing, Approximately 45%).</p>	<p>Second Chance As a result of Executive Order 2020-27 issued on August 14, 2020, all schools remained closed for face to face instruction. Therefore Teachers funded by the project continue to provide instruction to students at JP Torres. Teachers, Teacher Assistants, and Instructional Program aides assigned to the school provide interventions, tutoring, make contact with students and tailoring instruction to ensure they are passing courses.</p>																								
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS</p>																								
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input checked="" type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>Second Chance A total of 170 students grades 9-12 are currently enrolled at JP Torres Success Academy, Youth Correctional Facility, and Youth Shelters are as follows:</p> <table border="1" data-bbox="562 862 1344 1138"> <thead> <tr> <th>Grade</th> <th>JP Torres Success Academy</th> <th>Youth Correctional Facility</th> <th>Youth Shelter</th> </tr> </thead> <tbody> <tr> <td>9th</td> <td align="center">7</td> <td align="center">4</td> <td align="center">0</td> </tr> <tr> <td>10th</td> <td align="center">39</td> <td align="center">9</td> <td align="center">2</td> </tr> <tr> <td>11th</td> <td align="center">70</td> <td align="center">3</td> <td align="center">0</td> </tr> <tr> <td>12th</td> <td align="center">35</td> <td align="center">1</td> <td align="center">0</td> </tr> <tr> <td>TOTAL</td> <td align="center">151</td> <td align="center">17</td> <td align="center">2</td> </tr> </tbody> </table> <p>1st Quarter Student Data for Second Chance shows 19% of students are progressing from JP Torres Success Academy and 100% from Youth Correctional Facilities and Youth Shelters are progressing to towards graduation. The table below shows the raw numbers of student progressing.</p> <p>Student Progress Second Chance</p>	Grade	JP Torres Success Academy	Youth Correctional Facility	Youth Shelter	9 th	7	4	0	10 th	39	9	2	11 th	70	3	0	12 th	35	1	0	TOTAL	151	17	2	<p>Second Chance The data shows that a majority of the school's enrollment are in need of supports and interventions to get them on track to graduate or on grade level.</p>
Grade	JP Torres Success Academy	Youth Correctional Facility	Youth Shelter																							
9 th	7	4	0																							
10 th	39	9	2																							
11 th	70	3	0																							
12 th	35	1	0																							
TOTAL	151	17	2																							

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	Grade	JP Torres Success Academy	Youth Correctional Facility	Youth Shelter
	9 th	1	4	0
	10 th	4	9	2
	11 th	13	3	0
	12 th	11	1	0
	TOTAL	29	17	2

*Data from 1st quarter grades

Distance Learning Models 43 will be face to face instruction, 61 hard copy instruction and 65 online instruction.

Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
3.4.1 Second Chance: By end of SY2020-21, 80% of 17-21 or 2 years or more behind enrolled will graduate or earn credits to progress to next grade level.	Graduation status report for enrolled students	Percent of students that graduate and/or on track to graduate	Yes	73% of students 17-21 and 2 or more years behind who earn credits to progress to next grade level 79% (19) – 11 th 50% (20) – 10 th 75% (4) – 9 th	Target At least 70 % of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level Actual 81 % of participating 17-21 and 2 or	Target At least 75% on track to graduate or advance to next grade level. Actual % on track to graduate or advance to	Target At least 80% on track to graduate or advance to next grade level. Actual % on track to graduate or advance to	This marks the start of a new school year. Actual % on track to graduate or advance

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<p>By end of SY2020-21, at least 10% of incarcerated students housed in Youth Shelters will advance by 1 grade level.</p>	<p>Student Status report for students housed in Youth Shelters</p>	<p>Percent of students that increased by 1 grade level</p>	<p>Yes</p>	<p>more years behind on track to graduate or advance to next grade level</p> <p>Target At least 4% of participating 17-21 and 2 or more years behind on track to graduate or progress to next grade level</p> <p>Actual 100% of participating 17-21 and 2 or more years behind on track to graduate or progress to next grade level</p>	<p>next grade level.</p> <p>Target At least 6% on track to graduate or progress to next grade level</p> <p>Actual % on track to graduate or progress to next grade level</p>	<p>next grade level.</p> <p>Target At least 10% on track to graduate or progress to next grade level</p> <p>Actual % on track to graduate or progress to next grade level</p>	<p>to next grade level.</p>
<p align="center">GOAL/COMPONENT</p>		<p align="center">ACTIVITIES</p>			<p align="center">WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION</p>		

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<p>3.4.2 Alternative Pathways: By end of SY2020-21, 65% of 17-21 or 2 years or more behind enrolled will graduate or earn credits to progress to next grade level.</p>	<p>Alternative Pathways Alternative Pathways provides at-risk students with opportunity to recover credit through monitored self-paced instruction outside the regular school day on flexible hours for students. (Ongoing, 40%)</p>	<p>Alternative Pathways Students participating at <i>Asmuyao</i> continue to get instruction to help them earn credits towards graduation. Requisition 20210701 has been entered for 2nd renewal of this contract.</p>																								
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS</p>																								
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>Alternative Pathways A total of 36 students are currently enrolled at <i>Asmuyao</i>.</p> <table border="1" data-bbox="562 691 1344 922"> <thead> <tr> <th>Grade</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>9th Grade</td> <td>1</td> </tr> <tr> <td>10th Grade</td> <td>2</td> </tr> <tr> <td>11th Grade</td> <td>24</td> </tr> <tr> <td>12th Grade</td> <td>9</td> </tr> <tr> <td>Total</td> <td>36</td> </tr> </tbody> </table> <p>Number of Student progressing</p> <table border="1" data-bbox="562 992 1344 1222"> <thead> <tr> <th>Grade</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>9th Grade</td> <td>1</td> </tr> <tr> <td>10th Grade</td> <td>1</td> </tr> <tr> <td>11th Grade</td> <td>17</td> </tr> <tr> <td>12th Grade</td> <td>9</td> </tr> <tr> <td>Total</td> <td>28</td> </tr> </tbody> </table>	Grade	Number	9 th Grade	1	10 th Grade	2	11 th Grade	24	12 th Grade	9	Total	36	Grade	Number	9 th Grade	1	10 th Grade	1	11 th Grade	17	12 th Grade	9	Total	28	<p>Alternative Pathways The data shows that more than half of students participating at <i>Asmuyao</i> are passing their courses.</p>
Grade	Number																									
9 th Grade	1																									
10 th Grade	2																									
11 th Grade	24																									
12 th Grade	9																									
Total	36																									
Grade	Number																									
9 th Grade	1																									
10 th Grade	1																									
11 th Grade	17																									
12 th Grade	9																									
Total	28																									
<p>Desired Project Outcome</p>	<p>Data Source</p>	<p>Unit of Measurement</p>	<p>Evidence -Based</p>	<p>Actual Data</p>	<p align="center">Quarterly Performance Measures (Actual vs. Target)</p>																					

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<i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	<i>Enter where the data are located. Identify where the data will come from.</i>	<i>Enter the unit of measurement.</i>	<i>Please indicate: Yes or No</i>		Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
<p>3.4.2 Alternative Pathways: By end of SY2020-21, 65% of 17-21 or 2 years or more behind enrolled will graduate or earn credits to progress to next grade level.</p>	<p>Graduation status report for enrolled students</p>	<p>Percent of students that graduate and/or on track to graduate</p>	<p>Yes</p>	<p>73% of students 17-21 and 2 or more years behind who earn credits to progress to next grade level 79% (19) – 11th 50% (20) – 10th 75% (4) – 9th</p>	<p>Target At least 55% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p> <p>Actual 78% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p>	<p>Target At least 60% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p> <p>Actual % of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p>	<p>Target At least 65% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p> <p>Actual % of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p>	<p>This marks the start of a new school year.</p>
<p>PART II:</p>								

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LIST TRAVEL ACTIVITIES COMPLETED.	No travel had been requested and approved within CSAI Project application. Also note that due to COVID-19, all travel activities have been suspended.
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	No travel had been requested and approved within CSAI Project application. Also note that due to COVID-19, all travel activities have been suspended.
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	As a result of Executive Order 2020-28 issued on August 21, 2020 relative to responding to confirmed cases of novel coronavirus (COVID-19) which closed all face to face instruction, the Project was not able to implement many of its activities. The Project was able to proceed with teacher training virtually. The Project also reassessed activities to determine what can be implemented with the models of learning, hard copy and online instruction. Planning continued with other activities that will be forthcoming in 2 nd quarter.
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	As a result of Executive Order 2020-28 issued on August 21, 2020 relative to responding to confirmed cases of novel coronavirus (COVID-19) which closed all face to face instruction, the Project was not able to implement many of its activities. Therefore, data was not collected this period as a result of delayed implementation of activities.
EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	Project funds were used for personnel to support interventions for students and teacher supports through Teacher Assistants and Instructional Program Aides, State Systemic Improvement Plan (SSIP) training, English as a Second Language (ESL) training, teachers supporting Second Chance and contractual with Asmuyao for Alternative Pathways. Funds were used for consultants to support teachers' professional development planning and instructional materials. TA/ IPAs support Distance Learning through hard copy and online instruction. Teachers design lessons and intervention activities that address the needs of struggling students, provide additional support and reinforce skills and concepts through Distance Learning.

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<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>All contractual and equipment activities have been entered in requisition. Weekly meetings are held with the procurement to discuss the status and priorities of these items. The main challenge would be not being able to implement some activities as a result of Executive Order 2020-27 issued on August 14, 2020, which closed for face to face instruction. The Project has worked on implementation plans to propose to school administrators should the condition of readiness change.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>The following activities that will be implemented next quarter:</p> <ul style="list-style-type: none"> • Teacher Assistant/ Instructional Program Aide Training • Update TA/ IPA Guidelines • <i>Eskuelan Puengi</i> • Student Advocate and Mentor (SAM) • Continuation of Second Chance at JP Torres and Alternative Pathways (Asmuyao) • Transition meeting with Second Chance personnel
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>CSAI has used a variety of tools to evaluate the effectiveness of the Project and activities being implemented. This quarter CSAI has used perception surveys, project meetings, training evaluations, and student grades. Evaluation results will be used to improve implementation of the project along with doing any recommended corrective actions. In addition, collaborative meeting with administrators help ensure smooth implementation and school involvement in the design. Note that as a result of COVID-19 and no face to face instruction, much of the activities have been delayed. CSAI continues to maintain communication with school administrators and all stakeholders. Stakeholders have been involved in planning implementation of these activities for 2nd quarter.</p>

QUARTERLY REPORT CERTIFICATION

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

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Joshua C. Blas
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

1/15/20
DATE

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


PROJECT MANAGER (SIGNATURE)

01/15/2021
DATE



1/29/21

FEDERAL PROGRAMS DIVISION



FY 2020 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Correspondences between FPD and Project Lead

January 29, 2021



Christopher B. Surla <cbsurla@gdoe.net>

CSAI 1st Quarter Compliance Report and Personnel Certifications

9 messages

Joshua C. Blas (Curriculum & Instruction) <jcblas@gdoe.net>

Fri, Jan 15, 2021 at 2:44 PM

To: "Christopher B. Surla" <cbsurla@gdoe.net>

Cc: Rachel Lee Santos Duenas <rlsduenas@gdoe.net>, "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>, "Stephanie N. Chargualaf" <snchargualaf@gdoe.net>, "Joseph L.M. Sanchez (Deputy Supt. C & I)" <jsanchez@gdoe.net>, Classroom Supports & Academic Interventions <csai@gdoe.net>

Hafa Adai All,

Please see attached document for CSAI 1st quarter compliance report. Signed documents and personnel certifications will be sent once signed by the Deputy. Should you have any questions, please feel free to contact me. Thank you.


--

Si Yu'os ma'åse'

Joshua Blas
Project Lead
Classroom Supports & Academic Interventions (CSAI)
Curriculum & Instructional Improvement
Department of Education
(671) 300-1254

Guam Department of Education

2 attachments

 **CSAI FY20 1st Quarter Report 1.15.21.docx**
109K **CSAI FY20 1st Quarter Budget.xlsx**
232K

Roe-Ann Jean M. Cruz <roemcruz@gdoe.net>

Fri, Jan 15, 2021 at 2:59 PM

To: "Joshua C. Blas (Curriculum & Instruction)" <jcblas@gdoe.net>

Cc: "Christopher B. Surla" <cbsurla@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>, "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Stephanie N. Chargualaf" <snchargualaf@gdoe.net>, "Joseph L.M. Sanchez (Deputy Supt. C & I)" <jsanchez@gdoe.net>, Classroom Supports & Academic Interventions <csai@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>

Hafa Adai!

Please see signed report attached below. Thank you so much and have a great day!

Kindest Regards,
Roe-Ann

--

Roe-Ann M. Cruz
Administrative Assistant
Division of Curriculum & Instruction
Guam Department of Education
[501 Mariner Avenue Barrigada, Guam 96913](https://www.gdoe.net/501-Mariner-Avenue-Barrigada-Guam-96913)

(671) 300-1247 | roemcruz@gdoe.net

[Quoted text hidden]

Guam Department of Education

3 attachments

 **037 CSAI FY20 1st Quarter Budget.xlsx.pdf**
551K

 **037 CSAI FY20 1st Quarter Report 1.15.21.docx.pdf**
1053K

 **037 CSAI FY20 1st Quarter Certifications.pdf**
3964K

Rosemarie B. Mendiola <rbmendiola@gdoe.net>

Sat, Jan 16, 2021 at 6:17 PM

To: "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>

Cc: "Joshua C. Blas (Curriculum & Instruction)" <jbblas@gdoe.net>, "Christopher B. Surla" <cbsurla@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>, "Stephanie N. Chargualaf" <snchargualaf@gdoe.net>, "Joseph L.M. Sanchez (Deputy Supt. C & I)" <jsanchez@gdoe.net>, Classroom Supports & Academic Interventions <csai@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>

Received, thank you.

[Quoted text hidden]

--

Rosemarie B. Mendiola
Administrative Officer
Federal Programs Division
Guam Department of Education
(671) 475-0470/300-1264
(671) 477-4587 (fax)

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Guam Department of Education

Rosemarie B. Mendiola <rbmendiola@gdoe.net>

Sat, Jan 16, 2021 at 6:24 PM

To: Federal Programs <federal-programs@gdoe.net>

Forwarding CSAI 1st Quarter Report.

[Quoted text hidden]

--

Rosemarie B. Mendiola
Administrative Officer
Federal Programs Division
Guam Department of Education
(671) 475-0470/300-1264
(671) 477-4587 (fax)

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Guam Department of Education

3 attachments

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551K

 **037 CSAI FY20 1st Quarter Report 1.15.21.docx.pdf**
1053K

 **037 CSAI FY20 1st Quarter Certifications.pdf**
3964K

Ana O. Aguon <aoaguon@gdoe.net>
To: "Joshua C. Blas (Curriculum & Instruction)" <jcblas@gdoe.net>
Cc: Federal Programs <federal-programs@gdoe.net>

Tue, Jan 19, 2021 at 9:10 AM

Hafa Adai Josh,

Kindly requesting for a working copy of **CSAI's 1st Quarter Report**, for purposes of validation.

Kind Regards,

Ana O. Aguon
State Data Officer
Federal Programs Division
Guam Department of Education
State Agency for U.S. Federal Grants
Tel: (671)300-1350
Email: aoaguon@gdoe.net

[Quoted text hidden]

Guam Department of Education

Christopher B. Surla <cbsurla@gdoe.net> Fri, Jan 22, 2021 at 7:27 AM
To: "Ana O. Aguon" <aoaguon@gdoe.net>
Cc: "Angela G. Mendiola" <agmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>, "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Sean R. Rupley" <srupley@gdoe.net>, "Shannon B. Bukikosa" <sbbukikosa@gdoe.net>, "Joshua C. Blas (Curriculum & Instruction)" <jcblas@gdoe.net>

Hi Ana, here are the working copies as requested.

Regards,
Chris

[Quoted text hidden]

--

Christopher Surla
State Program Officer
Federal Programs Division
Guam Department of Education
(671) 300-1372

GDOE SY 2018-2019

2 attachments

 **CSAI FY20 1st Quarter Report 1.15.21.docx**
109K

 **CSAI FY20 1st Quarter Budget.xlsx**
232K

Christopher B. Surla <cbsurla@gdoe.net>
To: "Angela G. Mendiola" <agmendiola@gdoe.net>

Fri, Jan 22, 2021 at 7:27 AM

Hi Angela,

here is the personnel certifications to conduct the 3 and 4 way match.

Regards,
Chris

----- Forwarded message -----

From: **Roe-Ann Jean M. Cruz** <roemcruz@gdoe.net>

Date: Fri, Jan 15, 2021 at 3:00 PM

Subject: Re: CSAI 1st Quarter Compliance Report and Personnel Certifications

To: Joshua C. Blas (Curriculum & Instruction) <jcblas@gdoe.net>

Cc: Christopher B. Surla <cbsurla@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>, Rosemarie B. Mendiola <rbmendiola@gdoe.net>, Stephanie N. Chargualaf <snchargualaf@gdoe.net>, Joseph L.M. Sanchez (Deputy Supt. C & I) <jsanchez@gdoe.net>, Classroom Supports & Academic Interventions <csai@gdoe.net>, Kevin M. Taitague <kmtaitague@gdoe.net>

[Quoted text hidden]

[Quoted text hidden]

 **037 CSAI FY20 1st Quarter Certifications.pdf**
3964K

Angela G. Mendiola <agmendiola@gdoe.net>
To: "Christopher B. Surla" <cbsurla@gdoe.net>

Thu, Jan 28, 2021 at 10:23 AM

Good morning Christopher,

Please see the track changes made to the CSAI 1st Quarter Compliance Report (working file). I made minor edits to align the activity reference number with the June 22, 2020 CGA. Please let me know if you have any questions or concerns.

Regards,
Angela Mendiola

[Quoted text hidden]

--

Angela Mendiola

Federal Programs Division

Guam Department of Education**State Agency for U.S. Federal Grants**

501 Mariner Avenue

Barrigada GU 96913-1608

(671) 475-0457 | (671) 300-1267

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Guam Department of Education

 **CSAI FY20 1st Quarter Report 1.15.21.fpd1.docx**
111K

Christopher B. Surla <cbsurla@gdoe.net>

Fri, Jan 29, 2021 at 8:59 AM

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

Cc: "Angela G. Mendiola" <agmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>, "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Sean R. Rupley" <srupley@gdoe.net>, "Shannon B. Bukikosa" <sbbukikosa@gdoe.net>, "Joshua C. Blas (Curriculum & Instruction)" <jcblas@gdoe.net>

Hafa Adai Josh,

Please find attached the updated quarterly report with minor edits. Edits include aligning the components with the application. Also data was validated by the State Data Officer.

Kind regards,

Chris

[Quoted text hidden]

 **Reviewed CG'20 CSAI 1st Quarter Report_aoa.docx**
114K

FEDERAL PROGRAMS DIVISION



FY 2020 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Quarterly Personnel Certification

January 29, 2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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

Fiscal Year 2021
 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
9418	CHACO, FELIX A.	Program Coordinator IV	C&I -820	
15583	CRUZ, ROE-ANN	Administrative Assistant	C&I -820	Shared
2391	ESCUADRA, KELLY C	Program Coordinator III	C&I -820	
6420	GARRIDO, AVELINO T	Program Coordinator III	C&I -820	
6792	PENDON, JESSE R.	Program Coordinator IV	C&I -820	
13095	REYES, DIANA M	Program Coordinator III	C&I -820	

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

Immediate Supervisor's Name: JOSHUA BLAS	1/14/21
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JOSHUA BLAS	1/14/21
Project Coordinator Signature:	Date:

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

Project Manager Name: JOSEPH L.M. SANCHEZ	Date: 01/15/2021
Project Manager Signature:	Date:

Guam Department of Education (GDOE) Quarterly Personnel Certification Form




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

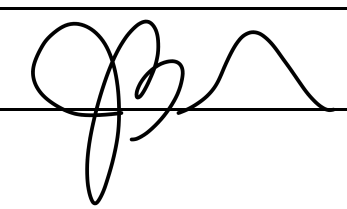
Fiscal Year 2021
 Reporting Period: 1st Qtr (Oct - Dec)

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.

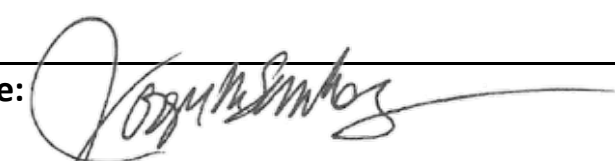
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
14419	ABIERA, VAN JOSEPH	Computer Technician II	FSAIS - 816	Shared
13987	AGUSTIN, PATTERSON JAMES MACAGNE	Computer Technician I	FSAIS - 816	Shared
15628	DAVID, ISAAC	Computer Technician II	FSAIS - 816	Shared
13985	SANTOS, AUBREY MARIE	Computer Technician I	FSAIS - 816	Shared

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: VINCENT DELA CRUZ	
Immediate Supervisor's Signature: 	Date: 01/05/2021

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature: 	Date: 1/14/21

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

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: 	Date: 01/15/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year 2021

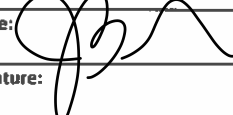
Reporting Period: 1st Qtr (Oct - Dec)

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
15779	ARRIOLA, LORI	Teacher Assistant (TA)	Adacao - 329	
15110	CAMACHO, ALYSSA MARIE S.	Teacher Assistant (TA)	Adacao - 329	
16114	DUENAS, KAYLEEN	Teacher Assistant (TA)	Adacao - 329	
14385	HERNANDEZ, INDYA JEAN	Teacher Assistant (TA)	Adacao - 329	
10214	SANTOS, MADELENE	Teacher Assistant (TA)	Adacao - 329	
12007	TAITANO, KAYA	Teacher Assistant (TA)	Adacao - 329	

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

Immediate Supervisor's Name: JANICE CHARGUIAF
 Immediate Supervisor's Signature:  Date: 1/5/21

Project Coordinator Name: JOSHUA BLAS
 Project Coordinator Signature:  Date: 1/14/21

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

Project Manager Name: JOSEPH L.M. SANCHEZ
 Project Manager Signature:  Date: 01/15/2021

4

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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

Fiscal Year 2021
 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
16121	ATTAO, SHAYDEN	Teacher Assistant (TA)	Agana Heights - 301	
15515	BLAS, ALICA NORMA JEAN	Teacher Assistant (TA)	Agana Heights - 301	
16148	TUPAZ, KIMBERLY	Teacher Assistant (TA)	Agana Heights - 301	
15700	VIERA, JOSEPHINE	Teacher Assistant (TA)	Agana Heights - 301	
13854	PABLO, MARIE A	Teacher Assistant (TA)	Agana Heights - 301	

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

Immediate Supervisor's Name: DR. JOLENE CABRERA
 Immediate Supervisor's Signature:
 Date: 1/15/21

Project Coordinator Name: JOSHUA BLAS
 Project Coordinator Signature:
 Date: 1/14/21

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

Project Manager Name: JOSEPH L.M. SANCHEZ
 Project Manager Signature:
 Date: 01/15/2021

4

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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

Fiscal Year 2021
 Reporting Period: 1st Qtr (Oct - Dec)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
14533	CHARFAUROS, SHANA R.	Teacher Assistant (TA)	Agueda Johnston - 430	
16116	MIYASAKI, DARIA	Teacher Assistant (TA)	Agueda Johnston - 430	
16155	MTIN, ZANE	Teacher Assistant (TA)	Agueda Johnston - 430	
11665	QUICHOCHO, JAKE J.T.	Teacher Assistant (TA)	Agueda Johnston - 430	
14341	RAMIREZ, ARRON	Teacher Assistant (TA)	Agueda Johnston - 430	
14303	TALLEDO, APRIL KANE P.	Teacher Assistant (TA)	Agueda Johnston - 430	

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

Immediate Supervisor's Name:
REBECCA PEREZ
 Immediate Supervisor's Signature: *[Signature]*
 Date: 01/04/2021

Project Coordinator Name:
JOSHUA BLAS
 Project Coordinator Signature: *[Signature]*
 Date: 1/14/21

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

Project Manager Name:
JOSEPH L.M. SANCHEZ
 Project Manager Signature: *[Signature]*
 Date: 01/15/2021

4

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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

Fiscal Year 2021
 Reporting Period: 1st Qtr (Oct - Dec)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
8486	BORJA, CORRINE C.	Teacher Assistant (TA)	Astumbo ES - 325	
6828	CEPEDA, JOANNE	Teacher Assistant (TA)	Astumbo ES - 325	
14379	CRUZ, DONNA MAE	Teacher Assistant (TA)	Astumbo ES - 325	
15829	ERZA, NAOMI NICOLE	Teacher Assistant (TA)	Astumbo ES - 325	
78	MARTIN, MARTHA B.	Teacher Assistant (TA)	Astumbo ES - 325	
14273	QUENGA, DANNYN	Teacher Assistant (TA)	Astumbo ES - 325	
7182	TAJALLE, DIANA MARIE	Teacher Assistant (TA)	Astumbo ES - 325	

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

Immediate Supervisor's Name:
 JOSEPHINE FONTBUENA
 Immediate Supervisor's Signature: *Josephine P. Fontbuena*
 Date: *1/5/2021*

Project Coordinator Name:
 JOSHUA BLAS
 Project Coordinator Signature: *[Signature]*
 Date: 1/14/21

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

Project Manager Name:
 JOSEPH L.M. SANCHEZ
 Project Manager Signature: *[Signature]*
 Date: 01/15/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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

Fiscal Year **2021**
 Reporting Period: 1st Qtr (Oct - Dec)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
14937	BUSTAMANTE, ALYSA EVON	Teacher Assistant (TA)	Astumbo MS - 437	
16023	CRUZ, SHAUNALEI	Teacher Assistant (TA)	Astumbo MS - 437	
14411	FLORES, KRISTINA	Teacher Assistant (TA)	Astumbo MS - 437	Effective Date : 11/23/2020.
15358	GUERRERO, JI-MARIE	Teacher Assistant (TA)	Astumbo MS - 437	
4457	OSERA, RIZALINA	Teacher Assistant (TA)	Astumbo MS - 437	
12541	ROSALIN, LOUISA JULIA A.	Teacher Assistant (TA)	Astumbo MS - 437	

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:
 HANNAH GUTIERREZ
 Immediate Supervisor's Signature: *Hannah Gutierrez* Date: 1/5/21

Project Coordinator Name:
 JOSHUA BLAS
 Project Coordinator Signature: *Joshua Blas* Date: 1/14/21

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

Project Manager Name:
 JOSEPH L.M. SANCHEZ
 Project Manager Signature: *Joseph L.M. Sanchez* Date: 01/15/2021

4

Guam Department of Education (GDOE) Quarterly Personnel Certification Form




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

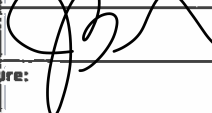
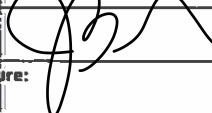
Fiscal Year 2021
Reporting Period: 1st Qtr (Oct-Dec)

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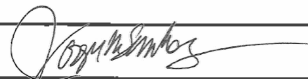
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
16018	CAMACHO, DYLAN ROSS	Teacher Assistant (TA)	CL Taitano - 304	
4434	DIZON, OLIVIA	Teacher Assistant (TA)	CL Taitano - 304	
11946	FRANCISCO, ROSE ANN	Teacher Assistant (TA)	CL Taitano - 304	
14404	QUIDACDAY, CHRISTINA ANN	Teacher Assistant (TA)	CL Taitano - 304	
3633	TAITANO, JOSEPH A.	Instructional Program Aide	CL Taitano - 304	
13167	TAITANO, TOMMY-JON	Teacher Assistant (TA)	CL Taitano - 304	

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:
CORINA PAULINO
Immediate Supervisor's Signature:  **Date:** 1/8/2021

Project Coordinator Name:
JOSHUA BLAS 
Project Coordinator Signature:  **Date:** 1/14/21

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

Project Manager Name:
JOSEPH L.M. SANCHEZ
Project Manager Signature:  **Date:** 01/15/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year 2021

Reporting Period: 1st Qtr (Oct - Dec)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13772	BOONE, MARTY	Teacher Assistant (TA)	Carbullido - 303	
15514	CASTRO, AUSTIN	Teacher Assistant (TA)	Carbullido - 303	
15554	SAN MIGUEL, GIANNA	Teacher Assistant (TA)	Carbullido - 303	
14104	QUICHOCHO, CHRISTINE F	Teacher Assistant (TA)	Carbullido - 303	

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

Immediate Supervisor's Name: *Lisa Cooper-Nurse*
 DR. LISA COOPER-NURSE
 Immediate Supervisor's Signature: _____ Date: _____

Project Coordinator Name: *Joshua Blas*
 JOSHUA BLAS
 Project Coordinator Signature: _____ Date: 1/14/21

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

Project Manager Name:
 JOSEPH L.M. SANCHEZ
 Project Manager Signature: *Joseph L.M. Sanchez* Date: 01/15/2021

①

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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

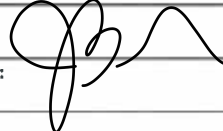
Fiscal Year 2021
 Reporting Period: 1st Qtr (Oct-Dec)

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
11320	ABARA, MELY	Teacher Assistant (TA)	Chief Brodie - 324	assigned to CBMES on 10/03/2020
15313	DELEON GUERRERO-ROBERTO, AISHA JOHNAE	Teacher Assistant (TA)	Chief Brodie - 324	
11745	DIMAPAN, PATTY	Teacher Assistant (TA)	Chief Brodie - 324	
15520	WOOTEN, FRANIOLEEN S.	Teacher Assistant (TA)	Chief Brodie - 324	

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: Darlene Castro
 Immediate Supervisor's Signature: 
 Date: 1/5/2021

Project Coordinator Name: JOSHUA BLAS
 Project Coordinator Signature: 
 Date: 1/14/21

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

Project Manager Name: JOSEPH L.M. SANCHEZ
 Project Manager Signature: 
 Date: 01/15/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year 2021

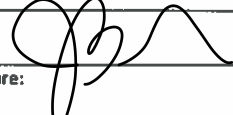
Reporting Period: 1st Qtr (Oct - Dec)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
4555	AGUIRRE, MARYJANE	Teacher Assistant (TA)	DL Perez - 323	
10982	CRUZ, CHRISTINE	Teacher Assistant (TA)	DL Perez - 323	
16128	CRUZ, JAENALYNN	Teacher Assistant (TA)	DL Perez - 323	
15371	FLICKINGER, JENNIFER-JAYNETTE P.	Teacher Assistant (TA)	DL Perez - 323	
8765	QUINTANILLA, TAMAR M D.	Teacher Assistant (TA)	DL Perez - 323	
7035	RIVARD, DOMINICA	Teacher Assistant (TA)	DL Perez - 323	
5829	SARDON, LEA M.	Teacher Assistant (TA)	DL Perez - 323	
8377	TAISIPI, LANI	Teacher Assistant (TA)	DL Perez - 323	
3841	PENARANDA, CARMENSITA L	Teacher Assistant (TA)	DL Perez - 323	

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

Immediate Supervisor's Name: REBECCA DUENAS	
Immediate Supervisor's Signature: 	Date: <u>1/8/2021</u>

Project Coordinator Name: JOSHUA BLAS	<u>1/14/21</u>
Project Coordinator Signature: 	Date:

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

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: 	Date: <u>01/15/2021</u>

①

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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

Fiscal Year 2021
 Reporting Period: 1st Qtr (Oct-Dec)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
14405	BENAVENTE, LESHONAH	Teacher Assistant (TA)	FB Leon Guerrero - 432	
15391	CRUZ, KRYSTALMARIE	Teacher Assistant (TA)	FB Leon Guerrero - 432	
5879	FEJERAN, GERALDINE	Teacher Assistant (TA)	FB Leon Guerrero - 432	
14957	NAPLES, SHAWNAE	Teacher Assistant (TA)	FB Leon Guerrero - 432	
11763	PAGUIO, REJERICCA	Teacher Assistant (TA)	FB Leon Guerrero - 432	
5986	SALAS, MICHELLE	Teacher Assistant (TA)	FB Leon Guerrero - 432	
15768	TALAVERA, JULIUS	Teacher Assistant (TA)	FB Leon Guerrero - 432	
4001	ICHIN, CAROLINE A	Teacher Assistant (TA)	FB Leon Guerrero - 432	

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

Immediate Supervisor's Name: Melissa Mafnas 1-4-2021
 Immediate Supervisor's Signature: _____ Date: _____

Project Coordinator Name: Joshua Blas 1/14/21
 Project Coordinator Signature: _____ Date: _____

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

Project Manager Name: Joseph L.M. Sanchez
 Project Manager Signature: _____ Date: 01/15/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
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Fiscal Year 2021
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
9148	AFAISEN, REENA LYNN	Teacher Assistant (TA)	Finegayan - 306	
15327	BARIS, RAENA N.S.	Teacher Assistant (TA)	Finegayan - 306	
15325	BUNAG, JUNE	Teacher Assistant (TA)	Finegayan - 306	
16124	CASTRO, VERNIE-LYNN	Teacher Assistant (TA)	Finegayan - 306	
14613	CRUZ, JENIEVA GRACE S.	Teacher Assistant (TA)	Finegayan - 306	
15359	MALATE, ELSIELINA CAMILLE	Teacher Assistant (TA)	Finegayan - 306	
6722	MEZA, RENEE LYNN Q.	Teacher Assistant (TA)	Finegayan - 306	
13292	PANGELINAN, DAYNA JEAN	Teacher Assistant (TA)	Finegayan - 306	
10716	VELASCO, GABRIEL H.	Teacher Assistant (TA)	Finegayan - 306	
7613	MENDIOLA, JOLEEN R	Teacher Assistant (TA)	Finegayan - 306	

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

Immediate Supervisor's Name:
MARITESS GARCIA
 Immediate Supervisor's Signature:  Date: 1/5/2021

Project Coordinator Name:
JOSHUA BLAS
 Project Coordinator Signature:  Date: 1/14/21

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

Project Manager Name:
JOSEPH L.M. SANCHEZ
 Project Manager Signature:  Date: 01/15/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
11667	BENAVENTE, PATRICIA T.	Teacher Assistant (TA)	JM Guerrero - 308	
8180	HEFLIN, MARIA	Teacher Assistant (TA)	JM Guerrero - 308	
15296	MENDIOLA, CHRISTIANNA-FAYE	Teacher Assistant (TA)	JM Guerrero - 308	
15930	MENDIOLA, JOELYN GINMARIE I.	Teacher Assistant (TA)	JM Guerrero - 308	
14110	MORALIES, HOPE BRIANNE	Teacher Assistant (TA)	JM Guerrero - 308	
11676	ROSARIO, KINEISHA-LYNN	Teacher Assistant (TA)	JM Guerrero - 308	
12439	CRUZ, THOMAS JOSEPH H	Teacher Assistant (TA)	JM Guerrero - 308	
14226	PALOMO, LANCE M	Teacher Assistant (TA)	JM Guerrero - 308	

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

Immediate Supervisor's Name: Rose M. Castro 1/5/2020
 ROSE CASTRO
 Immediate Supervisor's Signature: _____ Date: _____

Project Coordinator Name: [Signature] 1/14/21
 JOSHUA BLAS
 Project Coordinator Signature: _____ Date: _____

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

Project Manager Name:
 JOSEPH L.M. SANCHEZ
 Project Manager Signature: [Signature] 01/15/2021
 Date: _____

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Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
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Fiscal Year 2021
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13340	AQUINO, ANTHONY	Teacher Assistant (TA)	Jose Rios - 434	
7117	CAMACHO, SHARLEEN ANN	Instructional Program Aide	Jose Rios - 434	
16024	CHACO, AMAIALYNN I.S.	Teacher Assistant (TA)	Jose Rios - 434	
16109	FERRERA, ELIZAH	Teacher Assistant (TA)	Jose Rios - 434	
9693	QUIDACHAY, TARA ANN	Teacher Assistant (TA)	Jose Rios - 434	
15301	SAN NICOLAS, PETER	Teacher Assistant (TA)	Jose Rios - 434	
14853	NEDEDOG, JOLYNN APRIL M	Teacher Assistant (TA)	Jose Rios - 434	

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

Immediate Supervisor's Name:
 MARIANN LUJAN
 Immediate Supervisor's Signature: 
 Date: 11/5/2021

Project Coordinator Name:
 JOSHUA BLAS
 Project Coordinator Signature: 
 Date: 1/14/21

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

Project Manager Name:
 JOSEPH L.M. SANCHEZ
 Project Manager Signature: 
 Date: 01/15/2021

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Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
	ANCHETA, JULIE R	Teacher	JP Torres - 438	RESIGNED SY 2020-21
1681	CEPEDA, JOSE L	Teacher	JP Torres - 438	
10971	CRUZ, LEALANI	Teacher Assistant (TA)	JP Torres - 438	
10462	CRUZ, ROSEMARIE SN	Teacher	JP Torres - 438	
7068	MANSAPIT, ROSEMARY	Instructional Program Aide	JP Torres - 438	
13310	MENO, COLIN MICHAEL	Teacher Assistant (TA)	JP Torres - 438	
9160	MENO, MELISSA JC	Teacher	JP Torres - 438	
15060	MORRISON, TAYLOR	Teacher Assistant (TA)	JP Torres - 438	
	MUNOZ, ROSEMARIE J	Teacher	JP Torres - 438	
15624	ONEY, LARRY D	Teacher	JP Torres - 438	
10134	ORTIZ, ELISA DC	Instructional Program Aide	JP Torres - 438	
7167	PALACIOS, DEBRALYNN A	Clerk Typist III	JP Torres - 438	
9634	SAN NICOLAS, JOHN G	Teacher	JP Torres - 438	
3951	SEVILLO, WILLIAM O	Teacher	JP Torres - 438	
15775	SMITH, BRITANY CHAUNTEL	Teacher Assistant (TA)	JP Torres - 438	
11257	TAITANO, MELISSA KP	Instructional Program Aide	JP Torres - 438	
7814	TOPASNA, CATHY ROSE C	Instructional Program Aide	JP Torres - 438	
	TOWNSEL, CARLOS B	Teacher	JP Torres - 438	LT teacher NO LONGER ASSIGNED TO JPTSA for SY2020-21

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

Immediate Supervisor's Name: DR. ASHERDEE ROSETE	
Immediate Supervisor's Signature: <i>androsете</i>	Date: Jan. 11, 2021

Project Coordinator Name: JOSHUA BLAS		Date: 1/14/21
Project Coordinator Signature: <i>[Signature]</i>	Date:	

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

Project Manager Name: JOSEPH L.M. SANCHEZ		Date: 01/15/2021
Project Manager Signature: <i>[Signature]</i>	Date:	

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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Fiscal Year 2021
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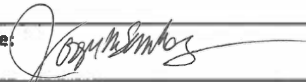
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
15839	AGUERO, DORA ANN	Teacher Assistant (TA)	JQ San Miguel - 311	
14939	CASTRO, DERICK	Teacher Assistant (TA)	JQ San Miguel - 311	
144856	CRUZ, BEATRICE	Teacher Assistant (TA)	JQ San Miguel - 311	
14690	CRUZ, JESIREE	Teacher Assistant (TA)	JQ San Miguel - 311	
7165	DIONES, ARLENE	Teacher Assistant (TA)	JQ San Miguel - 311	
4725	FRANCISCO, ROSE MARIE	Teacher Assistant (TA)	JQ San Miguel - 311	
12231	PAULINO, TIARA	Teacher Assistant (TA)	JQ San Miguel - 311	
14648	SANTOS, ELYSSA	Teacher Assistant (TA)	JQ San Miguel - 311	

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

Immediate Supervisor's Name: ELIZABETH HANZSEK
 Immediate Supervisor's Signature: 
 Date: 1/5/21

Project Coordinator Name: JOSHUA BLAS
 Project Coordinator Signature: 
 Date: 1/14/21

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

Project Manager Name: JOSEPH L.M. SANCHEZ
 Project Manager Signature: 
 Date: 01/15/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form




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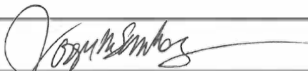
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
15777	FLORES, KATELYN	Teacher Assistant (TA)	John F Kennedy - 472	
16115	GLEMANN, ROBERT	Teacher Assistant (TA)	John F Kennedy - 472	
13580	LUJAN, NATHAN	Teacher Assistant (TA)	John F Kennedy - 472	
7485	REYES, IVAN G	Instructional Program Aide	John F Kennedy - 472	

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:
 BARBARA ADAMOS
 Immediate Supervisor's Signature: 
 Date: 1/5/2021

Project Coordinator Name:
 JOSHUA BLAS
 Project Coordinator Signature: 
 Date: 1/14/21

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

Project Manager Name:
 JOSEPH L.M. SANCHEZ
 Project Manager Signature: 
 Date: 01/15/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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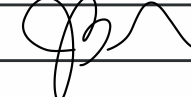
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13340	AQUINO, ANTHONY	Teacher Assistant (TA)	Jose Rios - 434	
7117	CAMACHO, SHARLEEN ANN	Instructional Program Aide	Jose Rios - 434	
16024	CHACO, AMAIALYNN I.S.	Teacher Assistant (TA)	Jose Rios - 434	
16109	FERRERA, ELIZAH	Teacher Assistant (TA)	Jose Rios - 434	
9693	QUIDACHAY, TARA ANN	Teacher Assistant (TA)	Jose Rios - 434	
15301	SAN NICOLAS, PETER	Teacher Assistant (TA)	Jose Rios - 434	
14853	NEDEDOG, JOLYNN APRIL M	Teacher Assistant (TA)	Jose Rios - 434	

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

Immediate Supervisor's Name:
 MARIANN LUJAN
 Immediate Supervisor's Signature: 
 Date: 11/5/2021

Project Coordinator Name:
 JOSHUA BLAS
 Project Coordinator Signature: 
 Date: 1/14/21

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

Project Manager Name:
 JOSEPH L.M. SANCHEZ
 Project Manager Signature: 
 Date: 01/15/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13731	CABOT, CARMEN S.	Teacher Assistant (TA)	LBJ - 312	
13288	DIAZ, FEBELYN	Teacher Assistant (TA)	LBJ - 312	
12483	WELCH, SAMANTHA	Teacher Assistant (TA)	LBJ - 312	

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: *Ran*
 RENEILLE RANAN
 Immediate Supervisor's Signature: *Ran*
 Date: 01-08-2021

Project Coordinator Name: *JB*
 JOSHUA BLAS
 Project Coordinator Signature: *JB*
 Date: 1/14/21

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

Project Manager Name:
 JOSEPH L.M. SANCHEZ
 Project Manager Signature: *Joseph L.M. Sanchez*
 Date: 01/15/2021

(1)

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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Fiscal Year **2021**
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FIN No.	Employee Name	Employee Position Title	Site Location	Comments
15006	ALEXANDER, ELIZABETH	Teacher Assistant (TA)	Tamuning - 320	
13693	BAYONA, JOLEEN	Teacher Assistant (TA)	Tamuning - 320	
13051	GARCIA, ROSALIE	Teacher Assistant (TA)	Tamuning - 320	
4538	LEYSA, ISABEL I.	Teacher Assistant (TA)	Tamuning - 320	
11377	LIZAMA, MERCY Q.	Teacher Assistant (TA)	Tamuning - 320	
13694	LUJANA, DONOVAN	Teacher Assistant (TA)	Tamuning - 320	
16106	SAMBRANO, JASMIN	Teacher Assistant (TA)	Tamuning - 320	

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

Immediate Supervisor's Name: RENIELLE RANAN	<i>[Signature]</i>	01.08.2021
Immediate Supervisor's Signature:		Date:

Project Coordinator Name: JOSHUA BLAS	<i>[Signature]</i>	1/14/21
Project Coordinator Signature:		Date:

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

Project Manager Name: JOSEPH L.M. SANCHEZ	<i>[Signature]</i>	01/15/2021
Project Manager Signature:		Date:

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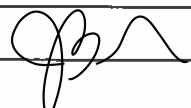
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
15029	BLAS, KIANA C.	Teacher Assistant (TA)	Liguan - 328	
10413	BUSTILLO, CAMARIN Q.	Teacher Assistant (TA)	Liguan - 328	
7262	CRUZ, DIONE E.	Teacher Assistant (TA)	Liguan - 328	
15778	DELA CRUZ, T'ANNA-RAY ABCDE	Teacher Assistant (TA)	Liguan - 328	
11715	HATTIG, GLENDALE	Teacher Assistant (TA)	Liguan - 328	
7599	MANSAPIT, DOROTHY	Teacher Assistant (TA)	Liguan - 328	
13285	NAUTA, JONALYN	Teacher Assistant (TA)	Liguan - 328	
5351	SANTOS=BLAS, BARBARA JEAN	Teacher Assistant (TA)	Liguan - 328	

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

Immediate Supervisor's Name:
 JOHANSEN PUNONGBAYAN
 Immediate Supervisor's Signature:  Date: 1-5-21

Project Coordinator Name:
 JOSHUA BLAS
 Project Coordinator Signature:  Date: 1/14/21

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

Project Manager Name:
 JOSEPH L.M. SANCHEZ
 Project Manager Signature:  Date: 01/15/2021

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Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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

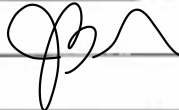
Fiscal Year 2021
Reporting Period: 1st Qtr (Oct - Dec)

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
8007	BERNARDO, THERESA /	Teacher Assistant (TA)	MU Lujan - 314	
16149	CABRERA, DEREK /	Teacher Assistant (TA)	MU Lujan - 314	Start date 11/9/2020
5698	FEJERAN, BERNADETTE /	Teacher Assistant (TA)	MU Lujan - 314	
9781	GARRIDO, STEPHANIE /	Teacher Assistant (TA)	MU Lujan - 314	
14410	MENO, CRISTIANN JUANITA /	Teacher Assistant (TA)	MU Lujan - 314	
13173	QUICHOCHO, ANDREA /	Teacher Assistant (TA)	MU Lujan - 314	
11738	SABTARIN, EVALUCY B. /	Teacher Assistant (TA)	MU Lujan - 314	

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

Immediate Supervisor's Name:
NATASHA DELA CRUZ
Immediate Supervisor's Signature:  Date: 1-8-21

Project Coordinator Name:
JOSHUA BLAS
Project Coordinator Signature:  Date: 1/14/21

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

Project Manager Name:
JOSEPH L.M. SANCHEZ
Project Manager Signature:  Date: 01/15/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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

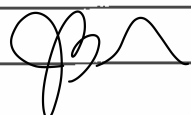
Fiscal Year 2021
Reporting Period: 1st Qtr. (Oct - Dec)


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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
12136	AFAISEN, RAEANNE	Teacher Assistant (TA)	Machananao - 327	
4001	ICHIN, CAROLINE	Teacher Assistant (TA)	Machananao - 327	
12420	LIZAMA, SERINA ULLOA	Teacher Assistant (TA)	Machananao - 327	
14118	MENDIOLA, PEARLYN	Teacher Assistant (TA)	Machananao - 327	
15167	MENDIOLA, PRUDENCE	Teacher Assistant (TA)	Machananao - 327	
15335	ULLOA, AMANDA ROSE	Teacher Assistant (TA)	Machananao - 327	
14161	VILLAGOMEZ, ELENA	Teacher Assistant (TA)	Machananao - 327	

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

Immediate Supervisor's Name:
GERALDINE QUEJADO
Immediate Supervisor's Signature:  Date: 1/4/21

Project Coordinator Name:
JOSHUA BLAS
Project Coordinator Signature:  Date: 1/14/21

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

Project Manager Name:
JOSEPH L.M. SANCHEZ
Project Manager Signature:  Date: 01/15/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form




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

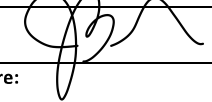
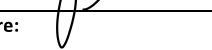
Fiscal Year 2021
 Reporting Period: 1st Qtr (Oct - Dec)

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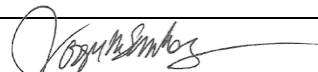
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
14980	AGUON, ALANA	Teacher Assistant (TA)	Marcial Sablan - 302	
11737	AGUSTIN, COLEEN R.	Teacher Assistant (TA)	Marcial Sablan - 302	
12600	DELA PAZ, MARY	Teacher Assistant (TA)	Marcial Sablan - 302	
8311	LEON GUERRERO, EILEEN	Teacher Assistant (TA)	Marcial Sablan - 302	
15317	NAUTA, JESSIRAE JANELL S.	Teacher Assistant (TA)	Marcial Sablan - 302	
14387	REYES, VICTORIA	Teacher Assistant (TA)	Marcial Sablan - 302	
16017	SMITH, ANGELA S.	Teacher Assistant (TA)	Marcial Sablan - 302	
15266	TORRES, JEROME	Teacher Assistant (TA)	Marcial Sablan - 302	Resigned effective October 28, 2020
13684	BORJA, RONA C	Teacher Assistant (TA)	Marcial Sablan - 302	

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

Immediate Supervisor's Name:
 GERALDINE PABLO
 Immediate Supervisor's Signature: 
 Date: 1/4/2021

Project Coordinator Name: 
 JOSHUA BLAS
 Project Coordinator Signature: 
 Date: 1/14/21

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

Project Manager Name:
 JOSEPH L.M. SANCHEZ
 Project Manager Signature: 
 Date: 01/15/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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

Fiscal Year 2021

Reporting Period: 1st Qtr (Oct - Dec)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13576	AGUON, EDWIN JOHN C.	Teacher Assistant (TA)	Maria Ulloa - 313	
8668	CEPEDA, SYLVERIA	Teacher Assistant (TA)	Maria Ulloa - 313	
4414	ECHON, IMELDA	Teacher Assistant (TA)	Maria Ulloa - 313	
4484	LOSING, EVANGELINE	Teacher Assistant (TA)	Maria Ulloa - 313	
11897	LUJAN, TAMMY MARIE .	Teacher Assistant (TA)	Maria Ulloa - 313	
16125	NAUTA, DARIUS	Teacher Assistant (TA)	Maria Ulloa - 313	
3525	ROQUE, ROSALIE	Teacher Assistant (TA)	Maria Ulloa - 313	
15318	VIRAY, FELGAR	Teacher Assistant (TA)	Maria Ulloa - 313	

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

Immediate Supervisor's Name: Beverly San Agustin *Beverly San Agustin* 1/5/2021
 BEVERLY SAN AGUSTIN
 Immediate Supervisor's Signature: _____ Date: _____

Project Coordinator Name: Joshua Blas *Joshua Blas* 1/14/21
 JOSHUA BLAS
 Project Coordinator Signature: _____ Date: _____

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

Project Manager Name: Joseph L.M. Sanchez *Joseph L.M. Sanchez*
 JOSEPH L.M. SANCHEZ
 Project Manager Signature: _____ Date: 01/15/2021

CS

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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

Fiscal Year 2021

Reporting Period: 1st Qtr (Oct-Dec)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
14866	QUENGA, TRINA	Teacher Assistant (TA)	Merizo - 315	
13917	QUINATA, DANIELLE MARIE	Teacher Assistant (TA)	Merizo - 315	
16126	YOUTMAN, JONATHAN	Teacher Assistant (TA)	Merizo - 315	

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: Erica Cepeda
 ERICA CEPEDA
 Immediate Supervisor's Signature: [Signature] Date: 1/11/2021

Project Coordinator Name: Joshua Blas
 JOSHUA BLAS
 Project Coordinator Signature: [Signature] Date: 1/14/21

Federal Programs Compliance Administrator Name: Ignacio C. Santos
 IGNACIO C. SANTOS
 Federal Programs Compliance Administrator Signature: [Signature] Date:

Project Manager Name: Joseph L.M. Sanchez
 JOSEPH L.M. SANCHEZ
 Project Manager Signature: [Signature] 01/15/2021

CS

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
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Fiscal Year 2021
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
16113	ABULENCIA, CASSANDRA	Teacher Assistant (TA)	Oceanview - 436	
13747	BABAUTA, NOREEN ALEXIS	Teacher Assistant (TA)	Oceanview - 436	
14409	CONSTATINO, PETER	Teacher Assistant (TA)	Oceanview - 436	
10360	CRUZ, LEAH	Teacher Assistant (TA)	Oceanview - 436	
13676	MANSAPIT, LEAH CHRISTIANNE	Teacher Assistant (TA)	Oceanview - 436	
12440	MONDIA, NADIA	Teacher Assistant (TA)	Oceanview - 436	

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

Immediate Supervisor's Name:
DUANE MANTANONA
 Immediate Supervisor's Signature: *[Signature]*
 Date: 01-04-2021

Project Coordinator Name:
JOSHUA BLAS
 Project Coordinator Signature: *[Signature]*
 Date: 1/14/21

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

Project Manager Name:
JOSEPH L.M. SANCHEZ
 Project Manager Signature: *[Signature]*
 Date: 01/15/2021

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Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title:

82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year 2021

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
4430	BORBON, EMMALYN A	Instructional Program Aide	Okkodo - 475	
15323	ROSARIO, BEATRICE ANN	Teacher Assistant (TA)	Okkodo - 475	
15080	SAN NICOLAS, SIMON LEO	Teacher Assistant (TA)	Okkodo - 475	
14644	WEGER, DEANNA L	Teacher Assistant (TA)	Okkodo - 475	

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

Immediate Supervisor's Name: RITA FLORES	
Immediate Supervisor's Signature: <i>Rita Flores</i>	Date: 8/5/2020

Project Coordinator Name: JOSHUA BLAS		1/14/21
Project Coordinator Signature: <i>Joshua Blas</i>	Date:	

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

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: <i>Joseph L.M. Sanchez</i>	Date: 01/15/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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


Fiscal Year 2021

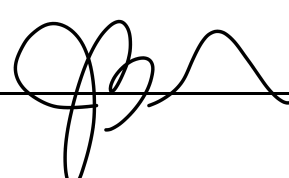
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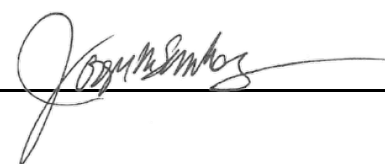
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
14635	FLORES, JESSIRAE	Teacher Assistant (TA)	Ordot Chalan Pago - 316	Resigned effective October 23, 2020
12083	JESUS, KRYSTAL-RAE	Teacher Assistant (TA)	Ordot Chalan Pago - 316	
12425	LIMTIACO, CHRISTIAN JOSEPH P.	Teacher Assistant (TA)	Ordot Chalan Pago - 316	
6111	MANTANONA, RHONDA	Teacher Assistant (TA)	Ordot Chalan Pago - 316	
14402	MARTINEZ, NATASHA	Teacher Assistant (TA)	Ordot Chalan Pago - 316	
5406	SAN NICOLAS, ARLENE	Teacher Assistant (TA)	Ordot Chalan Pago - 316	
9753	SANTIAGO, STEPHANIE	Teacher Assistant (TA)	Ordot Chalan Pago - 316	
15784	TAITANO, ALEXIS	Teacher Assistant (TA)	Ordot Chalan Pago - 316	

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

Immediate Supervisor's Name: TRICIA MOYLAN	
Immediate Supervisor's Signature: 	Date: 1/6/21

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature: 	Date: 1/14/21

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

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: 	Date: 01/15/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year 2021

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
11664	CRUZ, CHRISTY	Teacher Assistant (TA)	PC Lujan - 317	
14183	DUENAS, TANYA NICOLE Y	Teacher Assistant (TA)	PC Lujan - 317	
2296	FEJERAN-ACFALLE, JOVANI	Teacher Assistant (TA)	PC Lujan - 317	
16019	GUERRERO, MEAGAN NICOLE	Teacher Assistant (TA)	PC Lujan - 317	
12138	MESA, CYNTHIA	Teacher Assistant (TA)	PC Lujan - 317	
9743	OGO, ELINA	Teacher Assistant (TA)	PC Lujan - 317	
15874	TAISIPIC, DENA	Teacher Assistant (TA)	PC Lujan - 317	
2296	FEJERAN-ACFALLE, JOVANI M	Teacher Assistant (TA)	PC Lujan - 317	

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: NANCY DIAZ	
Immediate Supervisor's Signature: <i>Nancy Diaz</i>	Date: <i>1/7/21</i>

Project Coordinator Name: JOSHUA BLAS	<i>[Signature]</i>	1/14/21
Project Coordinator Signature:		Date:

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

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: <i>[Signature]</i>	Date: 01/15/2021

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Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year 2021

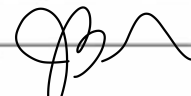
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13488	AROMIN, ALEXIS-NICOLE	Teacher Assistant (TA)	Price - 318	
15872	BORJA, MISHAY RAELENE F.	Teacher Assistant (TA)	Price - 318	
15781	CAMACHO, CODY BRYCE	Teacher Assistant (TA)	Price - 318	
15431	CAMACHO, VANESSA	Teacher Assistant (TA)	Price - 318	
15360	CHARGUALAF, MIKAELA RA'E	Teacher Assistant (TA)	Price - 318	
15795	ESTIPONA, JAEL	Teacher Assistant (TA)	Price - 318	
13709	ICHIOS, LEI	Teacher Assistant (TA)	Price - 318	
15322	PINZON, TERILYN ROSE T.	Teacher Assistant (TA)	Price - 318	
14864	ROMERO, KRISTAL	Teacher Assistant (TA)	Price - 318	
4310	SUMBO, LEVI	Instructional Program Aide	Price - 318	
13686	TOPASNA, SALINA	Teacher Assistant (TA)	Price - 318	
6247	VILLAGOMEZ, JANE	Teacher Assistant (TA)	Price - 318	

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

Immediate Supervisor's Name: ELIAS TAISIPIC	Date:
Immediate Supervisor's Signature: 	6 Jan 20

Project Coordinator Name: JOSHUA BLAS	1/14/21
Project Coordinator Signature: 	Date:

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

Project Manager Name: JOSEPH L. M. SANCHEZ	Date:
Project Manager Signature: 	01/15/2021

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Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
Project Title:

82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year 2021

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
7243	ARRIOLA, ANTONIETTE JR	Instructional Program Aide	Simon Sanchez - 473	
15841	ARRIOLA, KINAJIOAN B.	Teacher Assistant (TA)	Simon Sanchez - 473	
15776	URSUA, ISABEL JOY S.	Teacher Assistant (TA)	Simon Sanchez - 473	
6819	HAMLING, HELEN M	Teacher Assistant (TA)	Simon Sanchez - 473	

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

Immediate Supervisor's Name:
CARLA MASNAGYON
 Immediate Supervisor's Signature: *[Signature]*
 Date: *1/6/21*

Project Coordinator Name:
JOSHUA BLAS
 Project Coordinator Signature: *[Signature]*
 Date: 1/14/21

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

Project Manager Name:
JOSEPH L.M. SANCHEZ
 Project Manager Signature: *[Signature]*
 Date: 01/15/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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

Fiscal Year 2021
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
16107	ATIOGUE, TERESA CALVO	Teacher Assistant (TA)	Southern - 474	
10076	NAUTA, JERRY II	Teacher Assistant (TA)	Southern - 474	
4543	BULAJA, MA. NELESA V	Teacher Assistant (TA)	Southern - 474	

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

Immediate Supervisor's Name: MICHAEL MENO
 Immediate Supervisor's Signature: Date: 1.8.2021

Project Coordinator Name: JOSHUA BLAS
 Project Coordinator Signature: Date: 1/14/21

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

Project Manager Name: JOSEPH L.M. SANCHEZ
 Project Manager Signature: Date: 01/15/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form

CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

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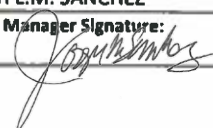
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
15519	BLAS, SCOTT RAY	Teacher Assistant (TA)	Talofofo - 319	
15034	CHARGUALAF, DESIRAE	Teacher Assistant (TA)	Talofofo - 319	
6305	MENO, BONNY LYNN A.	Teacher Assistant (TA)	Talofofo - 319	
16921	QUINATA, AMANDA	Teacher Assistant (TA)	Talofofo - 319	
15526	TORRES-PEREZ, ANDREW	Teacher Assistant (TA)	Talofofo - 319	

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

Immediate Supervisor's Name: JOHN WESOLOWSKI	
Immediate Supervisor's Signature: 	Date: 1/6/21

Project Coordinator Name: JOSHUA BLAS	1/14/21
Project Coordinator Signature: 	

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

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: 	01/15/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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

Fiscal Year **2021**
 Reporting Period: 1st Qtr (Oct - Dec)

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FIN No.	Employee Name	Employee Position Title	Site Location	Comments
15006	ALEXANDER, ELIZABETH	Teacher Assistant (TA)	Tamuning - 320	
13693	BAYONA, JOLEEN	Teacher Assistant (TA)	Tamuning - 320	
13051	GARCIA, ROSALIE	Teacher Assistant (TA)	Tamuning - 320	
4538	LEYSA, ISABEL I.	Teacher Assistant (TA)	Tamuning - 320	
11377	LIZAMA, MERCY Q.	Teacher Assistant (TA)	Tamuning - 320	
13694	LUJANA, DONOVAN	Teacher Assistant (TA)	Tamuning - 320	
16106	SAMBRANO, JASMIN	Teacher Assistant (TA)	Tamuning - 320	

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

Immediate Supervisor's Name: Renielle Ranan
 RENIELLE RANAN
 Immediate Supervisor's Signature: [Signature] Date: 01.08.2021

Project Coordinator Name: Joshua Blas
 JOSHUA BLAS
 Project Coordinator Signature: [Signature] Date: 1/14/21

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

Project Manager Name:
 JOSEPH L.M. SANCHEZ
 Project Manager Signature: [Signature] Date: 01/15/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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

Fiscal Year 2021
 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
10553	BOSSY, RICHARD K	Instructional Program Aide	Tiyan - 476	
14095	CASUPANG, AMELIA C.	Teacher Assistant (TA)	Tiyan - 476	
8290	CRUZ, SHIRLEY ANN	Teacher Assistant (TA)	Tiyan - 476	
14099	SAHAGUN, PAMELA	Teacher Assistant (TA)	Tiyan - 476	

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: SOPHIA DUENAS	<i>[Signature]</i>	1/8/2021
Immediate Supervisor's Signature:		Date:

Project Coordinator Name: JOSHUA BLAS	<i>[Signature]</i>	1/14/21
Project Coordinator Signature:		Date:

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

Project Manager Name: JOSEPH L.M. SANCHEZ	<i>[Signature]</i>	01/15/2021
Project Manager Signature:		Date:

Guam Department of Education (GDOE) Quarterly Personnel Certification Form




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

Fiscal Year 2021
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13810	CANETE, CHARMAINE AIKO	Teacher Assistant (TA)	Upi - 321	
14119	CRUZ, JOSHUA	Teacher Assistant (TA)	Upi - 321	
15931	EVARISTO, LEAH	Teacher Assistant (TA)	Upi - 321	
15008	FEJERAN, KISHALYN	Teacher Assistant (TA)	Upi - 321	
15932	HARRY, ROBIN	Teacher Assistant (TA)	Upi - 321	
10994	LAXAMANA, JUNELUE MAE	Teacher Assistant (TA)	Upi - 321	
11906	MOJICA, LATOYA	Teacher Assistant (TA)	Upi - 321	
15780	QUEJADO, ASHLEY K.	Teacher Assistant (TA)	Upi - 321	
16117	SALAS, BRANDON	Teacher Assistant (TA)	Upi - 321	
13346	TORRES, MARISSA	Teacher Assistant (TA)	Upi - 321	

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

Immediate Supervisor's Name:
 JULIE SALAS
 Immediate Supervisor's Signature:  Date: 1/4/2021

Project Coordinator Name:
 JOSHUA BLAS
 Project Coordinator Signature:  Date: 1/14/21

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

Project Manager Name:
 JOSEPH L.M. SANCHEZ
 Project Manager Signature:  Date: 01/15/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form




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

Fiscal Year 2021
 Reporting Period: 1st Qtr (Oct - Dec)


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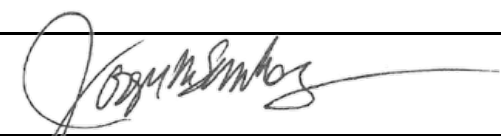
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13930	BALMONTE,, EDWIN	Teacher Assistant (TA)	VS Benavente - 431	
11753	CRISOSTOMO, JUILET	Teacher Assistant (TA)	VS Benavente - 431	
5328	MCCALE, ANITA	Teacher Assistant (TA)	VS Benavente - 431	
7619	MENDIOLA, JOLLEN	Teacher Assistant (TA)	VS Benavente - 431	Employee not at VSABMS
3040	PANGELINAN, MARIA F.	Teacher Assistant (TA)	VS Benavente - 431	
5527	QUITUGUA, JENNIFER M.	Teacher Assistant (TA)	VS Benavente - 431	
11677	ROSARIO, KILANI MARIE	Teacher Assistant (TA)	VS Benavente - 431	

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

Immediate Supervisor's Name:
 FREDA ARII
 Immediate Supervisor's Signature:  Date:
 1-4-2020

Project Coordinator Name:
 JOSHUA BLAS
 Project Coordinator Signature:  Date:
 1/14/21

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

Project Manager Name:
 JOSEPH L.M. SANCHEZ
 Project Manager Signature:  Date:
 01/15/2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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

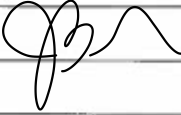
Fiscal Year 2021
 Reporting Period: 1st Qtr (Oct - Dec)

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.

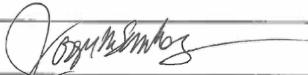
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13743	BAZA, TINA MARIE	Teacher Assistant (TA)	Wettengel - 322	
13470	BENAVENTE, DARNELLE-RENEE	Teacher Assistant (TA)	Wettengel - 322	
4334	CORDERO, ELISA	Teacher Assistant (TA)	Wettengel - 322	
14996	EDELO, JESSICA	Teacher Assistant (TA)	Wettengel - 322	
12398	LUJAN, CHERIAH	Teacher Assistant (TA)	Wettengel - 322	
5149	MCDERMOTT, JANET R.A.	Teacher Assistant (TA)	Wettengel - 322	
10967	SAN NICOLAS, TELIANN ROSE	Teacher Assistant (TA)	Wettengel - 322	
14320	TOSIWO, ABRAHAM	Teacher Assistant (TA)	Wettengel - 322	

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

Immediate Supervisor's Name:
 EVANGELINE IGLESIAS
 Immediate Supervisor's Signature:  Date: 1-8-21

Project Coordinator Name:
 JOSHUA BLAS
 Project Coordinator Signature:  Date: 1/14/21

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

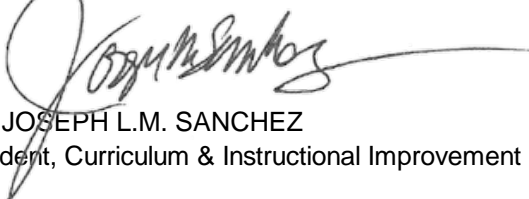
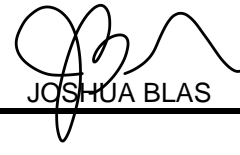
Project Manager Name:
 JOSEPH L.M. SANCHEZ
 Project Manager Signature:  Date: 01/15/2021

PROJECT NAME: Classroom Supports & Academic Interventions (CSAI)

REGULAR SALARIES				FY'19 Carryover			FY'20			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Total
PPE 9/26/20		\$ 33,843.56	100%	\$ 33,843.56	\$ 13,537.42	\$ 47,380.98	\$ 33,843.56	\$ 13,537.42	\$ 47,380.98	\$ 67,687.12	\$ 27,074.85	\$ 94,761.97
PPE 10/10/20		\$ 149,441.40	100%	\$ 149,441.40	\$ 59,776.56	\$ 209,217.96	\$ 149,441.40	\$ 59,776.56	\$ 209,217.96	\$ 298,882.80	\$ 119,553.12	\$ 418,435.92
PPE 10/24/20		\$ 20,672.99	100%	\$ 20,672.99	\$ 8,269.20	\$ 28,942.19	\$ 20,672.99	\$ 8,269.20	\$ 28,942.19	\$ 41,345.98	\$ 16,538.39	\$ 57,884.37
PPE 11/7/20		\$ 214,465.77	100%	\$ 214,465.77	\$ 85,786.31	\$ 300,252.08	\$ 214,465.77	\$ 85,786.31	\$ 300,252.08	\$ 428,931.54	\$ 171,572.62	\$ 600,504.16
PPE 11/21/20		\$ 241,668.75	100%	\$ 241,668.75	\$ 96,667.50	\$ 338,336.25	\$ 241,668.75	\$ 96,667.50	\$ 338,336.25	\$ 483,337.50	\$ 193,335.00	\$ 676,672.50
PPE 12/5/20		\$ 243,236.14	100%	\$ 243,236.14	\$ 97,294.46	\$ 340,530.60	\$ 243,236.14	\$ 97,294.46	\$ 340,530.60	\$ 486,472.28	\$ 194,588.91	\$ 681,061.19
PPE 12/19/20		\$ 244,406.64	100%	\$ 244,406.64	\$ 97,762.66	\$ 342,169.30	\$ 244,406.64	\$ 97,762.66	\$ 342,169.30	\$ 488,813.28	\$ 195,525.31	\$ 684,338.59
Sub Totals	-	1,147,735		1,147,735	459,094	1,606,829	1,147,735	459,094	1,606,829	2,295,471	918,188	3,213,659
Indirect Cost (9.5%)		109,035										\$ 109,035
Total 1st Qtr	-	\$ 1,256,770.10		\$ 1,147,735.25	\$ 459,094.10	\$ 1,606,829.35	\$ 1,147,735.25	\$ 459,094.10	\$ 1,606,829.35	\$ 2,295,470.50	\$ 918,188.20	\$ 3,213,658.70
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)		-										\$ -
Total 1st Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 1st Qtr	-	\$ 1,256,770.10	\$ -	\$ 1,147,735.25	\$ 459,094.10	\$ 1,606,829.35	\$ 1,147,735.25	\$ 459,094.10	\$ 1,606,829.35	\$ 2,295,470.50	\$ 918,188.20	\$ 3,213,658.70

PART-TIME SALARIES				FY'19 Carryover			FY'20			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Totals
PPE 9/26/20		\$ 162,525.10	100%	\$ 162,525.10	\$ 65,010.04	\$ 227,535.14	\$ 162,525.10	\$ 65,010.04	\$ 227,535.14	\$ 325,050.20	\$ 130,020.08	\$ 455,070.28
PPE 10/10/20		\$ 50,199.59	100%	\$ 50,199.59	\$ 20,079.84	\$ 70,279.43	\$ 50,199.59	\$ 20,079.84	\$ 70,279.43	\$ 100,399.18	\$ 40,159.67	\$ 140,558.85
PPE 10/24/20			100%									
PPE 11/7/20			100%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PPE 11/21/20			100%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PPE 12/5/20		\$ 1,097.28	100%	\$ 1,097.28	\$ 438.91	\$ 1,536.19	\$ 1,097.28	\$ 438.91	\$ 1,536.19	\$ 2,194.56	\$ 877.82	\$ 3,072.38
PPE 12/19/20		\$ 646.11	100%	\$ 646.11	\$ 258.44	\$ 904.55	\$ 646.11	\$ 258.44	\$ 904.55	\$ 1,292.22	\$ 516.89	\$ 1,809.11
Sub Totals	-	214,468		214,468	85,787	300,255	214,468	85,787	300,255	428,936	171,574	600,511
Indirect Cost (9.5%)		20,374										\$ 20,374
Total 1st Qtr	-	\$ 234,842.55		\$ 214,468.08	\$ 85,787.23	\$ 300,255.31	\$ 214,468.08	\$ 85,787.23	\$ 300,255.31	\$ 428,936.16	\$ 171,574.46	\$ 600,510.62
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)		-										\$ -
Total 1st Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 1st Qtr	-	\$ 234,842.55	\$ -	\$ 214,468.08	\$ 85,787.23	\$ 300,255.31	\$ 214,468.08	\$ 85,787.23	\$ 300,255.31	\$ 428,936.16	\$ 171,574.46	\$ 600,510.62

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

Type or Print Name and Title of Program Manager  JOSEPH L.M. SANCHEZ Deputy Superintendent, Curriculum & Instructional Improvement	Telephone: (area code, number, and extension) 617-300-1630
	Email address: JSANCHEZ@GDOE.NET
Signature of Authorized Certifying Official:  JOSHUA BLAS 1/15/21	Date Report Submitted: (Month, Day, Year) 1/15/2021
	Telephone: (area code, number, and extension) 671-300-1254
Signature of Project Coordinator:	Email address: JCBLAS@GDOE.NET
	Date Report Submitted: (Month, Day, Year) 1/15/2021

FEDERAL PROGRAMS DIVISION



FY 2020 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Fiscal Monitoring Documents

January 29, 2021

FEDERAL PROGRAMS DIVISION



FY 2020 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

10% Monitoring

January 29, 2021

FEDERAL PROGRAMS DIVISION



FY 2020 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

100% Monitoring

January 29, 2021

FEDERAL PROGRAMS DIVISION




FY 2020 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Fixed Asset Certification

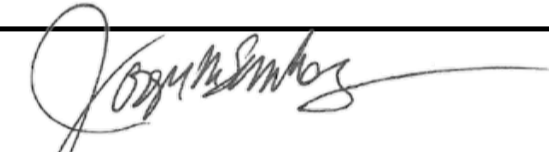

January 29, 2021

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

Inventory Date:	1/8/2021	JOSHUA BLAS		1/15/2021
		<i>Name</i>	<i>Signature</i>	<i>Date</i>


New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
NO EQUIPMENT RECEIVED THIS QUARTER.												

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

Signature of Authorized Certifying Official: JOSEPH L.M. SANCHEZ Deputy Superintendent, Curriculum & Instructional Improvement 	Telephone: (area code, number, and extension) 671-300-1630
	Email address: jsanchez@gdoe.net
Type or Print Name and Title of Project Coordinator: JOSHUA BLAS 	Telephone: (area code, number, and extension) 671-300-1254
	Email address: jcblas@gdoe.net
Date Report Submitted: (Month, Day, Year) 01/15/2021	Date Report Submitted: (Month, Day, Year) 1/15/2021
Date Report Submitted: (Month, Day, Year) 1/15/21	Date Report Submitted: (Month, Day, Year) 1/15/2021

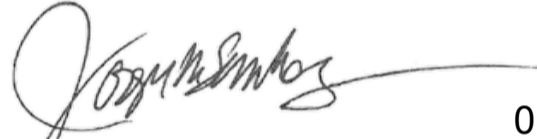





 1/29/21

GUAM DEPARTMENT OF EDUCATION
FEDERALLY FUNDED FIXED ASSET INVENTORY - \$4,999.99 and BELOW from PRESENT
DIVISION/SCHOOL: CENTRAL OFFICE

Inventory Date:	1/8/2021		JOSHUA BLAS			1/15/2021
			<i>Name</i>		<i>Signature</i>	<i>Date</i>

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
NO NEW EQUIPMENT RECEIVED THIS QUARTER												

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

Type or Print Name and Title of Program Manager JOSEPH L.M. SANCHEZ	Telephone: (area code, number, and extension)
	671-300-1630
Signature of Authorized Certifying Official:  01/15/2021	Email address:
	jsanchez@gdoe.net
Type or Print Name and Title of Project Coordinator:  JOSHUA BLAS 1/15/21	Date Report Submitted: (Month, Day, Year)
	1/15/2021
Signature of Project Coordinator:  JOSHUA BLAS 1/15/21	Telephone: (area code, number, and extension)
	671-300-1254
Signature of Project Coordinator:  JOSHUA BLAS 1/15/21	Email address:
	jcblas@gdoe.net
Signature of Project Coordinator:  JOSHUA BLAS 1/15/21	Date Report Submitted: (Month, Day, Year)
	1/15/2021


1/29/21

FEDERAL PROGRAMS DIVISION



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

Project No. 4

School Climate and Community Engagement (SCCE)

Quarterly Report Documents:

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

January 30, 2021

**FFY 2020 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A200002**

Grant Name: Consolidated Grant FFY 2020 **Grant#:** S403A200002

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

PROJECT TITLE: #4 SCHOOL CLIMATE CULTURE & ENGAGEMENT

PROJECT COORDINATOR: DORIS D. BUKIKOSA, PL

PROJECT MANAGER: ERIKA S. CRUZ, DS ESCL

STATE PROGRAM OFFICER: STEPHANIE N. CHARGUALAF
RACHEL SANTOS-DUENAS

10/01/20- 12/31/20	01/01/21- 03/31/21	04/01/21- 06/30/21	07/01/21- 09/30/21
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
X			
REPORT DUE: 1/11/21	REPORT DUE: 04/12/21	REPORT DUE: 07/12/21	REPORT DUE: 10/11/21
ANNUAL REPORT DUE: 11/10/2021			

AMOUNT BUDGETED (FFY 2020): \$ <u>3,560,549.96</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>1,432,248.98</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>40</u> %
AMOUNT BUDGETED (FFY 2019): \$ <u>3,009,359.02</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>1,448,406.70</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>48</u> %

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 5						776	7	246	425
6 - 8						580	2	239	348
9 - 12						1008	5	39	943

LIST THE PROJECT GOALS:	<p>Goal 1: Reduce the Drop Out rate to 3% by the end of Year 3.</p> <p>Goal 2: Reduce the discipline rate and suspension rate by .5% annually</p> <p>Goal 3: Increase the number of students participating in health education and physical fitness activities by 10% by the end of Year</p> <p>Goal 4: Reduce the percentage of obese and extremely obese students by .5% annually.</p>
LIST THE PROJECT OBJECTIVES:	<p>4.1 SSOT: A successful completion rate of 85% of all Referrals will be reached by the end of year 3 Year 1: 60% successful completion (issue(s) addressed and resolved)</p> <p>4.2 PBIS Framework: 1. 10% overall increase in each school site the level of implementation of the PBIS Framework</p>

**FFY 2020 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A200002**

Year 1: 2% increase in school site implementation of the PBIS Framework from previous year

2. **5% overall increase in the School Safety Perception Survey rate of 80%.**

Year 1: Maintain School Safety Perception Survey rate of 80%.

4.3 Promoting Positive Behavior And Safe School Environment

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

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

2. Reduce discipline rate of 38% by a total of .5% annually

Year 1 Reduce discipline rate to 37.5%

3. Reduce suspension rate of 19% by .5% annually

Year 1: Reduce the suspension rate of 19% to 18.5%

4.4 Health & Safety

1. Increase the number of students participating in health education activities by 10% annually.

Year 1: Increase the number of student participants in health education activities by 10% from previous year

2. Reduce the number of obese and extremely obese students by 1% by Year 3.

Year 1: Reduce the current number of obese (1,824) and extremely obese (1,054) students by .32%

FFY 2020 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A200002

PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>4.1 Social Service & Outreach Teams (SSOT)</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <p>4.1 SSOT</p> <ul style="list-style-type: none"> ▪ SSOT closed 2,231 referrals with 890 pending for the 1st quarter. ▪ No Student Engagement (SE) activities or Parent Engagement (PE) activities were conducted due to the current COVID-19 Pandemic and the Government of Guam Executive Order 2020-028. ▪ One (1) Staff Development (SD) training was conducted this reporting period. ▪ Four (4) Professional Development trainings were attended this reporting period. 	<ul style="list-style-type: none"> ▪ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc. ▪ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <p>SSOT</p> <ul style="list-style-type: none"> ▪ Guam has remained in PCOR1 for this entire period. While schools were allowed to open in August, GDOE was only allowed to offer two (2) of three (3) Models of Learning (MOL): Online and Hardcopy. Due to the cancellation or postponement of the Face-to-Face MOL, over 700 students had not selected any type of MOL and were placed into a “No Contact List.” Per Executive Order 2020- 028, social distancing and safety regulations restricted conducting any home visits. SSOTs utilized this time attempting contact via phone calls, emails and social media. There were 3,221 total referrals, 2231 were closed and 890 remain open. ▪ Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028, no SE or PE were conducted this reporting period. ▪ One (1) SD and four (4) PD were provided. <ul style="list-style-type: none"> ➤ 09/23 & 29/20: <i>FFY’2020 Consolidated Grant (CG) Title V-B, RLIS Grant Award Notification (GAN) & Accountability Virtual Workshop and Live Questions & Answers Forum</i> ➤ 09/28 & 30/20: <i>teen Mental Health and First Aid (tMHFA) Instructor Training</i> ➤ 12/17 & 18/20: <i>Outbreak Management Training</i> ➤ Dec 2020: <i>Annual Office of Civil Rights (OCR) Website Accessibility Training</i>

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS																																							
<p>4.1 SSOT</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'.</p> <p>²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</p> <p>1. Table of Student Referrals</p> <table border="1" data-bbox="573 857 1205 1209"> <thead> <tr> <th rowspan="2">Type of Referral</th> <th colspan="2">1st Quarter</th> </tr> <tr> <th>Closed</th> <th>Open</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>834</td> <td>359</td> </tr> <tr> <td>Behavior</td> <td>0</td> <td>0</td> </tr> <tr> <td>Interpreter/Translator</td> <td>4</td> <td>0</td> </tr> <tr> <td>Medical</td> <td>0</td> <td>1</td> </tr> <tr> <td>Registration</td> <td>220</td> <td>52</td> </tr> <tr> <td>School Parent Conference</td> <td>4</td> <td>3</td> </tr> <tr> <td>Support Services</td> <td>1269</td> <td>475</td> </tr> <tr> <td>TOTALS</td> <td>2331</td> <td>890</td> </tr> <tr> <td>Home visits</td> <td colspan="2">0</td> </tr> </tbody> </table> <p>2. Table on Survey Results</p> <table border="1" data-bbox="573 1263 1205 1399"> <thead> <tr> <th rowspan="2">Parent Feedback</th> <th>1st Quarter</th> </tr> <tr> <th>Results</th> </tr> </thead> <tbody> <tr> <td>Increased knowledge</td> <td>0</td> </tr> <tr> <td>Did not increase in knowledge</td> <td>0</td> </tr> </tbody> </table>	Type of Referral	1 st Quarter		Closed	Open	Attendance	834	359	Behavior	0	0	Interpreter/Translator	4	0	Medical	0	1	Registration	220	52	School Parent Conference	4	3	Support Services	1269	475	TOTALS	2331	890	Home visits	0		Parent Feedback	1 st Quarter	Results	Increased knowledge	0	Did not increase in knowledge	0	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ▪ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i> ▪ The School Climate Culture & Engagement (SCCE) Project has been consistently exceeding its quarterly targets on the two (2) performance measures for this component; however, the COVID-19 Pandemic shutdown and the Government of Guam Executive Order 2020-028, restricted the teams' ability to utilize all available resources to complete referrals. Team members were only able to make contact via phone calls, emails and social media, during this reporting period. ▪ Outreach activities (Engagement Activities) were prohibited during this period.
Type of Referral	1 st Quarter																																								
	Closed	Open																																							
Attendance	834	359																																							
Behavior	0	0																																							
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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
I. SSOT 4.1 60% successful completion of referrals Completion rate on student referrals – 2,331/3,221=72% (Target met)	SCCE Project Data	Percentage of student referrals which were serviced completely by the Project	Yes	SY19 – 20 (1st Qtr): 90% Referrals (2,008 closed/216 open) 24 EA <ul style="list-style-type: none"> ▪ 4 SE – 655/ 8 PE – 2,654 ▪ 6 SD (21/374) 6 PD – Up to 27 	Target: 60% success rate Actual: 72% success rate (SY20 - 21: 1st Qtr): 72% Referrals 890 5 EA <ul style="list-style-type: none"> ▪ 0 SE/0 PE ▪ 1 SD (1/100) 4 PD – Up to 27 			

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>4.2. Positive Behavior Interventions and Support (PBIS) Framework</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in <u>bullet form</u>. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <p>4.2 PBIS Framework</p> <p>1. Increase in school site PBIS implementation by 2%.</p> <p>Coaching Supports</p> <ul style="list-style-type: none"> ▪ Zero Student Engagement (SE) activities or Parent Engagement (PE) activities were conducted this period. The project will resume holding engagement activities once restrictions have been lifted. ▪ Provided one (1) Staff Development (SD) training to personnel <i>Ongoing</i> (100% completed). ▪ Project personnel took the opportunity to attend 26 Professional Development (PD) trainings/online webinars - <i>Ongoing</i> (100% completed). <p>Last Tiered Fidelity Inventory(TFI) (Implementation Assessment) was conducted in SY19-20 (2nd Qtr)</p> <p>2. Maintain School Safety Perception Survey Rate of 80% - Target not met.</p> <ul style="list-style-type: none"> ▪ Last School Safety Perception Survey conducted in 3rd Qtr SY18-19. 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <ul style="list-style-type: none"> ▪ Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028, no SE or PE were conducted this reporting period. ▪ One (1) SD and four (4) PD were provided. <ul style="list-style-type: none"> ➤ 09/23 & 29/20: <i>FFY'2020 Consolidated Grant (CG) Title V-B, RLIS Grant Award Notification (GAN) & Accountability Virtual Workshop and Live Questions & Answers Forum</i> ➤ 09/28 & 30/20: <i>teen Mental Health and First Aid (tMHFA) Instructor Training</i> ➤ 10/15/20: Webinar: <i>Equity in School Discipline: Enhancing Commitment Through Teacher Training</i> ➤ 10/16/20: Webinar: <i>The Perfect Marriage: Integrating PBIS and Social and Emotional Learning (SEL) Measures</i> ➤ 10/16/20: Webinar: <i>PBIS Rewards</i> ➤ 12/17 & 18/20: <i>Outbreak Management Training</i> ➤ 10/19/20: Webinar: <i>MTSS During the Pandemic: Adapting Systems of Behavior Support</i> ➤ 10/21/20: Education Week Webinar: <i>"Checking in on School Climate"</i> ➤ 10/22/20: Webinar: <i>Enhancing SEL in the Classroom</i> ➤ 10/22/20: Webinar: <i>Meeting the Social and Emotional Needs for All</i> ➤ 10/23/20: Webinar: <i>"Cultivating Resilience and</i>

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		<p><i>Supporting Recovery At Work"</i></p> <ul style="list-style-type: none"> ➤ 10/27/20: Webinar: <i>"Aligning and Integrating SEL and PBIS"</i> and <i>"Equity in School Discipline: Enhancing Commitment through Teacher Teaching"</i> video ➤ 10/28/20: Webinar: <i>Training and Coaching Capacity</i> ➤ 10/28 & 11/18/20: Webinar: <i>Strategies for Districts to Support Self-Care for Educators During the COVID-19 Pandemic</i> ➤ 10/29/20: Webinar: <i>"Multi-Tiered System of Support (MTSS) During the Pandemic: Adapting Systems of Behavior Support"</i> ➤ 10/30/20: Education Week Webinar: <i>"Strategic School Models in the Year of COVID"</i> ➤ 11/04/20: Webinar: <i>Young, Gifted and Black</i> ➤ 11/09/20: Webinar: <i>A PBIS Success Story: Featuring the Rochlin Unified School District</i> ➤ 11/19/20: Illuminate Education Webinar: <i>"Changing How We Approach Social-Emotional and Behavior Interventions"</i> ➤ 12/05/20: Webinar: <i>"SEL and Literacy: How One District Became an SEL Success Story"</i> ➤ 12/10/20: <i>Whytry Resiliency Education Meeting</i> ➤ 12/11/20: Webinar: <i>"More Tools and Strategies to Engage Students and Motivate Attendance During COVID-19"</i> ➤ 12/11/20: Webinar: <i>Association for Supervision and Curriculum Development (ASCD)</i> ➤ 12/18/20: Education Week Webinar: <i>"Examining The Evidence: Engaging Families and Communities in Recovery"</i> ➤ 12/18/20: Webinar: <i>"5 Important Resilience Boosters to help Educators During this Pandemic"</i> ➤ Dec 2020: <i>Annual Office of Civil Rights (OCR) Website Accessibility Training</i>
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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS																
<p>4.2 Positive Behavior Interventions & Supports (PBIS) Framework</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p>1. Table of Tiered Fidelity Inventory (TFI) Averages – Results from last conducted assessment in 2nd Qtr SY19-20</p> <table border="1" data-bbox="548 852 1205 982"> <thead> <tr> <th>School</th> <th>Tier 1 AVG</th> <th>Tier 2 AVG</th> <th>Tier 3 AVG</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>88%</td> <td>79%</td> <td>72%</td> </tr> <tr> <td>Middle</td> <td>86%</td> <td>42%</td> <td>N/A</td> </tr> <tr> <td>High</td> <td>93%</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table> <p>2. School Safety Perception Surveys (Self-Assessment Survey (SAS) and School Safety Survey (SSS) – Results from last conducted assessment in 3rd Qtr SY18-19.</p>	School	Tier 1 AVG	Tier 2 AVG	Tier 3 AVG	Elementary	88%	79%	72%	Middle	86%	42%	N/A	High	93%	N/A	N/A	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ▪ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i> ▪ Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028, face-to-face instruction and provision of supports interventions were restricted. ▪ Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028, there was a restriction of face-to-face instruction and support interventions.
School	Tier 1 AVG	Tier 2 AVG	Tier 3 AVG															
Elementary	88%	79%	72%															
Middle	86%	42%	N/A															
High	93%	N/A	N/A															

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					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
4.2 PBIS Framework	TFI assessment conducted in 2 nd Qtr SY19-20.	Percentage increase in implementation assessment rate	Yes	SY19-20 1st QTR ES TFI AVG: Tier 1: 88% Tier 2: 79% Tier 3: 72% MS TFI AVG: Tier 1: 86% Tier 2: 42% HS TFI AVG: Tier 1: 93% for 1 school completing the assessment	Target: 2% increase in implementation assessment rate Actual: No assessment conducted			
	2. School Safety Perception Survey	Maintain 80% Survey result rates	Yes	Last results from 3 rd Qtr SY18-19	Target: Maintain 80% rate Actual: No assessment conducted			

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>4.3 Promoting Positive Behavior And Safe School Environment</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p style="text-align: center;"><i>Provide bullet form listing below:</i></p> <p>4.3 Promoting Positive Behavior And Safe School Environment</p> <ol style="list-style-type: none"> 1. 50% SCCE and school personnel report feeling more knowledgeable and more confident in implementing strategies learned 2. Reduce discipline rate to 37.5% 3. Reduce the suspension rate of 19% to 18.5% 	<p>➤ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <ul style="list-style-type: none"> ▪ Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028, no SE or PE were conducted this reporting period. ▪ Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028, no SE or PE were conducted this reporting period ▪ Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028, no SE or PE were conducted this reporting period

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>4.3 Promoting Positive Behavior And Safe School Environment</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <ol style="list-style-type: none"> 1. 50% SCCE and school personnel report feeling more knowledgeable and more confident in implementing strategies learned <ul style="list-style-type: none"> ▪ No Discipline Date 2. Reduce discipline rate to 37.5% <ul style="list-style-type: none"> ▪ No Discipline Data 3. Reduce the suspension rate of 19% to 18.5% <ul style="list-style-type: none"> ▪ No Discipline Data 	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ▪ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i> <ul style="list-style-type: none"> ▪ Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028, restricting face to face instruction and supports interventions. ▪ Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028, restricting face to face instruction and support interventions. ▪ Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028, restricting face to face instruction and support interventions.

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					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
4.3 Positive Behavior & Safe School Environments 50% SCCE and school personnel report feeling more knowledgeable and more confident in implementing strategies learned Reduce discipline rate to 37.5% Reduce the suspension rate of 19% to 18.5%	Project data Training Exit Survey District Discipline Data District Discipline Data	Percentage of SCCE and school personnel who indicate feeling more knowledgeable Percentage of students who were issued referrals for behavioral discipline issues Percentage of students who get suspended for behavioral discipline issues	Yes Yes Yes	Last results from 2 nd Qtr SY19-20 Major Offenses: ES – 251 MS – 1,693 HS – 1,532 Last results from 2 nd Qtr SY19-20 Major Offenses: ES – 251 MS – 1,693 HS – 1,532	Target: 50% increase Actual: No assessment conducted			
					Target: 37.5% reduction Actual: No assessment conducted			
					Target: 18.5% suspension rate Actual: No assessment conducted			

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<p>4.4 Health & Safety</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <p>4.4 Health & Safety</p> <ol style="list-style-type: none"> 1. Increase the number of student participants in health education activities by 10% from previous year <ul style="list-style-type: none"> ▪ No data available. 2. Reduce the current number of obese (1,824) and extremely obese (1,054) students by .32% <ul style="list-style-type: none"> ▪ No data available 	<p>➤ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <ul style="list-style-type: none"> ▪ Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028, no SE or PE were conducted this reporting period. ▪ Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028, no SE or PE were conducted this reporting period.

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>4.4 Health & Safety</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</p> <p>➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</p> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p>1. 10 % increase in student participants rate</p> <ul style="list-style-type: none"> ▪ No data <p>2. 32% reduction in number of obese and extremely obese students</p> <ul style="list-style-type: none"> ▪ No data 	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ▪ EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT. ▪ Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028, restricting face-to-face instruction and supports interventions. ▪ Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028, restricting face-to-face instruction and support interventions.

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
4.4. Health & Safety 10 % increase in student participants rate 32% reduction in number of obese and extremely obese students	1. Project data	Percentage increase in student participation	Yes	Target: 10% increase Actual: No activities conducted				
			Yes					

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PART II:	
<p>LIST TRAVEL ACTIVITIES COMPLETED.</p>	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT</p> <p>Due to the COVID-19 Pandemic, travel restrictions have been in place. All travel activities were cancelled.</p>
<p>FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p>	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p>None conducted this reporting period.</p>
PART III:	
<p>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.</p>	<p>(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT</p> <p>I. SSOT has focused on contacting families and students that remained on the No Contact List, through phone calls, emails and social media efforts.</p> <p>II. PBIS Coaches have spent a great deal on time attending online trainings and supporting the districts efforts of distance learning and preparation for the return to a reduce face to face enrollment.</p> <p>III. Positive Behaviors & Safe School Environments: No Project Personnel; however, PBIS Coaches and School Based Behavioral Health Team members have focused on strategies and supports for the return to a reduced face to face enrollment.</p> <p>IV. Health & Safety: No Project Personnel; however, the Project Lead and GDOE Community Health & Nursing Administrator have consulted to determine best approach to the return to a reduced face to face enrollment and maintaining safety protocols.</p>

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<p>USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</p>	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <ul style="list-style-type: none"> ▪ Existing evaluations are effective. ▪ With the continued COVID-19 Pandemic, project may want reassess the approach to providing supports and determine if the evaluation methods need to be revised.
<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <ul style="list-style-type: none"> ▪ SSOT – assisted in getting all No Contact Students registered into a Model of Learning (MOL) ▪ PBIS – supported efforts to the return of students in the face to face MOL
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <ul style="list-style-type: none"> ▪ Procurement delays due to COVID-19 Pandemic restrictions (social distancing/closed businesses/reduced office hours) ▪ Challenges in obtaining updated project account information ▪ Delays in the completion of normal procurement due to prioritization of PPEs and distance learning supports ▪ Challenges accessing all systems/programs while teleworking
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT</p> <ul style="list-style-type: none"> ▪ Social Service & Outreach Teams (SSOT) supports will be provided to FTF MOL students or any student/family requesting for services ▪ PBIS Framework; PBIS Coaching supports will be conducted either through FTF or virtual methods depending on the safety protocols established at the school sites ▪ Positive Behaviors & Safe Schools: Behavior assessments and supports will be made available and conducted for students and employees as we open up the FTF MOL ▪ Health & Safety: School Health Counselors, PE & Health Teachers and students will be informed of available resources and supports will be provided as needed in line with safety protocols established at each school site.

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**EXPLAIN METHODS THAT
ARE BEING USED FOR
MONITORING PROJECT
ACTIVITIES.**

100 WORD COUNT

- Programmatic data collection on referral completion
- PBIS Framework implementation assessment (Tiered Fidelity Inventory)
- School Safety Surveys
- Participants Surveys

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #4 School Climate Culture & Engagement

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:

Doris D. Bukikosa

PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

DATE

Erika S. Cruz

PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGNATURE)

DATE

FEDERAL PROGRAMS DIVISION



FY 2020 Title V, Part B: Rural Low Income Schools Consolidated Grant to Insular Areas Quarterly Report

Project No. 5

Private-Non-Public

Quarterly Report Documents:

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

January 30, 2021

FFY 2020 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A200002

Grant Name: Consolidated Grant FFY 2020 Grant#: S403A200002

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

10/01/20-12/31/20	01/01/21-03/31/21	04/01/21-06/30/21	07/01/21-09/30/21
1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
X			
REPORT DUE: 1/11/21	REPORT DUE: 04/12/21	REPORT DUE: 07/12/21	REPORT DUE: 10/11/21
ANNUAL REPORT DUE: 11/10/2021			

PROJECT TITLE: Office of Catholic Education

PROJECT COORDINATOR: Juan Flores

PROJECT MANAGER: Ike C. Santos

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

AMOUNT BUDGETED (FFY 2020):

\$ _____

AMOUNT EXPENDED: (Include all expenditures/payouts to date)

\$ _____ %

PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted)

AMOUNT BUDGETED (FFY 2019):

\$ _____

AMOUNT EXPENDED: (Include all expenditures/payouts to date)

\$ _____ %

PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted)

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS			PUBLIC SCHOOLS (e.g. GDOE & CHARTER)		
	Students	Parents	Admin.	Students	Teachers	Admin.
Pre-K - 5	1272					
6 - 8	721					
9 - 12	1046					

LIST THE PROJECT GOALS:

- 1.0 50% of participating teachers will utilize formative and summative assessment data to identify student strengths and challenges, inform instruction, and provide interventions where needed.
- 2.0 Students scoring in the "Ready" range on the district summative assessment in the areas of math and Reading will increase by 2% for each grade level from 2018-2019
- 3.0 At least 80% of teachers will report timely, high quality, and effective IT services

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	<p>LIST THE PROJECT OBJECTIVES:</p> <p>Goal 1.0 Objectives: 1) 65% of teachers will utilize research proven instructional strategies (learned from professional development opportunities) or curricular resources in their classrooms as shown through surveys and/or classroom observations 2) 40% of participating teachers will utilize formative and summative assessment data to identify students' strengths and challenges, inform instruction, and provide intervention where needed</p> <p>Goal 2.0 Objectives 1) Increase of 2% of students in grades 3-10, scoring at "Ready" or "Exceeding" range in Math and Reading from SY 2018-2019</p> <p>Goal 3.0 Objectives 1) At least 70% of teachers/staff report timely, high quality, and effective IT services through the use of a web-based survey</p>
PART I:	
GOAL/COMPONENT	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>50% of participating teachers will utilize formative and summative assessment data to identify student strengths and challenges, inform instruction, and provide interventions where needed.</p>	<p>ACTIVITIES</p> <p>REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER.</p> <p>Due to the restrictions placed on face-to face instruction, the Office of Catholic Education was not able to initiate any of the activities funded during this quarter.</p>
GOAL/COMPONENT STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>✓ NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>DATA GENERATED FROM ACTIVITIES</p> <p>WHAT PRIMARY' & SECONDARY' DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>Primary and Secondary Data were not generated because activities were not initiated.</p>

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based Please indicate: <i>Yes or No</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 2020	Performance Target End of March 2021
				Performance Target End of June 2021	Performance Target End of September 2021
				<u>Target:</u>	<u>Actual:</u>

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
Students scoring in the "Ready" range on the district summative assessment in the areas of math and Reading will increase by 2% for each grade level from 2018-2019	REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER. Due to the restrictions placed on face-to face instruction, the Office of Catholic Education was not able to initiate any of the activities funded during this quarter.	
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓ <input checked="" type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED	WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER? Primary and Secondary Data were not generated because activities were not initiated.	

Desired Project Outcome	Data Source	Unit of Measurement	Evidence-Based	Quarterly Performance Measures (Actual vs. Target)				
Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.	Enter where the data are located. Identify where the data will come from.	Enter the unit of measurement.	Please indicate: Yes or No	Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021

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										<u>Target:</u>
										<u>Actual:</u>

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION	NARRATIVE ON COMPONENT'S EFFECTIVENESS
At least 80% of teachers will report timely, high quality, and effective IT services	REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER. Due to the restrictions placed on face-to face instruction, the Office of Catholic Education was not able to initiate any of the activities funded during this quarter.		
GOAL/COMPONENT STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓ <input checked="" type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED	DATA GENERATED FROM ACTIVITIES WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER? Primary and Secondary Data were not generated because activities were not initiated.		

FFY 2020 CONSOLIDATED GRANT
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 Grant Award #: S403A200002

Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	
Quarterly Performance Measures <i>(Actual vs. Target)</i>					
				Performance Target End of December 2020	Target: Actual:
				Performance Target End of March 2021	
				Performance Target End of June 2021	
				Performance Target End of September 2021	

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PART II:	
LIST TRAVEL ACTIVITIES COMPLETED.	No travel occurred due to the restrictions because of the COVID 19 Pandemic
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	N/A
PART III:	
DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	N/A
EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	N/A
EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.	N/A

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**WHAT ACTIVITIES WILL
THE PROJECT IMPLEMENT
NEXT QUARTER?**

Most of the Catholic schools resumed face-to-face instruction in January, 2021. An assessment of the projects for FY 2020 will be made and appropriate activities will be initiated wherever possible.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Office of Catholic Education

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Juan P. Flores

AUTHORIZED REPRESENTATIVE (PRINT)



AUTHORIZED REPRESENTATIVE (SIGNATURE)

1-29-2021

DATE

**FFY 2020 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A200002**

Grant Name: Consolidated Grant FFY 2020 **Grant#:** S403A200002

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

PROJECT TITLE: Project #5: Private, Non-Public - Harvest

PROJECT COORDINATOR: Lawrence Nagengast

PROJECT MANAGER: Ike C. Santos

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

10/01/20- 12/31/20	01/01/21- 03/31/21	04/01/21- 06/30/21	07/01/21- 09/30/21
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
X			
REPORT DUE: 1/11/21	REPORT DUE: 04/12/21	REPORT DUE: 07/12/21	REPORT DUE: 10/11/21
ANNUAL REPORT DUE: 11/10/2021			

AMOUNT BUDGETED (FFY 2020): \$ <u>2,742,029.72</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>0</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>0</u> %
AMOUNT BUDGETED (FFY 2019): \$ _____	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ _____	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) _____ %

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

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

LIST THE PROJECT GOALS:

1. Improve academic performance in math and reading by at least 5% from baseline on the summative assessment used by the PNP.
2. The percent of AP students scoring 3 or above will increase by at least 5% for those PNPs offering AP.
3. At least 50% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
4. There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events, and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.
5. At least 80% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 25% of students will indicate an interest in pursuing a STEAM college path/CTE path.
6. Teachers and students in all of the participating schools will report improved access to technology and online resources for students

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and increased integration of technology in the classroom.

LIST THE PROJECT OBJECTIVES:

Goal 1:

- **YEAR 1:** Improve academic performance in math and reading by at least 2% from baseline on the summative assessment used by the Private, Non-public (PNP) school.
- **YEAR 2:** Improve academic performance in math and reading by at least 4% from baseline on the summative assessment used by the Private, Non-public (PNP) school.
- **YEAR 3:** Improve academic performance in math and reading by at least 5% from baseline on the summative assessment used by the Private, Non-public (PNP) school.

Goal 2:

- **YEAR 1:** The percent of AP students scoring 3 or above will increase by at least 2% for those PNPs offering Advanced Placement (AP).
- **YEAR 2:** The percent of AP students scoring 3 or above will increase by at least 4% for those PNPs offering Advanced Placement (AP).
- **YEAR 3:** The percent of AP students scoring 3 or above will increase by at least 5% for those PNPs offering Advanced Placement (AP).

Goal 3:

- **YEAR 1:** At least 40% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
- **YEAR 2:** At least 45% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
- **YEAR 3:** At least 50% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).

Goal 4:

- **YEAR 1:** There will be at least a 2% increase in student participation in STEAM activities, other academic and non-academic special events and at least 60% of participating students will report they are more engaged in learning and that they had a positive experience.
- **YEAR 2:** There will be at least a 4% increase in student participation in STEAM activities, other academic and non-academic special events and at least 65% of participating students will report they are more engaged in learning and that they had a positive experience.
- **YEAR 3:** There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events

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and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.

Goal 5:

- **YEAR 1:** At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 15% of these students will indicate an interest in pursuing a STEAM college path/CTE path.
- **YEAR 2:** At least 75% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 20% of these students will indicate an interest in pursuing a STEAM college path/CTE path.
- **YEAR 3:** At least 80% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 25% of these students will indicate an interest in pursuing a STEAM college path/CTE path.

Goal 6:

- **YEAR 1:** Teachers and students in participating schools will report at least 10% improved access to technology and online resources for students and increased integration of technology in the classroom.
- **YEAR 2:** Teachers and students in participating schools will report at least 20% improved access to technology and online resources for students and increased integration of technology in the classroom.
- **YEAR 3:** Teachers and students in participating schools will report at least 30% improved access to technology and online resources for students and increased integration of technology in the classroom.

PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>5.1.1 Increasing Rigorous Academic and Technical Courses with High Quality Instruction</p>	<p>5.1.1.2 Engineering/Robotics: Procure professional services for professional development for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA) teachers in Engineering/Robotics for cadre of teachers on the implementation of various Engineering/Robotics curricula and learning strategies. Procure kits, supplies and equipment for teachers/classrooms: KIBO (K- 1st grade), WeDO (2nd-5th grade), EV3 (6th-12 grade), 3D Printers (5th-12th grade) and Drone (9th -12th grade).</p> <p>DELAYED- REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER.</p> <p>5.1.1.4 Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP) Summer Institute (APSI): Procure professional services for professional development for PNP</p>	

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	<p>(OCE, HCA, SJS, GAA) APSI, for participating PNP secondary school teachers, counselors, and administrators to learn about the APSI, AP and Pre-AP strategies and the AP curriculum in the following content areas: Pre-AP Strategies: AP Vertical Teams in English, Pre-AP Strategies: AP Vertical Teams in Mathematics, AP Vertical Teams in History and Social Sciences, AP Calculus AB and BC combined, AP Biology, AP Chemistry, AP English Language and Literature. PNP goal to increase the number of course offerings in the Advanced Placement Program.</p> <p>DELAYED- REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER.</p>	
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
<ul style="list-style-type: none"> Professional Development - Science, Technology, Engineering, Arts and Math (STEAM) & Engineering Robotics Professional Development for AP and Pre AP Summer Institute Robotics - Supplies/Materials/Equipment/Enrichment Kits (K-12) 				<p>Did not happen because of COVID-19</p> <p>Did not happen because of COVID-19</p> <p>Received the Robotics and other supplies</p>				

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<ul style="list-style-type: none"> • Math Olympiad • Math Olympiad (Venue) • Math Counts • Math Counts (Student Registration) • Academic Challenge Bowl (ACB) for Middle & High Schools • Academic Challenge Bowl (ACB) for Middle & High Schools (Broadcasting/Taping) • NFL • NFL (Registration) • Trophies, medals, ribbons, t-shirts, etc. (STEAM Robotics) • Trophies, medals, ribbons, t-shirts, etc. (Academic Special Events) 				<p>All of Gate activities have not started yet because of COVID-19. Potentially will take place in the 2nd quarter</p>			
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<ul style="list-style-type: none"> • Goverlan (Remote access for Computer Techs) • Achieve 3000 • External Evaluator • Effective Leadership • Automated Fixed Assets Management System • Digital Subscription Software (Online Meetings) 				<p>This has not been used because of COVID-19</p> <p>We have not received the licenses for this program.</p> <p>I don't know what this is, and I am not sure we are getting any of this.</p>			
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>5.1.3 Specialized Events and Opportunities</p>	<p>5.1.3.1 STEAM Enrichment Kits: Expand STEAM Engineering Lego League Robotics and Drones: Procure annually enrichment kits and instructional supplies, funds for t-shirts, trophies/medals/ribbons for Underwater robotics, <i>Lego League, WeDo, Kibo, EV3</i> for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA),</p> <p>STEAM Engineering Robotics Drones: Procure annually T-shirts, trophies, ribbons/medals & supplies for on island competition as well as rental of canopies/tables/chairs for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA)</p> <p>DELAYED- REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER.</p> <p>5.1.3.2 Academic Special Events: Stipends for eligible Coaches to promote academic excellence and support the Private, Non-Public School (PNP) students. Coaches for Math Olympiad, Math Counts, Academic Challenge Bowl and National Forensic League (may be teachers) are identified by principals and prepare students for competitions after school and on Saturdays. Coaching and competitions are held outside regular school day.</p> <p>An annual island wide awards ceremony will be held in May at venue (funded) to award all Academic Special Events winners (funds for trophies/medals/ribbons). Special events include:</p> <ul style="list-style-type: none"> 🚩 Math Olympiad (math competition for 4 - 5th grade students) to fund a venue to allow PNP teams, to compete annually and to hold the Awards Ceremony for PNP (OCE, HCA, SJS, GHSA). 🚩 Math Counts (a national math program) Registration fees for middle school students from participating schools to develop math skills; Not to exceed 10 students per participating PNP (OCE, HCA, SJS, GHSA) school. 🚩 Academic Challenge Bowl (ACB), funds requested for broadcast & taping of weekly studio competition from October 2020-April 2021, up to 38 taping sessions cost 	

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shared with GDOE participating schools. Curriculum-based program for middle and high school students is trivia-type competition based on criterion-referenced questions and allows students to broaden their knowledge, highlighting student skills in Arts, Mathematics, Social Studies, and Science for PNP (OCE, HCA, SJS, GAA).

✚ **National Forensic League (NFL):** Funds requested for Coach stipends and NFL team registration fees, per team. Speech and debate activities enhance students' communication, leadership

✚ ip, cognitive, and presentational skills.

National Forensic League (NFL): Funds requested for registration fees annually for PNP (OCE, HCA, SJS, GHSA) for regular, semi-finals and finals competitions. NFL team registration fees, per team. Speech and debate activities enhance students' communication, leadership, cognitive, and presentational skills.

DELAYED- REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER.

5.1.3.1 Visual Performing Arts (VPA): Procure annually to engage PNP students in:

✚ Provide VPA K-12 teachers/classrooms with instructional supplies/materials annually;

✚ Visual Arts, Theater, Music Programs engage PNP (OCE, HCA, SJS, GHSA) students to promote creativity, self-motivation, self-discipline, and confidence for student's 4th-12th grades. Arts enhance perceptual/cognitive skills; forms of arts enhance and complement reading, language development and writing skills; drama, visual arts and music assist student in achieving literacy goals by engaging them in their learning process. Auditions are announced for productions, allowing students from various schools the opportunity to participate under VPA program. Up to 2,000 students receive services.

DELAYED- REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER.

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target <i>End of December 2020</i>	Performance Target <i>End of March 2021</i>	Performance Target <i>End of June 2021</i>	Performance Target <i>End of September 2021</i>

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Goal/Component	Activities	Work Accomplished & Evidence of Implementaion
<p>5.1.4 Academic, College and Career Readiness</p>	<p>Pre-Advanced Placement Advanced Placement:</p> <ul style="list-style-type: none"> ✚ Procure AP Exams test fees for participating PNP (OCE, HCA, SJS) high school students. ✚ College Fair Annual College Fair, funds requested for venue, transportation fees, supplies and materials for workshops, for participating for PNP (OCE, HCA, SJS, PICA, GAA, GHSA) high school students (9th – 12th) geared towards the learning the process of admission, financial aid, residential/dormitory, and student college life and meeting with different Colleges/Universities of both on and off-island campus recruiters. Up to 1,200 student participants. <p>DELAYED- REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER.</p>	
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
GOAL/COMPONENT	ACTIVITIES				WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION			
5.2 Curriculum and Instructional Quality and Development (CIQD)	5.2.2 Improving Teacher Effectiveness Procure (Project #2: CIQD) professional services for participating PNP quality professional development opportunities for research-based effective instructional strategies. Additionally, training supplies will be procured for all professional development activities being implemented in the district and PNP. a. Sheltered Instruction Observation Protocol (SIOP) for PNP (OCE, HCA, SJS, GAA) teachers/administrators.							

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PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
5.3. Classroom Supports & Academic Interventions	5.3.3 Subscription Licenses – Annual Request Procure subscriptions for online licenses in Reading and Math for tutoring during the instructional day and after school (such as IXL, Achieve 3000 or similar) for PNP (HCA, GAA). DELAYED- REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER.	
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
					<u>Target:</u> <u>Actual:</u>			

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
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<p>FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p>	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p>
<p>PART III:</p>	
<p>DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</p>	<p>(What strategies are working, not working?) 100 WORD COUNT</p>
<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p>

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WHAT ACTIVITIES WILL
THE PROJECT IMPLEMENT
NEXT QUARTER?

(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?)
100 WORD COUNT

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Harvest Christian Academy

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:



Lawrence Nagengast
AUTHORIZED REPRESENTATIVE (PRINT)

AUTHORIZED REPRESENTATIVE (SIGNATURE)

1/22/21
DATE

**FFY 2020 CONSOLIDATED GRANT
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Grant Name: Consolidated Grant FFY 2020 **Grant#:** S403A200002

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

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

PROJECT COORDINATOR: Bob Kelley

PROJECT MANAGER: Ike C. Santos

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

10/01/20- 12/31/20	01/01/21- 03/31/21	04/01/21- 06/30/21	07/01/21- 09/30/21
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
X			
REPORT DUE: 1/11/21	REPORT DUE: 04/12/21	REPORT DUE: 07/12/21	REPORT DUE: 10/11/21
ANNUAL REPORT DUE: 11/10/2021			

AMOUNT BUDGETED (FFY 2020): \$ <u>2742029.72</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>0</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>0</u> %
AMOUNT BUDGETED (FFY 2019): \$ _____	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ _____	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) _____ %

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 5	170		16	1					
6 - 8	122		13	1					
9 - 12	178		21						

LIST THE PROJECT GOALS:

1. Improve academic performance in math and reading by at least 5% from baseline on the summative assessment used by the PNP.
2. The percent of AP students scoring 3 or above will increase by at least 5% for those PNPs offering AP.
3. At least 50% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
4. There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events, and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.
5. At least 80% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 25% of students will indicate an interest in pursuing a STEAM college path/CTE path.
6. Teachers and students in all of the participating schools will report improved access to technology and online resources for students and increased integration of technology in the classroom.

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**LIST THE PROJECT
OBJECTIVES:**

Goal 1:

- **YEAR 1:** Improve academic performance in math and reading by at least 2% from baseline on the summative assessment used by the Private, Non-public (PNP) school.
- **YEAR 2:** Improve academic performance in math and reading by at least 4% from baseline on the summative assessment used by the Private, Non-public (PNP) school.
- **YEAR 3:** Improve academic performance in math and reading by at least 5% from baseline on the summative assessment used by the Private, Non-public (PNP) school.

Goal 2:

- **YEAR 1:** The percent of AP students scoring 3 or above will increase by at least 2% for those PNPs offering Advanced Placement (AP).
- **YEAR 2:** The percent of AP students scoring 3 or above will increase by at least 4% for those PNPs offering Advanced Placement (AP).
- **YEAR 3:** The percent of AP students scoring 3 or above will increase by at least 5% for those PNPs offering Advanced Placement (AP).

Goal 3:

- **YEAR 1:** At least 40% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
- **YEAR 2:** At least 45% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
- **YEAR 3:** At least 50% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).

Goal 4:

- **YEAR 1:** There will be at least a 2% increase in student participation in STEAM activities, other academic and non-academic special events and at least 60% of participating students will report they are more engaged in learning and that they had a positive experience.
- **YEAR 2:** There will be at least a 4% increase in student participation in STEAM activities, other academic and non-academic special events and at least 65% of participating students will report they are more engaged in learning and that they had a positive experience.
- **YEAR 3:** There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.

Goal 5:

- **YEAR 1:** At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed

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to prepare for a college/career path, and at least 15% of these students will indicate an interest in pursuing a STEAM college path/CTE path.

- **YEAR 2:** At least 75% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 20% of these students will indicate an interest in pursuing a STEAM college path/CTE path.
- **YEAR 3:** At least 80% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 25% of these students will indicate an interest in pursuing a STEAM college path/CTE path.

Goal 6:

- **YEAR 1:** Teachers and students in participating schools will report at least 10% improved access to technology and online resources for students and increased integration of technology in the classroom.
- **YEAR 2:** Teachers and students in participating schools will report at least 20% improved access to technology and online resources for students and increased integration of technology in the classroom.
- **YEAR 3:** Teachers and students in participating schools will report at least 30% improved access to technology and online resources for students and increased integration of technology in the classroom.

PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>5.1.1 Increasing Rigorous Academic and Technical Courses with High Quality Instruction</p>	<p>5.1.1.1 Computer Science/ Information Technology Program: Procure professional services for developing a Computer Science Program of Study that includes updated standards and relevant courses to prepare students for a computer science /technology pathway for PNP (SJS) teachers.</p> <p>DELAYED- REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER.</p> <p>5.1.1.2 Engineering/Robotics: Procure professional services for professional development for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA) teachers in Engineering/Robotics for cadre of teachers on the implementation of various</p>	<p>Teacher professional development was not offered during this reporting period due to COVID restrictions.</p> <p>Teacher professional development was not offered during this reporting period due to COVID restrictions.</p>

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	<p>Engineering/Robotics curricula and learning strategies. Procure kits, supplies and equipment for teachers/classrooms: KIBO (K- 1st grade), WeDO (2nd-5th grade), EV3 (6th-12 grade), 3D Printers (5th-12th grade) and Drone (9th -12th grade).</p> <p>DELAYED- REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER.</p> <p>5.1.1.4 Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP) Summer Institute (APSI): Procure professional services for professional development for PNP (OCE, HCA, SJS, GAA) APSI, for participating PNP secondary school teachers, counselors, and administrators to learn about the APSI, AP and Pre-AP strategies and the AP curriculum in the following content areas: Pre-AP Strategies: AP Vertical Teams in English, Pre-AP Strategies: AP Vertical Teams in Mathematics, AP Vertical Teams in History and Social Sciences, AP Calculus AB and BC combined, AP Biology, AP Chemistry, AP English Language and Literature. PNP goal to increase the number of course offerings in the Advanced Placement Program.</p> <p>DELAYED- REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER.</p> <p>5.1.1.5 Career and Technical Education (CTE) Workshop - Career Exploration: Procure professional</p> <p>DELAYED- REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER.</p> <p>5.1.1.6 services for CTE curriculum development for PNP (SJS, GAA) teachers, counselors and administrators; Procure professional services for resource materials printing. Explore topics, create resource materials such as planning guides and handbook of strategies on these topics for K-12 students, and provide training for English, Math,</p>	<p>Teacher professional development was not offered during this reporting period due to COVID restrictions.</p> <p>Teacher professional development was not offered during this reporting period due to COVID restrictions.</p>
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	<p>Science, Social Studies teachers on implementing these resources.</p> <p>DELAYED- REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER.</p>	
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>Due to COVID restrictions, we did not give the usual round of standardized testing to our students this quarter, however our AP exams and a full battery of standardized tests will be given in May and thus those scores will be reported in Q3.</p>	<p>With the lack of any external, standardized data, our conclusions on academic advancement will be only anecdotal. Teachers have been confident they can deliver an effective curriculum, but feel they have been put behind in their timelines, due to restricted hours of instruction under COVID.</p>

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					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Goal 1. Academic Performance								
a) At least 2% increase in students scoring at the “Proficient”/“Ready” and “Advanced/Exceeding” level in Math from baseline	ACT Aspire Spring Summative Results OR Results of any similar summative assessment used by the school	% of students in grades 3-10 scoring in the “Ready” & “Exceeding” levels in Math/Reading from baseline (ACT Aspire) OR	Yes	Please provide baseline data for each grade level, if available.	Target: Summative testing not done at this time. Actual: Ongoing instruction.			
b) At least 2% increase in students scoring at the “Proficient”/“Ready” and “Advanced/Exceeding” level in Reading from baseline	-same as above -	% of students in appropriate grade levels scoring in the “Proficient” & “Advanced” levels in Math/Reading (similar tests) -same as above -		Please provide baseline data for each grade level, if available.	Target: Summative testing not done at this time. Actual: Ongoing instruction.			

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>5.1.3 Specialized Events and Opportunities</p>	<p>5.1.3.1 STEAM Enrichment Kits: Expand STEAM Engineering Lego League Robotics and Drones: Procure annually enrichment kits and instructional supplies, funds for t-shirts, trophies/medals/ribbons for Underwater robotics, <i>Lego League, WeDo, Kibo, EV3</i> for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA), Drones and competition registration fees for PNP (OCE, SJS, PICA, SPCS, GAA, GHSA). The enrichment kits and supplies are the same as noted in 5.1.1. Additional funding requested for the competition registration fees.</p> <p>DELAYED-REPORTING ON THIS GOAL/COMPONENT IS NOT APPLICABLE FOR THIS QUARTER.</p> <p>5.1.3.1 STEAM Engineering Robotics Drones: Procure annually T-shirts, trophies, ribbons/medals & supplies for on island competition as well as rental of canopies/tables/chairs for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA)</p> <p>DELAYED-REPORTING ON THIS GOAL/COMPONENT IS NOT APPLICABLE FOR THIS QUARTER.</p> <p>5.1.3.2 Academic Special Events: Stipends for eligible Coaches to promote academic excellence and support the Private, Non-Public School (PNP) students. Coaches for Math Olympiad, Math Counts, Academic Challenge Bowl and National Forensic League (may be teachers) are identified by principals and prepare students for competitions after school and on Saturdays. Coaching and competitions are held outside regular school day.</p> <p>An annual island wide awards ceremony will be held in May at venue (funded) to award all Academic Special Events winners (funds for trophies/medals/ribbons). Special events include:</p> <ul style="list-style-type: none">  Math Olympiad (math competition for 4th - 5th grade students) to fund a venue to allow PNP teams, to compete annually and to hold the Awards Ceremony for PNP (OCE, HCA, SJS, GHSA).  Math Counts (a national math program) Registration fees for 	<p>Lego Robotics kits received, but due to OCVID restrictions, robotics activities were delayed.</p>

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middle school students from participating schools to develop math skills; Not to exceed 10 students per participating PNP (OCE, HCA, SJS, GHSA) school.

✚ **Academic Challenge Bowl (ACB)**, funds requested for broadcast & taping of weekly studio competition from October 2020-April 2021, up to 38 taping sessions cost shared with GDOE participating schools. Curriculum-based program for middle and high school students is trivia-type competition based on criterion-referenced questions and allows students to broaden their knowledge, highlighting student skills in Arts, Mathematics, Social Studies, and Science for PNP (OCE, HCA, SJS, GAA).

✚ **National Forensic League (NFL)**: Funds requested for Coach stipends and NFL team registration fees, per team. Speech and debate activities enhance students' communication, leadership, cognitive, and presentational skills.

DELAYED- REPORTING ON THIS GOAL/COMPONENT IS NOT APPLICABLE FOR THIS QUARTER.

5.1.3.3 Visual Performing Arts (VPA): Procure annually to engage PNP students in:

✚ Provide VPA K-12 teachers/classrooms with instructional supplies/materials annually;

✚ Visual Arts, Theater, Music Programs engage PNP (OCE, HCA, SJS, GHSA) students to promote creativity, self-motivation, self-discipline, and confidence for student's 4th-12th grades. Arts enhance perceptual/cognitive skills; forms of arts enhance and complement reading, language development and writing skills; drama, visual arts and music assist student in achieving literacy goals by engaging them in their learning process. Auditions are announced for productions, allowing students from various schools the opportunity to participate under VPA program. Up to 2,000 students receive services.

DELAYED-REPORTING ON THIS GOAL/COMPONENT IS NOT APPLICABLE FOR THIS QUARTER.

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engaged in learning and confident in their academic work				Delayed implementation. Planning and procurement ongoing.			
Goal/Component	Activities			Work Accomplished & Evidence of Implementation			
5.1.4 Academic, College and Career Readiness	<p>5.1.4.1 Pre-Advanced Placement Advanced Placement:</p> <ul style="list-style-type: none"> ✚ Procure laptops/tablets and software, mobile laptop carts, and access points/wireless routers for mobile laptop carts for PNP (OCE, SJS), interactive whiteboards and accessories for PNP (OCE) to enhance learning & access online modules in Pre-AP, AP, and other advanced level courses for PNP (OCE, SJS) ✚ Procure AP supplies and related instructional resources to provide up-to-date materials for classroom instruction ✚ Procure AP Exams test fees for participating PNP (OCE, HCA, SJS) high school students. <p>DELAYED- REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER.</p> <p>5.1.4.2 College Exploration and Readiness Opportunities:</p> <ul style="list-style-type: none"> ✚ College Fair Annual College Fair, funds requested for venue, transportation fees, supplies and materials for workshops, for participating for PNP (OCE, HCA, SJS, PICA, GAA, GHSA) high school students (9th – 12th) geared towards the learning the process of admission, financial aid, residential/dormitory, and student college life and meeting with different Colleges/Universities of both on and off-island campus recruiters. Up to 1,200 student participants. ✚ Contractual for College Fair professional development 			<p>AP exams are not offered until May, and thus these scores are unavailable at this time.</p> <p>The college fair was not held this year, however, we were able to expand the number of “college visits” this year through the use of Zoom meetings.</p> <p>St. John’s participated in Zoom calls of college admissions officers from the mainland US and Hawaii universities, we were able to schedule more visits and have greater student participation.</p>			

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	<p>workshops/trainings for PNP (SJS, PICA) high school counselors and teachers.</p> <p>✚ Career Fairs: Procure annually supplies and materials, for career centered fieldtrips and workshops and school career fairs for participating PNP (SJS, GAA) middle and high school to hold a Career Fair. Topics and sessions at the Career Fair will include but not limited to information on career exploration, career readiness, different employment opportunities, workforce data and other pertinent information. Promote awareness and provide information to secondary level students on careers as they explore the various opportunities available to them.</p> <p>✚ Career and Technical Education (CTE) Workshop - Career Exploration: Procure professional services for CTE curriculum development for PNP (SJS, GAA) teachers, counselors and administrators; Procure professional services for resource materials printing. Explore topics, create resource materials such as planning guides and handbook of strategies on these topics for K-12 students, and provide training for English, Math, Science, Social Studies teachers on implementing these resources.</p> <p>DELAYED- REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER.</p>	<p>Career fair was not held this year due to COVID restrictions</p> <p>PD was not held this year due to COVID restrictions.</p>
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>Due to COVID restrictions, we did not give the usual round of standardized testing to our students this quarter, however our AP exams and a full battery of standardized tests will be given in May and thus those scores will be reported in Q3.</p>	<p>Again, with the lack of any external, standardized data, our conclusions on academic advancement will be only anecdotal. Teachers have been confident they can deliver an effective curriculum, but feel they have been put behind in their timelines, due to restricted hours of instruction under COVID.</p>

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)				
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021	
Goal 2. Advanced Placement (AP) At least 2% increase in the percentage of AP students scoring 3 or better among PNPs offering AP	AP Test Results	% of AP test takers who score a 3 or better	Yes	No baseline data	Target: AP Testing not done at this time. Actual: Ongoing instruction. Procurement of technology equipment, instructional resources, and AP Test fees ongoing.				

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Goal 5. Academic & Career Planning								
a) At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path	Student Survey	% of students indicating College/Career Fair relevant and helpful	Yes	No baseline data.	Target: At least 70% (If fair is held at this time.) Actual: Ongoing planning & procurement for activity and resources needed.			
b) At least 15% of participating students will indicate an interest in pursuing STEAM college path or a CTE path	Student Survey	% of students indicating an interest in pursuing a STEAM path in college or a CTE path	Yes	No baseline data.	Target: At least 15% (If survey administered at this time.) Actual: Ongoing planning & procurement for activity and resources needed.			

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>5.2 Curriculum and Instructional Quality and Development (CIQD)</p>	<p>5.2.2 Improving Teacher Effectiveness</p> <ul style="list-style-type: none"> ✚ Procure (Project #2: CIQD) subscriptions for institutional professional memberships for participating schools to academic organizations such as, but not limited to, National Council for Teachers of Math for PNP (OCE, SJS) teacher, National Council for Teachers of English, National Science Teachers Association PNP (SJS) teacher. ✚ Procure (Project #2: CIQD) professional services for participating PNP quality professional development opportunities for research-based effective instructional strategies. Additionally, training supplies will be procured for all professional development activities being implemented in the district and PNP. <p>DELAYED- REPORTING ON THIS GOAL/COMPONENT IS NOT APPLICABLE FOR THIS QUARTER.</p> <ol style="list-style-type: none"> a. Sheltered Instruction Observation Protocol (SIOP) for PNP (OCE, HCA, SJS, GAA) teachers/administrators. b. Classroom Instruction That Works (CITW) for PNP (OCE, SJS, GAA) c. Cooperative Learning and Student Engagement Strategies for PNP (OCE, HCA, SJS, SPCS) d. Higher Order Thinking Skills for PNP (OCE, SJS) e. STEAM Science Training (i.e. Foss kits) for PNP (OCE, SJS, SPC,GAA) f. Next Generation Science Standards for PNP (OCE, SJS) g. Technology Integration for PNP (OCE, SJS, SPCS) Conscious Discipline for PNP (SJS) h. Professional Development for academic programs with focus on high-quality instruction for high-ability students. Also procure course licenses, tracking, and coaching/mentoring course creation for PNP (OCE, SJS). <p>DELAYED- REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER.</p> <p>5.2.3 Specialized School Support</p> <ul style="list-style-type: none"> ✚ Pre-K Academics and Early Childhood – Procure professional services to provide professional development and instructional supports for curriculum modules for teachers of students in grades 	<p>These activities were not procured due to COVID-19 restrictions.</p>

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	Pre-K through 2 for PNP (OCE, SJS, SPCS).	
DELAYED-REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER.		

Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)				
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021	
Goal 3. Professional Development (PD) At least 40% of teachers participating in PD will report implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).	Web-based survey	% of teachers who report, or are observed, to have a change in classroom instructional practices	Yes	No baseline data	<u>Target:</u> 20% (If survey administered at this time.) <u>Actual:</u> Procurement delayed due to COVID-19 restrictions.				

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
5.2.4 Formative and Summative Assessments	<ul style="list-style-type: none"> ✚ Procure assessment kits as follows: <ul style="list-style-type: none"> a. ELL Language Assessment kits for PNP (OCE, SJS, JSG). 	
5.2.6 Supplemental Resources and Equipment Supports	<p>Procure professional consultative services, reference materials and supplies, equipment and training systems. Procure tools and resources, supplies, materials and equipment to support teaching and learning in the classrooms:</p> <ul style="list-style-type: none"> ✚ Procure supplementary laptops and software to support PNP (OCE with mobile carts, SJS & SPCS laptops) students, teachers and administrators. ✚ Learner Centers: Procure supplemental material for learner centers in identified pilot PNP (SJS, GAA). Materials include student books, reference material, and instructional resources. Equipment for expanded component in identified schools. Procure equipment for two (2) additional schools in the expansion phase. Equipment is inclusive of mobile computer carts, laptops, POE injectors, routers, and subscriptions for PNP (SJS, GAA) for creative spaces. 	

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PART II:	
<p>LIST TRAVEL ACTIVITIES COMPLETED.</p>	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT</p> <p>No travel activity to report during this reporting period.</p>
<p>FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p>	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p>No travel activity to report during this reporting period.</p>
PART III:	
<p>DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</p>	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>The online instruction limited our class meeting time, and required more independent learning by our students. This independent time did not allow the teachers to focus on the areas they wanted to, but had the students develop in other ways. In addition, the drop in student satisfaction could be related to "online fatigue".</p>
<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>Many of our activities were heavily impacted by COVID-19 restrictions. Professional development and other activities were postponed. Those activities we did engage in will largely be measured later, from standardized testing and other activities.</p>

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<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <p>The largest challenge was the COVID restrictions. We went online for the entire quarter, which impacted our instruction. In addition, reduced tuition income limited our ability to implement some programmatic changes. We will return to face to face instruction this quarter</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT</p> <p>St. John’s School will be returning to face to face model of learning this quarter, and will hopefully be able to implement activities that were not able to be implemented due to the closure of schools.</p>

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: St. John’s School

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Bob Kelley
 AUTHORIZED REPRESENTATIVE (PRINT)

 AUTHORIZED REPRESENTATIVE (SIGNATURE)

1/22/2021
 DATE

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Grant Name: Consolidated Grant FFY 2020 **Grant#:** S403A200002

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

PROJECT TITLE: Project #5: Private, Non-Public – St. Paul’s Christian School

PROJECT COORDINATOR: Debbie Pineda

PROJECT MANAGER: Ike C. Santos

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

10/01/20- 12/31/20	01/01/21- 03/31/21	04/01/21- 06/30/21	07/01/21- 09/30/21
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
X			
REPORT DUE: 1/11/21	REPORT DUE: 04/12/21	REPORT DUE: 07/12/21	REPORT DUE: 10/11/21
ANNUAL REPORT DUE: 11/10/2021			

AMOUNT BUDGETED (FFY 2020): \$ <u>2,742,029.72</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>0</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>0</u> %
AMOUNT BUDGETED (FFY 2019): \$ _____	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ _____	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) _____ %

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 5	125		4	1					
6 - 8	127								
9 - 12	194								

LIST THE PROJECT GOALS:

1. Improve academic performance in math and reading by at least 5% from baseline on the summative assessment used by the PNP.
2. The percent of AP students scoring 3 or above will increase by at least 5% for those PNPs offering AP.
3. At least 50% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
4. There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events, and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.
5. At least 80% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 25% of students will indicate an interest in pursuing a STEAM college path/CTE path.
6. Teachers and students in all of the participating schools will report improved access to technology and online resources for students and increased integration of technology in the classroom.

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LIST THE PROJECT OBJECTIVES:

Goal 1:

- **YEAR 1:** Improve academic performance in math and reading by at least 2% from baseline on the summative assessment used by the Private, Non-public (PNP) school.
- **YEAR 2:** Improve academic performance in math and reading by at least 4% from baseline on the summative assessment used by the Private, Non-public (PNP) school.
- **YEAR 3:** Improve academic performance in math and reading by at least 5% from baseline on the summative assessment used by the Private, Non-public (PNP) school.

Goal 2:

- **YEAR 1:** The percent of AP students scoring 3 or above will increase by at least 2% for those PNPs offering Advanced Placement (AP).
- **YEAR 2:** The percent of AP students scoring 3 or above will increase by at least 4% for those PNPs offering Advanced Placement (AP).
- **YEAR 3:** The percent of AP students scoring 3 or above will increase by at least 5% for those PNPs offering Advanced Placement (AP).

Goal 3:

- **YEAR 1:** At least 40% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
- **YEAR 2:** At least 45% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
- **YEAR 3:** At least 50% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).

Goal 4:

- **YEAR 1:** There will be at least a 2% increase in student participation in STEAM activities, other academic and non-academic special events and at least 60% of participating students will report they are more engaged in learning and that they had a positive experience.
- **YEAR 2:** There will be at least a 4% increase in student participation in STEAM activities, other academic and non-academic special events and at least 65% of participating students will report they are more engaged in learning and that they had a positive experience.
- **YEAR 3:** There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.

Goal 5:

- **YEAR 1:** At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed

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to prepare for a college/career path, and at least 15% of these students will indicate an interest in pursuing a STEAM college path/CTE path.

- **YEAR 2:** At least 75% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 20% of these students will indicate an interest in pursuing a STEAM college path/CTE path.
- **YEAR 3:** At least 80% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 25% of these students will indicate an interest in pursuing a STEAM college path/CTE path.

Goal 6:

- **YEAR 1:** Teachers and students in participating schools will report at least 10% improved access to technology and online resources for students and increased integration of technology in the classroom.
- **YEAR 2:** Teachers and students in participating schools will report at least 20% improved access to technology and online resources for students and increased integration of technology in the classroom.
- **YEAR 3:** Teachers and students in participating schools will report at least 30% improved access to technology and online resources for students and increased integration of technology in the classroom.

PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
5.1.1 Increasing Rigorous Academic and Technical Courses with High Quality Instruction	5.1.1.2 Engineering/Robotics: Procure professional services for professional development for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA) teachers in Engineering/Robotics for cadre of teachers on the implementation of various Engineering/Robotics curricula and learning strategies. Procure kits, supplies and equipment for teachers/classrooms: KIBO (K- 1st grade), WeDO (2nd-5th grade), EV3 (6th-12 grade), 3D Printers (5th-12th grade) and Drone (9th -12th grade). DELAYED- REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER.	During this reporting period, all schools were on lockdown and distance learning was in place. As a result, SPCS teachers were able to utilize their federally funded laptops for instruction, preparation, and communication with parents. SPCS students were able to access ebooks and other online resources such as Achieve 3000 English and Math (all these paid for by SPCS). Laptops were not issued to students during the pandemic as they had their own personal iPads and/or laptops.
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS


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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021

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GOAL/COMPONENT		ACTIVITIES			WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION				
5.1.3 Specialized Events and Opportunities		<p>5.1.3.1 STEAM Enrichment Kits: Expand STEAM Engineering Lego League Robotics and Drones: Procure annually enrichment kits and instructional supplies, funds for t-shirts, trophies/medals/ribbons for Underwater robotics, <i>Lego League, WeDo, Kibo, EV3</i> for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA), Drones and competition registration fees for PNP (OCE, SJS, PICA, SPCS, GAA, GHSA). The enrichment kits and supplies are the same as noted in 5.1.1. Additional funding requested for the competition registration fees.</p> <p>STEAM Engineering Robotics Drones: Procure annually T-shirts, trophies, ribbons/medals & supplies for on island competition as well as rental of canopies/tables/chairs for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA)</p> <p>Not started due to COVID-19 Pandemic. Reporting on this goal/component not applicable for this quarter.</p>							
Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)				
					Performance Target <i>End of December 2020</i>	Performance Target <i>End of March 2021</i>	Performance Target <i>End of June 2021</i>	Performance Target <i>End of September 2021</i>	

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Goal/Component	Activities	Work Accomplished & Evidence of Implementation
<p>5.2.2. Improving Teacher Effectiveness</p>	<p> Procure (Project #2: CIQD) professional services for participating PNP quality professional development opportunities for research-based effective instructional strategies. Additionally, training supplies will be procured for all professional development activities being implemented in the district and PNP.</p> <ul style="list-style-type: none"> a. Cooperative Learning and Student Engagement Strategies for PNP (OCE, HCA, SJS, SPCS) b. STEAM Science Training (i.e. Foss kits) for PNP (OCE, SJS, SPC,GAA) c. Technology Integration for PNP (OCE, SJS, SPCS) Conscious Discipline for PNP (SJS) d. Math Instructional Strategies – Contractual training and additional supplemental resource kits for all elementary teachers and secondary math and science teachers on research-based strategies (i.e. math & science kits) for PNP (OCE, SPCS, GAA) teacher. 	

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	e. Literacy Training – Contractual training on effective literacy strategies for PNP (OCE, SPCS, GAA). Not started due to COVID-19 Pandemic. Reporting on this goal/component not applicable for this quarter.	
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT’S EFFECTIVENESS

Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target <i>End of December 2020</i>	Performance Target <i>End of March 2021</i>	Performance Target <i>End of June 2021</i>	Performance Target <i>End of September 2021</i>

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>5.2.3. Specialized School Support</p>	<p>Procure training supplies and materials, and professional consultative services for:</p> <ul style="list-style-type: none"> ▪ Pre-K Academics and Early Childhood – Procure professional services to provide professional development and instructional supports for curriculum modules for teachers of students in grades Pre-K through 2 for PNP (OCE, SJS, SPCS). <p>5.2.4 Formative and Summative Assessments</p> <ul style="list-style-type: none"> ✚ Procure assessment kits as follows: <ul style="list-style-type: none"> ▪ ACT Aspire testing materials for PNP (OCE, SPCS) <p>Not started. Reporting on this goal/component not applicable for this quarter.</p> <p>5.2.6 Supplemental Resources and Equipment Supports</p> <p>Procure professional consultative services, reference materials and supplies, equipment and training systems. Procure tools and resources, supplies, materials and equipment to support teaching and learning in the classrooms:</p> <ul style="list-style-type: none"> ✚ Procure supplementary laptops and software to support PNP (OCE with mobile carts, SJS & SPCS laptops) students, teachers and administrators. <p>Not started due to COVID-19 Pandemic. Reporting on this goal/component not applicable for this quarter.</p>	

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS

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				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
				<u>Target:</u> <u>Actual:</u>				

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PART I:		
GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
5.3. Classroom Supports & Academic Interventions	<p>5.3.2 Kinder Learn – Annual Request Funding to support participating PNP (OCE, SPCS) student classrooms to supplement instruction in K-2 to increase student performance in Reading & Math. Procure interactive white boards with mobile sands and sound bars for participating PNP (SPCS) and mobile carts/laptops and software /access points, POE Injectors, and online subscription licenses (IXL or similar) for PNP (OCE). This activity is implemented throughout the school year.</p> <p>Not started due to COVID-19 Pandemic. Reporting on this goal/component not applicable for this quarter.</p>	
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS

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					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
					<u>Target:</u> <u>Actual:</u>			

PART II:

LIST TRAVEL ACTIVITIES COMPLETED.	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT</p> <p>No travel activity to report during this reporting period.</p>
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<p>FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p>	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p>No travel activity to report during this reporting period.</p>
<p>PART III:</p>	
<p>DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</p>	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>Provide continued emails, communication, updates, and reminders regarding the availability of training, professional development, etc. as more COVID-19 restrictions are being eased.</p>
<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>With the onset of COVID-19 and lockdown restrictions in 2020-present, academic achievement among students has been impacted. Many training sessions, competitions, events, etc. have also been affected. Not all students are thriving at home via distance learning. Just a week ago, our school reopened for face-to-face instruction as well as online learning options. The transition has been challenging for everyone. Program funds have been instrumental in the areas of technology and online resources.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <p>Please advise status of pending SPCS resources, materials, equipment, etc. The COVID-19 lockdown has impacted all facets of life and hopefully in the next few months, more progress/updates can be made.</p>

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**WHAT ACTIVITIES WILL
THE PROJECT IMPLEMENT
NEXT QUARTER?**

**(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?)
100 WORD COUNT**

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: St. Paul’s Christian School

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Debbie Pineda
AUTHORIZED REPRESENTATIVE (PRINT)

AUTHORIZED REPRESENTATIVE (SIGNATURE)

1/22/2021
DATE

**FFY 2020 CONSOLIDATED GRANT
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Grant Name: Consolidated Grant FFY 2020 **Grant#:** S403A200002

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

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

PROJECT COORDINATOR: Bertha Saladier

PROJECT MANAGER: Ike C. Santos

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

10/01/20- 12/31/20	01/01/21- 03/31/21	04/01/21- 06/30/21	07/01/21- 09/30/21
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
X			
REPORT DUE: 1/11/21	REPORT DUE: 04/12/21	REPORT DUE: 07/12/21	REPORT DUE: 10/11/21
ANNUAL REPORT DUE: 11/10/2021			

**AMOUNT BUDGETED
(FFY 2020):**

\$2,742,029.72

AMOUNT EXPENDED:

(Include all expenditures/payouts to date)

\$0.00

PERCENTAGE OF EXPENDITURE:

(Overall Expenditure divided by Amount Budgeted)

0%

**AMOUNT BUDGETED
(FFY 2019):**

AMOUNT EXPENDED:

(Include all expenditures/payouts to date)

PERCENTAGE OF EXPENDITURE:

(Overall Expenditure divided by Amount Budgeted)

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

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

LIST THE PROJECT GOALS:

1. Improve academic performance in math and reading by at least 5% from baseline on the summative assessment used by the PNP.
2. The percent of AP students scoring 3 or above will increase by at least 5% for those PNPs offering AP.
3. At least 50% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
4. There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events, and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.
5. At least 80% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 25% of students will indicate an interest in pursuing a STEAM college path/CTE path.
6. Teachers and students in all of the participating schools will report improved access to technology and online resources for students

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and increased integration of technology in the classroom.

LIST THE PROJECT OBJECTIVES:

Goal 1:

- **YEAR 1:** Improve academic performance in math and reading by at least 2% from baseline on the summative assessment used by the Private, Non-public (PNP) school.
- **YEAR 2:** Improve academic performance in math and reading by at least 4% from baseline on the summative assessment used by the Private, Non-public (PNP) school.
- **YEAR 3:** Improve academic performance in math and reading by at least 5% from baseline on the summative assessment used by the Private, Non-public (PNP) school.

Goal 2:

- **YEAR 1:** The percent of AP students scoring 3 or above will increase by at least 2% for those PNPs offering Advanced Placement (AP).
- **YEAR 2:** The percent of AP students scoring 3 or above will increase by at least 4% for those PNPs offering Advanced Placement (AP).
- **YEAR 3:** The percent of AP students scoring 3 or above will increase by at least 5% for those PNPs offering Advanced Placement (AP).

Goal 3:

- **YEAR 1:** At least 40% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
- **YEAR 2:** At least 45% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
- **YEAR 3:** At least 50% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).

Goal 4:

- **YEAR 1:** There will be at least a 2% increase in student participation in STEAM activities, other academic and non-academic special events and at least 60% of participating students will report they are more engaged in learning and that they had a positive experience.
- **YEAR 2:** There will be at least a 4% increase in student participation in STEAM activities, other academic and non-academic special events and at least 65% of participating students will report they are more engaged in learning and that they had a positive experience.
- **YEAR 3:** There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events

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and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.

Goal 5:

- **YEAR 1:** At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 15% of these students will indicate an interest in pursuing a STEAM college path/CTE path.
- **YEAR 2:** At least 75% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 20% of these students will indicate an interest in pursuing a STEAM college path/CTE path.
- **YEAR 3:** At least 80% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 25% of these students will indicate an interest in pursuing a STEAM college path/CTE path.

Goal 6:

- **YEAR 1:** Teachers and students in participating schools will report at least 10% improved access to technology and online resources for students and increased integration of technology in the classroom.
- **YEAR 2:** Teachers and students in participating schools will report at least 20% improved access to technology and online resources for students and increased integration of technology in the classroom.
- **YEAR 3:** Teachers and students in participating schools will report at least 30% improved access to technology and online resources for students and increased integration of technology in the classroom.

PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>5.1.1 Increasing Rigorous Academic and Technical Courses with High Quality Instruction</p>	<p>5.1.1.1 Projects Based Learning (PBL): Procure professional services for PBL professional development for elementary, secondary PNP (OCE, GAA) participating teachers to enhance their repertoire of teaching strategies with skills that engages students in learning through real-world projects.</p> <p>REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER</p> <p>5.1.1.3 Engineering/Robotics: Procure professional services for professional development for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA) teachers in Engineering/Robotics for cadre of teachers on the</p>	<p>Status of said activity is <i>delayed</i>, and has not been implemented this quarter due to school closure resulting from the COVID pandemic.</p> <p>Status of said activity is <i>delayed</i>, and has not been implemented this quarter due to school closure resulting from the COVID pandemic.</p>

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implementation of various Engineering/Robotics curricula and learning strategies. Procure kits, supplies and equipment for teachers/classrooms: KIBO (K- 1st grade), WeDO (2nd-5th grade), EV3 (6th-12 grade), 3D Printers (5th-12th grade) and Drone (9th -12th grade).

REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER

5.1.1.4 Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP) Summer Institute (APSI):

Procure professional services for professional development for PNP (OCE, HCA, SJS, GAA) APSI, for participating PNP secondary school teachers, counselors, and administrators to learn about the APSI, AP and Pre-AP strategies and the AP curriculum in the following content areas: Pre-AP Strategies: AP Vertical Teams in English, Pre-AP Strategies: AP Vertical Teams in Mathematics, AP Vertical Teams in History and Social Sciences, AP Calculus AB and BC combined, AP Biology, AP Chemistry, AP English Language and Literature. PNP goal to increase the number of course offerings in the Advanced Placement Program.

Career and Technical Education (CTE) Workshop - Career Exploration: Procure professional services for CTE curriculum development for PNP (SJS, GAA) teachers, counselors and administrators; Procure professional services for resource materials printing. Explore topics, create resource materials such as planning guides and handbook of strategies on these topics for K-12 students, and provide training for English, Math, Science, Social Studies teachers on implementing these resources.

REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER

Status of said activity is *delayed*, and has not been implemented this quarter due to school closure resulting from the COVID pandemic.

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p><i>Insert Primary Data Here:</i></p> <p>Provide data for the listed activities above that have been implemented – provide information for each activity as listed above.</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PNP SCHOOL'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE SCHOOL IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i>

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>5.1.2 Career Oriented Programs and Assessments</p>	<p>5.1.2.1 Career, Technical Education (CTE) Academies ACT WorkKeys: PNP (GAA, GHSA) students (combined activities) served for all participating schools. Procure annually</p> <ul style="list-style-type: none"> ✚ Professional services renewal for PNP (GAA, GHSA) to support activities with an institute of higher education, such as Guam Community College (GCC), with CTE Academies (courses) including but not limited to: allied health, automotive technology, (carpentry and AutoCAD), early childhood education, electronics, computer networking, marketing, tourism, visual communications, and telecommunications during the regular school year, after-school summer and breaks, and work experience opportunities during the summer. Courses, taught by instructors, provide students with industry training and experience in their field of study and must acquire 180 hours of work experience to receive a Certificate of Mastery (renewal of GCC contract noted earlier). ✚ Professional services for the ACT <i>WorkKeys</i> Curriculum and corresponding Assessment, a job skills assessment tool to gauge student skills. The data will help to determine the level of career readiness of its senior population and help measure the effectiveness of the CTE academies. <ul style="list-style-type: none"> ▪ <i>WorkKeys</i> Curriculum computer program: 10th-12th grade ▪ <i>WorkKeys</i> Assessments: PNP school seniors. <p>REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER</p>	<p>Status of said activity is <i>delayed</i>, and has not been implemented this quarter due to school closure resulting from the COVID pandemic</p>

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5.1.2.2 Skilled Labor and Trades Academy: Procure annually professional services renewal with local trades/labor schools, Guam Contractors Association Trades Academy, to provide PNP (GAA, GHSA) high school students with specific trades or skilled labor occupation courses, inclusive of the course text and guiding resources and work experience opportunities to 9th through 12th grade students from participating schools. Provide students the opportunity to take courses in trades or skilled labor occupations with other trades schools will supplement the existing CTE programs of study. Students can benefit greatly by the flexibility of course offerings which are available after-school at one of the pilot schools from a contracted instructor, or courses can be taken at night at the trade school. Students are provided the opportunity to take CTE courses at their own pace after-school hours, allowing all students to take courses until successful completion without additional cost to the project. Upon completion of all courses, students receive a certificate from the National Center for Construction Education and Research (NCCER), not offered through GCC, further increasing their potential for career opportunities.

REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER

Status of said activity is *delayed*, and has not been Implemented this quarter due to school closure resulting from the COVID pandemic.

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<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> <p><i>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'.</i></p> <p><i>²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</i></p> <p>Insert Primary Data Here:</p> <p>Provide data for the listed activities above that have been implemented – provide information for each activity as listed above.</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PNP SCHOOL'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE SCHOOL IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i>
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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021

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Goal/Component	Activities	Work Accomplished & Evidence of Implementaion
5.1.3 Specialized Events and Opportunities	<p>5.1.3.1 STEAM Enrichment Kits: Expand STEAM Engineering Lego League Robotics and Drones: Procure annually enrichment kits and instructional supplies, funds for t-shirts, trophies/medals/ribbons for Underwater robotics, <i>Lego League, WeDo, Kibo, EV3</i> for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA), Drones and competition registration fees for PNP (OCE, SJS, PICA, SPCS, GAA, GHSA). The enrichment kits and supplies are the same as noted in 5.1.1. Additional funding requested for the competition registration fees.</p> <ul style="list-style-type: none"> ✚ Engineering Robotics: Team registration fees (Scout and Navigator) for MATE Underwater Robotics Competition and for Arena Drone competition for PNP (GAA, GHSA) ✚ STEAM Engineering Robotics Drones: Procure annually T-shirts, trophies, ribbons/medals & supplies for on island competition as well as rental of canopies/tables/chairs for PNP (OCE, HCA, 	<p>Status of said activity is <i>delayed</i>, and has not been implemented this quarter due to school closure resulting from the COVID pandemic.</p>

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
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					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
GOAL/COMPONENT	ACTIVITIES				WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION			
5.1.4 Academic, College and Career Readiness	College Exploration and Readiness Opportunities: <ul style="list-style-type: none"> ● College Fair <ul style="list-style-type: none"> ▪ Annual College Fair, funds requested for venue, transportation fees, supplies and materials for workshops, for participating for PNP (OCE, HCA, SJS, PICA, GAA, GHSA) high school students (9th – 12th) geared towards the learning the process of admission, financial aid, residential/dormitory, and student college life and meeting with different 				Status of said activity is <i>delayed</i> , and has not been implemented this quarter due to school closure resulting from the COVID pandemic.			

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	<p>Colleges/Universities of both on and off-island campus recruiters. Up to 1,200 student participants.</p> <ul style="list-style-type: none">• College Readiness Math and English Camp:<ul style="list-style-type: none">▪ Procure professional services for Math and English Camp to prepare students to take UOG and/or GCC placement test to include funds for tuition, textbooks and student fees of targeted students testing into remedial Mathematics and English through the Dual Enrollment Program between GDOE and the University of Guam and Guam Community College for PNP (OCE, GHSA, GAA) students.▪ Career Fairs: Procure annually supplies and materials, for career centered fieldtrips and workshops and school career fairs for participating PNP (SJS, GAA) middle and high school to hold a Career Fair. Topics and sessions at the Career Fair will include but not limited to information on career exploration, career readiness, different employment opportunities, workforce data and other pertinent information. Promote awareness and provide information to secondary level students on careers as they explore the various opportunities available to them.▪ Career and Technical Education (CTE) Workshop - Career Exploration: Procure professional services for CTE curriculum development for PNP (SJS, GAA) teachers, counselors and administrators; Procure professional services for resource materials printing. Explore topics, create resource materials such as planning guides and handbook of strategies on these topics for K-12 students, and provide training for English, Math, Science, Social Studies teachers on implementing these resources. <p>REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER</p>	
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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
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				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021	
					<u>Target:</u> <u>Actual:</u>				

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APPLICABLE FOR THIS QUARTER

5.2.5 Curriculum Development

Procure professional consultative services for the Development of Curricular Resources – Contract with a professional consultant to develop resources and lesson plans for teachers in all grade levels in the areas of English/Language Arts, Math, Science and Social Studies for PNP (OCE, GAA).

REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER

5.2.6. Supplemental Resources and Equipment

 Learner Centers: Procure supplemental material for learner centers in identified pilot PNP (SJS, GAA). Materials include student books, reference material, and instructional resources. Equipment for expanded component in identified schools. Procure equipment for two (2) additional schools in the expansion phase. Equipment is inclusive of mobile computer carts, laptops, POE injectors, routers, and subscriptions for PNP (SJS, GAA) for creative spaces.

REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER

5.3.3. Subscription Licenses

Procure subscriptions for online licenses in Reading and Math for tutoring during the instructional day and after school (such as IXL, Achieve 3000 or similar) for PNP (HCA, GAA).

REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER

Status of said activity is *delayed*, and has not been implemented this quarter due to school closure resulting from the COVID pandemic.

Status of said activity is *delayed*, and has not been implemented this quarter due to school closure resulting from the COVID pandemic.

Status of said activity is *delayed*, and has not been implemented this quarter due to school closure resulting from the COVID pandemic.

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5.3.4 Credit Recovery

✚ **Eskuelan Puengi (EP):** PNP (GAA) Provide funding support for students, 9th-12th lacking 0.5< credits to graduate are eligible to participate in courses by conference for credit recovery annually. PNP will be provided instructional supplies. PNP (GAA) participating students will enroll at the closest GDOE Public School.

✚ **Summer School:** PNP (GAA) Provide funding support for students K-8 testing below benchmark and/or averaging D in core subjects; high school students lacking 0.5< credits to graduate are eligible to participate in summer school. Participating PNP students, 4-hour/day for up to 25-days (elem/mid); course by conference (high). Participating PNP (GAA) students will enroll at the closest GDOE Public School. Funds for supplies for PNP students are requested

REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER

Status of said activity is *delayed*, and has not been implemented this quarter due to school closure resulting from the COVID pandemic.

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH. ➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE. <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p><i>Insert Primary Data Here:</i></p> <p>Provide data for the listed activities above that have been implemented – provide information for each activity as listed above.</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PNP SCHOOL'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE SCHOOL IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
					<u>Target:</u>			
					<u>Actual:</u>			

PART II:

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

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PART III:	
DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	<p>As indicated in Part I, students have been doing remote learning since the beginning of the school year. Hence, we are not able to implement activities in Component 1. As a result, we have not yet identified areas for improvement.</p> <p>In reference to Component 2, teachers have received PPEs. These PPEs will be used when students return to school. Their use will ensure a safe and healthy environment conducive for teaching and learning.</p>
EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	<p>Due to the Covid-19 pandemic, all face-to-face meetings were cancelled. This greatly affected any progress that could be made.</p>
EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.	<p>Due to the Covid-19 pandemic, all face-to-face meetings were cancelled. This greatly affected any progress that could be made.</p>
WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	<p>STEAM Activities Professional Developments Academic Special Events</p>

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Guam Adventist Academy

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:

Bertha Saladier
AUTHORIZED REPRESENTATIVE (PRINT)

AUTHORIZED REPRESENTATIVE (SIGNATURE)

1/22/2021
DATE

**FFY 2020 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A200002**

Grant Name: Consolidated Grant FFY 2020 **Grant#:** S403A200002

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

PROJECT TITLE: Project #5: Private, Non-Public – Providence International Christian Academy (PICA)

PROJECT COORDINATOR: Jason Moyer

PROJECT MANAGER: Ike C. Santos

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

10/01/20- 12/31/20	01/01/21- 03/31/21	04/01/21- 06/30/21	07/01/21- 09/30/21
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
X			
REPORT DUE: 1/11/21	REPORT DUE: 04/12/21	REPORT DUE: 07/12/21	REPORT DUE: 10/11/21
ANNUAL REPORT DUE: 11/10/2021			

AMOUNT BUDGETED (FFY 2020): \$ <u>2,742,029.72</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>0</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>0</u> %
AMOUNT BUDGETED (FFY 2019): \$ _____	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ _____	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) _____ %

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

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

LIST THE PROJECT GOALS:

1. Improve academic performance in math and reading by at least 5% from baseline on the summative assessment used by the PNP.
2. The percent of AP students scoring 3 or above will increase by at least 5% for those PNPs offering AP.
3. At least 50% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
4. There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events, and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.
5. At least 80% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 25% of students will indicate an interest in pursuing a STEAM college path/CTE path.
6. Teachers and students in all of the participating schools will report improved access to technology and online resources for students and increased integration of technology in the classroom.

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**LIST THE PROJECT
OBJECTIVES:**

Goal 1:

- **YEAR 1:** Improve academic performance in math and reading by at least 2% from baseline on the summative assessment used by the Private, Non-public (PNP) school.
- **YEAR 2:** Improve academic performance in math and reading by at least 4% from baseline on the summative assessment used by the Private, Non-public (PNP) school.
- **YEAR 3:** Improve academic performance in math and reading by at least 5% from baseline on the summative assessment used by the Private, Non-public (PNP) school.

Goal 2:

- **YEAR 1:** The percent of AP students scoring 3 or above will increase by at least 2% for those PNPs offering Advanced Placement (AP).
- **YEAR 2:** The percent of AP students scoring 3 or above will increase by at least 4% for those PNPs offering Advanced Placement (AP).
- **YEAR 3:** The percent of AP students scoring 3 or above will increase by at least 5% for those PNPs offering Advanced Placement (AP).

Goal 3:

- **YEAR 1:** At least 40% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
- **YEAR 2:** At least 45% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
- **YEAR 3:** At least 50% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).

Goal 4:

- **YEAR 1:** There will be at least a 2% increase in student participation in STEAM activities, other academic and non-academic special events and at least 60% of participating students will report they are more engaged in learning and that they had a positive experience.
- **YEAR 2:** There will be at least a 4% increase in student participation in STEAM activities, other academic and non-academic special events and at least 65% of participating students will report they are more engaged in learning and that they had a positive experience.
- **YEAR 3:** There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.

Goal 5:

- **YEAR 1:** At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed

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to prepare for a college/career path, and at least 15% of these students will indicate an interest in pursuing a STEAM college path/CTE path.

- **YEAR 2:** At least 75% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 20% of these students will indicate an interest in pursuing a STEAM college path/CTE path.
- **YEAR 3:** At least 80% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 25% of these students will indicate an interest in pursuing a STEAM college path/CTE path.

Goal 6:

- **YEAR 1:** Teachers and students in participating schools will report at least 10% improved access to technology and online resources for students and increased integration of technology in the classroom.
- **YEAR 2:** Teachers and students in participating schools will report at least 20% improved access to technology and online resources for students and increased integration of technology in the classroom.
- **YEAR 3:** Teachers and students in participating schools will report at least 30% improved access to technology and online resources for students and increased integration of technology in the classroom.

PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>5.1.1 Increasing Rigorous Academic and Technical Courses with High Quality Instruction</p>	<p>5.1.1.2 Engineering/Robotics: Procure professional services for professional development for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA) teachers in Engineering/Robotics for cadre of teachers on the implementation of various Engineering/Robotics curricula and learning strategies. Procure kits, supplies and equipment for teachers/classrooms: KIBO (K- 1st grade), WeDO (2nd-5th grade), EV3 (6th-12 grade), 3D Printers (5th-12th grade) and Drone (9th -12th grade).</p> <p>DELAYED- REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER.</p>	

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>5.1.3 Specialized Events and Opportunities</p>	<p>5.1.3.1 STEAM Enrichment Kits: Expand STEAM Engineering Lego League Robotics and Drones: Procure annually enrichment kits and instructional supplies, funds for t-shirts, trophies/medals/ribbons for Underwater robotics, <i>Lego League, WeDo, Kibo, EV3</i> for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA), Drones and competition registration fees for PNP (OCE, SJS, PICA, SPCS, GAA, GHSA). STEAM Engineering Robotics Drones: Procure annually T-shirts, trophies, ribbons/medals & supplies for on island competition as well as rental of canopies/tables/chairs for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA)</p> <p>DELAYED- REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER.</p>	

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target <i>End of December 2020</i>	Performance Target <i>End of March 2021</i>	Performance Target <i>End of June 2021</i>	Performance Target <i>End of September 2021</i>

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Goal/Component	Activities	Work Accomplished & Evidence of Implementaion
5.1.4.2 College Exploration and Readiness Opportunities	<ul style="list-style-type: none"> ✚ College Fair Annual College Fair, funds requested for venue, transportation fees, supplies and materials for workshops, for participating for PNP (OCE, HCA, SJS, PICA, GAA, GHSA) high school students (9th – 12th) geared towards the learning the process of admission, financial aid, residential/dormitory, and student college life and meeting with different Colleges/Universities of both on and off-island campus recruiters. Up to 1,200 student participants. ✚ Contractual for College Fair professional development workshops/trainings for PNP (SJS, PICA) high school counselors and teachers. <p>DELAYED- REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER.</p>	
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS

**FFY 2020 CONSOLIDATED GRANT
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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021

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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 No travel activity to report during this reporting period.
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT No travel activity to report during this reporting period.
PART III:	
DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	(What strategies are working, not working?) 100 WORD COUNT
EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT

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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.) 100 WORD COUNT
WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Providence International Christian Academy (PICA)

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:

Jason Moyer

AUTHORIZED REPRESENTATIVE (PRINT)

**_____
 AUTHORIZED REPRESENTATIVE (SIGNATURE)**

DATE

**FFY 2020 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A200002**

Grant Name: Consolidated Grant FFY 2020 **Grant#:** S403A200002

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

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

PROJECT COORDINATOR: (Primary Authorized Representative – for PNPs)

PROJECT MANAGER: Ike C. Santos

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

10/ 01/20- 12/31/20	01/01/21- 03/31/21	04/01/21- 06/30/21	07/01/21- 09/30/21
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
X			
REPORT DUE: 1/11/21	REPORT DUE: 04/12/21	REPORT DUE: 07/12/21	REPORT DUE: 10/11/21
ANNUAL REPORT DUE: 11/10/2021			

AMOUNT BUDGETED (FFY 2020): \$2,742,029.72	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$0.00	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 0%
AMOUNT BUDGETED (FFY 2019): \$ _____	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ _____	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) _____ %

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 5	55		13	1					
6 - 8	16		7	1					
9 - 12			2						

LIST THE PROJECT GOALS:

1. Improve academic performance in math and reading by at least 5% from baseline on the summative assessment used by the PNP.
2. The percent of AP students scoring 3 or above will increase by at least 5% for those PNPs offering AP.
3. At least 50% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
4. There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events, and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.
5. At least 80% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 25% of students will indicate an interest in pursuing a STEAM college path/CTE path.
6. Teachers and students in all of the participating schools will report improved access to technology and online resources for students and increased integration of technology in the classroom.

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**LIST THE PROJECT
OBJECTIVES:**

Goal 1:

- **YEAR 1:** Improve academic performance in math and reading by at least 2% from baseline on the summative assessment used by the Private, Non-public (PNP) school.
- **YEAR 2:** Improve academic performance in math and reading by at least 4% from baseline on the summative assessment used by the Private, Non-public (PNP) school.
- **YEAR 3:** Improve academic performance in math and reading by at least 5% from baseline on the summative assessment used by the Private, Non-public (PNP) school.

Goal 2:

- **YEAR 1:** The percent of AP students scoring 3 or above will increase by at least 2% for those PNPs offering Advanced Placement (AP).
- **YEAR 2:** The percent of AP students scoring 3 or above will increase by at least 4% for those PNPs offering Advanced Placement (AP).
- **YEAR 3:** The percent of AP students scoring 3 or above will increase by at least 5% for those PNPs offering Advanced Placement (AP).

Goal 3:

- **YEAR 1:** At least 40% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
- **YEAR 2:** At least 45% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
- **YEAR 3:** At least 50% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).

Goal 4:

- **YEAR 1:** There will be at least a 2% increase in student participation in STEAM activities, other academic and non-academic special events and at least 60% of participating students will report they are more engaged in learning and that they had a positive experience.
- **YEAR 2:** There will be at least a 4% increase in student participation in STEAM activities, other academic and non-academic special events and at least 65% of participating students will report they are more engaged in learning and that they had a positive experience.
- **YEAR 3:** There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.

Goal 5:

- **YEAR 1:** At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed

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to prepare for a college/career path, and at least 15% of these students will indicate an interest in pursuing a STEAM college path/CTE path.

- **YEAR 2:** At least 75% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 20% of these students will indicate an interest in pursuing a STEAM college path/CTE path.
- **YEAR 3:** At least 80% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 25% of these students will indicate an interest in pursuing a STEAM college path/CTE path.

Goal 6:

- **YEAR 1:** Teachers and students in participating schools will report at least 10% improved access to technology and online resources for students and increased integration of technology in the classroom.
- **YEAR 2:** Teachers and students in participating schools will report at least 20% improved access to technology and online resources for students and increased integration of technology in the classroom.
- **YEAR 3:** Teachers and students in participating schools will report at least 30% improved access to technology and online resources for students and increased integration of technology in the classroom.

PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
5.2 Curriculum and Instructional Quality and Development (CIQD)	5.2.4 Formative and Summative Assessment  Procure assessment kits as follows: ELL Language Assessment kits for PNP (OCE, SJS, JSG). Reporting on this goal/component not applicable for this quarter.	Status of said activity is <i>delayed</i> , and has not been implemented this quarter due to school closure resulting from the COVID pandemic.
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓ <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50%	WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER? ➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF</i>	BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PNP SCHOOL'S PROGRESS FOR THE QUARTER? ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE</i>

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<p>COMPLETED</p> <ul style="list-style-type: none"><input type="checkbox"/> COMPLETED 50% OR MORE<input type="checkbox"/> FULLY COMPLETED	<p><i>EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p><i>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'.</i></p> <p><i>²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</i></p> <p><i>Insert Primary Data Here:</i></p> <p>Provide data for the listed activities above that have been implemented – provide information for each activity as listed above.</p>	<p><i>MEASURE(S) INDICATE REGARDING HOW THE SCHOOL IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p>
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**FFY 2020 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A200002**

Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021

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PART II:	
LIST TRAVEL ACTIVITIES COMPLETED.	No travel activity to report during this reporting period.
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	No travel activity to report during this reporting period. No improvements to be reported this quarter, as the activity has not been implemented due to school closure resulting from the COVID pandemic.
PART III:	
DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	No improvements to be reported this quarter, as the activity has not been implemented due to school closure resulting from the COVID pandemic.
EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	Student outcomes cannot be measured this quarter, as the activity has not been implemented due to school closure resulting from the COVID pandemic.
EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.	No programmatic and fiscal challenges were encountered during this period, as the activity has not been implemented due to school closure resulting from the COVID pandemic.

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**WHAT ACTIVITIES WILL
THE PROJECT IMPLEMENT
NEXT QUARTER?**

This activity has not been implemented this quarter due to school closure resulting from the COVID pandemic.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Harvest Christian Academy

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Amy L. Wahl
AUTHORIZED REPRESENTATIVE (PRINT)

AUTHORIZED REPRESENTATIVE (SIGNATURE)

1/22/2021
DATE

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Grant Name: Consolidated Grant FFY 2020 **Grant#:** S403A200002

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

PROJECT TITLE: Project #5: Private, Non-Public – Guam Home School Association

PROJECT COORDINATOR: Ruth Dixon

PROJECT MANAGER: Ike C. Santos

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

10/01/20- 12/31/20	01/01/21- 03/31/21	04/01/21- 06/30/21	07/01/21- 09/30/21
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
X			
REPORT DUE: 1/11/21	REPORT DUE: 04/12/21	REPORT DUE: 07/12/21	REPORT DUE: 10/11/21
ANNUAL REPORT DUE: 11/10/2021			

AMOUNT BUDGETED (FFY 2020): <p align="center"><u>\$2,742,029.72</u></p>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) <p align="center"><u>\$0.00</u></p>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <p align="center">0%</p>
AMOUNT BUDGETED (FFY 2019):	AMOUNT EXPENDED: (Include all expenditures/payouts to date)	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted)

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 5	57								
6 - 8	43								
9 - 12	22								

LIST THE PROJECT GOALS:

1. Improve academic performance in math and reading by at least 5% from baseline on the summative assessment used by the PNP.
2. The percent of AP students scoring 3 or above will increase by at least 5% for those PNPs offering AP.
3. At least 50% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).
4. There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events, and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.
5. At least 80% of participating students will indicate that College/Career Fair is helpful in providing them the information needed

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	<p>to prepare for a college/career path, and at least 25% of students will indicate an interest in pursuing a STEAM college path/CTE path.</p> <p>6. Teachers and students in all of the participating schools will report improved access to technology and online resources for students and increased integration of technology in the classroom.</p>
<p>LIST THE PROJECT OBJECTIVES:</p>	<p>Goal 1:</p> <ul style="list-style-type: none"> · YEAR 1: Improve academic performance in math and reading by at least 2% from baseline on the summative assessment used by the Private, Non-public (PNP) school. · YEAR 2: Improve academic performance in math and reading by at least 4% from baseline on the summative assessment used by the Private, Non-public (PNP) school. · YEAR 3: Improve academic performance in math and reading by at least 5% from baseline on the summative assessment used by the Private, Non-public (PNP) school. <p>Goal 2:</p> <ul style="list-style-type: none"> · YEAR 1: The percent of AP students scoring 3 or above will increase by at least 2% for those PNPs offering Advanced Placement (AP). · YEAR 2: The percent of AP students scoring 3 or above will increase by at least 4% for those PNPs offering Advanced Placement (AP). · YEAR 3: The percent of AP students scoring 3 or above will increase by at least 5% for those PNPs offering Advanced Placement (AP). <p>Goal 3:</p> <ul style="list-style-type: none"> · YEAR 1: At least 40% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy). · YEAR 2: At least 45% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy). · YEAR 3: At least 50% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy). <p>Goal 4:</p>

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- **YEAR 1:** There will be at least a 2% increase in student participation in STEAM activities, other academic and non-academic special events and at least 60% of participating students will report they are more engaged in learning and that they had a positive experience.
 - **YEAR 2:** There will be at least a 4% increase in student participation in STEAM activities, other academic and non-academic special events and at least 65% of participating students will report they are more engaged in learning and that they had a positive experience.
 - **YEAR 3:** There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.
- Goal 5:**
- **YEAR 1:** At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 15% of these students will indicate an interest in pursuing a STEAM college path/CTE path.
 - **YEAR 2:** At least 75% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 20% of these students will indicate an interest in pursuing a STEAM college path/CTE path.
 - **YEAR 3:** At least 80% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 25% of these students will indicate an interest in pursuing a STEAM college path/CTE path.
- Goal 6:**
- **YEAR 1:** Teachers and students in participating schools will report at least 10% improved access to technology and online resources for students and increased integration of technology in the classroom.
 - **YEAR 2:** Teachers and students in participating schools will report at least 20% improved access to technology and online resources for students and increased integration of technology in the classroom.
 - **YEAR 3:** Teachers and students in participating schools will report at least 30% improved access to technology and online resources for students and increased integration of technology in the classroom.

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PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>5.1.1 Increasing Rigorous Academic and Technical Courses with High Quality Instruction</p>	<p>5.1.1.2 Engineering/Robotics: Procure professional services for professional development for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA) teachers in Engineering/Robotics for cadre of teachers on the implementation of various Engineering/Robotics curricula and learning strategies. Procure kits, supplies and equipment for teachers/classrooms: KIBO (K- 1st grade), WeDO (2nd-5th grade), EV3 (6th-12 grade), 3D Printers (5th-12th grade) and Drone (9th -12th grade).</p> <p>REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER</p>	<p>Status of said activity is <i>delayed</i>, and has not been implemented this quarter due to school closure resulting from the COVID pandemic.</p>
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH. ➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE. <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p>Insert Primary Data Here: Provide data for the listed activities above that have been implemented – provide information for each activity as listed above.</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PNP SCHOOL'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE SCHOOL IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Goal 1. Academic Performance a) At least 2% increase in students scoring at the “Proficient”/“Ready” and “Advanced/Exceeding” level in Math from baseline	ACT Aspire Spring Summative Results	% of students in grades 3-10 scoring in the “Ready” & “Exceeding” levels in Math/Reading from baseline (ACT Aspire)	Yes	Please provide baseline data for each grade level, if available.	Target: Summative testing not done at this time. Actual: Ongoing instruction.			
	OR	Results of any similar summative assessment used by the school	% of students in appropriate grade levels scoring in the “Proficient” & “Advanced” levels in Math/Reading (similar tests)					
b) At least 2% increase in students scoring at the “Proficient”/“Ready” and “Advanced/Exceeding” level in Reading from	-same as above -	-same as above -	Yes	Please provide baseline data for each grade level, if available.	Target: Summative testing not done at this time.			

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baseline					Actual: Ongoing instruction.			
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>5.1.2 Career Oriented Programs and Assessments</p>	<p>5.1.2.1 Career, Technical Education (CTE) Academies ACT WorkKeys: PNP (GAA, GHSA) students (combined activities) served for all participating schools. Procure annually</p> <ul style="list-style-type: none"> ✚ Professional services renewal for PNP (GAA, GHSA) to support activities with an institute of higher education, such as Guam Community College (GCC), with CTE Academies (courses) including but not limited to: allied health, automotive technology, (carpentry and AutoCAD), early childhood education, electronics, computer networking, marketing, tourism, visual communications, and telecommunications during the regular school year, after-school summer and breaks, and work experience opportunities during the summer. Courses, taught by instructors, provide students with industry training and experience in their field of study and must acquire 180 hours of work experience to receive a Certificate of Mastery (renewal of GCC contract noted earlier). ✚ Professional services for the ACT WorkKeys Curriculum and corresponding Assessment, a job skills assessment tool to gauge student skills. The data will help to determine the level of career readiness of its senior population and help measure the effectiveness of the CTE academies. <ul style="list-style-type: none"> ▪ WorkKeys Curriculum computer program: 10th-12th grade ▪ WorkKeys Assessments: PNP school seniors. <p>REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER</p>	<p>3 students have requested information about WorkKeys. They are still in process of getting setup.</p> <p>Status of said activity is <i>delayed</i>, and has not been implemented this quarter due to school closure resulting from the COVID pandemic.</p>

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	<p>5.1.2.2 Skilled Labor and Trades Academy: Procure annually professional services renewal with local trades/labor schools, Guam Contractors Association Trades Academy, to provide PNP (GAA, GHSA) high school students with specific trades or skilled labor occupation courses, inclusive of the course text and guiding resources and work experience opportunities to 9th through 12th grade students from participating schools. Provide students the opportunity to take courses in trades or skilled labor occupations with other trades schools will supplement the existing CTE programs of study. Students can benefit greatly by the flexibility of course offerings which are available after-school at one of the pilot schools from a contracted instructor, or courses can be taken at night at the trade school. Students are provided the opportunity to take CTE courses at their own pace after-school hours, allowing all students to take courses until successful completion without additional cost to the project. Upon completion of all courses, students receive a certificate from the National Center for Construction Education and Research (NCCER), not offered through GCC, further increasing their potential for career opportunities.</p> <p>REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER</p>	<p>Status of said activity is <i>delayed</i>, and has not been implemented this quarter due to school closure resulting from the COVID pandemic.</p>
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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in</small></p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PNP SCHOOL'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE SCHOOL IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i>

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the form of a 'count'.
²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.

Insert Primary Data Here:

Provide data for the listed activities above that have been implemented – provide information for each activity as listed above.

Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
By the end of SY20-21, 50% of WorkKeys testers will score a Bronze or higher in the WorkKeys assessment	WorkKeys test results	Percentage of test takers who score a Bronze or higher	Yes	No baseline data.	Target: Students practice on WorkKeys curriculum at this time, in preparation for the assessment. Actual:			

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>5.1.3 Specialized Events and Opportunities</p>	<p>5.1.3.1 STEAM Enrichment Kits: Expand STEAM Engineering Lego League Robotics and Drones: Procure annually enrichment kits and instructional supplies, funds for t-shirts, trophies/medals/ribbons for Underwater robotics, <i>Lego League, WeDo, Kibo, EV3</i> for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA), Drones and competition registration fees for PNP (OCE, SJS, PICA, SPCS, GAA, GHSA). The enrichment kits and supplies are the same as noted in 5.1.1. Additional funding requested for the competition registration fees.</p> <ul style="list-style-type: none"> ✚ Engineering Robotics: Team registration fees (Scout and Navigator) for MATE Underwater Robotics Competition and for Arena Drone competition for PNP (GAA, GHSA) ✚ STEAM Engineering Robotics Drones: Procure annually T-shirts, trophies, ribbons/medals & supplies for on island competition as well as rental of canopies/tables/chairs for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA) <p>REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER</p>	<p>Due to Covid-19, no robotics teams met during this quarter. However, some WeDo and EV3 kits were distributed to 6 individual teachers (families) in order to work on robotic skills with their own students.</p>
<p>5.1.3 Specialized Events and Opportunities</p>	<p>5.1.3.2 Academic Special Events: Stipends for eligible Coaches to promote academic excellence and support the Private, Non-Public School (PNP) students. Coaches for Math Olympiad, Math Counts, Academic Challenge Bowl and National Forensic League (may be teachers) are identified by principals and prepare students for competitions after school and on Saturdays. Coaching and competitions are held outside regular school day.</p> <p>An annual island wide awards ceremony will be held in May at venue (funded) to award all Academic Special Events winners (funds for trophies/medals/ribbons). Special events include:</p> <ul style="list-style-type: none"> ✚ Math Olympiad (math competition for 4th - 5th grade students) to fund a venue to allow PNP teams, to compete annually and to hold the Awards Ceremony for PNP (OCE, 	<p>Math Olympiad and Math Counts have been delayed due to the Covid-19 pandemic.</p>

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HCA, SJS, GHSA).

✚ **Math Counts** (a national math program) Registration fees for middle school students from participating schools to develop math skills; Not to exceed 10 students per participating PNP (OCE, HCA, SJS, GHSA) school.

✚ **Academic Challenge Bowl (ACB)**, funds requested for broadcast & taping of weekly studio competition from October 2020-April 2021, up to 38 taping sessions cost shared with GDOE participating schools. Curriculum-based program for middle and high school students is trivia-type competition based on criterion-referenced questions and allows students to broaden their knowledge, highlighting student skills in Arts, Mathematics, Social Studies, and Science for PNP (OCE, HCA, SJS, GAA).

✚ **National Forensic League (NFL)**: Funds requested for Coach stipends and NFL team registration fees, per team. Speech and debate activities enhance students' communication, leadership

✚ ip, cognitive, and presentational skills.

National Forensic League (NFL): Funds requested for registration fees annually for PNP (OCE, HCA, SJS, GHSA) for regular, semi-finals and finals competitions. NFL team registration fees, per team. Speech and debate activities enhance students' communication, leadership, cognitive, and presentational skills.

REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER

5.1.3.1 Visual Performing Arts (VPA): Procure annually to engage PNP students in:

✚ Provide VPA K-12 teachers/classrooms with instructional supplies/materials annually;

✚ Visual Arts, Theater, Music Programs engage PNP (OCE, HCA, SJS, GHSA) students to promote creativity, self-motivation, self-discipline, and confidence for student's 4th-12th grades. Arts enhance perceptual/cognitive skills; forms of arts enhance and complement reading, language development and writing

Status of said activity is *delayed*, and has not been implemented this quarter due to school closure resulting from the COVID pandemic.

Status of said activity is *delayed*, and has not been implemented this quarter due to school closure resulting from the COVID pandemic.

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	<p>skills; drama, visual arts and music assist student in achieving literacy goals by engaging them in their learning process. Auditions are announced for productions, allowing students from various schools the opportunity to participate under VPA program. Up to 2,000 students receive services.</p> <p>REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER</p>	
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH. ➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE. <p><i>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'.</i></p> <p><i>²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</i></p> <p>Insert Primary Data Here:</p> <p>Provide data for the listed activities above that have been implemented – provide information for each activity as listed above.</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PNP SCHOOL'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE SCHOOL IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Goal 4. Specialized Events & Opportunities	Events Roster	% increase in student participation in specialized events	Yes	No baseline data.	Target: Ongoing specialized events and activities			
				Actual:				
	Web-based survey on ASE, VPA, Theater and Music events, and STEAM events	% of student participants who indicate being “engaged” and “confident” in their work	Yes	No baseline data.	Target: At least 50% (If survey administered at this time.)			
					Actual:			

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>5.1.4.2 College Exploration and Readiness Opportunities</p>	<p>College Fair Annual College Fair, funds requested for venue, transportation fees, supplies and materials for workshops, for participating for PNP (OCE, HCA, SJS, PICA, GAA, GHSA) high school students (9th – 12th) geared towards the learning the process of admission, financial aid, residential/dormitory, and student college life and meeting with different Colleges/Universities of both on and off-island campus recruiters. Up to 1,200 student participants.</p> <p>We were not notified that this event was going on in a timely manner. Therefore, our students were not able to join the virtual college fair.</p> <p>College Readiness Math and English Camp: Procure professional services for Math and English Camp to prepare students to take UOG and/or GCC placement test to include funds for tuition, textbooks and student fees of targeted students testing into remedial Mathematics and English through the Dual Enrollment Program between GDOE and the University of Guam and Guam Community College for PNP (OCE, GHSA, GAA) students.</p> <p>REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER</p>	<p>We were not notified that this event was going on in a timely manner. Therefore, our students were not able to join the virtual college fair.</p> <p>Status of said activity is <i>delayed</i>, and has not been implemented this quarter due to school closure resulting from the COVID pandemic.</p>
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT</i></p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PNP SCHOOL'S PROGRESS FOR THE QUARTER?</p> <p>➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE SCHOOL IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p>

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AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.

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

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

Insert Primary Data Here:

Provide data for the listed activities above that have been implemented – provide information for each activity as listed above.

Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Goal 5. Academic & Career Planning a) At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path b) At least 15% of participating	Student Survey	% of students indicating College/Career Fair relevant and helpful	Yes	No baseline data.	<u>Target:</u> At least 70% (If fair is held at this time.) <u>Actual:</u>			
	Student Survey	% of students indicating an	Yes	No baseline	<u>Target:</u> At least 15%			

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students will indicate an interest in pursuing STEAM college path or a CTE path		interest in pursuing a STEAM path in college or a CTE path		data.	(If survey administered at this time.) Actual:			
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PART II:

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

PART III:

DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	No improvements to be reported this quarter, as the activity has not been implemented due to school closure resulting from the COVID pandemic.
EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	Due to Covid-19, most activities have been delayed or extremely modified. By enabling individual teachers to borrow robotic kits, hopefully student's excitement and interest in STEM related fields is growing. In addition, by releasing Choices 360 virtually, students are beginning to explore various careers and learn about the possibilities.

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EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.	Due to the Covid-19 pandemic, all face-to-face meetings were cancelled. This greatly affected any progress that could be made.
WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	STEAM Activities Professional Developments Academic Special Events

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Guam Home School Association

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:

Ruth Dixon
 AUTHORIZED REPRESENTATIVE (PRINT)

 AUTHORIZED REPRESENTATIVE (SIGNATURE)

1/10/2021
 DATE