

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

Project No. 1

Teacher & Administrator Effectiveness (TAE)

October 30, 2020

FEDERAL PROGRAMS DIVISION



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

Project No. 1

Teacher & Administrator Effectiveness (TAE)

Quarterly Report Documents:

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

October 30, 2020

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

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

October 30, 2020

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

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

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

PROJECT TITLE: Teacher and Administrator Effectiveness (TAE) Project

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

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Maria Blaz

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

ANNUAL REPORT DUE: 12/28/2020

AMOUNT BUDGETED (FFY 2018): <u>\$1,355,388.19</u>	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$1,340,746.31</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>99%</u>	Total Full Time Equivalent Vacant <u>3</u> Filled <u>23</u>	Total Part Time Equivalent Vacant _____ Filled _____
AMOUNT BUDGETED (FFY 2019): <u>\$1,498,923.02</u>	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$276,726.82</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>19%</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 – 12				1			205	6	

PART I:

LIST THE PROJECT GOAL(S):	<p>1.1 TEACHER RECRUITMENT, INDUCTION, AND RETENTION</p> <ul style="list-style-type: none"> <input type="checkbox"/> Retention: <ul style="list-style-type: none"> o By Year 3, increase retention of mentor-supported teachers by 15% from previous SY <input type="checkbox"/> Certification: <ul style="list-style-type: none"> o By Year 3, increase number of teachers who participate in college coursework and convert to full certification by 2% from Year1
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	<ul style="list-style-type: none"> □ Recruitment: <ul style="list-style-type: none"> ○ MODIFIED By Year 3, strengthen and diversify recruitment of at least 20 potential teacher candidates employed in GDOE who have successfully passed the UOG English and math placement tests <p>1.2 NEW ADMINISTRATOR MENTORING</p> <ul style="list-style-type: none"> □ By Year 3, improve administrator capacity to provide school level leadership by 7 administrator mentors or more, but not to exceed 24 administrator mentors, actively mentoring all new administrators <p>1.3 INSTRUCTIONAL COACHING</p> <ul style="list-style-type: none"> □ By Year 3, 3% coached teachers will improve instructional practices demonstrated by implementation and use of effective instructional electronic walk through observation tools from previous year.
<p>LIST OBJECTIVE(S):</p>	<p>COMPONENT 1.1 TEACHER RECRUITMENT, INDUCTION, AND RETENTION</p> <ul style="list-style-type: none"> 1.1.1. Annually, additional 1% of mentor-supported teachers will be retained in the teaching profession from previous SY 1.1.2. Annually, 80% mentors and coaches will report satisfaction with new knowledge gained from PD 1.1.3. MODIFIED June 2020, additional 5% mentor supported teachers will report increased confidence in teaching 1.1.4. Increase number of teachers who participate in college coursework and convert to full certification by 2% from Year 1 1.1.5. September 2020, an additional 20% of participating teachers will convert to fully certified teachers from start of grant period 1.1.6. MODIFIED: Summer 2020, up to 20 potential teacher candidates pass UOG placement tests <p>COMPONENT 1.2 NEW ADMINISTRATOR MENTORING</p> <ul style="list-style-type: none"> 1.1.7. September 2020, improved administrator mentoring framework completed 1.1.8. September 2020, 90% administrator mentees report receiving effective instruction <p>COMPONENT 1.3 INSTRUCTIONAL COACHING</p> <ul style="list-style-type: none"> 1.1.9. MODIFIED Year 3: May 2020, 16 instructional coaches will support teachers to collect data-implementation and use effective instructional practices

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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>COMPONENT 1.1 TEACHER RECRUITMENT, INDUCTION, AND RETENTION</p>	<p>➤ List each Activity implemented for the quarter in bullet form.</p> <p>➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why.</p> <p><u>Recruitment:</u></p> <p>❖ The twenty-seven (27) limited term teachers registered for College Education Courses at the University of Guam for Spring 2020 continue to take courses towards elementary or secondary education.</p> <p>❖ A total of thirteen (13) Limited Term Teachers have either taken or have registered for the various levels of the PRAXIS Exam during the period months of January through September 30, 2020.</p>	<p>❖ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period.</p> <p>❖ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>NOTE: The global pandemic, COVID-19, has continued to limit provision of government services to include the delivery of instructional services to our public school students during the early months of the opening of SY2020.2021. However, while this unprecedented global health crisis may have impeded district-wide activities, the TAE Project remained focused on completing activities based on the TAE Project Goals and Objectives.</p> <p>❖ The Initial Teacher Certification Assistance activity provides educational courses and PRAXIS® tutorial classes for limited term teachers who have earned a bachelor’s degree, but have not been able to meet the requirements to obtain initial teacher certification.</p> <p>❖ Attendance Sign-In Sheets for the various college courses</p> <p>❖ Registration copies of the PRAXIS Exams.</p> <p>❖ Monthly meetings and training provided to mentors. The 4th quarter deliverables were submitted in June 2020.</p> <ul style="list-style-type: none"> ○ Meeting Agenda ○ Sign-In Sheets

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	<p><u>Induction & Retention</u></p> <ul style="list-style-type: none"> ❖ The TAE Project continues to implement Teacher Mentoring for Teacher Mentees. During Fall 2020, the newly recruited District Mentors have begun the process of establishing the activities for SY2020.2021’s School-based Mentors’ Quarterly Deliverables when working with the Teacher Mentees (i.e. updating the agreement forms). To address the current challenges of limited face-to-face interaction, the virtual meetings as well as—electronic document submissions have been allowed to ensure that continued services are being provided. To maintain continuity of mentoring services, the following communication forums have been utilized to address the social distance requirements: Google Classrooms, Zoom Meetings, Research Assignments, Emails (for two-way feedback), and WhatsApp messages. ❖ On August 7, 2020, the three (3) District Mentors began their work with the TAE Project. The District Mentors have been assigned to the four regions to effectively support the School-based Mentors. These supports include monthly Professional Learning Seminars (PLS), Mentorship Support Services, Facilitation of Monthly Meetings, Virtual Observations and Outreach Services as requested. <table border="1" data-bbox="562 1247 1150 1399"> <thead> <tr> <th>District Mentors</th> <th>School-based Mentors</th> <th>Teacher Mentees</th> </tr> </thead> <tbody> <tr> <td align="center">3</td> <td align="center">46</td> <td align="center">85</td> </tr> </tbody> </table>	District Mentors	School-based Mentors	Teacher Mentees	3	46	85	<ul style="list-style-type: none"> ❖ On August 13th and 14th, the District Mentors facilitated a two-day virtual training for thirty-three (33) newly recruited teachers. The presentation sessions included the following: <i>Classroom Management, Lesson Planning, Standards-based Learning, and Effective Instructional Strategies.</i> ❖ In August and September 2020, the TAE District Mentors facilitated the School-based Mentor Monthly Meetings to address the year-long program activities. During these meetings, the following topics were covered: <i>Building Relationships Between School-based Mentors and Mentees, and Supporting Social and Emotional Needs of Teacher Mentees.</i> ❖ In September 2020, the District Mentors submitted data for the 4th Quarter Year Report, which provided information on the following: 1. Number of School-based Mentors Supported: 46; 2. Number of Teacher Mentees: 85; 3. Description of Services Provided; and 4. Feedback from those being serviced. ❖ In September 2020, the District Mentors assisted with the administrative work of reviewing the 4th Quarter deliverables.
District Mentors	School-based Mentors	Teacher Mentees						
3	46	85						
COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT’S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)						

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**COMPONENT 1.1 TEACHER
RECRUITMENT, INDUCTION,
AND RETENTION**

**WHAT PRIMARY DATA¹ WERE GENERATED
FROM THE ACTIVITIES CONDUCTED
DURING THE QUARTER?**

- **PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)**

¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.

Recruitment

The data collected for the “Teacher Initial Certification Assistance Program” for the Limited Term Teachers include the number of LT Teachers who completed the survey, the number of LT Teachers who attended the awareness sessions, the number of LT Teachers who attended the Initial Meeting, and the number of teachers who completed the Praxis Training and Education College Courses.

Induction

The data collected for the Mentorship Program include the number of District Mentors; School-based Mentors, and the number of Teacher Mentees, and the number of Teacher Mentees from SY2019.2020 who have received their Professional Educators Certificate.

Initial Teacher Certification Assistance	
No. of LT teachers who attended Initial Meeting	64
No. of LT teachers who attended awareness sessions	40
No. of teachers who completed the PRAXIS Tutoring	27
No. of LT teachers who completed educational courses	25

**HOW DID THE PROJECT MEASURE ITS COMPONENT’S
EFFECTIVENESS?**

- **USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT’S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.**
- **THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.**

²Secondary data are data derived from primary data. They are calculated or computed using primary data.

NOTE: The global pandemic, COVID-19, has continued to limit provision of government services to include the delivery of instructional services to our public school students during the early months of the opening of SY2020.2021. However, while this unprecedented global health crisis may have impeded district-wide activities, the TAE Project remained focused on completing activities based on the TAE Project Goals and Objectives.

- ❖ In September 2020, TAE Project Staff communicated with the Guam Certification Office to validate the ninety-five Teacher Mentees from SY2019.2020 who participated in the program. An inquiry was made on how many of these Teacher Mentees holding an *Initial Educator’s Certificate* earned a *Professional Educator’s Certificate*. Of the 95 Teacher Mentees, 22% (21) received their Professional Educators Certificate

All LT teachers indicate an interest in pursuing teacher certification.

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

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

Component/Activity	Performance Measures	Data Source	Unit of Measurement	Actual	Target	Quarterly Performance Measures (Actual vs. Target)
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<i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	<i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	<i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	<i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>		Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
COMPONENT 1.1 TEACHER RECRUITMENT, INDUCTION, AND RETENTION	At least 80% of mentor-supported teachers will indicate increased teaching confidence.	Teacher self-reflection tool based on evidence collected by mentor	# of mentor-supported teachers rating “agree” or above in a survey on increased confidence in teaching.	No baseline data	<p>Target: At least 40% of teachers will indicated increased teaching confidence.</p> <p>Actual: No data since teacher-supported mentor surveys will be conducted in 2nd quarter.</p> <p>Target:</p>	<p>Target: At least 70% of teachers will indicated increased teaching confidence.</p> <p>Actual: 93% of Teacher Mentees indicated that the Mentorship Program have improved their confidence in effective instruction.</p> <p>Target:</p>	<p>Target: At least 80% of teachers will indicate increased teaching confidence.</p> <p>Actual: Last quarter’s reported that the survey data indicated that 93% of Mentees have improved their confidence in effective instruction. Target exceeded.</p> <p>Target:</p>	<p>Target: This marks a new school year. Reporting on new targets will start in the 1st quarter of FY’20.</p> <p>Actual: No survey conducted at this time.</p> <p>Target:</p>

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	<p>20% identified temporary certified teachers will be participating in PRAXIS prep tutoring or educational college courses.</p>	<p># of teachers who obtain full certification</p>	<p># of temporary certified teachers enrolled</p>	<p>No baseline data</p>	<p>Monthly mini-professional development provided.</p> <p>Target: 1st cohort: 5% registered in PRAXIS Prep and/or educational courses</p> <p>Actual: 46% enrolled in ED 605 (Foundations of Education) 89% of these students have passed this course.</p> <p>51% enrolled in ED 683 (Classroom Management) 95% of these students have</p>	<p>Surveys were administered to School-based Mentors. At this time, no surveys were provided to the Instructional Coaches.</p> <p>Target: 1st cohort: 5% LTs continue to register in PRAXIS Prep and/or educational courses</p> <p>Actual: 40 or 68% LTs enrolled and completed Course: ED 607.</p> <p>20 or 80% LTs enrolled and completed Elementary Courses: ED 618 and ED648.</p>	<p>97% of the School-based Mentors indicated that the monthly mini-trainings were helpful. Annual target met.</p> <p>Target: 1st cohort: 5% LTs continue to register in PRAXIS Prep and/or educational courses</p> <p>Actual: PRAXIS Core – Reading 8 Passed PRAXIS Core-Writing 7 Passed PRAXIS Core Math 8 Passed (Due to COVID-19, PRAXIS Exams for some LTs</p>	<p>No survey conducted at this time.</p> <p>Target: 1st cohort: Target Met</p> <p>Actual: 22 students are in the last semester of courses before becoming fully certified.</p>
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					passed this course.	20 or 80% LTs enrolled and completed Secondary Level: ED 606.	were rescheduled) During Spring 2020, out of 29 total enrollees 22 LTs in Elementary completed courses and 5 LTs in Secondary completed the courses for a total percentage of 93%.	
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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>COMPONENT 1.2 NEW ADMINISTRATOR MENTORING</p>	<ul style="list-style-type: none"> ➤ List each Activity implemented for the quarter in <u>bullet form</u>. ➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why. ❖ Draft Administrator Mentor Guidelines for the Administrator Mentor Process and defining who should be eligible for supports and services was completed. Completed: >50% ❖ Five administrator mentors continued mentor work as part of their 9-month internship to attain national mentor certification. Ongoing 75% complete 	<ul style="list-style-type: none"> ➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period. ➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <p>NOTE: The global pandemic, COVID-19, has continued to limit provision of government services to include the delivery of instructional services to our public school students during the early months of the opening of SY2020.2021. However, while this unprecedented global health crisis may have impeded district-wide activities, the TAE Project remained focused on completing activities based on the TAE Project Goals and Objectives.</p> <p>The draft Administrator Mentor Guidelines collaborated on by a group of six administrator mentors, defines who should be eligible for supports and services under this activity as well as outline the types of supports and services that will be provided. The Project Manager continues to review the draft guidelines.</p>

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)						
<p>COMPONENT 1.2 NEW ADMINISTRATOR MENTORING</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</p> <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <p>None at this time.</p> <table border="1" data-bbox="562 776 1209 915"> <thead> <tr> <th colspan="2">Administrator Mentoring</th> </tr> <tr> <th>No. of Admin mentors</th> <th>Number of admin mentees</th> </tr> </thead> <tbody> <tr> <td align="center">5</td> <td align="center">0</td> </tr> </tbody> </table>	Administrator Mentoring		No. of Admin mentors	Number of admin mentees	5	0	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</p> <p>➤ THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</p> <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>NOTE: The global pandemic, COVID-19, has continued to limit provision of government services to include the delivery of instructional services to our public school students during the early months of the opening of SY2020.2021. However, while this unprecedented global health crisis may have impeded district-wide activities, the TAE Project remained focused on completing activities based on the TAE Project Goals and Objectives.</p> <ul style="list-style-type: none"> Completion of a draft Administrator Mentor Guidelines (AMG) is pending and will be a step closer to achieving an updated administrator mentoring process. The AMG is a tool to facilitate and strengthen the leadership learning and growing experience among new administrators. <p>Engagement in actual mentor work by the five administrator mentors will enable them to be of assistance to new administrators as they apply things learned from trainings, and be on track to achieve a national mentor certification.</p>
Administrator Mentoring								
No. of Admin mentors	Number of admin mentees							
5	0							

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
COMPONENT 1.2 ADMINISTRATOR MENTORING	90% administrator mentees report receiving effective supports and services.	Deliverables from mentors, mentee surveys	# of administrator mentees receiving mentoring services	No baseline data	<p>Target: 20% of new administrator mentees report receiving services and rate services satisfactorily.</p> <p>Actual: No surveys have been conducted due to guidelines not being finalized and approved.</p>	<p>Target: 45% of new administrator mentees report receiving services and rate services satisfactorily.</p> <p>Actual: No surveys have been conducted due to guidelines not being finalized and approved.</p>	<p>Target: 90% of new administrator mentees report receiving services and rate services satisfactorily.</p> <p>Actual: No surveys have been conducted due to guidelines not being finalized and approved.</p>	<p>Target: This marks the start of a new school year. Reporting will be done 1st quarter of FY'20.</p> <p>Actual: No surveys have been conducted due to guidelines not being finalized and approved.</p>

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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>COMPONENT 1.3 INSTRUCTIONAL COACHING</p>	<p>➤ List each Activity implemented for the quarter in <u>bullet form</u>.</p> <p>➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why.</p> <ul style="list-style-type: none"> ❖ Recruitment of an Instructional Coach ❖ Training of Instructional Coaches ❖ Instructional Coaches initial visits and meetings with assigned schools. <p>The TAE Project continues to support Coached Teachers. During Fall 2020, the Instructional Coaches began identifying their first quarter “Coached Teachers” and providing Coaching Services via a virtual platform and in some rare occasions, a face-to-face meeting. These forms of communication include (following Government Mandates on social distancing): Google Classroom Sessions, Zoom Meetings, Research Assignments, Email (for two-way feedback), and WhatsApp messages.</p>	<p>➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period.</p> <p>➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>NOTE: The global pandemic, COVID-19, has continued to provide limited government services to include the delivery of services to our public school students during the early months of the opening of SY2020.2021, however, while this unexpected closure may have halted district-wide activities, the TAE Project remained focused on completing activities based on the TAE Project Goals and Objectives.</p> <ul style="list-style-type: none"> ❖ In August and September 2020, the TAE Personnel facilitated the Instructional Coaches/District Mentor Monthly Meetings to address the following topics: Coaching Services for the 1st Quarter Period; Identifying both the Coached Teachers and School-based Mentors and Teacher Mentees; Presentation on Mentoring via Zoom (Dr. Clare Camacho, Presenter); and Performance Measures Data Collection ❖ During the months of April and May 2020, and due to the COVID-19 Pandemic, the Instructional Coaches worked rigorously to support teachers in the development of an alternative learning environment. The Instructional Coaches led district meetings with approximately 181 teachers and guided them through the development of Language Arts and Mathematics Lesson Plans that were to be uploaded to the district’s Online Learning Resource Website to continue

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		<p>learning via an electronic platform. These Instructional Coaches provided the following services for teachers:</p> <ul style="list-style-type: none"> ○ Facilitated Zoom webinars/meetings to address District Initiatives such as training on the Curriculum & Distance Learning Initiative. ○ Participated in the daily local radio talk show to promote educational activities via a virtual platform. ○ Provided support to teachers on the use of educational video conferencing platforms such as Google Meet and Zoom. ○ Provided training on strategies to implement Distance Learning opportunities. ○ Assisted with the development of district lesson plans. <p>❖ In July 2020, the Instructional Coaches participated in the Social & Emotional Development: Conscious Discipline Training Series with Ms. Amy Speidel. This training was aimed at allowing them to work with their Coached Teachers, especially in light of the COVID-19 Pandemic, to provide them with strategies on dealing with students' Mental Health.</p>
COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)
<p>COMPONENT 1.3 INSTRUCTIONAL COACHING</p>	<p>WHAT PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹<i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p> <p>❖ 17 Coached Teachers (based on the reports submitted) were provided with instructional coaching. Of the 17 teachers coached, there</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²<i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p> <p>NOTE: The global pandemic, COVID-19, has continued to provide limited government services to include the delivery of services to our</p>

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<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>was a reported increase in the use of instructional strategies in their classrooms.</p> <ul style="list-style-type: none"> ❖ All Instructional Coaches reported various challenges of coaching within the first five weeks of the opening of the school year due to the implementation of the two learning models (virtual and hard-copy curriculum). The face-to-face instruction was halted due to the high number of positive COVID-19 cases. ❖ There has been a significant number of request from the Coached Teachers to be supported in the use of technology. 	<p>public school students during the early months of the opening of SY2020.2021, however, while this unexpected closure may have halted district-wide activities, the TAE Project remained focused on completing activities based on the TAE Project Goals and Objectives.</p> <ul style="list-style-type: none"> ➤ The Coaching Services during this reporting period include the following: <ol style="list-style-type: none"> 1. Zoom Meeting Sessions 2. Tutorial on Google Classrooms 3. Lesson Plan Development 4. Weekly Office Hours 5. Social & Emotional Support 6. Use of Technology <p>Feedback from the Coached Teachers include:</p> <ol style="list-style-type: none"> 1. Appreciated individualized virtual coaching services. 2. Provided support and patience. 3. Provided resources such as Lesson Plans 4. Appreciated the continued communication 5. Utilizing the various educational apps for instruction
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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Quarterly Performance Measures (Actual vs. Target)			
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020

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<p>COMPONENT 3. Instructional Coaching</p>	<p>Instructional coaches will report 60% increase in effective instructional practices of those coached teachers.</p> <p>Sixteen (16) instructional coaches will support teachers to know what pertinent student data to collect and how to analyze them for improving instructional practices in the classroom.</p>	<p>Non-evaluative observation data</p>	<p># of teachers implementing and using effective instructional practices</p>	<p>No baseline data</p> <p>Baseline data to be established</p>	<p>Target: 20% of coached teachers are using effective instructional practices.</p> <p>Actual: No data collected as coaching started in the last six (6) weeks of this quarter.</p> <p>Implementation of this activity was delayed due to recruitment challenges.</p> <p>Target: 20% of coached teachers will be supported.</p>	<p>Target: 40% of coached teachers are using effective instructional practices.</p> <p>Actual: 90% of Coached Teachers surveyed indicated that the Coaching Services increased their use of effective instructional strategies/practices</p> <p>Target: 30% of coached teachers will be supported.</p>	<p>Target: 60% of coached teachers are using effective instructional practices.</p> <p>Actual: Last quarter's reported that the survey data showed 90% of Coached Teachers indicated that the Coaching Services increased their use of effective instructional strategies/practices.</p> <p>Target: 40% of coached teachers will be supported.</p>	<p>Target: This marks the start of a new school year. Reporting on new targets will start in 1st quarter of FY'20.</p> <p>Actual: No survey conducted at this time.</p> <p>Target: This marks the start of a new school year. Reporting on new targets will start in 1st quarter of FY'20.</p>
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					Actual: Survey to measure this will be developed.	Actual: Survey instrument was developed and administered to coached teachers	Actual: 90% indicated that they were provided support in raising their awareness of student achievement through the collection and analysis of student data.	Actual: No survey conducted at this time.
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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 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) 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.</p>

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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>There continues to be significant progress being made during this reporting period, as the various activities are being carried out based on the goals and objectives of the project. The recruitment of the District Mentors have been a critical need in our efforts to support to the School-based Mentors, specifically in the area of providing services such as Teacher Observations and facilitating the Professional Learning Seminars for the Teacher Mentees. The District Mentors have been able to designate regional schools to oversee allowing for a more effective outreach in providing high-quality Mentoring Services.</p> <p>The Instructional Coaches have also adjusted to working with their designated schools and providing coaching services that have been modified to include various platforms such as Zoom Meetings.</p> <p>The TAE Project Personnel has also been diligent in addressing all administrative and operational activities, such as monitoring of on-going contracts, review, approval and processing of TAE Mentor deliverables for processing, and the completion of requisitions of resources necessary to complete project activities. Also, during this time, the contract with the University of Guam is being processed for extending the anticipated activities for Fall 2020. The contract supports the educational services such as the PRAXIS Exams and the College Courses for the forty-one identified Limited Term Teachers.</p>
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>On August 2020, the thirty-three newly recruited participants, 58% indicated that New Teacher Seminar was beneficial to them in their work as a teacher.</p>
EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	<p>(How did activities implemented contribute to improving student outcomes?)</p> <p>The TAE Project funds are focused on the Induction, Recruitment, and Retention of teachers employed in the Department of Education and recognized that with if teachers are promoted with guidance in the profession of teaching, supported from a limited term status to permanent status and having instructional skill sets being reinforced will eventually lead to the improvement of students' academic achievement.</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.)</p> <p>None at this time.</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?)</p> <p>The TAE Project will cease at the end of this quarter and be will incorporated into the Curriculum & Instructional Quality Development (CIQD) Project.</p>
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>The TAE Project during this reporting period continue to have monthly meetings with both the District Mentors and School-based Mentors, as well as, the Instructional Coaches to address the challenges, shifts and achievement of each component. The use of electronic communication such as email, WhatApp and teleconferences continue to be used to assist with the monitoring of the various components of the TAE Project.</p>

QUARTERLY REPORT CERTIFICATION

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

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Michelle M. Camacho
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

DATE

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


PROJECT MANAGER (SIGNATURE)

DATE



FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

Original Submitted Quarterly Report

October 30, 2020

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

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

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

PROJECT TITLE: **Teacher and Administrator Effectiveness (TAE) Project**

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

PROJECT MANAGER: **Joseph L.M. Sanchez**

STATE PROGRAM OFFICER: **Maria Blaz**

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

ANNUAL REPORT DUE: 12/28/2020

AMOUNT BUDGETED (FFY 2018): <u>\$1,355,388.19</u>	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$1,340,746.31</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>99%</u>	Total Full Time Equivalent Vacant <u>4</u> Filled <u>16</u>	Total Part Time Equivalent Vacant _____ Filled _____
AMOUNT BUDGETED (FFY 2019): <u>\$1,498,923.02</u>	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$450,133.94</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>30%</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 – 12				1			205	6	

PART I:

**LIST THE PROJECT
GOAL(S):**

Goal 1: By Year3, increase retention of mentor-supported teachers by 15% from previous SY By Year 2, increase retention of mentor-supported teachers by 8% from previous SY
By Year1, increase retention of mentor-supported teachers by 5% from previous SY
Goal 2: By Year3, increase number of teachers who convert to full certification by 2% from Year1
By Year2, increase number of teachers who convert to full certification by 1% from start of grant period
By Year1, increase number of temporary certified teachers by 20 participating in college coursework to attain full certification
Goal 3: By Year3, strengthen and diversify recruitment of at least 60 potential teacher candidates employed in GDOE who have successfully passed the UOG English and math

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	<p>Goal 4: By Year3, improve administrator capacity to provide school level leadership by 6 administrator mentors actively mentoring all new administrators By Year2, improve administrator capacity to provide school level leadership by 2 additional administrators attaining national mentor certification By Year1, improve administrator capacity to provide school level leadership by 4 administrators completing mentor internship requirements</p> <p>Goal 5: By Year3, 3% coached teachers will improve instructional practices demonstrated by implementation and use of effective instructional strategies documented on electronic walk through observation tools from previous year By Year2, 3% coached teachers will improve instructional practices demonstrated by implementation and use of effective instructional strategies from previous year By Year1, 100% instructional coaches will collect baseline data of teachers implementing and using effective instructional strategies and be consistent in their walk through observation practice</p>
<p>LIST OBJECTIVE(S):</p>	<p>1.1.1 June2018, 6 mentors collect baseline data about teacher practices documented on formative assessments</p> <p>1.1.2 Annually, additional 1% of mentor-supported teachers will be retained in the teaching profession from previous SY</p> <p>1.1.3 Annually, 80% mentors and coaches will report satisfaction with new knowledge gained from PD</p> <p>1.1.4 June2019, additional 5% mentor supported teachers will improve teaching practices documented on mentor observation tools</p> <p>1.1.5 June2020, additional 5% mentor supported teachers will improve teaching practices documented on mentor observation tools</p> <p>1.2.1 December2017, develop partnership with projects, divisions, Guam University, Community College to promote teaching</p> <p>1.2.2 Spring2018, promote teacher training programs and offer incentives (80% payment for max 28 credits and reimbursement of Praxis test fees for up to 100 temporary certified teachers upon passing)</p> <p>1.2.3 Spring2018, 20 temporary certified teachers enrolled in college courses and/or Praxis preparatory courses to fulfill certification requirements</p> <p>1.2.4 Fall2018 an additional 80 temporary certified teachers enrolled in college courses and Praxis preparatory courses to fulfill certification requirements</p> <p>1.2.5 September2020, an additional 20% of participating teachers will convert to fully certified teachers from start of grant period</p> <p>1.3.1 December2017, partner with other projects, divisions, and the community to plan 3 workshops (exposure and opportunities in teaching field)</p> <p>1.3.2 October2018, up to 20 potential teacher candidates participate in workshops</p> <p>1.3.3 Summer2019, additional 40 potential teacher candidates participate in workshops</p> <p>1.3.4 Summer2020, up to 60 potential teacher candidates pass UOG placement tests</p> <p>1.4.1 September2018, 4 administrators attain national mentor certification</p> <p>1.4.2 September2020, improved administrator mentoring framework completed</p> <p>1.4.3 September2020, 90% administrator mentees report receiving effective instruction</p> <p>1.5.1 October2017, 27 instructional coaches collect baseline data - implementation and use effective instructional practices</p> <p>1.5.2 Year2, 1 instructional coach to design and plan implementation of district wide literacy program</p> <p>1.5.3 June 2019, literacy leaders and 1 instructional coach improve literacy based on assessment of practices.</p>

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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>COMPONENT 1.1 TEACHER RECRUITMENT, INDUCTION, AND RETENTION</p>	<p>➤ List each Activity implemented for the quarter in bullet form.</p> <p>➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why.</p> <p><u>Recruitment:</u></p> <p>❖ A total of twenty-seven (27) limited term teachers registered for College Education Courses at the University of Guam for Spring 2020 and taking courses towards elementary or secondary. A total of thirteen (13) Limited Term Teachers have either taken or have registered for the various levels of the PRAXIS Exam during the period months of January through June 2020.</p>	<p>❖ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period.</p> <p>❖ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>NOTE: The global pandemic, COVID-19, has continued to provided limited government services to include the delivery of services to our public school students during the early months of the opening of SY2020.2021, however, while this unexpected closure may have halted district-wide activities, the TAE Project remained focused on completing activities based on the TAE Project Goals and Objectives.</p> <p>❖ The Initial Teacher Certification Assistance activity provides educational courses and PRAXIS® tutorial classes for limited term teachers who have earned a bachelor’s degree, but have not been able to meet the requirements to obtain initial teacher certification.</p> <p>❖ Attendance Sign-In Sheets for the various college courses</p> <p>❖ Registration copies of the PRAXIS Exams.</p> <p>❖ Monthly meetings and training provided to mentors. The 4th quarter deliverables were submitted in June 2020.</p> <ul style="list-style-type: none"> ○ Meeting Agenda ○ Sign-In Sheets

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Induction & Retention

- ❖ The TAE Project continues to implement Teacher Mentoring for Teacher Mentees. During Fall 2020, the new recruited District Mentors have begun the process for the processing of SY2020.2021's School-based Mentors' Quarterly Deliverables when working with the Teacher Mentees. To address the current challenges of limited face-to-face interaction, the virtual meetings, as well as, electronic document submissions have been allowed to ensure continued services are being provided. To address the continued services, the following adjustments have been made to address the social distance requirements: Google Classrooms, Zoom Meetings, Research Assignments, Emails (for two-way feedback), and WhatsApp messages.
- ❖ On August 7, 2020, the recruited three (3) District Mentors began their work with the TAE Project. The District Mentors have been assigned to the four regions to effectively support the School-based Mentors. These supports include monthly Professional Learning Seminars (PLS), Mentorship Support Services, Facilitation of Monthly Meetings, Virtual Observations and Outreach Services as requested.

District Mentors	School-based Mentors	Teacher Mentees
3	46	85

- ❖ On August 13th and 14th, the District Mentors facilitated a two-day virtual training for thirty-three (33) newly recruited teachers. The presentation sessions included the following: Classroom Management, Lesson Planning, Standards-based Learning, and Effective Instructional Strategies.
- ❖ In August and September 2020, the TAE District Mentors facilitated the School-based Mentor Monthly Meetings to address the year-long program activities. During these meetings, the following topics were covered: Building Relationships Between School-based Mentors and Mentees and Supporting Social and Emotional Needs of Teacher Mentees.
- ❖ In September 2020, the District Mentors submitted data for the 4th Quarter Year Report, which provided information on the following: 1. Number of School-based Mentors Supported: 46; 2. Number of Teacher Mentees 85; 3. Description of Services Provided; and 4. Feedback from those being serviced.
- ❖ In September 2020, the District Mentors assisted with the administrative work of reviewing the 4th Quarter deliverables.

NARRATIVE ON COMPONENT'S EFFECTIVENESS

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COMPONENT	PRIMARY DATA GENERATED	(BASED ON PERFORMANCE MEASURES)										
<p>COMPONENT 1.1 TEACHER RECRUITMENT, INDUCTION, AND RETENTION</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹<i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p> <p>Recruitment The data collected for the “Teacher Initial Certification Assistance Program” for the Limited Term Teachers include the number of LT Teachers who completed the survey, the number of LT Teachers who attended the awareness sessions, the number of LT Teachers who attended the Initial Meeting, and the number of teachers who completed the Praxis Training and Education College Courses.</p> <p>Induction The data collected for the Mentorship Program include the number of District Mentors; School-based Mentors, and the number of Teacher Mentees, and the number of Teacher Mentees from SY2019.2020 who have received their Professional Educators Certificate.</p> <table border="1" data-bbox="562 1133 1209 1422"> <thead> <tr> <th colspan="2">Initial Teacher Certification Assistance</th> </tr> </thead> <tbody> <tr> <td>No. of LT teachers who attended Initial Meeting</td> <td align="center">64</td> </tr> <tr> <td>No. of LT teachers who attended awareness sessions</td> <td align="center">40</td> </tr> <tr> <td>No. of teachers who completed the PRAXIS Tutoring</td> <td align="center">27</td> </tr> <tr> <td>No. of LT teachers who completed educational courses</td> <td align="center">25</td> </tr> </tbody> </table>	Initial Teacher Certification Assistance		No. of LT teachers who attended Initial Meeting	64	No. of LT teachers who attended awareness sessions	40	No. of teachers who completed the PRAXIS Tutoring	27	No. of LT teachers who completed educational courses	25	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT’S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT’S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²<i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p> <p>NOTE: The global pandemic, COVID-19, has continued to provided limited government services to include the delivery of services to our public school students during the early months of the opening of SY2020.2021, however, while this unexpected closure may have halted district-wide activities, the TAE Project remained focused on completing activities based on the TAE Project Goals and Objectives.</p> <p>❖ In September 2020, the TAE Project Staff communicated with the Guam Certification Office to validate the ninety-five Teacher Mentees from SY2019.2020 who participated in the program and inquired about the number of these Teacher Mentees who went from holders of Initial Educators Certificates to holders of Professional Educators Certificates. Of the 95 Teacher Mentees, 21 received their Professional Educators Certificate a total of 22%.</p> <p>All LT teachers indicate an interest in pursuing teacher certification.</p>
Initial Teacher Certification Assistance												
No. of LT teachers who attended Initial Meeting	64											
No. of LT teachers who attended awareness sessions	40											
No. of teachers who completed the PRAXIS Tutoring	27											
No. of LT teachers who completed educational courses	25											

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
COMPONENT 1.1 TEACHER RECRUITMENT, INDUCTION, AND RETENTION	At least 80% of mentor-supported teachers will indicate increased teaching confidence.	Teacher self-reflection tool based on evidence collected by mentor	# of mentor-supported teachers rating “agree” or above in a survey on increased confidence in teaching.	No baseline data	Target: At least 40% of teachers will indicated increased teaching confidence. Actual: No data since teacher-supported mentor surveys will be conducted in 2 nd quarter.	Target: At least 90% of teachers will indicated increased teaching confidence. Actual: 93% of Teacher Mentees indicated that the Mentorship Program have improved their confidence in effective instruction.	Target: At least 95% of teachers will indicated increased teaching confidence. Actual: Last quarter’s reported that the survey data indicated that 93% of Mentees have improved their confidence in effective instruction.	Target: Target Met

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	<p>At least 5% of mentored teachers will earn a Professional Educator Certificate (PEC).</p> <p>70% training participants (mentors and instructional coaches) will indicate satisfaction with professional development</p>	<p>Web-Based Survey</p> <p>Reports of participants and courses generated by vendors.</p>	<p># of mentor-supported teacher who earn a Prof. Educator Cert.</p> <p># of training participants who rate satisfaction or higher</p>	<p>All teachers eligible for assistance do not hold a Prof. Educator Cert. Baseline: 0</p> <p>No baseline data</p>	<p>Target: At least 1%</p> <p>Actual: 100% of limited term teachers reported they are taking steps toward earning their teacher certification</p> <p>Target: Planning for training being done at this time.</p> <p>Actual: Monthly mini-professional development provided.</p>	<p>Target: At least 3%</p> <p>Actual: No data since Mentees will need to apply for PEC in July 2020 after the completion of the mentorship.</p> <p>Target: Training conducted at this time. At least 70% will indicate satisfaction with PD.</p> <p>Actual: Surveys were administered to School-based Mentors. At this time, no surveys were provided to the Instructional Coaches.</p>	<p>Target: At least 5%</p> <p>Actual: No data since Mentees will need to apply for PEC in July 2020</p> <p>Target: Training conducted at this time. At least 70% will indicate satisfaction with PD.</p> <p>Actual: 97% of the School-based Mentors indicated that the monthly mini-trainings were helpful.</p>	<p>Target: At least 5%</p> <p>Actual: Target Met Of the 95 Teacher Mentees who were provided Mentorship Services during SY2019.2020, 21 (22%) have attained their Professional Educator Certificates.</p> <p>Target: Target Met</p> <p>Actual: Target Met</p>
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	<p>20% identified temporary certified teachers will be participating in PRAXIS prep tutoring or educational college courses.</p>	<p># of teachers who obtain full certification</p>	<p># of temporary certified teachers enrolled</p>	<p>No baseline data</p>	<p>Target: 1st cohort: 5% registered in PRAXIS Prep and/or educational courses</p> <p>Actual: 46% enrolled in ED 605 (Foundations of Education) 89% of these students have passed this course.</p> <p>51% enrolled in ED 683 (Classroom Management) 95% of these students have passed this course.</p>	<p>Target: 1st cohort: 5% LTs continue to register in PRAXIS Prep and/or educational courses</p> <p>Actual: 40 or 68% LTs enrolled and completed Course: ED 607.</p> <p>20 or 80% LTs enrolled and completed Elementary Courses: ED 618 and ED648.</p> <p>20 or 80% LTs enrolled and completed Secondary Level: ED 606.</p>	<p>Target: 1st cohort: 5% LTs continue to register in PRAXIS Prep and/or educational courses</p> <p>Actual: PRAXIS Core – Reading 8 Passed PRAXIS Core-Writing 7 Passed PRAXIS Core Math 8 Passed (Due to COVID-19, PRAXIS Exams for some LTs were rescheduled)</p> <p>During Spring 2020, out of 29 total enrollees 22 LTs in Elementary completed courses and 5 LTs in Secondary</p>	<p>Target: 1st cohort: Target Met</p> <p>Actual: 22 students are in the last semester of courses before becoming fully certified.</p>
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								completed the courses for a total percentage of 93%.	
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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>COMPONENT 1.2 NEW ADMINISTRATOR MENTORING</p>	<ul style="list-style-type: none"> ➤ List each Activity implemented for the quarter in bullet form. ➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why. ❖ Draft Administrator Mentor Guidelines for the Administrator Mentor Process and defining who should be eligible for supports and services was completed. Completed: >50% ❖ Five administrator mentors continued mentor work as part of their 9-month internship to attain national mentor certification. Ongoing 75% complete 	<ul style="list-style-type: none"> ➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period. ➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <p>NOTE: The global pandemic, COVID-19, has continued to provided limited government services to include the delivery of services to our public school students during the early months of the opening of SY2020.2021, however, while this unexpected closure may have halted district-wide activities, the TAE Project remained focused on completing activities based on the TAE Project Goals and Objectives.</p> <p>The draft Administrator Mentor Guidelines collaborated on by a group of six administrator mentors, defines who should be eligible for supports and services under this activity as well as outline the types of supports and services that will be provided. The Project Manager continues to review the draft guidelines.</p>

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)						
<p>COMPONENT 1.2 NEW ADMINISTRATOR MENTORING</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</p> <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <p>None at this time.</p> <table border="1" data-bbox="562 776 1209 915"> <thead> <tr> <th colspan="2">Administrator Mentoring</th> </tr> <tr> <th>No. of Admin mentors</th> <th>Number of admin mentees</th> </tr> </thead> <tbody> <tr> <td align="center">5</td> <td align="center">0</td> </tr> </tbody> </table>	Administrator Mentoring		No. of Admin mentors	Number of admin mentees	5	0	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</p> <p>➤ THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</p> <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>NOTE: The global pandemic, COVID-19, has continued to provided limited government services to include the delivery of services to our public school students during the early months of the opening of SY2020.2021, however, while this unexpected closure may have halted district-wide activities, the TAE Project remained focused on completing activities based on the TAE Project Goals and Objectives.</p> <ul style="list-style-type: none"> Completion of a draft Administrator Mentor Guidelines (AMG) is pending and will be a step closer to achieving an updated administrator mentoring process. The AMG is a tool to facilitate and strengthen the leadership learning and growing experience among new administrators. <p>Engagement in actual mentor work by the five administrator mentors will enable them to be of assistance to new administrators as they apply things learned from trainings, and be on track to achieve a national mentor certification.</p>
Administrator Mentoring								
No. of Admin mentors	Number of admin mentees							
5	0							

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
COMPONENT 1.2 ADMINISTRATOR MENTORING	90% administrator mentees report receiving effective supports and services.	Deliverables from mentors, mentee surveys	# of administrator mentees receiving mentoring services	No baseline data	Target: 20% of new administrator mentees report receiving services and rate services satisfactorily. Actual: No surveys have been conducted due to guidelines not being finalized and approved.	Target: 45% of new administrator mentees report receiving services and rate services satisfactorily. Actual: No surveys have been conducted due to guidelines not being finalized and approved.	Target: 90% of new administrator mentees report receiving services and rate services satisfactorily. Actual: No surveys have been conducted due to guidelines not being finalized and approved.	Target: 90% of new administrator mentees report receiving services and rate services satisfactorily. Actual: No surveys have been conducted due to guidelines not being finalized and approved.

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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>COMPONENT 1.3 INSTRUCTIONAL COACHING</p>	<ul style="list-style-type: none"> ➤ List each Activity implemented for the quarter in bullet form. ➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why. <ul style="list-style-type: none"> ❖ Recruitment of an Instructional Coach ❖ Training of Instructional Coaches ❖ Instructional Coaches initial visits and meetings with assigned schools. <p>The TAE Project continues to support Coached Teachers. During Fall 2020, the Instructional Coaches began identifying their first quarter “Coached Teachers” and providing Coaching Services via a virtual platform and in some rare occasions, a face-to-face meeting. These forms of communication include (following Government Mandates on social distancing): Google Classroom Sessions, Zoom Meetings, Research Assignments, Email (for two-way feedback), and WhatsApp messages.</p>	<ul style="list-style-type: none"> ➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period. ➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <p>NOTE: The global pandemic, COVID-19, has continued to provided limited government services to include the delivery of services to our public school students during the early months of the opening of SY2020.2021, however, while this unexpected closure may have halted district-wide activities, the TAE Project remained focused on completing activities based on the TAE Project Goals and Objectives.</p> <ul style="list-style-type: none"> ❖ In August and September 2020, the TAE Personnel facilitated the Instructional Coaches/District Mentor Monthly Meetings to address the following topics: Coaching Services for the 1st Quarter Period; Identifying both the Coached Teachers and School-based Mentors and Teacher Mentees; Presentation on Mentoring via Zoom (Dr. Clare Camacho, Presenter); and Performance Measures Data Collection ❖ During the months of April and May 2020, and due to the COVID-19 Pandemic, the Instructional Coaches worked rigorously to support teachers in the development of an alternative learning environment. The Instructional Coaches led district meetings with approximately 181 teachers and guided them through the development of Language Arts and Mathematics Lesson Plans that were to be uploaded to the district’s Online Learning Resource Website to continue

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		<p>learning via an electronic platform. These Instructional Coaches provided the following services for teachers:</p> <ul style="list-style-type: none"> ○ Facilitated Zoom webinars/meetings to address District Initiatives such as training on the Curriculum & Distance Learning Initiative. ○ Participated in the daily local radio talk show to promote educational activities via a virtual platform. ○ Provided support to teachers on the use of educational video conferencing platforms such as Google Meet and Zoom. ○ Provided training on strategies to implement Distance Learning opportunities. ○ Assisted with the development of district lesson plans. <p>❖ In July 2020, the Instructional Coaches participated in the Social & Emotional Development: Conscious Discipline Training Series with Ms. Amy Speidel. This training was aimed at allowing them to work with their Coached Teachers, especially in light of the COVID-19 Pandemic, to provide them with strategies on dealing with students' Mental Health.</p>
<p align="center">COMPONENT</p>	<p align="center">PRIMARY DATA GENERATED</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)</p>
<p>COMPONENT 1.3 INSTRUCTIONAL COACHING</p>	<p>WHAT PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹<i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p> <p>❖ 17 Coached Teachers (based on the reports submitted) were provided with instructional</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²<i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p> <p>NOTE: The global pandemic, COVID-19, has continued to provided limited government services to include the delivery of services to our</p>

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<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>coaching. Of the 17 teachers coached, there was a reported increase in the use of instructional strategies in their classrooms.</p> <ul style="list-style-type: none"> ❖ All Instructional Coaches reported various challenges of coaching within the first five weeks of the opening of the school year due to the implementation of the two learning models (virtual and hard-copy curriculum). The face-to-face instruction was halted due to the high number of positive COVID-19 cases. ❖ There has been a significant number of request from the Coached Teachers to be supported in the use of technology. 	<p>public school students during the early months of the opening of SY2020.2021, however, while this unexpected closure may have halted district-wide activities, the TAE Project remained focused on completing activities based on the TAE Project Goals and Objectives.</p> <ul style="list-style-type: none"> ➤ The Coaching Services during this reporting period include the following: <ol style="list-style-type: none"> 1. Zoom Meeting Sessions 2. Tutorial on Google Classrooms 3. Lesson Plan Development 4. Weekly Office Hours 5. Social & Emotional Support 6. Use of Technology <p>Feedback from the Coached Teachers include:</p> <ol style="list-style-type: none"> 1. Appreciated individualized virtual coaching services. 2. Provided support and patience. 3. Provided resources such as Lesson Plans 4. Appreciated the continued communication 5. Utilizing the various educational apps for instruction
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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020

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<p>COMPONENT 3. Instructional Coaching</p>	<p>Instructional coaches will report 60% increase in effective instructional practices of those coached teachers.</p> <p>Sixteen (16) instructional coaches will support teachers to know what pertinent student data to collect and how to analyze them for improving instructional practices in the classroom.</p>	<p>Non-evaluative observation data</p>	<p># of teachers implementing and using effective instructional practices</p>	<p>No baseline data</p> <p>Baseline data to be established</p>	<p>Target: 20% of coached teachers are using effective instructional practices.</p> <p>Actual: No data collected as coaching started in the last six (6) weeks of this quarter. Implementation of this activity was delayed due to recruitment challenges.</p> <p>Target: 20% of coached teachers will be supported.</p> <p>Actual: Survey to measure this will be developed.</p>	<p>Target: 40% of coached teachers are using effective instructional practices.</p> <p>Actual: 90% of Coached Teachers surveyed indicated that the Coaching Services increased their use of effective instructional strategies/practices</p> <p>Target: 30% of coached teachers will be supported.</p> <p>Actual: Survey instrument was developed and administered</p>	<p>Target: 60% of coached teachers are using effective instructional practices.</p> <p>Actual: Last quarter's reported that the survey data indicated that 90% of Coached Teachers surveyed indicated that the Coaching Services increased their use of effective instructional strategies/practices.</p> <p>Target: 40% of coached teachers will be supported.</p> <p>Actual: 90% indicated that they were provided support in raising their</p>	<p>Target: Met Target</p> <p>Actual:</p>
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							to coached teachers	awareness of student achievement through the collection and analysis of student data.	
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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 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) 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.</p>

PART III:

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<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>There continues to be significant progress being made during this reporting period, as the various activities are being carried out based on the goals and objectives of the project. The recruitment of the District Mentors have been a critical need in our efforts to support to the School-based Mentors, specifically in the area of providing services such as Teacher Observations and facilitating the Professional Learning Seminars for the Teacher Mentees. The District Mentors have been able to designate regional schools to oversee allowing for a more effective outreach in providing high-quality Mentoring Services.</p> <p>The Instructional Coaches have also adjusted to working with their designated schools and providing coaching services that have been modified to include various platforms such as Zoom Meetings.</p> <p>The TAE Project Personnel has also been diligent in addressing all administrative and operational activities, such as monitoring of on-going contracts, review, approval and processing of TAE Mentor deliverables for processing, and the completion of requisitions of resources necessary to complete project activities. Also, during this time, the contract with the University of Guam is being processed for extending the anticipated activities for Fall 2020. The contract supports the educational services such as the PRAXIS Exams and the College Courses for the forty-one identified Limited Term Teachers.</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>On August 2020, the thirty-three newly recruited participants, 58% indicated that New Teacher Seminar was beneficial to them in their work as a teacher.</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?)</p> <p>The TAE Project funds are focused on the Induction, Recruitment, and Retention of teachers employed in the Department of Education and recognized that with if teachers are promoted with guidance in the profession of teaching, supported from a limited term status to permanent status and having instructional skill sets being reinforced will eventually lead to the improvement of students' academic achievement.</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.)</p> <p>None at this time.</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?)</p> <p>The TAE Project will cease at the end of this quarter and be will incorporated into the Curriculum & Instructional Quality Development (CIQD) Project.</p>
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>The TAE Project during this reporting period continue to have monthly meetings with both the District Mentors and School-based Mentors, as well as, the Instructional Coaches to address the challenges, shifts and achievement of each component. The use of electronic communication such as email, WhatApp and teleconferences continue to be used to assist with the monitoring of the various components of the TAE Project.</p>

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QUARTERLY REPORT CERTIFICATION

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

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Michelle M. Camacho
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

10/16/20
DATE

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




PROJECT MANAGER (SIGNATURE)

10/19/2020
DATE

REGULAR SALARIES				FY'18 Carryover			FY'19			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Total
7/10/2020	16	\$ 72,453.01	100%	\$ -	\$ -	\$ -	\$ 60,790.62	\$ 11,662.39	\$ 72,453.01	\$ 60,790.62	\$ 11,662.39	\$ 72,453.01
7/24/2020	16	\$ 44,649.00	100%	\$ -	\$ -	\$ -	\$ 33,865.14	\$ 10,783.86	\$ 44,649.00	\$ 33,865.14	\$ 10,783.86	\$ 44,649.00
8/7/2020	67	\$ 44,649.00	100%	\$ -	\$ -	\$ -	\$ 33,865.14	\$ 10,783.86	\$ 44,649.00	\$ 33,865.14	\$ 10,783.86	\$ 44,649.00
8/21/2020	16	\$ 47,749.19	100%	\$ -	\$ -	\$ -	\$ 36,200.02	\$ 11,549.17	\$ 47,749.19	\$ 36,200.02	\$ 11,549.17	\$ 47,749.19
9/4/2020	16	\$ 45,523.07	100%	\$ -	\$ -	\$ -	\$ 34,457.19	\$ 11,065.88	\$ 45,523.07	\$ 34,457.19	\$ 11,065.88	\$ 45,523.07
9/18/2020	16	\$ 46,636.13	100%	\$ -	\$ -	\$ -	\$ 35,328.61	\$ 11,307.52	\$ 46,636.13	\$ 35,328.61	\$ 11,307.52	\$ 46,636.13
Sub Totals	147	301,659		-	-	-	234,507	67,153	301,659	234,507	67,153	301,659
Indirect Cost (9.5%)		28,658										\$ 28,658
Total 3rd Qtr	147	\$ 330,317.04		\$ -	\$ -	\$ -	\$ 234,506.72	\$ 67,152.68	\$ 301,659.40	\$ 234,506.72	\$ 67,152.68	\$ 301,659.40
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)		-										\$ -
Total 3rd Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 3rd Qtr	147	#####	\$ -	\$ -	\$ -	\$ -	#####	\$ 67,152.68	#####	#####	\$ 67,152.68	#####

PART-TIME SALARIES				FY'18 Carryover			FY'19			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Totals
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)		-										\$ -
Total 3rd Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)		-										\$ -
Total 3rd Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 3rd Qtr	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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

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)
	671-300-2251
Signature of Authorized Certifying Official: 	Email address:
	jsanchez@gdoe.net
	Date Report Submitted: (Month, Day, Year)
Type or Print Name and Title of Project Coordinator: <p style="text-align: center;">Michelle M. Camacho Program Coordinator IV</p>	Telephone: (area code, number, and extension)
	671-300-1347
Signature of Project Coordinator: 	Email address:
	mmcamacho@gdoe.net
	Date Report Submitted: (Month, Day, Year)
	10/16/2020

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82600 Teacher & Administrator Effectiveness


Fiscal Year 2020


Reporting Period: 4th Quarter (July - September)

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

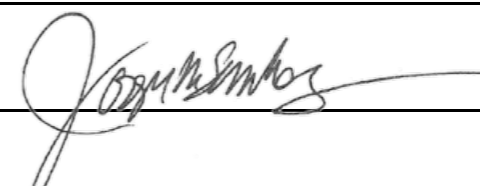
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
690-00-8347	Balajadia, Francesmarie P.	Teacher IV	820 C&I	
690-00-7691	Camacho, Bertha D.	Teacher IV	820 C&I	
690-00-9728	Camacho, Yvonne P.	Teacher IV	820 C&I	
690-00-8359	Chargualaf, Jo Ann P.	Teacher IV	820 C&I	
690-01-1668	Cruz, Tara J.B.	Teacher IV	820 C&I	
690-00-9725	Cruz, Tricia Marie L.	Teacher IV	820 C&I	
690-00-8880	Duenas, Melissa L.	Teacher III	820 C&I	
690-01-0697	Franquez, Michelle A.	Teacher III	820 C&I	
690-00-6001	Gogo, Ronald R.	Teacher V	820 C&I	
690-00-8643	Guerrero, Andrew A.	Teacher V	820 C&I	
690-00-9520	Guzman, Norine Dawn S.	Teacher IV	820 C&I	
690-00-6606	Hernandez, Christine C.	Teacher V	820 C&I	
690-00-1559	Indalecio, Franky J.	Teacher V	820 C&I	
690-00-9437	Leon Guerrero, Christopher R.	Teacher IV	820 C&I	
690-00-7661	Shimizu, Debra S.	Teacher V	820 C&I	
690-00-5742	Taimanglo, Gwendolyn N.	Teacher IV	820 C&I	
690-01-5583	Cruz, Roe-Ann Jean	ADMIN ASST	820 C&I	Partially funded through TAE (82600)/ New Hire Eff: 02/03/20

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: 10/16/20

Project Coordinator Name: Michelle M. Camacho	
Project Coordinator Signature: 	Date: 10/16/20

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

Project Manager Name: Joseph L.M. Sanchez	
Project Manager Signature: 	Date: 10/19/2020

Guam Department of Education (GDOE) Quarterly Personnel Certification Form




CFDA Title:
 Project Title: 82600 Teacher & Administrator Effectiveness


Fiscal Year 2020
 Reporting Period: 4th Quarter (July - September)

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

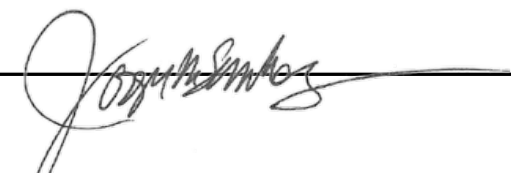
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
690-01-0556	Acfalle, Jason	Teacher IV	820 C&I	Stipend Payment
690-01-1958	Addie, Helen	Teacher IV	820 C&I	Stipend Payment
690-00-1933	Aguon, Jean	Teacher IV	820 C&I	Stipend Payment
690-00-6858	Balmeo, Emmanuel	Teacher IV	820 C&I	Stipend Payment
690-00-5902	Balmeo, Shirley	Teacher IV	820 C&I	Stipend Payment
690-00-9909	Benavente, Valerie	Teacher IV	820 C&I	Stipend Payment
690-00-4544	Brochon, Maricris	Teacher IV	820 C&I	Stipend Payment
690-01-2163	Cajigal, Aldrin	Teacher IV	820 C&I	Stipend Payment
690-01-2044	Canar, Gracelle	Teacher IV	820 C&I	Stipend Payment
690-00-7999	Candaso, Kathy	Teacher IV	820 C&I	Stipend Payment
690-00-5714	Canos, Ronald	Teacher IV	820 C&I	Stipend Payment
690-00-6883	Castro, Liza	Teacher IV	820 C&I	Stipend Payment
690-00-9080	Cepeda, Monica	Teacher IV	820 C&I	Stipend Payment
690-01-1430	Chargualaf, Leilani	Teacher IV	820 C&I	Stipend Payment
690-01-1698	Cruz, Liahlanni	Teacher IV	820 C&I	Stipend Payment
690-00-6881	DeGuzman, Gemma	Teacher IV	820 C&I	Stipend Payment
690-01-1082	DeGuzman, Michelle	Teacher IV	820 C&I	Stipend Payment

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: 10/16/20

Project Coordinator Name: Michelle M. Camacho	
Project Coordinator Signature: 	Date: 10/16/20

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

Project Manager Name: Joseph L.M. Sanchez	
Project Manager Signature: 	Date: 10/19/2020

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82600 Teacher & Administrator Effectiveness


Fiscal Year 2020


Reporting Period: 4th Quarter (July - September)

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

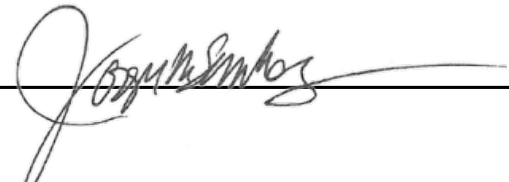
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
690-00-9420	Diaz, Rochelle	Teacher IV	820 C&I	Stipend Payment
690-00-7976	Diego, Grace	Teacher IV	820 C&I	Stipend Payment
690-00-5226	Dorion, Ruby	Teacher IV	820 C&I	Stipend Payment
690-00-8141	Duenas, Paula	Teacher IV	820 C&I	Stipend Payment
690-01-3453	Duenas, Rachel	Teacher IV	820 C&I	Stipend Payment
690-00-5645	Espina, Alpha	Teacher IV	820 C&I	Stipend Payment
690-00-9789	Evangelista, Janice	Teacher IV	820 C&I	Stipend Payment
690-00-4490	Felipe, Maria	Teacher IV	820 C&I	Stipend Payment
690-00-8535	Garvilles, Mary	Teacher IV	820 C&I	Stipend Payment
690-00-7398	Gumataotao, Charlene	Teacher IV	820 C&I	Stipend Payment
690-00-6960	Guzman, Richard	Teacher IV	820 C&I	Stipend Payment
690-00-7335	Leon Guerrero, Tara	Teacher IV	820 C&I	Stipend Payment
690-00-7419	Limtiaco, Angela	Teacher IV	820 C&I	Stipend Payment
690-00-7822	Mallada, Connie	Teacher IV	820 C&I	Stipend Payment
690-00-4329	Maluwelmeng, Jenny	Teacher IV	820 C&I	Stipend Payment
690-00-3445	Manibusan, Antonia	Teacher IV	820 C&I	Stipend Payment
690-01-0656	Novelo, Arvin	Teacher IV	820 C&I	Stipend Payment

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: 10/16/20

Project Coordinator Name: Michelle M. Camacho	
Project Coordinator Signature: 	Date: 10/16/20

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

Project Manager Name: Joseph L.M. Sanchez	
Project Manager Signature: 	Date: 10/19/2020

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



DA Title:

Project Title: 82600 Teacher & Administrator Effectiveness


Fiscal Year 2020


Reporting Period: 4th Quarter (July - September)

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

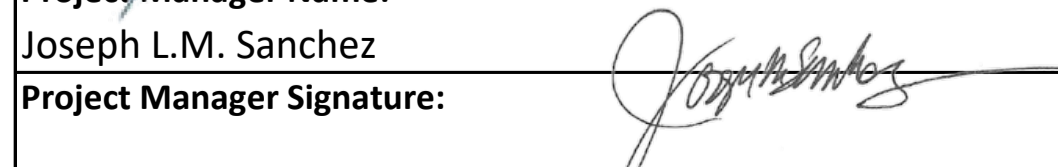
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
690-01-2221	Palugod, Analyn	Teacher IV	820 C&I	Stipend Payment
690-00-9894	Pegarido, Crystal	Teacher IV	820 C&I	Stipend Payment
690-00-4691	Perez, Maridel	Teacher IV	820 C&I	Stipend Payment
690-00-4190	Perez, Marilyn	Teacher IV	820 C&I	Stipend Payment
690-00-7011	Reyes, Jacqueline	Teacher IV	820 C&I	Stipend Payment
690-00-1746	Salas, Sheila	Teacher IV	820 C&I	Stipend Payment
690-01-1809	Salas, Valene	Teacher IV	820 C&I	Stipend Payment
690-00-9163	Santiago, Benjamin	Teacher IV	820 C&I	Stipend Payment
690-00-0137	Seleen, Shannon	Teacher IV	820 C&I	Stipend Payment
690-00-2282	Taitague, Teresa	Teacher IV	820 C&I	Stipend Payment
690-01-2221	Taitano, Roong	Teacher IV	820 C&I	Stipend Payment
690-00-5589	Trusso, Ann Marie	Teacher IV	820 C&I	Stipend Payment
690-00-5518	Umadhay, Ursula	Teacher IV	820 C&I	Stipend Payment
690-00-8635	Uncangco, Mabel	Teacher IV	820 C&I	Stipend Payment
690-00-6402	Uncangco, Sara	Teacher IV	820 C&I	Stipend Payment
690-00-5756	Vigilante, Mary Jean	Teacher IV	820 C&I	Stipend Payment
690-00-8879	Wesley, Rachel	Teacher IV	820 C&I	Stipend Payment

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.

mediate Supervisor's Name: Michelle M. Camacho	
mediate Supervisor's Signature: 	Date: 10/16/20

Project Coordinator Name: Michelle M. Camacho	
Project Coordinator Signature: 	Date: 10/16/20

Compliance Administrator Name:	
Compliance Administrator Signature:	Date:

Project Manager Name: Joseph L.M. Sanchez	
Project Manager Signature: 	Date: 10/19/2020

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

Correspondences between FPD and Project Lead

October 30, 2020



Sean R. Rupley <srrupley@gdoe.net>

Quarterly Reports - TAE & ISLA: Giha'

12 messages

Michelle M. Camacho <mmcamacho@gdoe.net>

Sun, Oct 18, 2020 at 4:37 PM

To: "Sean R. Rupley" <srrupley@gdoe.net>, Rachel Lee Santos <rlsduenas@gdoe.net>

Cc: "Kevin M. Taitague" <kmtaitague@gdoe.net>, "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>, Federal Programs <federal-programs@gdoe.net>

Hi Sean.

Please see attached quarterly reports for TAE and ISLA: Giha'. 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

"Change is inevitable. Progress is optional." ~Tony Robbins-----
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Guam Department of Education

6 attachments

 **4th Quarter_Giha.docx**
43K **FY2019 4th Quarter Program Budget Staffing Giha.xlsx**
277K **Giha FY2019 Budget Staffing 4thQTR Report.xlsx**
370K **FY2019 4th Quarter Program Budget Staffing TAE.xlsx**
231K **TAE Personnel Certification FY19 4th QTR.xlsx**
395K **FFY2019 TAE 4th Quarter report.docx**
84K

Sean R. Rupley <srrupley@gdoe.net>

Mon, Oct 19, 2020 at 10:18 AM

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

Cc: Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>, "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>, Federal Programs <federal-programs@gdoe.net>

Hafa Adai Michelle,

Thank you for your submission of the electronic files. Kindly advise if the signed copies are also to be transmitted to GDOE-FPD.

Ana and I will begin our review of these files and will get back to you as soon as possible!

Thanks,

[Quoted text hidden]

--

Sean R. Rupley

State Program Officer

Federal Programs Division

Guam Department of Education

(671) 300-1450

(671) 477-4587 (fax)

Michelle M. Camacho <mmcamacho@gdoe.net>

Mon, Oct 19, 2020 at 11:12 AM

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

Cc: Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>, "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>, Federal Programs <federal-programs@gdoe.net>

Hi Sean. Yes. The files have been sent to our office personnel for verification and Mr. Sanchez's signature. Thanks.

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

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

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[Quoted text hidden]

[Quoted text hidden]

Guam Department of Education

Guam Department of Education

Sean R. Rupley <srupley@gdoe.net>

Mon, Oct 19, 2020 at 11:18 AM

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

Cc: Rachel Lee Santos <rlsduenas@gdoe.net>, Federal Programs <federal-programs@gdoe.net>

Hi Ana,

Can you verify at what time you will be able to provide data validation and review feedback for the F19 TAE and F19 ISLA: Giha quarterly reports? I would like to consolidate my feedback with yours and provide them to Michelle in a timely

manner to ensure that we are able to address them. Please note that Michelle will be leaving off-island this week but is still available via email/whatsapp. This will make timely communication more vital.

Thank you,
[Quoted text hidden]

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

Mon, Oct 19, 2020 at 6:12 PM

To: "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>

Cc: "Sean R. Rupley" <srupley@gdoe.net>, Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Michelle M. Camacho" <mmcachamo@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>, Federal Programs <federal-programs@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>

Hafa Adai All,

Please see signed 4th Quarter Report for ISLA: Giha and TAE 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

6 attachments

-  **FY19 TAE 4th Quarter Report.pdf**
1153K
-  **FY19 Giha 4th Quarter Report_with attachment.pdf**
1137K
-  **FY19 TAE 4th Quarter Program Budget Staffing.pdf**
1377K
-  **FY19 TAE 4th Quarter Personnel Certification.pdf**
1682K
-  **FY19 Giha 4th Quarter Program Budget Staffing.pdf**
1954K
-  **FY19 Giha 4th Quarter Personnel Certification Report.pdf**
724K

Barbara S.A. Aquino <bsaaquino@gdoe.net>

Tue, Oct 20, 2020 at 12:42 PM

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

Cc: "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, "Sean R. Rupley" <srupley@gdoe.net>, Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Michelle M. Camacho" <mmcachamo@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>, Federal Programs <federal-programs@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>

Acknowledging receipt. Thanks Ms. Roe-Ann.

[Quoted text hidden]

--

Barbara SA Aquino
Federal Programs Division
Guam Department of Education
State Agency for US-Ed Grants
501 Mariner Avenue, Barrigada, Guam 96913
(671) 300-1257

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Guam Department of Education

Sean R. Rupley <srrupley@gdoe.net>
To: "Ana O. Aguon" <aoguoan@gdoe.net>
Cc: Rachel Lee Santos <rlsduenas@gdoe.net>, Federal Programs <federal-programs@gdoe.net>

Wed, Oct 21, 2020 at 8:43 AM

Hafa Adai Ana,

Kindly following up. Please note that as discussed, the F20 Project Lead for this F19 projects is now off-island and will be for the remainder of this month. Although she will continue to work, timely communication and technical assistance is imperative as I will need to ensure that we can communicate with her in consideration of the time difference.

Thank you,
[Quoted text hidden]

Sean R. Rupley <srrupley@gdoe.net>
To: "Michelle M. Camacho" <mmcamacho@gdoe.net>
Cc: "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aoguoan@gdoe.net>, "Christopher B. Surla" <chsurla@gdoe.net>, "Shannon B. Bukikosa" <sbbukikosa@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>, "Cellini J. Higa" <cjhiga@gdoe.net>

Mon, Oct 26, 2020 at 4:46 PM

Hafa Adai Michelle,

Please see the attached reports for FY 2019 CGA Projects TAE, ISLA: Giha' and EETT. You will find my feedback for the word file reports highlighted in green with comments and Ana's feedback throughout in different colored fonts. Additionally, please see personnel certifications for the same three (3) projects for the following:

- Shared Positions included
- Stipend-based employees not necessary for personnel certification






Kindly confirm receipt, review feedback, provide necessary revisions and clean files as soon as possible for public posting this week. Please note that you may simply send back the clean word/PDF files on this email thread as the original signed submission alongside this communication will be attached to document revisions.

Additionally, I have cc'd Cellini Higa as she originally submitted the FY 19 EETT report and attachments.

Thank you and have a great day,
[Quoted text hidden]

6 attachments

 **EETT Personnel Cert FY19 4QTR.pdf**
47K

-  **Personnel Cert GIHA F19 4QTR.pdf**
459K
-  **Personnel Cert TAE F19 4QTR.pdf**
728K
-  **Reviewed 4th Quarter_Giha_aoa_SRR.docx**
63K
-  **Reviewed FFY2019 TAE 4th Quarter report_aoa_SRR.docx**
93K
-  **Reviewed EETT FY19 Quarterly Report_FINAL_10.13.20_aoa_SRR.doc**
379K

Sean R. Rupley <srrupley@gdoe.net>

Mon, Oct 26, 2020 at 4:48 PM

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

Cc: "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Christopher B. Surla" <cbsurla@gdoe.net>, "Shannon B. Bukikosa" <sbbukikosa@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>, "Cellini J. Higa" <cjhiga@gdoe.net>

Apologies.

Original EETT personnel certification was emailed in the previous communication. Kindly see the revised as discussed.

Thanks!

[Quoted text hidden]

-
-  **Personnel Cert EETT F19 4QTR.pdf**
515K

Sean R. Rupley <srrupley@gdoe.net>

Wed, Oct 28, 2020 at 10:08 AM

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

Cc: "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Christopher B. Surla" <cbsurla@gdoe.net>, "Shannon B. Bukikosa" <sbbukikosa@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>, "Cellini J. Higa" <cjhiga@gdoe.net>

Hafa Adai Michelle,

Kindly following up to ensure you received my previous emails and are able to make the necessary changes for the files.

Have a great day,

[Quoted text hidden]

Cellini J. Higa <cjhiga@gdoe.net>

Wed, Oct 28, 2020 at 1:30 PM

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

Cc: "Michelle M. Camacho" <mmcamacho@gdoe.net>, "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Christopher B. Surla" <cbsurla@gdoe.net>, "Shannon B. Bukikosa" <sbbukikosa@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>

Hi Sean,

Please see attached revised EETT FY19 4th Quarter Report.

Thanks!

[Quoted text hidden]

Cellini J. Higa

Program Coordinator

FSAIS- Enhancing Education through Technology
Guam Department of Education
(671) 300-1357

Guam Department of Education

 **Reviewed EETT FY19 Quarterly Report_FINAL_10.28.20_cjh.doc**
377K

Michelle M. Camacho <mmcamacho@gdoe.net>
To: "Sean R. Rupley" <srupley@gdoe.net>

Thu, Oct 29, 2020 at 5:42 AM

Hi Sean. Please see attached Giha' report with minor revision (towards the end). All other reports...I concur with the changes. 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

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

CONFIDENTIALITY NOTICE

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 **Reviewed 4th Quarter_Giha_aoa_SRR_updated.docx**
64K

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

Quarterly Personnel Certification

October 30, 2020

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



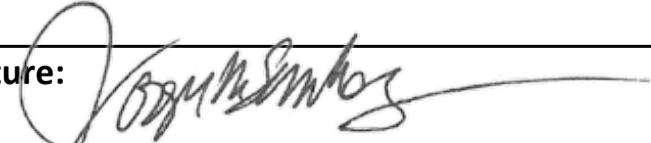
CFDA Title:


Project Title: 82600 Teacher & Administrator Effectiveness**Fiscal Year 2020**Reporting Period: 4th Quarter (July - September)


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

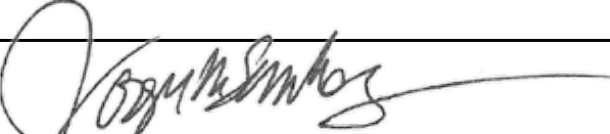
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
690-00-8347	Balajadia, Francesmarie P.	Teacher IV	820 C&I	
690-00-7691	Camacho, Bertha D.	Teacher IV	820 C&I	
690-00-9728	Camacho, Yvonne P.	Teacher IV	820 C&I	
690-00-8359	Chargualaf, Jo Ann P.	Teacher IV	820 C&I	
690-01-1668	Cruz, Tara J.B.	Teacher IV	820 C&I	
690-00-9725	Cruz, Tricia Marie L.	Teacher IV	820 C&I	
690-00-8880	Duenas, Melissa L.	Teacher III	820 C&I	
690-01-0697	Franquez, Michelle A.	Teacher II	820 C&I	
690-00-6001	Gogo, Ronald R.	Teacher V	820 C&I	
690-00-8643	Guerrero, Andrew A.	Teacher V	820 C&I	
690-00-9520	Guzman, Norine Dawn S.	Teacher IV	820 C&I	
690-00-6606	Hernandez, Christine C.	Teacher V	820 C&I	
690-00-1559	Indalecio, Franky J.	Teacher V	820 C&I	
690-00-9437	Leon Guerrero, Christopher R.	Teacher IV	820 C&I	
690-00-7661	Shimizu, Debra S.	Teacher V	820 C&I	
690-00-5742	Taimanglo, Gwendolyn N.	Teacher IV	820 C&I	
690-01-5583	Cruz, Roe-Ann Jean	ADMIN ASST	820 C&I	Partially funded through TAE (82600)/ New Hire Eff: 02/03/20
13837	Aguon, Ana O.	PC IV	812 FPD	Partially funded through TAE (82600)

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

Immediate Supervisor's Name: Joseph L.M. Sanchez	
Immediate Supervisor's Signature: 	Date: 11/02/2020

Project Coordinator Name: Michelle M. Camacho	
Project Coordinator Signature: 	Date: 10/30/2020

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: 11/02/2020

SRP

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

Fiscal Monitoring Documents

October 30, 2020

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
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Amendment | Carryover**

10% Monitoring


October 30, 2020


GDOE - Federal Programs Division Monitoring
 FY 2019 CG 10% Monitoring

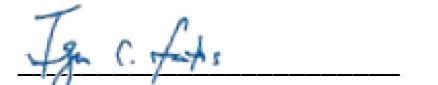
FEDERAL ROSTER - FPD

4th Quarter: FY19 PP26 (09/12/2020)

Employee #	STAFFING PATTERN Employee Name	GDOE Official Position Title	FEDERAL ROSTER Grant Application (F1860) Position Title	Worksite Location #	Worksite Location Description	Federal Roster	Personnel Certification	Labor Cost	Attendance Log	Comments
13837	ANA MARIA T. O AGUON	Program Coordinator IV	82600 - PROGRAM COORDINATOR IV (DATA)	812	FED PROG - FEDERAL PROGRAMS					CHARGED 11%-CG (82600, 82610, 82620, 82630, 82640, 82650, 82660, 82670, 82680)
8643	ANDREW GA GUERRERO	TEACHER V	82600 - TEACHER - INSTRUCTIONAL COACH - ELEI	820	C & I - CURRICULUM & INSTRUCTION					
7691	BERTHA D CAMACHO	TEACHER IV	82600 - TEACHER - INSTRUCTIONAL COACH - SEC	820	C & I - CURRICULUM & INSTRUCTION					
7661	DEBRA S SHIMIZU	TEACHER V	82600 - TEACHER - INSTRUCTIONAL COACH - ELEI	820	C & I - CURRICULUM & INSTRUCTION	X	X	X	X	
9752	TRICIA MARIE L CRUZ	TEACHER IV	82600 - TEACHER - INSTRUCTIONAL COACH - ELEI	820	C & I - CURRICULUM & INSTRUCTION					
9728	YVONNE CAMACHO	TEACHER IV	82600 - TEACHER - INSTRUCTIONAL COACH - ELEI	820	C & I - CURRICULUM & INSTRUCTION					
6001	RONALD R GOGO	TEACHER V	82600 - TEACHER - INSTRUCTIONAL COACH - SEC	820	C & I - CURRICULUM & INSTRUCTION					
9520	NORINE DAWN S GUZMAN	TEACHER IV	82600 - TEACHER - INSTRUCTIONAL COACH - ELEI	820	C & I - CURRICULUM & INSTRUCTION					
6606	CHRISTINE C HERNANDEZ	TEACHER V	82600 - TEACHER - INSTRUCTIONAL COACH - SEC	820	C & I - CURRICULUM & INSTRUCTION	X	X	X	X	
5742	GWENDOLYN N TAIMANGLO	TEACHER IV	82600 - TEACHER - INSTRUCTIONAL COACH - SEC	820	C & I - CURRICULUM & INSTRUCTION					
8359	JOANN P CHARGUALAF	TEACHER IV	82600 - TEACHER - INSTRUCTIONAL COACH - SEC	820	C & I - CURRICULUM & INSTRUCTION					
1559	FRANKY INDALECIO JR	TEACHER V	82600 - TEACHER - INSTRUCTIONAL COACH - ELEI	820	C & I - CURRICULUM & INSTRUCTION					
8347	FRANCES MARIE P BALAJADIA	TEACHER IV	82600 - TEACHER - INSTRUCTIONAL COACH - ELEI	820	C & I - CURRICULUM & INSTRUCTION					
8880	MELISSA LG DUENAS	TEACHER III	82600 - TEACHER - INSTRUCTIONAL COACH - SEC	820	C & I - CURRICULUM & INSTRUCTION					
10697	MICHELLE A FRANQUEZ	TEACHER III	82600 - TEACHER - INSTRUCTIONAL COACH - SEC	820	C & I - CURRICULUM & INSTRUCTION					
11668	TARA B CRUZ	TEACHER IV	82600 - TEACHER - INSTRUCTIONAL COACH - SEC	820	C & I - CURRICULUM & INSTRUCTION					
9437	CHRISTOPHER R LEON GUERRERO	TEACHER IV	82600 - TEACHER - INSTRUCTIONAL COACH - SEC	820	C & I - CURRICULUM & INSTRUCTION	X	X	X	X	
12333	ORLANDO O CRUZ	TEACHER IV	82600 - TEACHER - DISTRICT TEACHER MENTOR	820	C & I - CURRICULUM & INSTRUCTION					
6169	JOSEPH R FERNANDEZ	TEACHER III	82600 - TEACHER - DISTRICT TEACHER MENTOR	820	C & I - CURRICULUM & INSTRUCTION					
10313	BELLA MARIE SANTOS-CRUZ	TEACHER V	82600 - TEACHER - DISTRICT TEACHER MENTOR	820	C & I - CURRICULUM & INSTRUCTION					
9243	KRISTINA L CADE	TEACHER II	82600 - TEACHER - DISTRICT TEACHER MENTOR	820	C & I - CURRICULUM & INSTRUCTION					
17167	DEBRALYNN PALACIOS	Clerk Typist III	82600 - Clerk Typist III	820	C & I - CURRICULUM & INSTRUCTION					Charged to all C&I Projects
15583	ROE-ANN CRUZ	Administrative Assistant	82600 - Administrative Assistant	820	C & I - CURRICULUM & INSTRUCTION					Charged to all C&I Projects


 Sean Rupley
 State Program Officer


 Rachel Duenas
 Senior State Program Officer


 Ignacio C. Santos
 Federal Programs Administrator

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82600 Teacher & Administrator Effectiveness

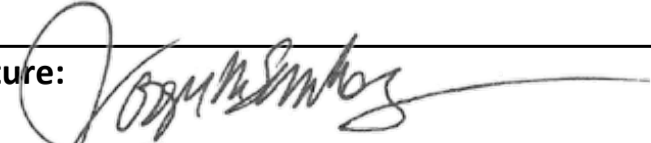
Fiscal Year 2020


Reporting Period: 4th Quarter (July - September)


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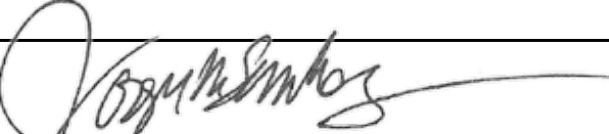
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690-00-8359	Chargualaf, Jo Ann P.	Teacher IV	820 C&I	
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690-00-9725	Cruz, Tricia Marie L.	Teacher IV	820 C&I	
690-00-8880	Duenas, Melissa L.	Teacher III	820 C&I	
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690-00-6001	Gogo, Ronald R.	Teacher V	820 C&I	
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690-00-9520	Guzman, Norine Dawn S.	Teacher IV	820 C&I	
690-00-6606	Hernandez, Christine C.	Teacher V	820 C&I	
690-00-1559	Indalecio, Franky J.	Teacher V	820 C&I	
690-00-9437	Leon Guerrero, Christopher R.	Teacher IV	820 C&I	
690-00-7661	Shimizu, Debra S.	Teacher V	820 C&I	
690-00-5742	Taimanglo, Gwendolyn N.	Teacher IV	820 C&I	
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Immediate Supervisor's Name: Joseph L.M. Sanchez	
Immediate Supervisor's Signature: 	Date: 11/02/2020

Project Coordinator Name: Michelle M. Camacho	
Project Coordinator Signature: 	Date: 10/30/2020

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: 11/02/2020

SRP

LABOR COST DISTRIBUTION REPORT
PPE : 09/12/2020_PD 09/18/2020_PP26

Sum of Total PROJECTS	Name	Emp #	R-OBJECT		Grand Total
			0111	0121	
82600	ANDREW G.A. GUERRERO	8643	2,512.15	703.79	3,215.94
	BELLA MARIE SANTOS-CRUZ	10313	2,512.15	994.86	3,507.01
	BERTHA D CAMACHO	7691	2,111.54	657.50	2,769.04
	CHRISTINE C HERNANDEZ	6606	2,674.08	892.68	3,566.76
	CHRISTOPHER R LEON GUERRERO	9437	2,318.96	650.21	2,969.17
	DEBRA S SHIMIZU	7661	2,434.88	682.37	3,117.25
	FRANCESMARIE P BALAJADIA	8347	2,247.65	630.44	2,878.09
	FRANKY J INDALECIO	1559	2,512.15	821.63	3,333.78
	GWENDOLYN N TAIMANGLO	5742	2,674.08	748.69	3,422.77
	JOANN P CHARGUALAF	8359	2,178.54	699.04	2,877.58
	JOSEPH R FERNANDEZ	6169	2,157.15	723.19	2,880.34
	KRISTINA L CADE	9243	1,500.14	618.29	2,118.43
	MELISSA L DUENAS	8880	1,964.19	716.29	2,680.48
	MICHELLE A FRANQUEZ	10697	1,705.50	597.95	2,303.45
	NORINE DAWN S. GUZMAN	9520	2,247.65	695.24	2,942.89
	ORLANDO O CRUZ	12333	1,863.54	588.01	2,451.55
	RONALD R GOGO	6001	2,434.88	892.31	3,327.19
	TARA J. B CRUZ	11668	1,922.65	716.44	2,639.09
	TRICIA MARIE L CRUZ	9725	2,318.96	762.03	3,080.99
	YVONNE P CAMACHO	9728	2,247.65	774.43	3,022.08
Grand Total			44,538.49	14,565.39	59,103.88

DEPARTMENT OF EDUCATION
 TIME & ATTENDANCE SHEET
 TEACHER & ADMINISTRATORS EFFECTIVENESS PROJECT (TAE)



Location Code: 820
 Job Code: TEACH

Pay Period Ending:
 9/12/2020

NAME	08/31/20	09/01/20	09/02/20	09/03/20	09/04/20	09/07/20	09/08/20	09/09/20	09/10/20	09/11/20
	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI
BALAJADIA, FrancesMarie P. 690-00-8347	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
CADE, Kristina L. 690-00-9243	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
CAMACHO, Bertha 690-00-7691	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
CAMACHO, Yvonne P. 690-00-9728	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
CHARGUALAF, Joann P. 690-00-8359	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
CRUZ, Orlando O. 690-01-2333	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
CRUZ, Tara 690-01-1668	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
CRUZ, Tricia Marie 690-00-9725	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
DUEÑAS, Melissa I.G 690-00-8880	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
FERNANDEZ, Joseph R. 690-00-9728	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
FRANQUEZ, Michelle A. 690-01-0697	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
GOGO, Ronald R. 690-00-6001	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
GUERRERO, Andrew 690-00-8643	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
GUZMAN, Norine S. 690-00-9520	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
HERNANDEZ, Christine R. 690-00-6606	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH
INDALECIO, Franky Jr. 690-00-1559	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH	SL PL OTH

TELEWORK

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LABOR DAY HOLIDAY

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TELEWORK

Time Keeper Signature

Date: SEP 10 2020

JOSEPH L.M. SANCHEZ
 Deputy Superintendent of Curriculum and Instructional Improvement

Date: SEP 10 2020

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

100% Monitoring


October 30, 2020


GDOE - Federal Programs Division Monitoring
 FY 2019 CG 100% Monitoring

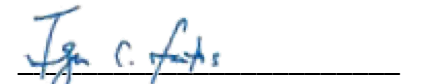
FEDERAL ROSTER - FPD

4th Quarter: FY19 PP22 (07/18/2020)

Employee #	STAFFING PATTERN Employee Name	GDOE Official Position Title	FEDERAL ROSTER Grant Application (F1860) Position Title	Worksite Location #	Worksite Location Description	Federal Roster	Personnel Certification	Labor Cost	Attendance Log	Comments
13837	ANA MARIA T. O AGUON	Program Coordinator IV	82600 - PROGRAM COORDINATOR IV (DATA)	812	FED PROG - FEDERAL PROGRAMS	X	X	X		CHARGED 11%-CG (82600, 82610, 82620, 82630, 82640, 82650, 82660, 82670, 82680)
8643	ANDREW GA GUERRERO	TEACHER V	82600 - TEACHER - INSTRUCTIONAL COACH - ELEI	820	C & I - CURRICULUM & INSTRUCTION	X	X	X		
7691	BERTHA D CAMACHO	TEACHER IV	82600 - TEACHER - INSTRUCTIONAL COACH - SEC	820	C & I - CURRICULUM & INSTRUCTION	X	X	X		
7661	DEBRA S SHIMIZU	TEACHER V	82600 - TEACHER - INSTRUCTIONAL COACH - ELEI	820	C & I - CURRICULUM & INSTRUCTION	X	X	X		
9752	TRICIA MARIE L CRUZ	TEACHER IV	82600 - TEACHER - INSTRUCTIONAL COACH - ELEI	820	C & I - CURRICULUM & INSTRUCTION	X	X	X		
9728	YVONNE CAMACHO	TEACHER IV	82600 - TEACHER - INSTRUCTIONAL COACH - ELEI	820	C & I - CURRICULUM & INSTRUCTION	X	X	X		
6001	RONALD R GOGO	TEACHER V	82600 - TEACHER - INSTRUCTIONAL COACH - SEC	820	C & I - CURRICULUM & INSTRUCTION	X	X	X		
9520	NORINE DAWN S GUZMAN	TEACHER IV	82600 - TEACHER - INSTRUCTIONAL COACH - ELEI	820	C & I - CURRICULUM & INSTRUCTION	X	X	X		
6606	CHRISTINE C HERNANDEZ	TEACHER V	82600 - TEACHER - INSTRUCTIONAL COACH - SEC	820	C & I - CURRICULUM & INSTRUCTION	X	X	X		
5742	GWENDOLYN N TAIMANGLO	TEACHER IV	82600 - TEACHER - INSTRUCTIONAL COACH - SEC	820	C & I - CURRICULUM & INSTRUCTION	X	X	X		
8359	JOANN P CHARGUALAF	TEACHER IV	82600 - TEACHER - INSTRUCTIONAL COACH - SEC	820	C & I - CURRICULUM & INSTRUCTION	X	X	X		
1559	FRANKY INDALECIO JR	TEACHER V	82600 - TEACHER - INSTRUCTIONAL COACH - ELEI	820	C & I - CURRICULUM & INSTRUCTION	X	X			Employee compensated during 2 PPE resignation. Corrected with no pay during this PP. Documents attached
8347	FRANCES MARIE P BALAJADIA	TEACHER IV	82600 - TEACHER - INSTRUCTIONAL COACH - ELEI	820	C & I - CURRICULUM & INSTRUCTION	X	X	X		
8880	MELISSA LG DUENAS	TEACHER III	82600 - TEACHER - INSTRUCTIONAL COACH - SEC	820	C & I - CURRICULUM & INSTRUCTION	X	X	X		
10697	MICHELLE A FRANQUEZ	TEACHER III	82600 - TEACHER - INSTRUCTIONAL COACH - SEC	820	C & I - CURRICULUM & INSTRUCTION	X	X	X		
11668	TARA B CRUZ	TEACHER IV	82600 - TEACHER - INSTRUCTIONAL COACH - SEC	820	C & I - CURRICULUM & INSTRUCTION	X	X	X		
9437	CHRISTOPHER R LEON GUERRERO	TEACHER IV	82600 - TEACHER - INSTRUCTIONAL COACH - SEC	820	C & I - CURRICULUM & INSTRUCTION	X	X	X		
12333	ORLANDO O CRUZ	TEACHER IV	82600 - TEACHER - DISTRICT TEACHER MENTOR	820	C & I - CURRICULUM & INSTRUCTION	X	X			Employee hired eff. August 7, 2020
6169	JOSEPH R FERNANDEZ	TEACHER III	82600 - TEACHER - DISTRICT TEACHER MENTOR	820	C & I - CURRICULUM & INSTRUCTION	X	X			Employee hired eff. August 7, 2020
10313	BELLA MARIE SANTOS-CRUZ	TEACHER V	82600 - TEACHER - DISTRICT TEACHER MENTOR	820	C & I - CURRICULUM & INSTRUCTION	X	X			Employee hired eff. August 7, 2020
9243	KRISTINA L CADE	TEACHER II	82600 - TEACHER - DISTRICT TEACHER MENTOR	820	C & I - CURRICULUM & INSTRUCTION	X	X			Employee hired eff. August 7, 2020
17167	DEBRALYNN PALACIOS	Clerk Typist III	82600 - Clerk Typist III	820	C & I - CURRICULUM & INSTRUCTION	X	X	X		Charged to all C&I Projects
15583	ROE-ANN CRUZ	Administrative Assistant	82600 - Administrative Assistant	820	C & I - CURRICULUM & INSTRUCTION	X	X	X		Charged to all C&I Projects


 Sean Rupley
 State Program Officer


 Rachel Duenas
 Senior State Program Officer


 Ignacio C. Santos
 Federal Programs Administrator

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



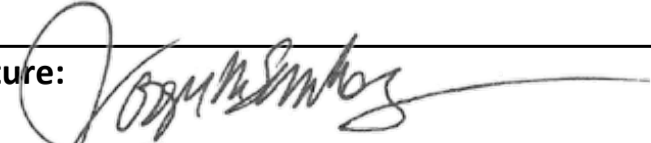
CFDA Title:


Project Title: 82600 Teacher & Administrator Effectiveness**Fiscal Year 2020**Reporting Period: 4th Quarter (July - September)


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

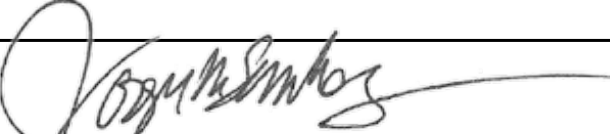
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
690-00-8347	Balajadia, Francesmarie P.	Teacher IV	820 C&I	
690-00-7691	Camacho, Bertha D.	Teacher IV	820 C&I	
690-00-9728	Camacho, Yvonne P.	Teacher IV	820 C&I	
690-00-8359	Chargualaf, Jo Ann P.	Teacher IV	820 C&I	
690-01-1668	Cruz, Tara J.B.	Teacher IV	820 C&I	
690-00-9725	Cruz, Tricia Marie L.	Teacher IV	820 C&I	
690-00-8880	Duenas, Melissa L.	Teacher III	820 C&I	
690-01-0697	Franquez, Michelle A.	Teacher II	820 C&I	
690-00-6001	Gogo, Ronald R.	Teacher V	820 C&I	
690-00-8643	Guerrero, Andrew A.	Teacher V	820 C&I	
690-00-9520	Guzman, Norine Dawn S.	Teacher IV	820 C&I	
690-00-6606	Hernandez, Christine C.	Teacher V	820 C&I	
690-00-1559	Indalecio, Franky J.	Teacher V	820 C&I	
690-00-9437	Leon Guerrero, Christopher R.	Teacher IV	820 C&I	
690-00-7661	Shimizu, Debra S.	Teacher V	820 C&I	
690-00-5742	Taimanglo, Gwendolyn N.	Teacher IV	820 C&I	
690-01-5583	Cruz, Roe-Ann Jean	ADMIN ASST	820 C&I	Partially funded through TAE (82600)/ New Hire Eff: 02/03/20
13837	Aguon, Ana O.	PC IV	812 FPD	Partially funded through TAE (82600)

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

Immediate Supervisor's Name: Joseph L.M. Sanchez	
Immediate Supervisor's Signature: 	Date: 11/02/2020

Project Coordinator Name: Michelle M. Camacho	
Project Coordinator Signature: 	Date: 10/30/2020

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: 11/02/2020

SRP

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82600 Teacher & Administrator Effectiveness

Fiscal Year 2020

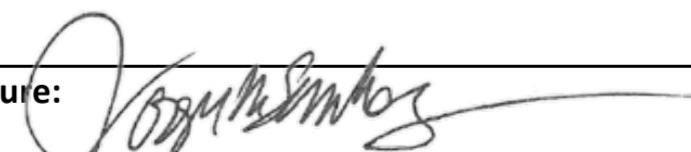
Reporting Period: 4th Quarter (July - September)

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


EIN No.	Employee Name	Employee Position Title	Site Location	Comments
690-00-9243	Cade, Kristina L.	Teacher II	820 C&I	Effective date of transfer from local 8/07/2020
690-01-2333	Cruz, Orlando O.	Teacher IV	820 C&I	Effective date of transfer from local 8/07/2020
690-00-6169	Fernandez, Joseph R.	Teacher III	820 C&I	Effective date of transfer from local 8/07/2020
690-01-0313	Santos-Cruz, Bella Marie	Teacher V	820 C&I	Effective date of transfer from local 8/07/2020
690-01-7167	Palacios, Debralynn	Clerk Typist III	820 C&I	Partially Funded through TAE Project (8260)

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:
Joseph L.M. Sanchez

Immediate Supervisor's Signature:  **Date:** 11/02/2020

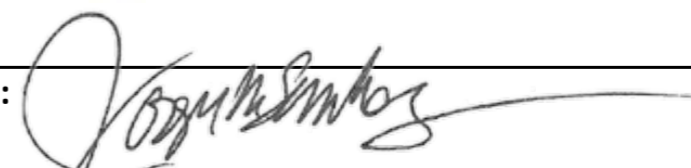
Project Coordinator Name:
Michelle M. Camacho

Project Coordinator Signature:  **Date:** 10/30/2020

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:** 11/02/2020

SRR

LABOR COST DISTRIBUTION REPORT
PPE : 07/18/2020_PD 07/24/2020_PP22

Sum of TOTAL PROJECTS	Name	Emp #	R-OBJECT		Grand Total
			0111	0121	
82600	ANDREW G.A. GUERRERO	8643	2,512.15	703.79	3,215.94
	BERTHA D CAMACHO	7691	2,111.54	657.50	2,769.04
	CHRISTINE C HERNANDEZ	6606	2,674.08	892.68	3,566.76
	CHRISTOPHER R LEON GUERRERO	9437	2,318.96	650.21	2,969.17
	DEBRA S SHIMIZU	7661	2,434.88	682.37	3,117.25
	FRANCESMARIE P BALAJADIA	8347	2,178.54	611.28	2,789.82
	GWENDOLYN N TAIMANGLO	5742	2,674.08	748.69	3,422.77
	JOANN P CHARGUALAF	8359	2,178.54	699.04	2,877.58
	MELISSA L DUENAS	8880	1,964.19	716.29	2,680.48
	MICHELLE A FRANQUEZ	10697	1,705.50	597.95	2,303.45
	NORINE DAWN S. GUZMAN	9520	2,247.65	695.24	2,942.89
	RONALD R GOGO	6001	2,434.88	892.31	3,327.19
	TARA J. B CRUZ	11668	1,863.54	700.05	2,563.59
	TRICIA MARIE L CRUZ	9725	2,318.96	762.03	3,080.99
	YVONNE P CAMACHO	9728	2,247.65	774.43	3,022.08
	ROE-ANN JEAN M CRUZ	15583	1,195.23	465.92	1,661.15
	DEBRALYNN A PALACIOS	7167	1,185.81	355.00	1,540.81
	ANA MARIA T. O AGUON	13837	2,226.92	915.76	3,142.68



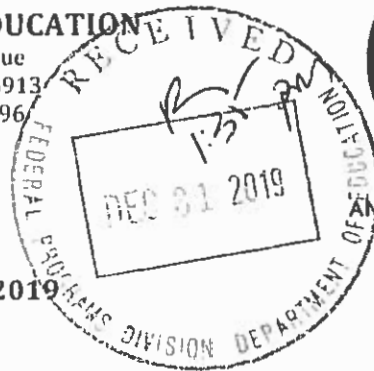
JON J.P. FERNANDEZ
Superintendent of Education

**HUMAN RESOURCES DIVISION
DEPARTMENT OF EDUCATION**

501 Mariner Avenue
Harrigada, Guam 96913
Tel: (671) 475-0496



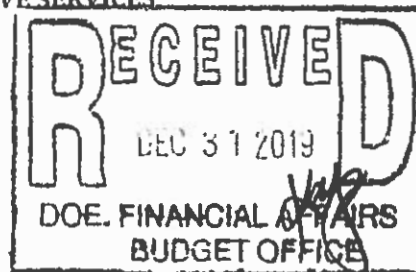
ANTONETTE MUÑA SANTOS
ADMINISTRATOR



December 30, 2019

TRANSMITTAL:

- To: DEPUTY SUPERINTENDENT, FINANCE & ADMINISTRATIVE SERVICES
Date Received/Initial: _____
- FEDERAL PROGRAMS
Date Received/Initial: _____
- OFFICE OF THE SUPERINTENDENT OF EDUCATION
Date Received/Initial: _____



From: Personnel Services Administrator

Subject: Request for Certification of Personnel Action(s) & Form P(s)

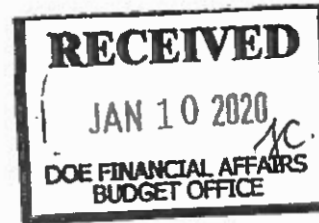
Transmitted herewith is/are Personnel Action(s) & Form P(s) as indicated below. Please refer to the following as listed below:

DIVISION/SCHOOL	NAME OF EMPLOYEE	POSITION TITLE	NATURE OF ACTION & ED NO.		
CURRICULUM & INSTRUCTION (820)	INDALECIO, FRANKY JR.	TEACHER V (3.42-1)	RESIGNATION	848	2020 ✓

Should you have any question regarding the above, please contact Ms. Darlene M. B. Cruz at extension 1608.

AM

ANTONETTE MUÑA SANTOS





Attachments
dmer/dcruz

1/10/20 Emailed.

**DEPARTMENT OF EDUCATION
NOTIFICATION OF PERSONNEL ACTION**

ED No: 848-2020

1. NAME (Last, First, Middle) INDALECIO, FRANKY JR.		2. Date of Birth 12/27/1975		3. EIN. 1559		4. Date 12/30/2019	
5. Nature of Action RESIGNATION FULL-TIME EMPLOYEE				6. Legal Authority Public Law 26-26		7. Effective Date 12/21/2019 COB	
FROM:		DESCRIPTION		TO:			
TEACHER V (3.424)		8. Position Title					
Pay Grade: ED5 Step: 15		9. Pay Grade, Step		Pay Grade:		Step:	
Salary: \$65,316.00 <input checked="" type="checkbox"/> Per Annum <input type="checkbox"/> Per Hour		10. Salary		Salary:		<input type="checkbox"/> Per Annum <input type="checkbox"/> Per Hour	
CURRICULUM & INSTRUCTION (820)		11. Department					
CURRICULUM & INSTRUCTION (820)		12. Work Site					
220.12.000.011100.18.2200.01.82600		13. Account					
14. Position Control/Vacancy Number: 108408 Job Class: ITCH Vice: <input type="checkbox"/> New: <input type="checkbox"/>		15. Retirement DC <input type="checkbox"/> DB <input type="checkbox"/> SS <input type="checkbox"/>		16. Health Ins. Yes <input type="checkbox"/> <input type="checkbox"/> No CAT		17. Dental Ins. Yes <input type="checkbox"/> <input type="checkbox"/> No CAT	
18. Certification, Type, Area, Level: MASTER EDUCATOR: ELEMENTARY EDUCATION K-5		19. Expiration Date: 01/15/2029		20. Content Area of Assignment INSTRUCTIONAL COACH			
21. Remarks: This action is subject to all applicable laws, rules, and regulation. Funds have been certified for this personnel action. Funding: Local <input type="checkbox"/> Federal <input checked="" type="checkbox"/> Continuation of employment is subject to the availability of funds. RE-EMPLOYMENT PURSUANT TO SECTION 2108, 4GCA, SUBJECT TO POSITION/FUNDING AVAILABILITY.							
23. Human Resources:  Antonette Muña Santos Personnel Services Administrator Date: 12/31/2019				25: Certification of Funds: <u>N/A</u> _____ Certifying Officer Date: _____			
24. Federal Programs Office Compliance: (For Federally Funded Positions Only) <input type="checkbox"/> FPO Compliance & Clearance  Ignacio C. Santos Federal Programs Administrator Date: JAN 10 2020 <small>ALLOWABLE ACTIVITY/NON-COMPLIANT due to lack of certification of funds</small>				26: Financial Affairs: Franklin J. Cooper-Nurse Acting, Deputy Superintendent, Finance and Administrative Services Date: _____			

JON J.P. FERNANDEZ
SUPERINTENDENT OF EDUCATION
Date: _____

28. Notification: This action serves as official notification of your employment status with the Department of Education.

TO FILE

Employee Name & Signature Date


AMS/dmcr/decruz



JON J.P. FERNANDEZ
Superintendent of Education

**HUMAN RESOURCES DIVISION
DEPARTMENT OF EDUCATION**

501 Mariner Avenue
Barrigada, Guam 96913
Tel: (671) 475-0496



ANTONETTE MUÑA SANTOS
ADMINISTRATOR



December 30, 2019

TRANSMITTAL:

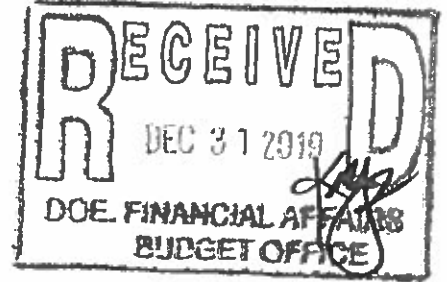
To: **DEPUTY SUPERINTENDENT, FINANCE & ADMINISTRATIVE SERVICES**
Date Received/Initial: _____

FEDERAL PROGRAMS
Date Received/Initial: _____

OFFICE OF THE SUPERINTENDENT OF EDUCATION
Date Received/Initial: _____

From: Personnel Services Administrator

Subject: Request for Certification of Personnel Action(s) & Form P(s)

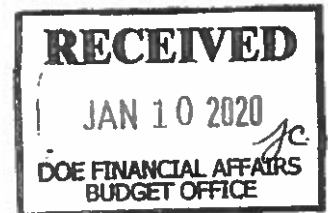


Transmitted herewith is/are Personnel Action(s) & Form P(s) as indicated below. Please refer to the following as listed below:

DIVISION/SCHOOL	NAME OF EMPLOYEE	POSITION TITLE	NATURE OF ACTION & ED NO.		
			RE-EMPLOYMENT	849	2020
CURRICULUM & INSTRUCTION (820)	INDALECIO, FRANKY JR.	TEACHER V (3,424)			

Should you have any question regarding the above, please contact Ms. Darlene M. B. Cruz at extension 1608.

ANTONETTE MUÑA SANTOS



Attachments
dmer/dcruz
[Handwritten signature]

**DEPARTMENT OF EDUCATION
NOTIFICATION OF PERSONNEL ACTION**

ED No: 849-2020

1. NAME (Last, First, Middle) INDALECIO, FRANKY JR.		2. Date of Birth 12/27/1975	3. EIN. 1559	4. Date 12/30/2019
5. Nature of Action RE-EMPLOYMENT FULL-TIME EMPLOYEE		6. Legal Authority Public Law 26-26	7. Effective Date 1/20/2020	
FROM:		DESCRIPTION	TO:	
		8. Position Title TEACHER V (3.424)		
Pay Grade:	Step:	9. Pay Grade, Step	Pay Grade: ED5	Step: 15
Salary:	<input type="checkbox"/> Per Annum <input type="checkbox"/> Per Hour	10. Salary	Salary: \$65,316.00	<input checked="" type="checkbox"/> Per Annum <input type="checkbox"/> Per Hour
		11. Department	CURRICULUM & INSTRUCTION (820)	
		12. Work Site	CURRICULUM & INSTRUCTION (820)	
		13. Account	220.12.000.011100.18.2200.01.82600	
14. Position Control/Vacancy Number: 108408 Job Class: ITCH Vice: <input checked="" type="checkbox"/> SELF New: <input type="checkbox"/>		15. Retirement DC <input type="checkbox"/> DB <input type="checkbox"/> SS <input type="checkbox"/>	16. Health Ins. Yes <input type="checkbox"/> No <input type="checkbox"/> CAT	17. Dental Ins. Yes <input type="checkbox"/> No <input type="checkbox"/> CAT
18. Certification, Type, Area, Level: MASTER EDUCATOR: ELEMENTARY EDUCATION K-5		19. Expiration Date: 01/15/2029	20. Content Area of Assignment INSTRUCTIONAL COACH II	
21. Remarks: This action is subject to all applicable laws, rules, and regulation. Funds have been certified for this personnel action. Funding: Local <input type="checkbox"/> Federal <input checked="" type="checkbox"/> Continuation of employment is subject to the availability of funds. SUBJECT EMPLOYEE IS ENTITLED FOR REINSTATEMENT OF ALL SICK LEAVE ACCUMULATED AND NOT USED AS OF LAST SEPARATION, PURSUANT TO 4GCA, SECTION 4108. SUBJECT TO SATISFACTORY MEDICAL EXAMINATION. SELECTED FROM CERTIFICATION OF ELIGIBILITY LIST DATED: _____ THIS POSITION/EMPLOYMENT IS FEDERALLY FUNDED AND SUBJECT TO AVAILABILITY OF FUNDS. GOVERNMENT OF GUAM GROUP LIFE INSURANCE/STANDARD INSURANCE COMPANY, BASIC LIFE WITH AD&D \$10,000.00 (EMPLOYER PAID); EFFECTIVE DATE OF ELIGIBILITY: 7/20/2020 NEXT SALARY INCREMENT DATE: _____				
23. Human Resources: <u>Antonette Muña Santos</u> Personnel Services Administrator Date: <u>12/31/2019</u>		25. Certification of Funds: \$65,316.00 P/A _____ Certifying Officer Date: _____		
24. Federal Programs Office Compliance: (For Federally Funded Positions Only) <input checked="" type="checkbox"/> EPC Compliance & Clearance <u>Ignacio C. Santos</u> Federal Programs Administrator Date: JAN 10 2020		26. Financial Affairs: <u>Franklin J. Cooper-Nurse</u> Acting, Deputy Superintendent, Finance and Administrative Services Date: _____		
27. Approval: ALLOWABLE ACTIVITY/NON-COMPLIANT due to lack of certification of funds				

JON J. P. FERNANDEZ
SUPERINTENDENT OF EDUCATION
Date: _____

28. Notification: This action serves as official notification of your employment status with the Department of Education.

INDALECIO, FRANKY JR.
Employee Name & Signature
Date: _____

AMS/ther/Actu



DEPARTMENT OF EDUCATION

REQUEST TO FILL VACANT POSITION(S)



JON J.P. FERNANDEZ
Superintendent of Education

ANTONETTE MUÑA SANTOS
Administrator Personnel

To: Superintendent of Education

- 1st Request 3rd Request
 2nd Request Other

From: School Principal/Division Manager: Joseph L.M. Sanchez, DSCII

This is to inform you that I am submitting my request for your approval to fill the following vacant position(s) as follows:

NON-TEACHING POSITIONS

FY 2019 Budget		Funding Source		Employment Status		Position Title	Position Number/ Vacated By/New Position
Yes	No	Local	Federal	Full-Time	Part-Time		
X			X	X		Instructional Coach	#104515 Vice: Franky Indalecio

JUSTIFICATION: _____

TEACHING POSITIONS

FY Budget		Funding Source		Employment Status		Teacher Classification	Subject/Area	Position Number/ Vacated By/New Position
Yes	No	Local	Federal	Full-Time	Part-Time			

JUSTIFICATION: _____

School Principal/Division Manager Signature/Date

DEPUTY SUPERINTENDENT OF
Curriculum & Instructional Improvement

APPROVED DISAPPROVED

JOSEPH L.M. SANCHEZ
 Date: **DEC 27 2019**

Date: _____
Comment: _____

REVIEWED FOR COMPLIANCE (As Applicable)

Compliant Non-Compliant

IGNACIO C. SANTOS
 Federal Programs Administrator
 Date: **JAN 10 2020**

Date: _____
Comment: _____

Please respond within 2 to 3 work days from date of receipt.

REVIEWED & CERTIFIED FOR FUNDING
TO: Human Resources Division

APPROVED DISAPPROVED

FRANK COOPER-NURSE, Acting
 Deputy Superintendent of Finance & Administrative Services

Date: _____
Comment: _____
Certifying Officer: _____
Date: _____

SUPERINTENDENT OF EDUCATION

APPROVED DISAPPROVED

JON J.P. FERNANDEZ

Date: _____
Comment: _____

FISCAL YEAR 2020

NOTE: P.L. 26-157
 Effective 12/15/2002
 Elimination of various legal holidays

MONTH	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	PPE
SEPT	15	16	17	18	19	20	21	22	23	24	25	26	27	28	1
SEPT/OCT	29	30	1	2	3	4	5	6	7	8	9	10	11	12	2
OCT	13	14	15	16	17	18	19	20	21	22	23	24	25	26	3
OCT/NOV	27	28	29	30	31	1	2	3	4	5	6	7	8	9	4
NOV	10	11	12	13	14	15	16	17	18	19	20	21	22	23	5
NOV/DEC	24	25	26	27	28	29	30	1	2	3	4	5	6	7	6
DEC	8	9	10	11	12	13	14	15	16	17	18	19	20	21	7
DEC/JAN	22	23	24	25	26	27	28	29	30	31	1	2	3	4	8
JAN	5	6	7	8	9	10	11	12	13	14	15	16	17	18	9
JAN/FEB	19	20	21	22	23	24	25	26	27	28	29	30	31	1	10
FEB	2	3	4	5	6	7	8	9	10	11	12	13	14	15	11
FEB	16	17	18	19	20	21	22	23	24	25	26	27	28	29	12
MAR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	13
MAR	15	16	17	18	19	20	21	22	23	24	25	26	27	28	14
MAR/APR	29	30	31	1	2	3	4	5	6	7	8	9	10	11	15
APR	12	13	14	15	16	17	18	19	20	21	22	23	24	25	16
APR/MAY	26	27	28	29	30	1	2	3	4	5	6	7	8	9	17
MAY	10	11	12	13	14	15	16	17	18	19	20	21	22	23	18
MAY/JUNE	24	25	26	27	28	29	30	31	1	2	3	4	5	6	19
JUNE	7	8	9	10	11	12	13	14	15	16	17	18	19	20	20
JUNE/JULY	21	22	23	24	25	26	27	28	29	30	1	2	3	4	21
JULY	5	6	7	8	9	10	11	12	13	14	15	16	17	18	22
JULY/AUG	19	20	21	22	23	24	25	26	27	28	29	30	31	1	23
AUG	2	3	4	5	6	7	8	9	10	11	12	13	14	15	24
AUG	16	17	18	19	20	21	22	23	24	25	26	27	28	29	25
AUG/SEPT	30	31	1	2	3	4	5	6	7	8	9	10	11	12	26

LABOR COST DISTRIBUTION REPORT
PPE : 01/04/20_PD 01/10/20_PP08

Sum of TOTAL PROJECTS	Name	Emp #	R-OBJECT		Grand Total
			0111	0121	
82600	ANDREW G.A. GUERRERO	8643	2434.88	682.37	3117.25
	BERTHA D CAMACHO	7691	2111.54	657.5	2769.04
	CHRISTINE C HERNANDEZ	6606	2674.08	892.68	3566.76
	CHRISTOPHER R LEON GUERRERO	9437	2318.96	650.21	2969.17
	DEBRA S SHIMIZU	7661	2434.88	682.37	3117.25
	FRANCESMARIE P BALAJADIA	8347	2178.54	611.28	2789.82
	FRANKY J INDALECIO	1559	2512.15	768.59	3280.74
	GWENDOLYN N TAIMANGLO	5742	2674.08	748.69	3422.77
	JOANN P CHARGUALAF	8359	2178.54	699.04	2877.58
	MELISSA L DUENAS	8880	1964.19	716.29	2680.48
	MICHELLE A FRANQUEZ	10697	1605.5	570.22	2175.72
	NORINE DAWN S. GUZMAN	9520	2247.65	718.2	2965.85
	RONALD R GOGO	6001	2434.88	892.31	3327.19
	TARA J. B CRUZ	11668	1863.54	692.88	2556.42
	TRICIA MARIE L CRUZ	9725	2318.96	762.03	3080.99
	YVONNE P CAMACHO	9728	2247.65	774.43	3022.08
Grand Total			36200.02	11519.09	47719.11

LABOR COST DISTRIBUTION REPORT
PPE : 01/18/2020_PD 01/24/2020_PP09

Sum of TOTAL PROJECTS	Name	Emp #	R-OBJECT		Grand Total
			az	0115 0121	
82600	ALDRIN JAY B CAJIGAL	12163		300.00 4.35	304.35
	ANALYN V PALUGOD	10071		300.00 4.35	304.35
	ANDREW G.A. GUERRERO	8643	2,434.88		682.37 3,117.25
	ANGELA M S LIMTIACO	7419		300.00 4.35	304.35
	ANN MARIE S TRUSSO	5589		300.00 4.35	304.35
	ARVIN B NOVELO	10656		900.00 13.05	913.05
	BENJAMIN J SANTIAGO	9163		900.00 13.05	913.05
	BERTHA D CAMACHO	7691	2,111.54		657.50 2,769.04
	CARMEL I AGUON	8735		300.00 4.35	304.35
	CHRISTINE C HERNANDEZ	6606	2,674.08		892.68 3,566.76
	CHRISTOPHER R LEON GUERRERO	9437	2,318.96		650.21 2,969.17
	CONNIE P MALLADA	7822		900.00 13.05	913.05
	DEBRA S SHIMIZU	7661	2,434.88		682.37 3,117.25
	ELIZABETH HAMILTON	59		600.00 8.70	608.70
	EMMANUEL A BALMEO	6858		300.00 4.35	304.35
	ENRIQUE S.N. QUINATA	6078		900.00 13.05	913.05
	FRANCESMARIE P BALAJADIA	8347	2,178.54		611.28 2,789.82
	FRANKY J INDALECIO	1559	2,512.15		768.59 3,280.74
	GRACE D DIEGO	7676		600.00 8.70	608.70
	GRACELLE L CANAR	12044		300.00 4.35	304.35
	GWENDOLYN N TAIMANGLO	5742	2,674.08		748.69 3,422.77
	HELEN L ADDIE	11958		600.00 8.70	608.70
	JAMIE LYNN K FEGURGUR	8250		300.00 4.35	304.35
	JANA G SALAS	6928		600.00 8.70	608.70

82600

JASON Q ACFALLE	10556		900.00	13.05	913.05
JEAN M AGUON	1933		600.00	8.70	608.70
JOANN P CHARGUALAF	8359	2,178.54		699.04	2,877.58
KATHY S CANDASO	7999		300.00	4.35	304.35
LIAHLANNI N CRUZ	11698		300.00	4.35	304.35
LIZA MARIE Q CASTRO	6883		300.00	4.35	304.35
MABEL M UNCANGCO	8635		300.00	4.35	304.35
MARIA LOURDES G FELIPE	4490		300.00	4.35	304.35
MARY JEAN F VIGILANTE	5756		300.00	4.35	304.35
MELISSA L DUENAS	8880	1,964.19		716.29	2,680.48
MICHELLE A DEGUZMAN	11082		900.00	13.05	913.05
MICHELLE A FRANQUEZ	10697	1,605.50		570.22	2,175.72
MONICA GUEVARA CEPEDA	9080		300.00	4.35	304.35
NORINE DAWN S. GUZMAN	9520	2,247.65		718.20	2,965.85
NOSHISTA B DELGADO	10681		900.00	13.05	913.05
PAULA A.S. DUENAS	8141		600.00	8.70	608.70
RACHEL D WESLEY	8879		300.00	4.35	304.35
RACHEL O DUENAS	13453		300.00	4.35	304.35
RONALD A CANOS	5714		600.00	8.70	608.70
RONALD R GOGO	6001	2,434.88		892.31	3,327.19
ROONG D TAITANO	12221		300.00	4.35	304.35
SARA M UNCANGCO	6402		300.00	4.35	304.35
SHANNON H SELEEN	137		600.00	8.70	608.70
SHEILA MARIE G SALAS	1746		300.00	4.35	304.35
SHIRLEY B BALMEO	5902		600.00	8.70	608.70
TARA J. B CRUZ	11668	1,863.54		692.88	2,556.42
TARA M LEON GUERRERO	7335		900.00	13.05	913.05

82600

TERESA R TAITAGUE	7282		300.00	4.35	304.35
TRICIA MARIE L CRUZ	9725	2,318.96		762.03	3,080.99
URSULA D UMADHAY	5518		600.00	8.70	608.70
VALENE ANN Q SALAS	11809		600.00	8.70	608.70
YVONNE P CAMACHO	9728	2,247.65		774.43	3,022.08

Grand Total		36,200.02	20,100.00	11,810.54	68,110.56
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FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

Fixed Asset Certification

October 30, 2020

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

Project No. 2

Improving Student Learning & Achievement (ISLA): *Giha'*

October 30, 2020

FEDERAL PROGRAMS DIVISION



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

Project No. 2

Improving Student Learning and Achievement (ISLA): Giha'

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

October 30, 2020

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

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

October 30, 2020

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

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

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

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

PROJECT COORDINATOR: Michelle M. Camacho

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Sean Rupley

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

ANNUAL REPORT DUE: 12/28/2020

AMOUNT BUDGETED (FFY 2018): <u>\$3,100,295.05</u>	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$1,170,638.68</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>37.9%</u>	Total Full Time Equivalent Vacant 2 Filled 5	Total Part Time Equivalent Vacant _____ Filled _____
AMOUNT BUDGETED (FFY 2019): <u>\$3,984,631.02</u>	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$152,152.78</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>3.8%</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 – 12	5,710	0	400	20	29,025	0	450	50

PART I:

LIST THE PROJECT GOAL(S):	<p>By end of 2018, at least 12% students in grades 3-10 will score in "Ready" range on ACT/Aspire assessment; by end of 2019 – at least 15%, by end of 2020 – at least 20%.</p> <p>By end of 2018, percent of students scoring Basic and Below Basic in Math on SBA will be reduced by at least 3% in grades 1 and 2 (e.g. 48% 1st, 55% 2nd); by end of 2019, additional reduction of 3% from 2018; by end of 2020, additional 3% reduction from 2019.</p> <p>By end of 2018, reduce percentage of freshmen placing into developmental math at UOG to 82%; end of 2019, reduce to 80%; by end of 2020, to 75%.</p>
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**FFY 2019 CONSOLIDATED GRANT
QUARTERLY REPORT
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LIST OBJECTIVE(S):	<p>1.1 2018-Participating teacher cadres will receive training in ECE, SIOP and Math strategies and will report in teacher and administrator surveys an increase in their knowledge of research proven instructional strategies and school site visits conducted by Project program coordinators will provide evidence of implementation. (Completed)</p> <p>1.2 2019-80% of participating teachers will receive follow up training in ECE, SIOP and Math strategies as evidenced by sign in sheets and will report increased knowledge with site visits supporting implementation is occurring. (Completed)</p> <p>1.3 2020-100% of participating teachers will have received the necessary training to implement the strategies they learned in their classrooms as evidenced by classroom observations and teacher feedback.</p> <p>1.4 2018-Complete sets of high-quality, localized curriculum resource kits will be completed and produced for each school.</p> <p>1.5 2019-Training will be provided to cadres from 80% of schools on the use of high-quality, localized curriculum resource kits as evidenced by sign in sheets and agendas.</p> <p>1.6 2020-60% of participating teachers should have provided training to at least 90% of teachers at their school site on the use of high-quality, localized curriculum resource kits as evidenced by sign in sheets and agendas.</p> <p>2.1 2018-80% of teachers receiving training on formative and summative assessments will increase their knowledge of assessments as evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators.</p> <p>2.2 2019-50% of participating teachers will utilize formative and summative assessment data to inform instruction as evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators.</p> <p>2.3 2020-60% of teachers will utilize formative and summative assessment data to inform instruction as evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators.</p>
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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
Component #2.1: Professional Development	<p>➤ List each Activity implemented for the quarter in <u>bullet form</u>.</p> <p>➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why.</p> <ul style="list-style-type: none"> ● P4C Training Training dates: September 8, 15, 22, and 29, 2020; 100% completed 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period.</p> <p>➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <ul style="list-style-type: none"> ● The training focused on designing effective learning activities that promote higher order learning and critical thinking skills. This activity was delivered via a virtual platform. Participating teachers were able to learn strategies

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	<ul style="list-style-type: none"> All other activities were delayed due to the government shutdown in light of COVID-19 pandemic. No other PD training activities were able to take place. 	<p>compatible with developmental characteristics of specific age groups and were given ample opportunity to apply these strategies in their virtual classrooms. The training was open to teachers in the public school system, as well as identified private/non-public partners (<i>see attached sign-in sheet</i>).</p>
COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)
<p>Component #2.1: Professional Development</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</p> <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <ul style="list-style-type: none"> ❖ 34 educators from GDOE public schools, 13 instructional coaches and district mentors, and 3 PNP partners were able to participate in the P4C training. ❖ All other activities were delayed due to the government shutdown in light of COVID-19 pandemic. No activities were able to take place. 	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</p> <p>➤ THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</p> <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>Data was collected on the participants' feedback regarding the effectiveness of the training.</p> <ul style="list-style-type: none"> ❖ Of the 22 participants who completed the training evaluation: <ul style="list-style-type: none"> • 72% agreed that they learned a great deal in this training. • 77% indicated the material related to their previous learning/teaching experiences • 91% indicated that the information presented was important and relevant to their work as teachers. • 82% indicated positive overall experiences.

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
Component 2.1 Professional Development (CITW, SIOP, Literacy Strategies, Math Strategies, Early Childhood, Cooperative Learning, PBL, CHamoru Immersion, Rubrics, Supplemental Resources)	By year 2020, 97% of participating teachers will be utilizing research proven instructional strategies in their classrooms, as evidenced by observations, self-reporting, and review of lessons plans.	Participant surveys, non-evaluative classroom observations, and random review of lesson plans	% of participating teachers	Spring 2019, 95% of teacher respondents who have attended the project training(s) indicate implementing strategies learned	Target: 95% of participating teachers Actual: (CITW) Teachers were not surveyed this quarter to provide time for implementation in the classroom	Target: 96% of participating teachers Actual: (AIMSWeb Plus) Teachers were not surveyed this quarter to allow for time to use the assessment system and progress monitoring	Target: 97% of participating teachers Actual: Early school closure due to the COVID-19 pandemic rendered the project unable to gather data at this time, which would have been the survey period for the earlier trainings conducted by the project in previous quarters	Target: This marks a new school year. Reporting on new target in the 1 st quarter of FY'20. Actual: P4C teacher participants have yet to be surveyed on their classroom application of things learned in the training. This will give them needed time to implement the PD-acquired strategies in the classroom.

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
Component 2.1 Professional Development (CITW, SIOP, Literacy Strategies, Math Strategies, Early Childhood, Cooperative Learning, PBL, CHamoru Immersion, Rubrics, Supplemental Resources)	By the end of 2020, at least 15% of students in grades 3-10 will score in “Ready” range on ACT Aspire summative assessments	Annual summative assessment scores for students	% of students scoring at “Ready” level	9% of students in grades 3-20 scoring at “Ready” level on ACT Aspire summative assessment (SY2017-18)	Target: ACT Aspire summative testing is done at the end of the school year (Ongoing instruction) Actual: Ongoing instruction	Target: ACT Aspire summative testing is done at the end of the school year (Ongoing instruction) Actual: Ongoing instruction	Target: ACT Aspire summative testing is conducted at this time Actual: ACT Aspire summative testing would have been conducted at this time, but was cancelled due to the COVID-19 pandemic	Target: 15% of students in grades 3-10 scoring at “Ready” level in ACT Aspire summative assessment Actual: All summative assessments for SY19-20 had to be cancelled due to the global health crisis.

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
Component 2.1 Professional Development (CITW, SIOP, Literacy Strategies, Math Strategies, Early Childhood, Cooperative Learning, PBL, CHamoru Immersion, Rubrics, Supplemental Resources)	By the end of 2020, the percent of students scoring “Basic” and “Below Basic” in Math on the Standards-Based Assessment (SBA) will have an additional reduction of 3% from SY2018-19.	Annual Math SBA scores in grades 1 and 2	% of students scoring Basic and Below Basic	51% grade 1 and 58% grade 2 students scoring Basic or Below Basic in Math on the SBA (SY2017-18)	Target: SBA summative testing is done at the end of the school year (Ongoing instruction) Actual: Ongoing instruction	Target: SBA summative testing is done at the end of the school year (Ongoing instruction) Actual: Ongoing instruction	Target: SBA summative testing is conducted at this time Actual: SBA summative testing would have been conducted at this time, but was cancelled due to the COVID-19 pandemic	Target: 48% grade 1 and 55% grade 2 scoring “Basic” and “Below Basic” in Math on the SBA Actual: All summative assessments for SY19-20 had to be cancelled due to the global health crisis.

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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
Component #2.2: Formative and Summative Assessments	<ul style="list-style-type: none"> ➤ List each Activity implemented for the quarter in bullet form. ➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why. <ul style="list-style-type: none"> • All activities were delayed or cancelled in its entirety due to the government shutdown in light of COVID-19 pandemic. No activities were able to take place. 	<ul style="list-style-type: none"> ➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period. ➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <p style="text-align: center;">Not applicable</p>
COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)
STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓ <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER? <ul style="list-style-type: none"> ➤ PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.) <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <ul style="list-style-type: none"> • Since there were no activities implemented under this component for the period, no data was generated. 	HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS? <ul style="list-style-type: none"> ➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE. ➤ THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES. <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>Administering the teacher survey on the use of formative and summative assessments had to be postponed to give opportunity for adjustment to distance learning at this time. In the second quarter, almost 9 out of 10 teachers indicated using the data on formative and summative assessments to help inform instruction.</p>

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
2.2 Formative and Summative Assessments	By the year 2020, 60% of participating teachers will utilize formative and summative assessment data to identify students' strengths and weaknesses, inform instruction, and provide interventions where needed	Participant surveys	Number of participating teachers who utilize formative and annual assessment data	No baseline data	Target: 40% of participating teachers will self-report that they are using formative and summative data Actual: Surveys were not conducted this quarter	Target: 50% of participating teachers will self-report that they are using formative and summative data Actual: 89% of teachers surveyed indicated using Common formative assessment, AIMSweb Plus, and the district-wide summative assessments to plan their	Target: 60% of participating teachers will self-report that they are using formative and summative data Actual: Early school closure due to the COVID-19 pandemic prevented the project from conducting the surveys pre-scheduled at this time	Target: This marks a new school year. Reporting on new targets will be done in the 1 st quarter of FY'20. Actual: Due to the pandemic situation that caused delay in the opening of the school year and limiting instructional mode to distance learning, teachers have

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						teaching and interventions		yet to be surveyed on the use of formative and summative assessment data in their teaching.
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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 activities were completed.</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) 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 were able to carry out procurement activities for various equipment, supplies and contractual services. Personnel also took time to prepare and develop FFY'20 CG project proposals.</p>
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**FFY 2019 CONSOLIDATED GRANT
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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> <p>The training on Cooperative Learning was conducted. The original proposal was to conduct the training over a course of three (3) days. Due to the virtual platform being used, the training had to be extended over the course of four (4) weeks to accommodate virtual learning. No other activities took place due to the government shutdown in light of the COVID-19 pandemic.</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>Project funds supported the improvement of student academic achievement by procuring services to: 1) provide teachers with professional development opportunities in research proven instructional strategies to be able to effectively teach the diverse learners in the classroom; 2) provide formative and summative assessments; and 3) provide pertinent training so teachers conduct the assessments, collect relevant data and adjust their teaching</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 for the COVID-19 pandemic.</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 will continue virtually to accommodate COVID-19 safety measures.</p>

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EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.

100 WORD COUNT

Teacher observations will continue and assessments and collection of data will continue on a smaller scale. This is due to COVID-19 safety measures being put in place by the school district the Government of Guam.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #2: ISLA: Giha'

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



ISLA: G1ha³ Project
PAC Training Participants

Attendance

	School	Teacher Name	DAY 1: 9/14 (Morning)	DAY 1: 9/8 (Afternoon)	DAY 2: 9/8 (Morning)	DAY 2: 9/14 (Afternoon)	DAY 3: 9/22 (Morning)	DAY 3: 9/22 (Afternoon)	DAY 4: 9/29 (Morning)	DAY 4: 9/22 (Afternoon)	
Public Elementary Schools	1 Adacao ES	Anahy Palugod	x	x	x	x	Having technical issues, will be attending asynchronous meeting				
	2 Agana Heights ES	Enrique Quinata	x	x	x	x	x	x	x	x	
	3 Astumbo ES	Paul Cruz	x	x	x	x	x		x	x	
	4 BP Carbullido ES	Olivia Velasquez	x	x	x	x	x	x	x	x	
	5 CL Taitano ES	Cina Hume-Forbes	x	x	Withdraw	Withdraw	Withdraw	Withdraw	Withdraw	Withdraw	
	6 DL Perez ES	Valerie Benavente	x	x	x	x	x	x	x	x	
	7 Finegayan ES	Jeffrey Malinao	x	x	x	x	x	x	x	x	
	8 HB Price ES	Mariessa Griffith	x	x	x	x	x	x	x	x	
	9 HS Truman ES	Bowleen Allague	x	x	x	x	x	x	x	x	
	10 Inarajan ES	Analisa Almazan	x	x	x	x	x	x	x	x	
	11 JM Guerrero ES	Valene Sales	x	x	x	x	x	x	x	x	
	12 JQ San Miguel ES	Benedict Notarte	x	x	x	x	x	x	x	x	
	13 JB Johnson ES	Nadine Sablan (McDonald)	x	x	x	x	x	x	x	x	
	14 MA Lilloa ES	Maridel Perez	x	x	x	x	x	x	x	x	
	15 MU Lujan ES	Zenia Duenes	x	x	x	x	x	x	x	x	
	16 Machananao ES	Lahyn Lanade	x	x	x	x	x	x	x	x	
	17 Merizo Martyrs MES	Christina Childs	x	x	x	x			x	x	
	18 Ordot Chalan Pago ES	Jenilyn Ancaya	x	x	x		x	x	x	x	
	19 PC Lujan ES	Fu'luna Sanz	x	x	x	x	x	x	x	x	
20 Talofoto ES	Luwaina Diaz	x								x	
21 Tamuning ES	Cassandra-Lay Flores	x	x	x	x	x	x	x	x	x	
22 Uipi ES	Gracelle Canar	x	x	x	x	x	x	x	x	x	
23 Wettengel ES	Angela Onishi	x	x	x	x	x	x	x	x	x	
Public Middle Schools	24 Agueda Johnston MS	Benjamin Santiago	x	x	x		x	x	x	x	
	25 Astumbo MS	Angelo Cruz	x	x	x	x	x	x	x	x	
	26 FB Leon Guerrero MS	Christian Palomo	x	x	x	x	x	x	x	x	
	27 FB Leon Guerrero MS	Cherlyser Rodriguez	x	x	x	x	x	x	x	x	
	28 Jose Rios MS	Judy Taitano	x	x	x	x	x	x	x	x	
	29 LP Untalan MS	Joanne Mantanane	x	x	x	x	x	x	x	x	
	30 Oceanview MS	Malla Abulencia	x	x	x	x	x	x	x	x	
	31 VSA Benavente MS	Myma Nievera	x	x			x	x	x	x	
	Public High Schools	32 John F. Kennedy HS	Tara Tydingco	x	x	x		x	x	x	x
		33 Oklodo High School	Charles Acosta	x	x	x	x	x	x	x	x
34 Simon Sanchez HS		Patrick Manibusan									
Private Schools	35 Guahan Academy Charter School	Franklin Castro	x	x	x		x	x	x	x	
	36 Harvest Christian Academy	James Cross		x	x		x				
	37 Dominican Catholic School	Grace Devera	x	x	x	x	x	x	x	x	
38 C&I Instructional Coach	Norine Guzman	x	x	x	x	x	x	x	x		
39 C&I Instructional Coach	Frances Balajadia	x	x	x	x	x		x	x		

ISLA: Giha' Project
PAC Training Participants

District Office	School	Teacher Name	DAY 1: 9/14	DAY 2: 9/15 (Afternoon)	DAY 2: 9/15 (Morning)	DAY 2: 9/16 (Afternoon)	DAY 3: 9/22 (Morning)	DAY 3: 9/22 (Afternoon)	DAY 4: 9/29 (Morning)	DAY 4: 9/29 (Afternoon)
			(Morning)							
	C&I Instructional Coach	Christine Hernandez	x	x	x		x	x	x	x
	C&I Instructional Coach	Debra Shimizu	x	x	x	x	x	x	x	x
	C&I Instructional Coach	Gwendolyn Talmanglo	x	x	x	x	x		x	x
	C&I Instructional Coach	Michelle Franquez	x	x	x	x	x	x	x	x
	C&I Instructional Coach	Tara Cruz	x	x	x					
	C&I Instructional Coach	Melissa Duenas		x	x		x	x	x	x
	C&I Instructional Coach	Bertha Camacho								
	C&I Instructional Coach	Ronald Gogo	x	x	x	x	x	x	x	x
	C&I District Teacher Mentor	Kristina Cade	x	x	x	x	x		x	x
	C&I District Teacher Mentor	Joseph Fernandez	x	x	x	x	x	x	x	x
	C&I District Teacher Mentor	Bella Santos-Cruz	x	x	* Assigned on 9/16/22 but she will not be able to do with one of the teachers she is paired. She will be able to do it on 9/22.		x	x	x	x
	C&I Project Rep.	TaMarie Foguigar	x		x	x		x	x	x
	C&I Project Rep.	Frank Leon Guerrero	x	x	x	x	x	x	x	x
	C&I Project Rep.	Michelle M. Camacho	x		x					
		Tyonna Camacho	x	x	x		x	x	x	x

EVAL: Philosophy for Children (P4C)

September 8 – 29, 2020

INSTRUCTOR: Dr. Thomas Yos & Dr. Tammy Jones

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Undecided
The instructor made the subject matter interesting.	18	4				
The instructor's speaking style was clear enough to be understood.	21	1				
The instructor seemed interested in what he/she was teaching.	21	1				
The instructor knows the course material well.	21	1				
The instructor answered students' questions.	20	2				
The instructor's syllabus clearly stated the learning objectives, requirements, and grading procedures for the course.	19	2				1
The instructor was well prepared for each class.	20	2				
The instructor used class time well.	17	4	1			
The instructor encouraged students to do their best work.	17	5				
The instructor was fair to students.	20	1				1
The instructor made himself/herself available for help in and out of class.	21	1				
I spent two hours studying for this class for every hour of actual in-class time.	11	6	2			3
I feel I have learned a great deal in this course.	16	5				2
The instructor followed his or her syllabus.	15	5				2
The instructor encouraged me to think.	18	4				
The instructor has done an effective job in this course.	19	3				
I would like to acknowledge this instructor for excellence.	20	1				

The instructor related the course material to my previous learning experiences.	17	5				
The instructor stressed important points in lecture.	20	2				
The instructor encouraged class discussion.	20	2				
The instructor returned examinations and assignments promptly.	6	3				13
Course objectives were reflected in the exams.	9	1				12
My grades reflected my performance in the course.	9	1				12
What I learned and experienced in this workshop will help me improve as a teacher/staff.	19	3				
The information and experiences presented and undertaken were important and relevant to my work as a teacher/staff.	20	2				
I would like to have more professional development workshops and experiences like this.	15	6	1			
My overall experience during the training sessions was positive.	18	4				

Strengths of this instructor
Engaging
Very knowledgeable and approachable!
All very informative and provided examples, audio, & videos.
The ability to clearly convey the fundamentals of the course
Very warm while knowledgeable
They were all dynamics in their knowledge of p4c. Showing examples on how p4c is taught brings the vision that Guam is able to incorporate it into the educational system. The workshop was an enrichment.
The presentations were strongly connected with everyone.
Instructors were easy to relate to and approachable.
Engaged all participants and had guests to role model p4c
Excellent job!! Was always engaged. All were knowledgeable and truly open to our learning
I loved the information that was giving. I loved the resources and demonstrations that helped me to

understand the information better
Allowed participants to collaborate with each other to share ideas and experiences, allowed for small group collaboration.
The instructor(s) were very knowledgeable and passionate about p4c.
Enthusiastic, Animated, and passionate about the content
The instructors provided real-life, recorded demonstrations on the implementation of p4cHI for better understanding. Resources needed to participate in virtual activities were provided beforehand. Instructors facilitated our learning using the p4c concept throughout the course. Instructors provided ample time to review audios, videos, and reflections during this unfortunate and difficult time of COVID. Instructors were sensitive to people's circumstances when being accommodated with time, assignment deadlines, and requirements for credits.

Areas in which this instructor needs improvement.
None
Time use!
None!
Nothing at the moment; there was a good balance between teacher and student talk
Technical support help pls
No improvement needed
None needed
None
None
None
I want more time with this class. I really enjoyed it.
None
Final project session was too long and some groups went over time. Maybe recommend having a break somewhere in between and having a time keeper as well.
None

What new information did I find to be most helpful? How will this new information better affect my current teaching practice and your work with children/students? Or, what information reinforced what I already knew or practice?
Modeling of p4c
Everything! I'm excited to continue trying our p4c in my classroom.
The concept of P4C and how I can use it for my students.
The application of such practice can be mirrored with other strategies
P4c framework and community building
Everything that was presented were excellent. I know that I will continue to try out plain vanilla because my students really need to be thinker's.
Everything was great!
Good Thinkers Toolkit and Plain Vanilla format for inquiry
P4c and how to conduct
The whole p4c process I found very useful. It reinforced the idea that I create communities in my

<p>can still be shy. But they will be blunt about saying they don't have anything to say. For my grab and go students I'm having a difficult time finding an activity to do with them to establish that community.</p>
<p>The sharing starters that Tammy shared. I will definitely use it to get my students excited about it</p>
<p>1) Having students call on the next person on the online delivery to substitute the community ball. 2) For grab-n-go packet; It will involve the use of a phone and connecting with a small group of students at a time. The information compiled can be placed in the next grab-n-go packet.</p>
<p>Plain vanilla works well online, and discussion could be fostered through packets</p>
<p>The plain vanilla activity. Select a book or have students brainstorm on an idea question that they would like to discuss. Use the Good Thinker's Toolkit. Vote on the questions. When question is selected write a response to it. The response should have some examples, identify assumptions, seek clarification, and ask more questions. The person whose question is chosen begins the inquiry. They explain where the question came from and provide the first response. Students and teachers use the evaluation criteria to reflect on and evaluate the inquiry. (2) grab- -go packet would be the community ball materials and the Good Thinker's Toolkit.</p>
<p>Plain Vanilla</p>
<p>I've already tried Plain Vanilla twice with my students. Grab n Go, now that's a challenge. I'll have to think about that more.</p>
<p>p4c session- integrate during virtual meetings grab/go- provide discussion prompts as journal topics</p>
<p>I think the whole process of p4c can happen in an online setting. As for grab and go, I think that it would be a longer process with maybe a class journal to stem conversations.</p>
<p>For my online students, we are able to go through the actual process of plain vanilla. For the hard copy students, I can have a worksheet that they can answer the questions.</p>
<p>I intend on using plain vanilla to incite thoughts on school issues. I would use it to show that there are always at least two sides to the story and that its ok to be on the other side. Online delivery can be done using an imaginary ball to be passed around. Students will just call out the other students name and pretend to pass them the ball. I can have students create Letters from the toolkit and have them utilize the letters as they would have in real time.</p>
<p>Activity: Community Ball (1) Online Delivery: For our online learners, the community ball would be a great identifier of who is speaking because we tend to unmute ourselves and talk over others. Using a community ball, it will help with classroom management. Activity: Journals and Reflections (2) Grab-n-Go (Hard Copy) Packets: Have students provide journals/reflections from what they read and have them pose questions, comments, or statements that pertain to the topic being discussed. As a follow-up, print those questions, comments, or statements on their next packet, and have students repeat their journal/reflection on any of the components listed from their peers.</p>

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

Original Submitted Quarterly Report

October 30, 2020

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

618

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

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

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

PROJECT COORDINATOR: Michelle M. Camacho

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Sean Rupley

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

ANNUAL REPORT DUE: 12/28/2020

AMOUNT BUDGETED (FFY 2018): <u>\$3,100,295.05</u>	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$1,300,764.24</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>42%</u>	Total Full Time Equivalent Vacant <u>1</u> Filled <u>3</u>	Total Part Time Equivalent Vacant _____ Filled _____
AMOUNT BUDGETED (FFY 2019): <u>\$3,984,631.02</u>	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$358,008.96</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>9%</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 – 12	5,710	0	400	20	29,025	0	450	50

PART I:

LIST THE PROJECT GOAL(S):	<p>By end of 2018, at least 12% students in grades 3-10 will score in "Ready" range on ACT/Aspire assessment; by end of 2019 – at least 15%, by end of 2020 – at least 20%.</p> <p>By end of 2018, percent of students scoring Basic and Below Basic in Math on SBA will be reduced by at least 3% in grades 1 and 2 (e.g. 48% 1st, 55% 2nd); by end of 2019, additional reduction of 3% from 2018; by end of 2020, additional 3% reduction from 2019.</p> <p>By end of 2018, reduce percentage of freshmen placing into developmental math at UOG to 82%; end of 2019, reduce to 80%; by end of 2020, to 75%.</p>
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LIST OBJECTIVE(S):	<p>1.1 2018-Participating teacher cadres will receive training in ECE, SIOP and Math strategies and will report in teacher and administrator surveys an increase in their knowledge of research proven instructional strategies and school site visits conducted by Project program coordinators will provide evidence of implementation. (Completed)</p> <p>1.2 2019-80% of participating teachers will receive follow up training in ECE, SIOP and Math strategies as evidenced by sign in sheets and will report increased knowledge with site visits supporting implementation is occurring. (Completed)</p> <p>1.3 2020-100% of participating teachers will have received the necessary training to implement the strategies they learned in their classrooms as evidenced by classroom observations and teacher feedback.</p> <p>1.4 2018-Complete sets of high-quality, localized curriculum resource kits will be completed and produced for each school.</p> <p>1.5 2019-Training will be provided to cadres from 80% of schools on the use of high-quality, localized curriculum resource kits as evidenced by sign in sheets and agendas.</p> <p>1.6 2020-60% of participating teachers should have provided training to at least 90% of teachers at their school site on the use of high-quality, localized curriculum resource kits as evidenced by sign in sheets and agendas.</p> <p>2.1 2018-80% of teachers receiving training on formative and summative assessments will increase their knowledge of assessments as evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators.</p> <p>2.2 2019-50% of participating teachers will utilize formative and summative assessment data to inform instruction as evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators.</p> <p>2.3 2020-60% of teachers will utilize formative and summative assessment data to inform instruction as evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators.</p>	
COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
Component #2.1: Professional Development	<p>➤ List each Activity implemented for the quarter in <u>bullet form</u>.</p> <p>➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why.</p> <ul style="list-style-type: none"> • P4C Training: Training dates: September 8, 15, 22, and 29, 2020; 100% completed • All other activities were delayed due to the government shutdown in light of COVID-19 pandemic. No activities were able to take place. 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period.</p> <p>➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <ul style="list-style-type: none"> • Training focusing on designing effective learning activities that promote higher order learning and critical thinking skills. This activity was delivered via a virtual platform. Participating teachers were able to learn strategies compatible

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		<p>with developmental characteristics of specific age groups and were given ample opportunity to apply these strategies in their virtual classrooms. The training was open to teachers in the public school system, as well as identified private/non-public partners.</p>
COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</p> <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <ul style="list-style-type: none"> ❖ 34 educators from GDOE public schools, 13 instructional coaches and district mentors, and 3 PNP partners were able to participate in the P4C training. 22 participants completed evaluations. <ul style="list-style-type: none"> • 72% of participants agreed that they learned a great deal in this training. • 77% of participants indicated the material related to their previous learning/teaching experiences • 91% indicated that the information presented was important and relevant to their work as teachers. • 82% indicated positive overall experiences. • Data was collected on the effectiveness of the training as participants were provided with ample opportunities to implement the 	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</p> <p>➤ THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</p> <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p>

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	<p>strategies in their classrooms and receive feedback from trainers in follow-up training.</p> <ul style="list-style-type: none">• All other activities were delayed due to the government shutdown in light of COVID-19 pandemic. No activities were able to take place.	
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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)				
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020	
<ul style="list-style-type: none"> • P4C Training (Instructional strategies to build critical thinking and higher order thinking skills) • All activities were delayed due to the government shutdown in light of COVID-19 pandemic. No activities were able to take place. 	By year 2020, 97% of participating teachers will be utilizing research proven instructional strategies in their classroom.	Participant feedback and surveys	% of participating teachers	Spring 2019, 95% of teacher respondent who have attended project training indicate implementing strategies learned in the classroom.	Target: 95% of participating teachers Actual: P4C Training – teachers have not been surveyed yet to determine rate of implementation of strategies.				

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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 activities were completed.</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) 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 were able to carry out procurement activities for various equipment, supplies and contractual services. Personnel also took time to prepare and develop FFY'20 CG applications.</p>
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>One training even was able to be conducted. The original proposal was to conduct the training over a course of three (3) days. Due to the virtual platform being used, the training had to be extended over the course of four (4) weeks to accommodate virtual learning. No other activities took place due to the government shutdown in light of the COVID-19 pandemic.</p>

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EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>Project funds supported the improvement of student academic achievement by procuring services to: 1) provide teachers with professional development opportunities in research proven instructional strategies to be able to effectively teach the diverse learners in the classroom; 2) provide formative and summative assessments; and 3) provide pertinent training so teachers conduct the assessments, collect relevant data and adjust their teaching</p>
EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.	<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 for the COVID-19 pandemic.</p>
WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	<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 will continue virtually to accommodate COVID-19 safety measures.</p>
EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.	<p>100 WORD COUNT</p> <p>Teacher observations will continue and assessments and collection of data will continue on a smaller scale. This is due to COVID-19 safety measures being put in place by the school district the Government of Guam.</p>

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QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named 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)

10/16/20
DATE

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


PROJECT MANAGER (SIGNATURE)

10/19/2020
DATE

ISLA: G1ha³ Project
PAC Training Participants

Attendance

	School	Teacher Name	DAY 1: 9/14 (Morning)	DAY 1: 9/8 (Afternoon)	DAY 2: 9/8 (Morning)	DAY 2: 9/14 (Afternoon)	DAY 3: 9/22 (Morning)	DAY 3: 9/22 (Afternoon)	DAY 4: 9/29 (Morning)	DAY 4: 9/22 (Afternoon)	
Public Elementary Schools	1 Adacao ES	Anahy Palugod	x	x	x	x	Having technical issues, will be attending asynchronous meeting				
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	3 Astumbo ES	Paul Cruz	x	x	x	x	x		x	x	
	4 BP Carbullido ES	Olivia Velasquez	x	x	x	x	x	x	x	x	
	5 CL Taitano ES	Cina Hume-Forbes	x	x	Withdraw	Withdraw	Withdraw	Withdraw	Withdraw	Withdraw	
	6 DL Perez ES	Valerie Benavente	x	x	x	x	x	x	x	x	
	7 Finegayan ES	Jeffrey Malinao	x	x	x	x	x	x	x	x	
	8 HB Price ES	Mariessa Griffith	x	x	x	x	x	x	x	x	
	9 HS Truman ES	Bowleen Allague	x	x	x	x	x	x	x	x	
	10 Inarajan ES	Analisa Almazan	x	x	x	x	x	x	x	x	
	11 JM Guerrero ES	Valene Sales	x	x	x	x	x	x	x	x	
	12 JQ San Miguel ES	Benedict Notarte	x	x	x	x	x	x	x	x	
	13 JB Johnson ES	Nadine Sablan (McDonald)	x	x	x	x	x	x	x	x	
	14 MA Lilloa ES	Maridel Perez	x	x	x	x	x	x	x	x	
	15 MU Lujan ES	Zenia Duenes	x	x	x	x	x	x	x	x	
	16 Machananao ES	Lahyn Lanade	x	x	x	x	x	x	x	x	
	17 Merizo Martyrs MES	Christina Childs	x	x	x	x			x	x	
	18 Ordot Chalan Pago ES	Jenilyn Ancaya	x	x	x		x	x	x	x	
	19 PC Lujan ES	Fu'luna Sanz	x	x	x	x	x	x	x	x	
20 Talofoto ES	Luwaina Diaz	x								x	
21 Tamuning ES	Cassandra-Jay Flores	x	x	x	x	x	x	x	x	x	
22 Uipi ES	Gracelle Canar	x	x	x	x	x	x	x	x	x	
23 Wettengel ES	Angela Onishi	x	x	x	x	x	x	x	x	x	
Public Middle Schools	24 Agueda Johnston MS	Benjamin Santiago	x	x	x		x	x	x	x	
	25 Astumbo MS	Angelo Cruz	x	x	x	x	x	x	x	x	
	26 FB Leon Guerrero MS	Christian Palomo	x	x	x	x	x	x	x	x	
	27 FB Leon Guerrero MS	Cherlyser Rodriguez	x	x	x	x	x	x	x	x	
	28 Jose Rios MS	Judy Taitano	x	x	x	x	x	x	x	x	
	29 LP Untalan MS	Joanne Mantanane	x	x	x	x	x	x	x	x	
	30 Oceanview MS	Malla Abulencia	x	x	x	x	x	x	x	x	
	31 VSA Benavente MS	Myma Nievera	x	x			x	x	x	x	
	Public High Schools	32 John F. Kennedy HS	Tara Tydingco	x	x	x		x	x	x	x
		33 Oklodo High School	Charles Acosta	x	x	x	x	x	x	x	x
34 Simon Sanchez HS		Patrick Manibusan									
Private Schools	35 Guahan Academy Charter School	Franklin Castro	x	x	x		x	x	x	x	
	36 Harvest Christian Academy	James Cross		x	x		x				
	37 Dominican Catholic School	Grace Devera	x	x	x	x	x	x	x	x	
38 C&I Instructional Coach	Norine Guzman	x	x	x	x	x	x	x	x		
39 C&I Instructional Coach	Frances Balajadia	x	x	x	x	x		x	x		

ISLA: Giha' Project
PAC Training Participants

District Office	School	Teacher Name	DAY 1: 9/14	DAY 2: 9/15	DAY 2: 9/16	DAY 2: 9/16	DAY 3: 9/22	DAY 3: 9/22	DAY 4: 9/29	DAY 4: 9/29
			(Morning)	(Afternoon)	(Morning)	(Afternoon)	(Morning)	(Afternoon)	(Morning)	(Afternoon)
40	C&I Instructional Coach	Christine Hernandez	x	x	x		x	x	x	x
41	C&I Instructional Coach	Debra Shimizu	x	x	x		x	x	x	x
42	C&I Instructional Coach	Gwendolyn Talmanglo	x	x	x		x		x	x
43	C&I Instructional Coach	Michelle Franquez	x	x	x		x	x	x	x
44	C&I Instructional Coach	Tara Cruz	x	x	x					
45	C&I Instructional Coach	Melissa Duenas		x	x		x	x	x	x
46	C&I Instructional Coach	Bertha Camacho								
47	C&I Instructional Coach	Ronald Gogo	x	x	x		x	x	x	x
48	C&I District Teacher Mentor	Kristina Cade	x	x	x		x		x	x
49	C&I District Teacher Mentor	Joseph Fernandez	x	x	x		x	x	x	x
50	C&I District Teacher Mentor	Bella Santos-Cruz	x	x	* Assigned on 9/16/14 as she was to do with one of the teachers she was with. She will be clear on 9/22/14.		x	x	x	x
51	C&I Project Rep.	Tamarie Foguigar	x		x		x		x	x
52	C&I Project Rep.	Frank Leon Guerrero	x	x	x		x	x	x	x
53	C&I Project Rep.	Michelle M. Camacho	x		x					
54		Tyonna Camacho	x	x	x		x	x	x	x

EVAL: Philosophy for Children (P4C)

September 8 – 29, 2020

INSTRUCTOR: Dr. Thomas Yos & Dr. Tammy Jones

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Undecided
The instructor made the subject matter interesting.	18	4				
The instructor's speaking style was clear enough to be understood.	21	1				
The instructor seemed interested in what he/she was teaching.	21	1				
The instructor knows the course material well.	21	1				
The instructor answered students' questions.	20	2				
The instructor's syllabus clearly stated the learning objectives, requirements, and grading procedures for the course.	19	2				1
The instructor was well prepared for each class.	20	2				
The instructor used class time well.	17	4	1			
The instructor encouraged students to do their best work.	17	5				
The instructor was fair to students.	20	1				1
The instructor made himself/herself available for help in and out of class.	21	1				
I spent two hours studying for this class for every hour of actual in-class time.	11	6	2			3
I feel I have learned a great deal in this course.	16	5				2
The instructor followed his or her syllabus.	15	5				2
The instructor encouraged me to think.	18	4				
The instructor has done an effective job in this course.	19	3				
I would like to acknowledge this instructor for excellence.	20	1				

The instructor related the course material to my previous learning experiences.	17	5				
The instructor stressed important points in lecture.	20	2				
The instructor encouraged class discussion.	20	2				
The instructor returned examinations and assignments promptly.	6	3				13
Course objectives were reflected in the exams.	9	1				12
My grades reflected my performance in the course.	9	1				12
What I learned and experienced in this workshop will help me improve as a teacher/staff.	19	3				
The information and experiences presented and undertaken were important and relevant to my work as a teacher/staff.	20	2				
I would like to have more professional development workshops and experiences like this.	15	6	1			
My overall experience during the training sessions was positive.	18	4				

Strengths of this instructor
Engaging
Very knowledgeable and approachable!
All very informative and provided examples, audio, & videos.
The ability to clearly convey the fundamentals of the course
Very warm while knowledgeable
They were all dynamics in their knowledge of p4c. Showing examples on how p4c is taught brings the vision that Guam is able to incorporate it into the educational system. The workshop was an enrichment.
The presentations were strongly connected with everyone.
Instructors were easy to relate to and approachable.
Engaged all participants and had guests to role model p4c
Excellent job!! Was always engaged. All were knowledgeable and truly open to our learning
I loved the information that was giving. I loved the resources and demonstrations that helped me to

understand the information better
Allowed participants to collaborate with each other to share ideas and experiences, allowed for small group collaboration.
The instructor(s) were very knowledgeable and passionate about p4c.
Enthusiastic, Animated, and passionate about the content
The instructors provided real-life, recorded demonstrations on the implementation of p4cHI for better understanding. Resources needed to participate in virtual activities were provided beforehand. Instructors facilitated our learning using the p4c concept throughout the course. Instructors provided ample time to review audios, videos, and reflections during this unfortunate and difficult time of COVID. Instructors were sensitive to people's circumstances when being accommodated with time, assignment deadlines, and requirements for credits.

Areas in which this instructor needs improvement.
None
Time use!
None!
Nothing at the moment; there was a good balance between teacher and student talk
Technical support help pls
No improvement needed
None needed
None
None
None
I want more time with this class. I really enjoyed it.
None
Final project session was too long and some groups went over time. Maybe recommend having a break somewhere in between and having a time keeper as well.
None

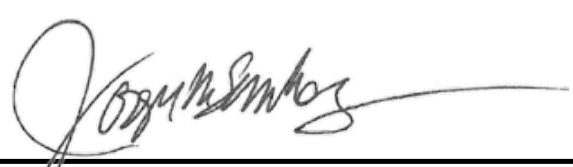



What new information did I find to be most helpful? How will this new information better affect my current teaching practice and your work with children/students? Or, what information reinforced what I already knew or practice?
Modeling of p4c
Everything! I'm excited to continue trying our p4c in my classroom.
The concept of P4C and how I can use it for my students.
The application of such practice can be mirrored with other strategies
P4c framework and community building
Everything that was presented were excellent. I know that I will continue to try out plain vanilla because my students really need to be thinker's.
Everything was great!
Good Thinkers Toolkit and Plain Vanilla format for inquiry
P4c and how to conduct
The whole p4c process I found very useful. It reinforced the idea that I create communities in my

<p>can still be shy. But they will be blunt about saying they don't have anything to say. For my grab and go students I'm having a difficult time finding an activity to do with them to establish that community.</p>
<p>The sharing starters that Tammy shared. I will definitely use it to get my students excited about it</p>
<p>1) Having students call on the next person on the online delivery to substitute the community ball. 2) For grab-n-go packet; It will involve the use of a phone and connecting with a small group of students at a time. The information compiled can be placed in the next grab-n-go packet.</p>
<p>Plain vanilla works well online, and discussion could be fostered through packets</p>
<p>The plain vanilla activity. Select a book or have students brainstorm on an idea question that they would like to discuss. Use the Good Thinker's Toolkit. Vote on the questions. When question is selected write a response to it. The response should have some examples, identify assumptions, seek clarification, and ask more questions. The person whose question is chosen begins the inquiry. They explain where the question came from and provide the first response. Students and teachers use the evaluation criteria to reflect on and evaluate the inquiry. (2) grab- -go packet would be the community ball materials and the Good Thinker's Toolkit.</p>
<p>Plain Vanilla</p>
<p>I've already tried Plain Vanilla twice with my students. Grab n Go, now that's a challenge. I'll have to think about that more.</p>
<p>p4c session- integrate during virtual meetings grab/go- provide discussion prompts as journal topics</p>
<p>I think the whole process of p4c can happen in an online setting. As for grab and go, I think that it would be a longer process with maybe a class journal to stem conversations.</p>
<p>For my online students, we are able to go through the actual process of plain vanilla. For the hard copy students, I can have a worksheet that they can answer the questions.</p>
<p>I intend on using plain vanilla to incite thoughts on school issues. I would use it to show that there are always at least two sides to the story and that its ok to be on the other side. Online delivery can be done using an imaginary ball to be passed around. Students will just call out the other students name and pretend to pass them the ball. I can have students create Letters from the toolkit and have them utilize the letters as they would have in real time.</p>
<p>Activity: Community Ball (1) Online Delivery: For our online learners, the community ball would be a great identifier of who is speaking because we tend to unmute ourselves and talk over others. Using a community ball, it will help with classroom management. Activity: Journals and Reflections (2) Grab-n-Go (Hard Copy) Packets: Have students provide journals/reflections from what they read and have them pose questions, comments, or statements that pertain to the topic being discussed. As a follow-up, print those questions, comments, or statements on their next packet, and have students repeat their journal/reflection on any of the components listed from their peers.</p>

REGULAR SALARIES				FY'18 Carryover			FY'19			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Total
7/10/2020	3	\$ 7,324.74	100%	\$ -	\$ -	\$ -	\$ 5,603.15	\$ 1,721.59	\$ 7,324.74	\$ 5,603.15	\$ 1,721.59	\$ 7,324.74
7/24/2020	3	\$ 7,324.74	100%	\$ -	\$ -	\$ -	\$ 5,603.15	\$ 1,721.59	\$ 7,324.74	\$ 5,603.15	\$ 1,721.59	\$ 7,324.74
8/7/2020	3	\$ 7,324.74	100%	\$ -	\$ -	\$ -	\$ 5,603.15	\$ 1,721.59	\$ 7,324.74	\$ 5,603.15	\$ 1,721.59	\$ 7,324.74
8/21/2020	3	\$ 7,324.74	100%	\$ -	\$ -	\$ -	\$ 5,603.15	\$ 1,721.59	\$ 7,324.74	\$ 5,603.15	\$ 1,721.59	\$ 7,324.74
9/4/2020	3	\$ 7,324.74	100%	\$ -	\$ -	\$ -	\$ 5,603.15	\$ 1,721.59	\$ 7,324.74	\$ 5,603.15	\$ 1,721.59	\$ 7,324.74
9/18/2020	3	\$ 7,324.74	100%	\$ -	\$ -	\$ -	\$ 5,603.15	\$ 1,721.59	\$ 7,324.74	\$ 5,603.15	\$ 1,721.59	\$ 7,324.74
Sub Totals	18	43,948		-	-	-	33,619	10,330	43,948	33,619	10,330	43,948
Indirect Cost (9.5%)		4,175										\$ 4,175
Total 3rd Qtr	18	\$ 48,123.54		\$ -	\$ -	\$ -	\$ 33,618.90	\$ 10,329.54	\$ 43,948.44	\$ 33,618.90	\$ 10,329.54	\$ 43,948.44
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)		-										\$ -
Total 3rd Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 3rd Qtr	18	\$ 48,123.54	\$ -	\$ -	\$ -	\$ -	\$ 33,618.90	\$ 10,329.54	\$ 43,948.44	\$ 33,618.90	\$ 10,329.54	\$ 43,948.44

PART-TIME SALARIES				FY'18 Carryover			FY'19			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Totals
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)		-										\$ -
Total 3rd Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)		-										\$ -
Total 3rd Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 3rd Qtr	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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

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)
	671-300-2251
Signature of Authorized Certifying Official: 	Email address:
	jsanchez@gdoe.net
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)
	10/19/2020
Signature of Project Coordinator: 	Telephone: (area code, number, and extension)
	671-300-1347
Signature of Project Coordinator: 	Email address:
	mmcamacho@gdoe.net
Signature of Project Coordinator: 	Date Report Submitted: (Month, Day, Year)
	10/16/2020

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

Correspondences between FPD and Project Lead

October 30, 2020



Sean R. Rupley <srrupley@gdoe.net>

Quarterly Reports - TAE & ISLA: Giha'

12 messages

Michelle M. Camacho <mmcamacho@gdoe.net>

Sun, Oct 18, 2020 at 4:37 PM

To: "Sean R. Rupley" <srrupley@gdoe.net>, Rachel Lee Santos <rlsduenas@gdoe.net>

Cc: "Kevin M. Taitague" <kmtaitague@gdoe.net>, "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>, Federal Programs <federal-programs@gdoe.net>

Hi Sean.

Please see attached quarterly reports for TAE and ISLA: Giha'. 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

"Change is inevitable. Progress is optional." ~Tony Robbins-----
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Guam Department of Education

6 attachments

 **4th Quarter_Giha.docx**
43K **FY2019 4th Quarter Program Budget Staffing Giha.xlsx**
277K **Giha FY2019 Budget Staffing 4thQTR Report.xlsx**
370K **FY2019 4th Quarter Program Budget Staffing TAE.xlsx**
231K **TAE Personnel Certification FY19 4th QTR.xlsx**
395K **FFY2019 TAE 4th Quarter report.docx**
84K

Sean R. Rupley <srrupley@gdoe.net>

Mon, Oct 19, 2020 at 10:18 AM

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

Cc: Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aaguon@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>, "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>, Federal Programs <federal-programs@gdoe.net>

Hafa Adai Michelle,

Thank you for your submission of the electronic files. Kindly advise if the signed copies are also to be transmitted to GDOE-FPD.

Ana and I will begin our review of these files and will get back to you as soon as possible!

Thanks,

[Quoted text hidden]

--

Sean R. Rupley

State Program Officer

Federal Programs Division

Guam Department of Education

(671) 300-1450

(671) 477-4587 (fax)

Michelle M. Camacho <mmcamacho@gdoe.net>

Mon, Oct 19, 2020 at 11:12 AM

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

Cc: Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Kevin M. Taitague"

<kmtaitague@gdoe.net>, "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>, Federal Programs <federal-programs@gdoe.net>

Hi Sean. Yes. The files have been sent to our office personnel for verification and Mr. Sanchez's signature. Thanks.

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

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[Quoted text hidden]

Guam Department of Education

Guam Department of Education

Sean R. Rupley <srupley@gdoe.net>

Mon, Oct 19, 2020 at 11:18 AM

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

Cc: Rachel Lee Santos <rlsduenas@gdoe.net>, Federal Programs <federal-programs@gdoe.net>

Hi Ana,

Can you verify at what time you will be able to provide data validation and review feedback for the F19 TAE and F19 ISLA: Giha quarterly reports? I would like to consolidate my feedback with yours and provide them to Michelle in a timely

manner to ensure that we are able to address them. Please note that Michelle will be leaving off-island this week but is still available via email/whatsapp. This will make timely communication more vital.

Thank you,
[Quoted text hidden]

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

Mon, Oct 19, 2020 at 6:12 PM

To: "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>

Cc: "Sean R. Rupley" <srrupley@gdoe.net>, Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Michelle M. Camacho" <mmcachamo@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>, Federal Programs <federal-programs@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>

Hafa Adai All,

Please see signed 4th Quarter Report for ISLA: Giha and TAE 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

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Guam Department of Education

6 attachments



FY19 TAE 4th Quarter Report.pdf

1153K



FY19 Giha 4th Quarter Report_with attachment.pdf

1137K



FY19 TAE 4th Quarter Program Budget Staffing.pdf

1377K



FY19 TAE 4th Quarter Personnel Certification.pdf

1682K



FY19 Giha 4th Quarter Program Budget Staffing.pdf

1954K



FY19 Giha 4th Quarter Personnel Certification Report.pdf

724K

Barbara S.A. Aquino <bsaaquino@gdoe.net>

Tue, Oct 20, 2020 at 12:42 PM

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

Cc: "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, "Sean R. Rupley" <srrupley@gdoe.net>, Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Michelle M. Camacho" <mmcachamo@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>, Federal Programs <federal-programs@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>

Acknowledging receipt. Thanks Ms. Roe-Ann.

[Quoted text hidden]

--

Barbara SA Aquino
Federal Programs Division
Guam Department of Education
State Agency for US-Ed Grants
501 Mariner Avenue, Barrigada, Guam 96913
(671) 300-1257

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Guam Department of Education

Sean R. Rupley <srupley@gdoe.net>
To: "Ana O. Aguon" <aoguo@gdoe.net>
Cc: Rachel Lee Santos <rlsduenas@gdoe.net>, Federal Programs <federal-programs@gdoe.net>

Wed, Oct 21, 2020 at 8:43 AM

Hafa Adai Ana,

Kindly following up. Please note that as discussed, the F20 Project Lead for this F19 projects is now off-island and will be for the remainder of this month. Although she will continue to work, timely communication and technical assistance is imperative as I will need to ensure that we can communicate with her in consideration of the time difference.

Thank you,
[Quoted text hidden]

Sean R. Rupley <srupley@gdoe.net>
To: "Michelle M. Camacho" <mmcamacho@gdoe.net>
Cc: "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aoguo@gdoe.net>, "Christopher B. Surla" <chsurla@gdoe.net>, "Shannon B. Bukikosa" <sbbukikosa@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>, "Cellini J. Higa" <cjhiga@gdoe.net>

Mon, Oct 26, 2020 at 4:46 PM

Hafa Adai Michelle,

Please see the attached reports for FY 2019 CGA Projects TAE, ISLA: Giha' and EETT. You will find my feedback for the word file reports highlighted in green with comments and Ana's feedback throughout in different colored fonts. Additionally, please see personnel certifications for the same three (3) projects for the following:

- Shared Positions included
- Stipend-based employees not necessary for personnel certification






Kindly confirm receipt, review feedback, provide necessary revisions and clean files as soon as possible for public posting this week. Please note that you may simply send back the clean word/PDF files on this email thread as the original signed submission alongside this communication will be attached to document revisions.

Additionally, I have cc'd Cellini Higa as she originally submitted the FY 19 EETT report and attachments.

Thank you and have a great day,
[Quoted text hidden]

6 attachments

 **EETT Personnel Cert FY19 4QTR.pdf**
47K

-  **Personnel Cert GIHA F19 4QTR.pdf**
459K
-  **Personnel Cert TAE F19 4QTR.pdf**
728K
-  **Reviewed 4th Quarter_Giha_aoa_SRR.docx**
63K
-  **Reviewed FFY2019 TAE 4th Quarter report_aoa_SRR.docx**
93K
-  **Reviewed EETT FY19 Quarterly Report_FINAL_10.13.20_aoa_SRR.doc**
379K

Sean R. Rupley <srrupley@gdoe.net>

Mon, Oct 26, 2020 at 4:48 PM

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

Cc: "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Christopher B. Surla" <cbsurla@gdoe.net>, "Shannon B. Bukikosa" <sbbukikosa@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>, "Cellini J. Higa" <cjhiga@gdoe.net>

Apologies.

Original EETT personnel certification was emailed in the previous communication. Kindly see the revised as discussed.

Thanks!

[Quoted text hidden]

-
-  **Personnel Cert EETT F19 4QTR.pdf**
515K

Sean R. Rupley <srrupley@gdoe.net>

Wed, Oct 28, 2020 at 10:08 AM

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

Cc: "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Christopher B. Surla" <cbsurla@gdoe.net>, "Shannon B. Bukikosa" <sbbukikosa@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>, "Cellini J. Higa" <cjhiga@gdoe.net>

Hafa Adai Michelle,

Kindly following up to ensure you received my previous emails and are able to make the necessary changes for the files.

Have a great day,

[Quoted text hidden]

Cellini J. Higa <cjhiga@gdoe.net>

Wed, Oct 28, 2020 at 1:30 PM

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

Cc: "Michelle M. Camacho" <mmcamacho@gdoe.net>, "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Christopher B. Surla" <cbsurla@gdoe.net>, "Shannon B. Bukikosa" <sbbukikosa@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>

Hi Sean,

Please see attached revised EETT FY19 4th Quarter Report.

Thanks!

[Quoted text hidden]

Cellini J. Higa

Program Coordinator

FSAIS- Enhancing Education through Technology
Guam Department of Education
(671) 300-1357

Guam Department of Education

 **Reviewed EETT FY19 Quarterly Report_FINAL_10.28.20_cjh.doc**
377K

Michelle M. Camacho <mmcamacho@gdoe.net>
To: "Sean R. Rupley" <srupley@gdoe.net>

Thu, Oct 29, 2020 at 5:42 AM

Hi Sean. Please see attached Giha' report with minor revision (towards the end). All other reports...I concur with the changes. 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

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

****CONFIDENTIALITY NOTICE****

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[Quoted text hidden]

 **Reviewed 4th Quarter_Giha_aoa_SRR_updated.docx**
64K

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

Quarterly Personnel Certification

October 30, 2020

Guam Department of Education (GDOE) Quarterly Personnel Certification Form




CFDA Title:
Project Title: 82610 Improving Student Learning & Achievement (ISLA) - GIHA

Fiscal Year 2020
Reporting Period: 4th Quarter (July - Sept)


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

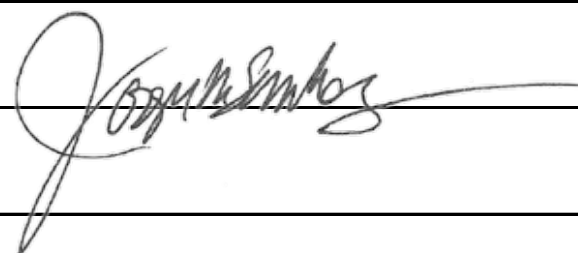
EIN No.	Employee Name	Employee Position Title	Site Location	Comments
690-00-5818	Camacho, Michelle M.	PROG COORD IV	820 C&I	
690-01-3496	Toves, Philip A.	PROG COORD III	820 C&I	
690-01-5583	Cruz, Roe-Ann Jean	ADMIN ASST	820 C&I	Partially funded through ISLA: Giha (82610)
690-01-7167	Palacios, Debralynn	CLERK TYPIST III	820 C&I	Partially funded through ISLA: Giha (82610)
690-01-13837	Aguon, Ana	PROG COORD IV	812 FP	Partially funded through ISLA: Giha (82610)

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/ Joseph L.M. Sanchez
Immediate Supervisor's Signature:  Date:

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

SRP
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:

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

Fiscal Monitoring Documents

October 30, 2020

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**


10% Monitoring

October 30, 2020

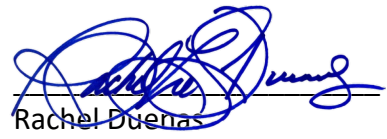
GDOE - Federal Programs Division Monitoring
 FY 2019 CG 10% Monitoring

FEDERAL ROSTER - FPD
 4th Quarter: FY19 PP26 (09/12/2020)


Employee #	STAFFING PATTERN Employee Name	GDOE Official Position Title	FEDERAL ROSTER Grant Application (F1860) Position Title	Worksite Location #	Worksite Location Description	Federal Roster	Personnel Certification	Labor Cost	Attendance Log	Comments
13496	PHILIP A TOVES	Program Coordinator III	82610 - PROGRAM COORDINATOR III	820	C & I - CURRICULUM & INSTRUCTION					
5818	MICHELLE M CAMACHO	Program Coordinator IV	82610 - PROGRAM COORDINATOR IV	820	C & I - CURRICULUM & INSTRUCTION	X	X	X	X	
13837	ANA MARIA T. O AGUON	Program Coordinator IV	82610 - PROGRAM COORDINATOR IV (DATA)	812	FED PROG - FEDERAL PROGRAMS					CHARGED 11%-CG (82600, 82610, 82620, 82630, 82640, 82650, 82660, 82670, 82680)
17167	DEBRALYNN PALACIOS	CLERK TYPIST III	82670 - CLERK TYPIST III	820	C & I - CURRICULUM & INSTRUCTION					CHARGED TO ALL CG PROJECTS UNDER C&I
15583	ROE-ANN JEAN CRUZ	ADMINISTRATIVE ASSISTANT	82610 - ADMINISTRATIVE ASSISTANT	820	C & I - CURRICULUM & INSTRUCTION					VICE: #100471 Kevin Taitague: EFF. 02/03/2020 CHARED TO ALL CG PROJECTS UNDER C&I



Sean Rupley
 State Program Officer



Rachel Duenas
 Senior State Program Officer



Ignacio C. Santos
 Federal Programs Administrator

1. PERSONNEL SALARIES & 3. FRINGE BENEFITS: Project #2: Improving Student Learning & Achievement - Giha'										
Personnel		FY 2018 Carryover Funds			FY 2019 Funds			Total Funds for Project		
Position Titles	% of Time	Salary	Fringe	FY 2017 Totals	Salary	Fringe	FY 2018 Totals	Salary	Fringe	Totals
Program Coordinator IV (90% GDOE & 10% PNP)	100%			\$0.00	\$60,094.00	\$22,348.27	\$82,442.27	\$60,094.00	\$22,348.27	\$82,442.27
Program Coordinator III (90% GDOE & 10% PNP)	100%			\$0.00	\$52,235.00	\$14,631.00	\$66,866.00	\$52,235.00	\$14,631.00	\$66,866.00
Administrative Officer (90% GDOE & 10% PNP) (Cost Shared) (VACANT)	16%			\$0.00	\$ 5,425.76	\$ 2,141.41	\$7,567.17	\$5,425.76	\$2,141.41	\$7,567.17
Administrative Assistant (90% GDOE & 10% PNP) (Cost Shared)	16%			\$0.00	\$4,972.16	\$1,442.72	\$6,414.88	\$4,972.16	\$1,442.72	\$6,414.88
Secretary Typist I (90% GDOE & 10% PNP) (Cost Shared)	16%			\$0.00	\$4,910.91	\$2,146.41	\$7,057.32	\$4,910.91	\$2,146.41	\$7,057.32
Clerk Typist III (90% GDOE & 10% PNP) (Cost Shared)	16%			\$0.00	\$4,781.28	\$1,924.80	\$6,706.08	\$4,781.28	\$1,924.80	\$6,706.08
Program Coordinator IV (Data) (90% GDOE & 10% PNP)	11%			\$0.00	\$6,369.00	\$2,542.76	\$8,911.76	\$6,369.00	\$2,542.76	\$8,911.76
Subtotals		\$0.00	\$0.00	\$0.00	\$138,788.11	\$47,177.37	\$185,965.48	\$138,788.11	\$47,177.37	\$185,965.48
Grand Total									\$185,965.48	

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
Project Title: 82610 Improving Student Learning & Achievement (ISLA) - GIHA

Fiscal Year 2020
Reporting Period: 4th Quarter (July - Sept)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
690-00-5818	Camacho, Michelle M.	PROG COORD IV	820 C&I	
690-01-3496	Toves, Philip A.	PROG COORD III	820 C&I	
690-01-5583	Cruz, Roe-Ann Jean	ADMIN ASST	820 C&I	Partially funded through ISLA: Giha (82610)
690-01-7167	Palacios, Debralynn	CLERK TYPIST III	820 C&I	Partially funded through ISLA: Giha (82610)
690-01-13837	Aguon, Ana	PROG COORD IV	812 FP	Partially funded through ISLA: Giha (82610)

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/ Joseph L.M. Sanchez
Immediate Supervisor's Signature: *[Signature]* Date: _____

Project Coordinator Name:
Michelle M. Camacho
Project Coordinator Signature: *[Signature]* Date: _____

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: _____





SRP

LABOR COST DISTRIBUTION REPORT
PPE : 09/12/2020_PD 09/18/2020_PP26

Sum of Total PROJECTS	Name	Emp #	R-OBJECT		Grand Total
			0111	0121	
82610	MICHELLE M CAMACHO	5818	2,398.88	691.39	3,090.27
	PHILIP A TOVES	13496	2,153.65	604.38	2,758.03
	ROE-ANN JEAN M CRUZ	15583	1,195.23	465.92	1,661.15
	DEBRALYNN A PALACIOS	7167	1,185.81	355.00	1,540.81
	ANA MARIA T. O AGUON	13837	2,226.92	915.76	3,142.68

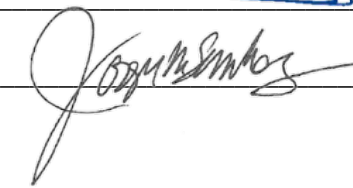
CURRICULLUM & INSTRUCTION
EMPLOYEE DAILY ATTENDANCE LOG

PAY PERIOD ENDING: 9/12/2020

NAME OF EMPLOYEE	WEEK 1					MONDAY 9/7/2020	WEEK 2			
	MONDAY 8/31/2020	TUESDAY 9/1/2020	WEDNESDAY 9/2/2020	THURSDAY 9/3/2020	FRIDAY 9/4/2020		TUESDAY 9/8/2020	WEDNESDAY 9/9/2020	THURSDAY 9/10/2020	FRIDAY 9/11/2020
BAMBA, Leon	TW	TW	TW	TW	TW	LABOR DAY HOLIDAY	TW	TW	TW	TW
BLAS, Joshua	TW	TW	TW	TW	TW		TW	TW	TW	TW
CALVO, Sylvia	TW	TW	TW	TW	TW		TW	TW	TW	TW
CAMACHO, Michelle	TW	TW	TW	TW	TW		TW	TW	TW	TW
CHACO, Felix	TW	TW	TW	TW	TW		TW	TW	TW	TW
CRUZ, Roe-Ann	TW	TW	TW	TW	TW		TW	TW	TW	TW
ESCUADRA, Kelly	TW	TW	TW	TW	TW		TW	TW	TW	TW
FEGURGUR, Tamarie	TW	TW	TW	TW	TW		TW	TW	TW	TW
GARRIDO, Avelino	TW	TW	TW	TW	TW		TW	TW	TW	TW
LEON GUERRERO, Frank	TW	TW	TW	TW	TW		TW	TW	TW	TW
LEONES, Divina Gracia	TW	TW	TW	TW	TW		TW	TW	TW	TW
NAHOLOWAA, Leah Beth	SL	SL	SL	SL	SL		SL	SL	SL	SL
NEDEDOG, Paul	TW	TW	TW	TW	TW		TW	TW	TW	TW
OCHOCO, Ernest	TW	TW	TW	TW	TW		TW	TW	TW	TW
PALOMO, Glenn	TW	TW	TW	TW	TW		TW	TW	TW	TW
REYES, Diana	TW	TW	TW	TW	TW		TW	TW	TW	TW
SANCHEZ, Eloise	TW	TW	TW	TW	TW		TW	TW	TW	TW
TAITAGUE, Kevin	TW	TW	TW	TW	TW		TW	TW	TW	TW
TOVES, Philip					TW		SL	SL	SL	SL

I certify that the Daily Attendance Log is true and correct.

TIME KEEPER'S SIGNATURE:  DATE: 9/14/20

SUPERVISOR'S SIGNATURE:  DATE: 9/14/20

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**


100% Monitoring

October 30, 2020

GDOE - Federal Programs Division Monitoring
 FY 2019 CG 100% Monitoring

FEDERAL ROSTER - FPD
 4th Quarter: FY19 PP22 (07/18/2020)


Employee #	STAFFING PATTERN Employee Name	GDOE Official Position Title	FEDERAL ROSTER Grant Application (F1860) Position Title	Worksite Location #	Worksite Location Description	Federal Roster	Personnel Certification	Labor Cost	Attendance Log	Comments
13496	PHILIP A TOVES	Program Coordinator III	82610 - PROGRAM COORDINATOR III	820	C & I - CURRICULUM & INSTRUCTION	X	X	X		
5818	MICHELLE M CAMACHO	Program Coordinator IV	82610 - PROGRAM COORDINATOR IV	820	C & I - CURRICULUM & INSTRUCTION	X	X	X		
13837	ANA MARIA T. O AGUON	Program Coordinator IV	82610 - PROGRAM COORDINATOR IV (DATA)	812	FED PROG - FEDERAL PROGRAMS	X	X	X		CHARGED 11%-CG (82600, 82610, 82620, 82630, 82640, 82650, 82660, 82670, 82680)
17167	DEBRALYNN PALACIOS	CLERK TYPIST III	82670 - CLERK TYPIST III	820	C & I - CURRICULUM & INSTRUCTION	X	X	X		CHARGED TO ALL CG PROJECTS UNDER C&I
15583	ROE-ANN JEAN CRUZ	ADMINISTRATIVE ASSISTANT	82610 - ADMINISTRATIVE ASSISTANT	820	C & I - CURRICULUM & INSTRUCTION	X	X	X		VICE: #100471 Kevin Taitague: EFF. 02/03/2020 CHARED TO ALL CG PROJECTS UNDER C&I



Sean Rupley
 State Program Officer



Rachel Duenas
 Senior State Program Officer



Ignacio C. Santos
 Federal Programs Administrator

LABOR COST DISTRIBUTION REPORT
PPE : 07/18/2020_PD 07/24/2020_PP22

Sum of TOTAL PROJECTS	Name	Emp #	R-OBJECT		Grand Total
			0111	0121	
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	PHILIP A TOVES	13496	2,009.04	564.28	2,573.32
	ROE-ANN JEAN M CRUZ	15583	1,195.23	465.92	1,661.15
	DEBRALYNN A PALACIOS	7167	1,185.81	355.00	1,540.81
	ANA MARIA T. O AGUON	13837	2,226.92	915.76	3,142.68

FEDERAL PROGRAMS DIVISION

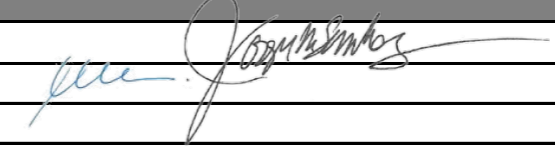


**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

Fixed Asset Certification

October 30, 2020

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

Inventory Date:	9/30/2020	Joseph L.M. Sanchez			10/19/2020
		Michelle M. Camacho			10/16/2020
		<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
43882		Lenovo Student Laptop	L13 Yoga	R90YEWWS	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43883		Lenovo Student Laptop	L13 Yoga	R90YEPFS	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43884		Lenovo Student Laptop	L13 Yoga	R90YEPE2	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43885		Lenovo Student Laptop	L13 Yoga	R90YPBPT	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43886		Lenovo Student Laptop	L13 Yoga	R90YEWTX	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43887		Lenovo Student Laptop	L13 Yoga	R90YEPE8	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43888		Lenovo Student Laptop	L13 Yoga	R90YEPEN	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43889		Lenovo Student Laptop	L13 Yoga	R90YEPED	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43890		Lenovo Student Laptop	L13 Yoga	R90YEPEE	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43891		Lenovo Student Laptop	L13 Yoga	R90YEX5J	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43892		Lenovo Student Laptop	L13 Yoga	R90YEPEH	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43893		Lenovo Student Laptop	L13 Yoga	R90YEPFB	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43894		Lenovo Student Laptop	L13 Yoga	R90YEPG3	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43895		Lenovo Student Laptop	L13 Yoga	R90YEPEJ	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43896		Lenovo Student Laptop	L13 Yoga	R90YEPF0	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43897		Lenovo Student Laptop	L13 Yoga	R90YEPF2	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43898		Lenovo Student Laptop	L13 Yoga	R90YEWZ6	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43899		Lenovo Student Laptop	L13 Yoga	R90YEPX	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43900		Lenovo Student Laptop	L13 Yoga	R90YEPET	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43901		Lenovo Student Laptop	L13 Yoga	R90YEPDB	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43902		Lenovo Student Laptop	L13 Yoga	R90YEPFE	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43903		Lenovo Student Laptop	L13 Yoga	R90YEPKV	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43904		Lenovo Student Laptop	L13 Yoga	R90YEX77	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43905		Lenovo Student Laptop	L13 Yoga	R90YEPEN	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43906		Lenovo Student Laptop	L13 Yoga	R90YEPDZ	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43907		Lenovo Student Laptop	L13 Yoga	R90YEPFT	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43908		Lenovo Student Laptop	L13 Yoga	R90YEPF6	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43909		Lenovo Student Laptop	L13 Yoga	R90YEX6B	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43910		Lenovo Student Laptop	L13 Yoga	R90YEPFD	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43911		Lenovo Student Laptop	L13 Yoga	R90YEPEB	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43912		Lenovo Student Laptop	L13 Yoga	R90YEX9A	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43913		Lenovo Student Laptop	L13 Yoga	R90YEX0L	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43914		Lenovo Student Laptop	L13 Yoga	R90YEX8V	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43915		Lenovo Student Laptop	L13 Yoga	R90YEX1P	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43916		Lenovo Student Laptop	L13 Yoga	R90YEWZT	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43917		Lenovo Student Laptop	L13 Yoga	R90YEWY4	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43918		Lenovo Student Laptop	L13 Yoga	R90YEWZF	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43919		Lenovo Student Laptop	L13 Yoga	R90YEX6N	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43920		Lenovo Student Laptop	L13 Yoga	R90YEX22	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
43921		Lenovo Student Laptop	L13 Yoga	R90YEWZV	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
44372		Lenovo Student Laptop	L13 Yoga	R90YEX2Y	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
44373		Lenovo Student Laptop	L13 Yoga	R90YEX1D	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
44374		Lenovo Student Laptop	L13 Yoga	R90YEWZR	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
44375		Lenovo Student Laptop	L13 Yoga	R90YEX6E	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
44376		Lenovo Student Laptop	L13 Yoga	R90YEX5E	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
44377		Lenovo Student Laptop	L13 Yoga	R90YEWYW	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
44378		Lenovo Student Laptop	L13 Yoga	R90YEX3V	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
44379		Lenovo Student Laptop	L13 Yoga	R90YEX2P	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
44380		Lenovo Student Laptop	L13 Yoga	R90YEX3D	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
44381		Lenovo Student Laptop	L13 Yoga	R90YEX1T	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
44382		Lenovo Student Laptop	L13 Yoga	R90YEX02	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
44383		Lenovo Student Laptop	L13 Yoga	R90YEWY1	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
44384		Lenovo Student Laptop	L13 Yoga	R90YEX59	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
44385		Lenovo Student Laptop	L13 Yoga	R90YEWZE	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
44386		Lenovo Student Laptop	L13 Yoga	R90YEX5K	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
44387		Lenovo Student Laptop	L13 Yoga	R90YEX7K	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
44388		Lenovo Student Laptop	L13 Yoga	R90YEX81	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
44389		Lenovo Student Laptop	L13 Yoga	R90YEWX7	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
44390		Lenovo Student Laptop	L13 Yoga	R90YEP5	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
44391		Lenovo Student Laptop	L13 Yoga	R90YEWTY	\$ 767.00	1	FSAIS	To be issued	20200389	8/14/2020	New	Pending Issuance
46892		Multi-media Projector	PA503S	VOR201801386	\$ 298.50	1	AES	CATUNAO, CHARITY	20200738	9/22/2020	New	
46893		Multi-media Projector	PA503S	VOR201801396	\$ 298.50	1	AES	NAVISAGA, MERWIN	20200738	9/22/2020	New	
46894		Multi-media Projector	PA503S	VOR201801389	\$ 298.50	1	AES	OLIVARIO, CARRIE	20200738	9/22/2020	New	
46895		Multi-media Projector	PA503S	VOR201801398	\$ 298.50	1	AES	TAISACAN, CORAZON	20200738	9/22/2020	New	
46896		Multi-media Projector	PA503S	VOR201801397	\$ 298.50	1	AES	HOFSCHEIDER, RINEN	20200738	9/22/2020	New	
46897		Multi-media Projector	PA503S	VOR201801399	\$ 298.50	1	AES	DACANAY, JEMIMAH	20200738	9/22/2020	New	
46898		Multi-media Projector	PA503S	VOR201801392	\$ 298.50	1	AES	MENDIOLA, DECEREE	20200738	9/22/2020	New	
46899		Multi-media Projector	PA503S	VOR201801390	\$ 298.50	1	AES	QUINATA, HA'ANI	20200738	9/22/2020	New	
46900		Multi-media Projector	PA503S	VOR201801384	\$ 298.50	1	AES	BLAS, TILLIE	20200738	9/22/2020	New	
46901		Multi-media Projector	PA503S	VOR201801385	\$ 298.50	1	AES	CALILUNG, NORA	20200738	9/22/2020	New	
46902		Multi-media Projector	PA503S	VOR201801382	\$ 298.50	1	AES	MENO, AILENE	20200738	9/22/2020	New	
46903		Multi-media Projector	PA503S	VOR201801393	\$ 298.50	1	AES	CRUZ, GRACELYN	20200738	9/22/2020	New	
46904		Multi-media Projector	PA503S	VOR201801381	\$ 298.50	1	AES	CRUZ, HELENE	20200738	9/22/2020	New	
46905		Multi-media Projector	PA503S	VOR201801401	\$ 298.50	1	AES	TAITANO, ROONG	20200738	9/22/2020	New	
46906		Multi-media Projector	PA503S	VOR201801394	\$ 298.50	1	AES	PALUGOD, ANALYN	20200738	9/22/2020	New	
46907		Multi-media Projector	PA503S	VOR201801378	\$ 298.50	1	AHES	SOMERFLECK, CAROL	20200738	9/22/2020	New	
46908		Multi-media Projector	PA503S	VOR201801380	\$ 298.50	1	AHES	QUINATA, WELMA	20200738	9/22/2020	New	
46909		Multi-media Projector	PA503S	VOR201801375	\$ 298.50	1	AHES	LUJAN, ANGELLA	20200738	9/22/2020	New	
46910		Multi-media Projector	PA503S	VOR201801376	\$ 298.50	1	AHES	COLLINS, MARILYN	20200738	9/22/2020	New	
46911		Multi-media Projector	PA503S	VOR201801374	\$ 298.50	1	AHES	CASTRO, SELINA	20200738	9/22/2020	New	
46912		Multi-media Projector	PA503S	VOR201801377	\$ 298.50	1	AHES	LORENZO, BARBARA	20200738	9/22/2020	New	
46913		Multi-media Projector	PA503S	VOR201801379	\$ 298.50	1	AHES	LEON GUERRERO, SHAF	20200738	9/22/2020	New	
46914		Multi-media Projector	PA503S	VOR201801372	\$ 298.50	1	AHES	AFAISEN, MILDRED	20200738	9/22/2020	New	
46915		Multi-media Projector	PA503S	VOR201801371	\$ 298.50	1	AHES	TERLAJE, MARY MEAGA	20200738	9/22/2020	New	
46916		Multi-media Projector	PA503S	VOR201801369	\$ 298.50	1	AHES	ACFACLE, JOSELITO	20200738	9/22/2020	New	
46917		Multi-media Projector	PA503S	VOR201801368	\$ 298.50	1	AHES	CAYANAN, DOLORES	20200738	9/22/2020	New	
46918		Multi-media Projector	PA503S	VOR201801362	\$ 298.50	1	AHES	SANCHEZ, BROGAN	20200738	9/22/2020	New	
46919		Multi-media Projector	PA503S	VOR201801370	\$ 298.50	1	AHES	GUMATAOTAO, IGNAC	20200738	9/22/2020	New	
46920		Multi-media Projector	PA503S	VOR201801373	\$ 298.50	1	AHES	LEON GUERRERO, JANA	20200738	9/22/2020	New	
46921		Multi-media Projector	PA503S	VOR201801360	\$ 298.50	1	AHES	NAZ, AISABEL	20200738	9/22/2020	New	
46922		Multi-media Projector	PA503S	VOR201801358	\$ 298.50	1	AHES	RIVERA, DARLENE	20200738	9/22/2020	New	
46923		Multi-media Projector	PA503S	VOR201801367	\$ 298.50	1	AHES	SABLAN, CLAIRE	20200738	9/22/2020	New	
46924		Multi-media Projector	PA503S	VOR201801356	\$ 298.50	1	AHES	TENORIO, MARY	20200738	9/22/2020	New	
46925		Multi-media Projector	PA503S	VOR201801363	\$ 298.50	1	AHES	BROWN, JOANNE	20200738	9/22/2020	New	
46926		Multi-media Projector	PA503S	VOR201801359	\$ 298.50	1	AHES	TENORIO, PATRICE	20200738	9/22/2020	New	
46927		Multi-media Projector	PA503S	VOR201801361	\$ 298.50	1	ASTES	BURK, BUFFI	20200738	9/22/2020	New	
46928		Multi-media Projector	PA503S	VOR201801352	\$ 298.50	1	ASTES	FLORES, MARITHESS	20200738	9/22/2020	New	
46929		Multi-media Projector	PA503S	VOR201801365	\$ 298.50	1	ASTES	VACANT	20200738	9/22/2020	New	

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
46930		Multi-media Projector	PA503S	VOR201801364	\$ 298.50	1	ASTES	VILLANUEVA, PAMELA	20200738	9/22/2020	New	
46931		Multi-media Projector	PA503S	VOR201801366	\$ 298.50	1	ASTES	GALANG, LEE ANN	20200738	9/22/2020	New	
46932		Multi-media Projector	PA503S	VOR201801353	\$ 298.50	1	ASTES	PESTANAS, CHRITINA	20200738	9/22/2020	New	
46933		Multi-media Projector	PA503S	VOR201801340	\$ 298.50	1	ASTES	PAET, SERWIN	20200738	9/22/2020	New	
46934		Multi-media Projector	PA503S	VOR201801347	\$ 298.50	1	ASTES	CONNER, MARIBETH	20200738	9/22/2020	New	
46935		Multi-media Projector	PA503S	VOR201801354	\$ 298.50	1	ASTES	LIMES, JOYLEEN	20200738	9/22/2020	New	
46936		Multi-media Projector	PA503S	VOR201801357	\$ 298.50	1	ASTES	CRUZ, PAUL	20200738	9/22/2020	New	
46937		Multi-media Projector	PA503S	VOR201801355	\$ 298.50	1	ASTES	TIBUDAN, FATIMA	20200738	9/22/2020	New	
46938		Multi-media Projector	PA503S	VOR201801351	\$ 298.50	1	ASTES	BENAVENTE, JEANALYN	20200738	9/22/2020	New	
46939		Multi-media Projector	PA503S	VOR201801348	\$ 298.50	1	ASTES	MANALO, MICHELLE	20200738	9/22/2020	New	
46940		Multi-media Projector	PA503S	VOR201801332	\$ 298.50	1	ASTES	BLAS, JESSICA	20200738	9/22/2020	New	
46941		Multi-media Projector	PA503S	VOR201801350	\$ 298.50	1	ASTES	FELIPE, MARIA	20200738	9/22/2020	New	
46942		Multi-media Projector	PA503S	VOR201801349	\$ 298.50	1	ASTES	ACOSTA, MARIA	20200738	9/22/2020	New	
46943		Multi-media Projector	PA503S	VOR201801346	\$ 298.50	1	ASTES	ANDRES, CHRISTINE	20200738	9/22/2020	New	
46944		Multi-media Projector	PA503S	VOR201801339	\$ 298.50	1	BPCES	ROSARIO, CARMEN	20200738	9/22/2020	New	
46945		Multi-media Projector	PA503S	VOR201801336	\$ 298.50	1	BPCES	BARTELS-CRUZ, CHRIST	20200738	9/22/2020	New	
46946		Multi-media Projector	PA503S	VOR201801342	\$ 298.50	1	BPCES	ULLOA, SHERRY	20200738	9/22/2020	New	
46947		Multi-media Projector	PA503S	VOR201801344	\$ 298.50	1	BPCES	GUZMAN, JOHANNA	20200738	9/22/2020	New	
46948		Multi-media Projector	PA503S	VOR201801338	\$ 298.50	1	BPCES	EMMANUEL, JEFF	20200738	9/22/2020	New	
46949		Multi-media Projector	PA503S	VOR201801334	\$ 298.50	1	BPCES	KAAI, ANN	20200738	9/22/2020	New	
46950		Multi-media Projector	PA503S	VOR201801337	\$ 298.50	1	BPCES	FLIPPO, APRIL	20200738	9/22/2020	New	
46951		Multi-media Projector	PA503S	VOR201801335	\$ 298.50	1	BPCES	FLIPPO, APRIL	20200738	9/22/2020	New	
46952		Multi-media Projector	PA503S	VOR201801327	\$ 298.50	1	BPCES	VELASQUEZ, OLIVA	20200738	9/22/2020	New	
46953		Multi-media Projector	PA503S	VOR201801345	\$ 298.50	1	BPCES	GRECIA, CLAUDIA	20200738	9/22/2020	New	
46954		Multi-media Projector	PA503S	VOR201801343	\$ 298.50	1	BPCES	SARGEE, VICTORIA	20200738	9/22/2020	New	
46955		Multi-media Projector	PA503S	VOR201801341	\$ 298.50	1	BPCES	REYES, ELIZABETH	20200738	9/22/2020	New	
46956		Multi-media Projector	PA503S	VOR201801676	\$ 298.50	1	BPCES	QUITIGUA, MILISSA	20200738	9/22/2020	New	
46957		Multi-media Projector	PA503S	VOR201801680	\$ 298.50	1	CBMES	ABID, MARIA	20200738	9/22/2020	New	
46958		Multi-media Projector	PA503S	VOR201801670	\$ 298.50	1	CBMES	PERVEZ, MARYLEAH	20200738	9/22/2020	New	
46959		Multi-media Projector	PA503S	VOR201801674	\$ 298.50	1	CBMES	BAZA, JAMIE	20200738	9/22/2020	New	
46960		Multi-media Projector	PA503S	VOR201801675	\$ 298.50	1	CBMES	LIZAMA, CELESTE	20200738	9/22/2020	New	
46961		Multi-media Projector	PA503S	VOR201801663	\$ 298.50	1	CBMES	NOCEDA, MARIA	20200738	9/22/2020	New	
46962		Multi-media Projector	PA503S	VOR201801661	\$ 298.50	1	CBMES	VACANT 5TH GRADE TE	20200738	9/22/2020	New	
46963		Multi-media Projector	PA503S	VOR201801647	\$ 298.50	1	CBMES	QUICHOCHO, ELEANOR	20200738	9/22/2020	New	
46964		Multi-media Projector	PA503S	VOR201801653	\$ 298.50	1	CBMES	BURKE, MELINDA	20200738	9/22/2020	New	
46965		Multi-media Projector	PA503S	VOR201801657	\$ 298.50	1	CBMES	VACANT ESL	20200738	9/22/2020	New	
46966		Multi-media Projector	PA503S	VOR201801637	\$ 298.50	1	CBMES	BARRETT-PENDON KIM	20200738	9/22/2020	New	
46967		Multi-media Projector	PA503S	VOR201801682	\$ 298.50	1	CBMES	DALING, BELEN	20200738	9/22/2020	New	
46968		Multi-media Projector	PA503S	VOR201801400	\$ 298.50	1	CBMES	MORTERA, ALLAN	20200738	9/22/2020	New	
46969		Multi-media Projector	PA503S	VOR201801256	\$ 298.50	1	CBMES	TAJERON, DELIA	20200738	9/22/2020	New	
46970		Multi-media Projector	PA503S	VOR201801681	\$ 298.50	1	CBMES	VACANT	20200738	9/22/2020	New	
46971		Multi-media Projector	PA503S	VOR201801633	\$ 298.50	1	CLTES	BALAJADIA, TARA	20200738	9/22/2020	New	
46972		Multi-media Projector	PA503S	VOR201801636	\$ 298.50	1	CLTES	SAHAGON, LIZA	20200738	9/22/2020	New	
46973		Multi-media Projector	PA503S	VOR201801677	\$ 298.50	1	CLTES	RETUMBAN, LIZA	20200738	9/22/2020	New	
46974		Multi-media Projector	PA503S	VOR201801635	\$ 298.50	1	CLTES	BULALA, MARY	20200738	9/22/2020	New	
46975		Multi-media Projector	PA503S	VOR201801189	\$ 298.50	1	CLTES	TORRES, ALIANA	20200738	9/22/2020	New	
46976		Multi-media Projector	PA503S	VOR201801664	\$ 298.50	1	CLTES	CAYANAN, ABIGAIL	20200738	9/22/2020	New	
46977		Multi-media Projector	PA503S	VOR201801634	\$ 298.50	1	CLTES	AGUON, MARIA	20200738	9/22/2020	New	
46978		Multi-media Projector	PA503S	VOR201801655	\$ 298.50	1	CLTES	FORBES, CINA	20200738	9/22/2020	New	
46979		Multi-media Projector	PA503S	VOR201801678	\$ 298.50	1	CLTES	DY, CHARLENE	20200738	9/22/2020	New	
46980		Multi-media Projector	PA503S	VOR201801652	\$ 298.50	1	CLTES	TAITANO, MARY	20200738	9/22/2020	New	
46981		Multi-media Projector	PA503S	VOR201801654	\$ 298.50	1	CLTES	BARETTO, GLORIA	20200738	9/22/2020	New	
46982		Multi-media Projector	PA503S	VOR201801658	\$ 298.50	1	CLTES	PEREDO, AUDREY	20200738	9/22/2020	New	
46983		Multi-media Projector	PA503S	VOR201801656	\$ 298.50	1	CLTES	MARATITA, MEAGAN	20200738	9/22/2020	New	
46984		Multi-media Projector	PA503S	VOR201801646	\$ 298.50	1	CLTES	TAMUA, SHAWLON	20200738	9/22/2020	New	
46985		Multi-media Projector	PA503S	VOR201801588	\$ 298.50	1	CLTES	PETER, CATHLEEN	20200738	9/22/2020	New	
46986		Multi-media Projector	PA503S	VOR201801630	\$ 298.50	1	CLTES	MUNOZ, RUDY	20200738	9/22/2020	New	
46987		Multi-media Projector	PA503S	VOR201801616	\$ 298.50	1	CLTES	VACANT	20200738	9/22/2020	New	

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46988		Multi-media Projector	PA503S	VOR201801604	\$ 298.50	1	DLPEs	MADRAZO, KRISTINE	20200738	9/22/2020	New	
46989		Multi-media Projector	PA503S	VOR201801618	\$ 298.50	1	DLPEs	LAGUANA, KIMBERLY	20200738	9/22/2020	New	
46990		Multi-media Projector	PA503S	VOR201801617	\$ 298.50	1	DLPEs	BELTRAN, ROCHELL	20200738	9/22/2020	New	
46991		Multi-media Projector	PA503S	VOR201801615	\$ 298.50	1	DLPEs	PLATON, CHERLY	20200738	9/22/2020	New	
46992		Multi-media Projector	PA503S	VOR201801606	\$ 298.50	1	DLPEs	DURAN, MERAVELLE	20200738	9/22/2020	New	
46993		Multi-media Projector	PA503S	VOR201801612	\$ 298.50	1	DLPEs	PARINAS, LEANNE	20200738	9/22/2020	New	
46994		Multi-media Projector	PA503S	VOR201801613	\$ 298.50	1	DLPEs	HERRERO, MARIA	20200738	9/22/2020	New	
46995		Multi-media Projector	PA503S	VOR201801610	\$ 298.50	1	DLPEs	DORION, RUBY	20200738	9/22/2020	New	
46996		Multi-media Projector	PA503S	VOR201801608	\$ 298.50	1	DLPEs	DOMAOAL, RACHEL	20200738	9/22/2020	New	
46997		Multi-media Projector	PA503S	VOR201801605	\$ 298.50	1	DLPEs	SANTOS, CLAIRE	20200738	9/22/2020	New	
46998		Multi-media Projector	PA503S	VOR201801611	\$ 298.50	1	DLPEs	BAIS, CHRISTIAN	20200738	9/22/2020	New	
46999		Multi-media Projector	PA503S	VOR201801672	\$ 298.50	1	DLPEs	SAN NICOLAS, VANESSA	20200738	9/22/2020	New	
47000		Multi-media Projector	PA503S	VOR201801673	\$ 298.50	1	DLPEs	BENAVENTE, VALERIE	20200738	9/22/2020	New	
47001		Multi-media Projector	PA503S	VOR201801666	\$ 298.50	1	DLPEs	YABUT, SHIRLEEN	20200738	9/22/2020	New	
47002		Multi-media Projector	PA503S	VOR201801667	\$ 298.50	1	DLPEs	TAIANA, KIMBERLY	20200738	9/22/2020	New	
47003		Multi-media Projector	PA503S	VOR201801056	\$ 298.50	1	DLPEs	FEGURGUR, JAMIE	20200738	9/22/2020	New	
47004		Multi-media Projector	PA503S	VOR201801669	\$ 298.50	1	DLPEs	CAMACHO, JENNIFER	20200738	9/22/2020	New	
47005		Multi-media Projector	PA503S	VOR201801665	\$ 298.50	1	DLPEs	TAJERON, ELIZABETH	20200738	9/22/2020	New	
47006		Multi-media Projector	PA503S	VOR201801659	\$ 298.50	1	DLPEs	GUERRERO, VALERIE	20200738	9/22/2020	New	
47007		Multi-media Projector	PA503S	VOR201801660	\$ 298.50	1	DLPEs	SOMERA, JOLINIE	20200738	9/22/2020	New	
47008		Multi-media Projector	PA503S	VOR201801649	\$ 298.50	1	DLPEs	ULBENARIO, CLAIRE	20200738	9/22/2020	New	
47009		Multi-media Projector	PA503S	VOR201801643	\$ 298.50	1	FES	SANTOS, THERESA	20200738	9/22/2020	New	
47010		Multi-media Projector	PA503S	VOR201801645	\$ 298.50	1	FES	MORRISON, STEPHANIE	20200738	9/22/2020	New	
47011		Multi-media Projector	PA503S	VOR201801648	\$ 298.50	1	FES	DRIZA, JAYNE	20200738	9/22/2020	New	
47012		Multi-media Projector	PA503S	VOR201801662	\$ 298.50	1	FES	CHUA, VANESSA	20200738	9/22/2020	New	
47013		Multi-media Projector	PA503S	VOR201801651	\$ 298.50	1	FES	JASMIN, DELIA	20200738	9/22/2020	New	
47014		Multi-media Projector	PA503S	VOR201801641	\$ 298.50	1	FES	PARCIA, ARLENE	20200738	9/22/2020	New	
47015		Multi-media Projector	PA503S	VOR201801575	\$ 298.50	1	FES	CANARE, MARITES	20200738	9/22/2020	New	
47016		Multi-media Projector	PA503S	VOR201801644	\$ 298.50	1	FES	VACANT	20200738	9/22/2020	New	
47017		Multi-media Projector	PA503S	VOR201801642	\$ 298.50	1	FES	FLORES, JENI ANN	20200738	9/22/2020	New	
47018		Multi-media Projector	PA503S	VOR201801640	\$ 298.50	1	FES	HUAVAS, MARIAN	20200738	9/22/2020	New	
47019		Multi-media Projector	PA503S	VOR201801596	\$ 298.50	1	FES	GUIKING, MARIE	20200738	9/22/2020	New	
47020		Multi-media Projector	PA503S	VOR201801639	\$ 298.50	1	FES	CHACO, ROBYN	20200738	9/22/2020	New	
47021		Multi-media Projector	PA503S	VOR201801586	\$ 298.50	1	FES	DACASIN, JESSICA	20200738	9/22/2020	New	
47022		Multi-media Projector	PA503S	VOR201801620	\$ 298.50	1	FES	LOFTIS, BERNIE	20200738	9/22/2020	New	
47023		Multi-media Projector	PA503S	VOR201801607	\$ 298.50	1	FES	OWENS, ROBERT	20200738	9/22/2020	New	
47024		Multi-media Projector	PA503S	VOR201801603	\$ 298.50	1	FES	ANDERSON, JOLINA	20200738	9/22/2020	New	
47025		Multi-media Projector	PA503S	VOR201801602	\$ 298.50	1	FES	MALINAO, JANNIFER	20200738	9/22/2020	New	
47026		Multi-media Projector	PA503S	VOR201801609	\$ 298.50	1	FES	HERNANDEZ, MELISSA	20200738	9/22/2020	New	
47027		Multi-media Projector	PA503S	VOR201801585	\$ 298.50	1	FES	GABRIEL, ANGELICA	20200738	9/22/2020	New	
47028		Multi-media Projector	PA503S	VOR201801601	\$ 298.50	1	FES	PEREZ, VENESSA	20200738	9/22/2020	New	
47029		Multi-media Projector	PA503S	VOR201801560	\$ 298.50	1	FES	HERRERA-DUENAS, RO	20200738	9/22/2020	New	
47030		Multi-media Projector	PA503S	VOR201801572	\$ 298.50	1	FES	PRITCHARD, ORDELIA	20200738	9/22/2020	New	
47031		Multi-media Projector	PA503S	VOR201801573	\$ 298.50	1	FES	SORIANO, LORNA	20200738	9/22/2020	New	
47032		Multi-media Projector	PA503S	VOR201801672	\$ 298.50	1	FES	AQUINO, KREESHIA	20200738	9/22/2020	New	
47033		Multi-media Projector	PA503S	VOR201801628	\$ 298.50	1	FES	TAIMANGLO, CECILIA	20200738	9/22/2020	New	
47034		Multi-media Projector	PA503S	VOR201801561	\$ 298.50	1	IES	ISHMAEL, SABRINA	20200738	9/22/2020	New	
47035		Multi-media Projector	PA503S	VOR201801544	\$ 298.50	1	IES	PASCUAL, CHERRYMAR	20200738	9/22/2020	New	
47036		Multi-media Projector	PA503S	VOR201801577	\$ 298.50	1	IES	PAULINO, MICHELLE	20200738	9/22/2020	New	
47037		Multi-media Projector	PA503S	VOR201801557	\$ 298.50	1	IES	MENO, KRISTINA	20200738	9/22/2020	New	
47038		Multi-media Projector	PA503S	VOR201801539	\$ 298.50	1	IES	MANGLONA, CHERYL	20200738	9/22/2020	New	
47039		Multi-media Projector	PA503S	VOR201801559	\$ 298.50	1	IES	KATSUDA, TEKAWITA	20200738	9/22/2020	New	
47040		Multi-media Projector	PA503S	VOR201801578	\$ 298.50	1	IES	MANGLONA, LORNA	20200738	9/22/2020	New	
47041		Multi-media Projector	PA503S	VOR201801574	\$ 298.50	1	IES	PEREZ, TRACELYN	20200738	9/22/2020	New	
47042		Multi-media Projector	PA503S	VOR201801576	\$ 298.50	1	IES	ALMAZAN, ANALISA	20200738	9/22/2020	New	
47043		Multi-media Projector	PA503S	VOR201801629	\$ 298.50	1	IES	NAUTA, MARY JANE	20200738	9/22/2020	New	
47044		Multi-media Projector	PA503S	VOR201801614	\$ 298.50	1	IES	CARBULLIDO, MIKLEEN	20200738	9/22/2020	New	
47045		Multi-media Projector	PA503S	VOR201801631	\$ 298.50	1	IES	TORRES, STEVEN	20200738	9/22/2020	New	

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
47046		Multi-media Projector	PA503S	VOR201801632	\$ 298.50	1	IES	CANDASO, KATHY	20200738	9/22/2020	New	
47047		Multi-media Projector	PA503S	VOR201801548	\$ 298.50	1	IES	NAVISAGA, MEBRIC	20200738	9/22/2020	New	
47048		Multi-media Projector	PA503S	VOR201801545	\$ 298.50	1	HSTES	VACANT	20200738	9/22/2020	New	
47049		Multi-media Projector	PA503S	VOR201801547	\$ 298.50	1	HSTES	CHIGUINA, CHARLENE	20200738	9/22/2020	New	
47050		Multi-media Projector	PA503S	VOR201801558	\$ 298.50	1	HSTES	SLOMA-MAGBITANG, E	20200738	9/22/2020	New	
47051		Multi-media Projector	PA503S	VOR201801556	\$ 298.50	1	HSTES	VACANT	20200738	9/22/2020	New	
47052		Multi-media Projector	PA503S	VOR201801536	\$ 298.50	1	HSTES	DIAZ, JEREMIAH	20200738	9/22/2020	New	
47053		Multi-media Projector	PA503S	VOR201801538	\$ 298.50	1	HSTES	AFLAGUE, ROVILEEN	20200738	9/22/2020	New	
47054		Multi-media Projector	PA503S	VOR201801549	\$ 298.50	1	HSTES	DIAZ, JOESELLE	20200738	9/22/2020	New	
47055		Multi-media Projector	PA503S	VOR201801542	\$ 298.50	1	HSTES	MENDIOLA, VERNA	20200738	9/22/2020	New	
47056		Multi-media Projector	PA503S	VOR201801621	\$ 298.50	1	HSTES	WRIGHT, CHARLEND	20200738	9/22/2020	New	
47057		Multi-media Projector	PA503S	VOR201801623	\$ 298.50	1	HSTES	SANCHEZ, RENNE	20200738	9/22/2020	New	
47058		Multi-media Projector	PA503S	VOR201801568	\$ 298.50	1	HSTES	CLAROS, GRACE	20200738	9/22/2020	New	
47059		Multi-media Projector	PA503S	VOR201801622	\$ 298.50	1	HSTES	ESCUADRA, GEMEE-LYN	20200738	9/22/2020	New	
47060		Multi-media Projector	PA503S	VOR201801624	\$ 298.50	1	HSTES	OCAMPO-DELA CRUZ, J	20200738	9/22/2020	New	
47061		Multi-media Projector	PA503S	VOR201801570	\$ 298.50	1	HSTES	UNPINGCO, SUSAN	20200738	9/22/2020	New	
47062		Multi-media Projector	PA503S	VOR201801638	\$ 298.50	1	HSTES	CARBULLIDO, VINCENT	20200738	9/22/2020	New	
47063		Multi-media Projector	PA503S	VOR201801626	\$ 298.50	1	HSTES	TOVES, CHRISTINA	20200738	9/22/2020	New	
47064		Multi-media Projector	PA503S	VOR201801579	\$ 298.50	1	HSTES	DEINHART, SHARON	20200738	9/22/2020	New	
47065		Multi-media Projector	PA503S	VOR201801569	\$ 298.50	1	HSTES	RIOS, ROVEE ANN	20200738	9/22/2020	New	
47066		Multi-media Projector	PA503S	VOR201801562	\$ 298.50	1	HSTES	MUCHO, CORAZON	20200738	9/22/2020	New	
47067		Multi-media Projector	PA503S	VOR201801552	\$ 298.50	1	HSTES	DOMINIC USON	20200738	9/22/2020	New	
47068		Multi-media Projector	PA503S	VOR201801580	\$ 298.50	1	JMGES	CAMERON, HEIDI	20200738	9/22/2020	New	
47069		Multi-media Projector	PA503S	VOR201801566	\$ 298.50	1	JMGES	TAJALLE, ABER	20200738	9/22/2020	New	
47070		Multi-media Projector	PA503S	VOR201801564	\$ 298.50	1	JMGES	CRUZ, SIRENA	20200738	9/22/2020	New	
47071		Multi-media Projector	PA503S	VOR201801563	\$ 298.50	1	JMGES	LANIYO, KATHIELYNN	20200738	9/22/2020	New	
47072		Multi-media Projector	PA503S	VOR201801567	\$ 298.50	1	JMGES	BIDAURE, HANNAH	20200738	9/22/2020	New	
47073		Multi-media Projector	PA503S	VOR201801565	\$ 298.50	1	JMGES	BUNDANG, FILIPINA	20200738	9/22/2020	New	
47074		Multi-media Projector	PA503S	VOR201801531	\$ 298.50	1	JMGES	MENDOZ, GLORIA	20200738	9/22/2020	New	
47075		Multi-media Projector	PA503S	VOR201801546	\$ 298.50	1	JMGES	MENDIOLA, PATRICIA	20200738	9/22/2020	New	
47076		Multi-media Projector	PA503S	VOR201801550	\$ 298.50	1	JMGES	OCAMPO, LALAINNE	20200738	9/22/2020	New	
47077		Multi-media Projector	PA503S	VOR201801554	\$ 298.50	1	JMGES	CAMACHO, KAE'ANA	20200738	9/22/2020	New	
47078		Multi-media Projector	PA503S	VOR201801555	\$ 298.50	1	JMGES	PEREZ, AURELIA	20200738	9/22/2020	New	
47079		Multi-media Projector	PA503S	VOR201801541	\$ 298.50	1	JMGES	MANLANGIT, MARIA	20200738	9/22/2020	New	
47080		Multi-media Projector	PA503S	VOR201801540	\$ 298.50	1	JMGES	GUTIERREZ, MARIANN	20200738	9/22/2020	New	
47081		Multi-media Projector	PA503S	VOR201801534	\$ 298.50	1	JMGES	CRUZ, NIKKOLE	20200738	9/22/2020	New	
47082		Multi-media Projector	PA503S	VOR201801533	\$ 298.50	1	JMGES	SISON, FRANCESCA	20200738	9/22/2020	New	
47083		Multi-media Projector	PA503S	VOR201801537	\$ 298.50	1	JMGES	FLORES, JENNIFER	20200738	9/22/2020	New	
47084		Multi-media Projector	PA503S	VOR201801532	\$ 298.50	1	JMGES	FLORES, JENNIFER	20200738	9/22/2020	New	
47085		Multi-media Projector	PA503S	VOR201801543	\$ 298.50	1	JQSMES	GRAVES, LYNETTE	20200738	9/22/2020	New	
47086		Multi-media Projector	PA503S	VOR201801553	\$ 298.50	1	JQSMES	ANICAS, LIWAYWAY	20200738	9/22/2020	New	
47087		Multi-media Projector	PA503S	VOR201801535	\$ 298.50	1	JQSMES	PAULINO, CATHERINE	20200738	9/22/2020	New	
47088		Multi-media Projector	PA503S	VOR201801551	\$ 298.50	1	JQSMES	ECLAVEA, GERIANNE	20200738	9/22/2020	New	
47089		Multi-media Projector	PA503S	VOR201901632	\$ 298.50	1	JQSMES	GUILE, JOLEEN	20200738	9/22/2020	New	
47090		Multi-media Projector	PA503S	VOR201901406	\$ 298.50	1	JQSMES	CAMACHO, PAMELA	20200738	9/22/2020	New	
47091		Multi-media Projector	PA503S	VOR201901618	\$ 298.50	1	JQSMES	FUZIMI, LINA	20200738	9/22/2020	New	
47092		Multi-media Projector	PA503S	VOR201901624	\$ 298.50	1	JQSMES	OGO, RAEANN	20200738	9/22/2020	New	
47093		Multi-media Projector	PA503S	VOR201901639	\$ 298.50	1	JQSMES	LIBBY, DANA	20200738	9/22/2020	New	
47094		Multi-media Projector	PA503S	VOR201901638	\$ 298.50	1	JQSMES	LLEGADO, JAIME	20200738	9/22/2020	New	
47095		Multi-media Projector	PA503S	VOR201901627	\$ 298.50	1	JQSMES	HALMI, XYLINA	20200738	9/22/2020	New	
47096		Multi-media Projector	PA503S	VOR201901633	\$ 298.50	1	JQSMES	LIFOIFOI, HEATHER AN	20200738	9/22/2020	New	
47097		Multi-media Projector	PA503S	VOR201901637	\$ 298.50	1	JQSMES	BELLO, JAYDE	20200738	9/22/2020	New	
47098		Multi-media Projector	PA503S	VOR201901626	\$ 298.50	1	JQSMES	NOTARTE, BENEDICT	20200738	9/22/2020	New	
47099		Multi-media Projector	PA503S	VOR201901621	\$ 298.50	1	JQSMES	BIAGTAN, CECILIA	20200738	9/22/2020	New	
47100		Multi-media Projector	PA503S	VOR201901625	\$ 298.50	1	LES	CAJIGAL, ALDRIN	20200738	9/22/2020	New	
47101		Multi-media Projector	PA503S	VOR201901619	\$ 298.50	1	LES	MILFA, MILAN	20200738	9/22/2020	New	
47102		Multi-media Projector	PA503S	VOR201901606	\$ 298.50	1	LES	DUNGCA, JERICA	20200738	9/22/2020	New	
47103		Multi-media Projector	PA503S	VOR201901604	\$ 298.50	1	LES	PADILLA, JOHN	20200738	9/22/2020	New	

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
47104		Multi-media Projector	PA503S	VOR201901615	\$ 298.50	1	LES	PONCE, ANTHONY	20200738	9/22/2020	New	
47105		Multi-media Projector	PA503S	VOR201901614	\$ 298.50	1	LES	WESLEY, RACHEL	20200738	9/22/2020	New	
47106		Multi-media Projector	PA503S	VOR201901613	\$ 298.50	1	LES	AMAGUIN, ANDREA	20200738	9/22/2020	New	
47107		Multi-media Projector	PA503S	VOR201901630	\$ 298.50	1	LES	SAN NICOLAS, CIERA	20200738	9/22/2020	New	
47108		Multi-media Projector	PA503S	VOR201901631	\$ 298.50	1	LES	PAULINO, RYAN	20200738	9/22/2020	New	
47109		Multi-media Projector	PA503S	VOR201901635	\$ 298.50	1	LES	PAULINO, CYNTHIA	20200738	9/22/2020	New	
47110		Multi-media Projector	PA503S	VOR201901629	\$ 298.50	1	LES	LUBAS, BETTY	20200738	9/22/2020	New	
47111		Multi-media Projector	PA503S	VOR201901656	\$ 298.50	1	LES	AGUON, EDWARD	20200738	9/22/2020	New	
47112		Multi-media Projector	PA503S	VOR201901608	\$ 298.50	1	LES	HERNANDEZ, EDRIENN	20200738	9/22/2020	New	
47113		Multi-media Projector	PA503S	VOR201901636	\$ 298.50	1	LES	CHAMPION, CECILIA	20200738	9/22/2020	New	
47114		Multi-media Projector	PA503S	VOR201901596	\$ 298.50	1	LES	QUITUGUA, CHRISTINE	20200738	9/22/2020	New	
47115		Multi-media Projector	PA503S	VOR201901603	\$ 298.50	1	LES	SEKINE, PAUL	20200738	9/22/2020	New	
47116		Multi-media Projector	PA503S	VOR201901620	\$ 298.50	1	MACHES	PABLO, DANA	20200738	9/22/2020	New	
47117		Multi-media Projector	PA503S	VOR201901605	\$ 298.50	1	MACHES	SAN LUIS, MELYNDA	20200738	9/22/2020	New	
47118		Multi-media Projector	PA503S	VOR201901612	\$ 298.50	1	MACHES	MALUWELMENG, JENN	20200738	9/22/2020	New	
47119		Multi-media Projector	PA503S	VOR201901607	\$ 298.50	1	MACHES	BAISA, VAUGHN	20200738	9/22/2020	New	
47120		Multi-media Projector	PA503S	VOR201901634	\$ 298.50	1	MACHES	LIMTUACTO, CATALINA	20200738	9/22/2020	New	
47121		Multi-media Projector	PA503S	VOR201901609	\$ 298.50	1	MACHES	QUILT, CATALINA	20200738	9/22/2020	New	
47122		Multi-media Projector	PA503S	VOR201901628	\$ 298.50	1	MACHES	FUIMAONO, SUZETTE	20200738	9/22/2020	New	
47123		Multi-media Projector	PA503S	VOR201901600	\$ 298.50	1	MACHES	BUKIKOSA, VINCENT	20200738	9/22/2020	New	
47124		Multi-media Projector	PA503S	VOR201901623	\$ 298.50	1	MACHES	VILLALUZ, EMI	20200738	9/22/2020	New	
47125		Multi-media Projector	PA503S	VOR201901599	\$ 298.50	1	MACHES	FERNANDEZ, IVYM	20200738	9/22/2020	New	
47126		Multi-media Projector	PA503S	VOR201901617	\$ 298.50	1	MACHES	TENORIO, SHARIAKIHA	20200738	9/22/2020	New	
47127		Multi-media Projector	PA503S	VOR201901622	\$ 298.50	1	MACHES	QUITANO, DR. ELWIN	20200738	9/22/2020	New	
47128		Multi-media Projector	PA503S	VOR201901610	\$ 298.50	1	MASES	CALIP, KALEEN	20200738	9/22/2020	New	
47129		Multi-media Projector	PA503S	VOR201901616	\$ 298.50	1	MASES	SANTOS, JONI LYNN	20200738	9/22/2020	New	
47130		Multi-media Projector	PA503S	VOR201901602	\$ 298.50	1	MASES	NEWLAND, ANGELA	20200738	9/22/2020	New	
47131		Multi-media Projector	PA503S	VOR201901601	\$ 298.50	1	MASES	MEEKS, LISA	20200738	9/22/2020	New	
47132		Multi-media Projector	PA503S	VOR201901611	\$ 298.50	1	MASES	CRUZ, FRANCINE	20200738	9/22/2020	New	
47133		Multi-media Projector	PA503S	VOR201901740	\$ 298.50	1	MASES	JAQUE, LILIBETH	20200738	9/22/2020	New	
47134		Multi-media Projector	PA503S	VOR201901753	\$ 298.50	1	MASES	VINCH, SARAH	20200738	9/22/2020	New	
47135		Multi-media Projector	PA503S	VOR201901749	\$ 298.50	1	MASES	AREVALO, MARIA	20200738	9/22/2020	New	
47136		Multi-media Projector	PA503S	VOR201901733	\$ 298.50	1	MASES	REYES, JACQUELINE	20200738	9/22/2020	New	
47137		Multi-media Projector	PA503S	VOR201901739	\$ 298.50	1	MASES	VACANT	20200738	9/22/2020	New	
47138		Multi-media Projector	PA503S	VOR201901747	\$ 298.50	1	MASES	GONZALEZ, CATHERINE	20200738	9/22/2020	New	
47139		Multi-media Projector	PA503S	VOR201901789	\$ 298.50	1	MASES	VACANT	20200738	9/22/2020	New	
47140		Multi-media Projector	PA503S	VOR201901741	\$ 298.50	1	MASES	AGUON, AMY	20200738	9/22/2020	New	
47141		Multi-media Projector	PA503S	VOR201901790	\$ 298.50	1	MASES	NORTH, REBECCA	20200738	9/22/2020	New	
47142		Multi-media Projector	PA503S	VOR201901738	\$ 298.50	1	MAUES	BARTONICO, CAITLIN	20200738	9/22/2020	New	
47143		Multi-media Projector	PA503S	VOR201901737	\$ 298.50	1	MAUES	SCHMIDT, JAMES	20200738	9/22/2020	New	
47144		Multi-media Projector	PA503S	VOR201901724	\$ 298.50	1	MAUES	AQUINO, MARICRIS	20200738	9/22/2020	New	
47145		Multi-media Projector	PA503S	VOR201901752	\$ 298.50	1	MAUES	FERNANDO, ROSAN	20200738	9/22/2020	New	
47146		Multi-media Projector	PA503S	VOR201901744	\$ 298.50	1	MAUES	AMARO, BELINDA	20200738	9/22/2020	New	
47147		Multi-media Projector	PA503S	VOR201901743	\$ 298.50	1	MAUES	VALENCIA, ARJAY	20200738	9/22/2020	New	
47148		Multi-media Projector	PA503S	VOR201901745	\$ 298.50	1	MAUES	ARIDA, JUDITH	20200738	9/22/2020	New	
47149		Multi-media Projector	PA503S	VOR201901762	\$ 298.50	1	MAUES	OLAGUIR, CHITA	20200738	9/22/2020	New	
47150		Multi-media Projector	PA503S	VOR201901763	\$ 298.50	1	MAUES	RABINO, JENALINE	20200738	9/22/2020	New	
47151		Multi-media Projector	PA503S	VOR201901765	\$ 298.50	1	MAUES	BADAJOS, MARLOU	20200738	9/22/2020	New	
47152		Multi-media Projector	PA503S	VOR201901735	\$ 298.50	1	MAUES	DIAZ, ROCHELLE	20200738	9/22/2020	New	
47153		Multi-media Projector	PA503S	VOR201901734	\$ 298.50	1	MAUES	OCHAVILLO, LEIZL	20200738	9/22/2020	New	
47154		Multi-media Projector	PA503S	VOR201901697	\$ 298.50	1	MAUES	EDUSMA, ROGEL	20200738	9/22/2020	New	
47155		Multi-media Projector	PA503S	VOR201901714	\$ 298.50	1	MAUES	DIMAG, DANILO	20200738	9/22/2020	New	
47156		Multi-media Projector	PA503S	VOR201901736	\$ 298.50	1	MAUES	PACIENTE, CHARLEY	20200738	9/22/2020	New	
47157		Multi-media Projector	PA503S	VOR201901773	\$ 298.50	1	MAUES	LIMTIACO, JULIE	20200738	9/22/2020	New	
47158		Multi-media Projector	PA503S	VOR201901769	\$ 298.50	1	MAUES	CRUZ, NATASHA	20200738	9/22/2020	New	
47159		Multi-media Projector	PA503S	VOR201901750	\$ 298.50	1	MAUES	DEGAYO, EDWINA	20200738	9/22/2020	New	
47160		Multi-media Projector	PA503S	VOR201901760	\$ 298.50	1	MAUES	QUIAMBAO, CAYLA	20200738	9/22/2020	New	
47161		Multi-media Projector	PA503S	VOR201901777	\$ 298.50	1	MERES	CRUZ, CHRISTINE	20200738	9/22/2020	New	

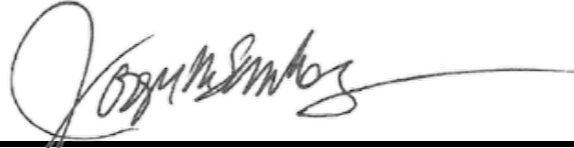

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
47162		Multi-media Projector	PA503S	VOR201901756	\$ 298.50	1	MERES	WOLFFLEY, WILLIAM	20200738	9/22/2020	New	
47163		Multi-media Projector	PA503S	VOR201901751	\$ 298.50	1	MERES	QUINTANILLA, GINA	20200738	9/22/2020	New	
47164		Multi-media Projector	PA503S	VOR201901761	\$ 298.50	1	MERES	NAPUTI, JOHN	20200738	9/22/2020	New	
47165		Multi-media Projector	PA503S	VOR201901778	\$ 298.50	1	MERES	NELSON, JODIEN	20200738	9/22/2020	New	
47166		Multi-media Projector	PA503S	VOR201901757	\$ 298.50	1	MERES	GUZMAN, MICHAEL	20200738	9/22/2020	New	
47167		Multi-media Projector	PA503S	VOR201901770	\$ 298.50	1	MERES	GUZMAN, JANET	20200738	9/22/2020	New	
47168		Multi-media Projector	PA503S	VOR201901742	\$ 298.50	1	MERES	LIVESAY, DALE	20200738	9/22/2020	New	
47169		Multi-media Projector	PA503S	VOR201901768	\$ 298.50	1	MERES	PONCE, ADONIS	20200738	9/22/2020	New	
47170		Multi-media Projector	PA503S	VOR201901771	\$ 298.50	1	MERES	CHARGUALAF, NOHELA	20200738	9/22/2020	New	
47171		Multi-media Projector	PA503S	VOR201901766	\$ 298.50	1	MERES	DIAZ, CAMERON	20200738	9/22/2020	New	
47172		Multi-media Projector	PA503S	VOR201901784	\$ 298.50	1	MERES	LIVESAY, ANTONIA	20200738	9/22/2020	New	
47173		Multi-media Projector	PA503S	VOR201901748	\$ 298.50	1	MERES	GARRIDO, ELIDA	20200738	9/22/2020	New	
47174		Multi-media Projector	PA503S	VOR201901746	\$ 298.50	1	MERES	BENTON, KIMBERLY	20200738	9/22/2020	New	
47175		Multi-media Projector	PA503S	VOR201901758	\$ 298.50	1	MERES	CHILDS, CHRISTINA	20200738	9/22/2020	New	
47176		Multi-media Projector	PA503S	VOR201901775	\$ 298.50	1	MULES	SABLAN, ZENA	20200738	9/22/2020	New	
47177		Multi-media Projector	PA503S	VOR201901755	\$ 298.50	1	MULES	FEGURGUR, MARIQUIT	20200738	9/22/2020	New	
47178		Multi-media Projector	PA503S	VOR201901754	\$ 298.50	1	MULES	MENO, JANET	20200738	9/22/2020	New	
47179		Multi-media Projector	PA503S	VOR201901759	\$ 298.50	1	MULES	TERLAJE, MELISSA	20200738	9/22/2020	New	
47180		Multi-media Projector	PA503S	VOR201901776	\$ 298.50	1	MULES	FONTBUENA, KARLA	20200738	9/22/2020	New	
47181		Multi-media Projector	PA503S	VOR201901941	\$ 298.50	1	MULES	LUJAN, MARIANA	20200738	9/22/2020	New	
47182		Multi-media Projector	PA503S	VOR201901792	\$ 298.50	1	MULES	BENAVENTE, HANNAH	20200738	9/22/2020	New	
47183		Multi-media Projector	PA503S	VOR201901772	\$ 298.50	1	MULES	LORIO, CATHERINE	20200738	9/22/2020	New	
47184		Multi-media Projector	PA503S	VOR201801099	\$ 298.50	1	MULES	AGUON, SAMUEL	20200738	9/22/2020	New	
47185		Multi-media Projector	PA503S	VOR201801092	\$ 298.50	1	MULES	QUINENE, NORMA	20200738	9/22/2020	New	
47186		Multi-media Projector	PA503S	VOR201901783	\$ 298.50	1	MULES	CRUZ, BERTHA	20200738	9/22/2020	New	
47187		Multi-media Projector	PA503S	VOR201901791	\$ 298.50	1	MULES	RAGUINDIN, ANNETTE	20200738	9/22/2020	New	
47188		Multi-media Projector	PA503S	VOR201801080	\$ 298.50	1	MULES	GAMBOA, KRISTY	20200738	9/22/2020	New	
47189		Multi-media Projector	PA503S	VOR201801087	\$ 298.50	1	MULES	CHARFAUROS, CHERISS	20200738	9/22/2020	New	
47190		Multi-media Projector	PA503S	VOR201901793	\$ 298.50	1	MULES	CASTRO, PATRICIA	20200738	9/22/2020	New	
47191		Multi-media Projector	PA503S	VOR201801084	\$ 298.50	1	MULES	TORRES, BERTHA	20200738	9/22/2020	New	
47192		Multi-media Projector	PA503S	VOR201901787	\$ 298.50	1	MULES	DUENAS, ZENIA	20200738	9/22/2020	New	
47193		Multi-media Projector	PA503S	VOR201901767	\$ 298.50	1	MULES	TOVES, ANITA	20200738	9/22/2020	New	
47194		Multi-media Projector	PA503S	VOR201901764	\$ 298.50	1	OCPEs	CRUZ, LILLIAN	20200738	9/22/2020	New	
47195		Multi-media Projector	PA503S	VOR201901794	\$ 298.50	1	OCPEs	FLORES, MARISSA	20200738	9/22/2020	New	
47196		Multi-media Projector	PA503S	VOR201901796	\$ 298.50	1	OCPEs	PEREZ, JANEL	20200738	9/22/2020	New	
47197		Multi-media Projector	PA503S	VOR201901786	\$ 298.50	1	OCPEs	SHIMIZU, KRISTI	20200738	9/22/2020	New	
47198		Multi-media Projector	PA503S	VOR201901788	\$ 298.50	1	OCPEs	MATANANE, EVIN	20200738	9/22/2020	New	
47199		Multi-media Projector	PA503S	VOR201901795	\$ 298.50	1	OCPEs	MARATITA, MARISSA	20200738	9/22/2020	New	
47200		Multi-media Projector	PA503S	VOR201801126	\$ 298.50	1	OCPEs	AGUON, MYRNA	20200738	9/22/2020	New	
47201		Multi-media Projector	PA503S	VOR201801127	\$ 298.50	1	OCPEs	SALAS, JANET	20200738	9/22/2020	New	
47202		Multi-media Projector	PA503S	VOR201801082	\$ 298.50	1	OCPEs	MEEKS, JAEMARIE	20200738	9/22/2020	New	
47203		Multi-media Projector	PA503S	VOR201801083	\$ 298.50	1	OCPEs	GARRIDO, VANESSA	20200738	9/22/2020	New	
47204		Multi-media Projector	PA503S	VOR201801111	\$ 298.50	1	OCPEs	GUTIERREZ-LUJAN, ME	20200738	9/22/2020	New	
47205		Multi-media Projector	PA503S	VOR201801132	\$ 298.50	1	OCPEs	TUDELA, FRANCES	20200738	9/22/2020	New	
47206		Multi-media Projector	PA503S	VOR201801134	\$ 298.50	1	OCPEs	CAMACHO, VINCENT	20200738	9/22/2020	New	
47207		Multi-media Projector	PA503S	VOR201801123	\$ 298.50	1	OCPEs	VILLANUEVA, JAISE	20200738	9/22/2020	New	
47208		Multi-media Projector	PA503S	VOR201801110	\$ 298.50	1	OCPEs	SANTOS, DOLORES	20200738	9/22/2020	New	
47209		Multi-media Projector	PA503S	VOR201801098	\$ 298.50	1	OCPEs	NOLTE, MARY	20200738	9/22/2020	New	
47210		Multi-media Projector	PA503S	VOR201801116	\$ 298.50	1	PCLES	TRUSSO, ANN MARIE	20200738	9/22/2020	New	
47211		Multi-media Projector	PA503S	VOR201901802	\$ 298.50	1	PCLES	BORJA, RICHARD	20200738	9/22/2020	New	
47212		Multi-media Projector	PA503S	VOR201801124	\$ 298.50	1	PCLES	TORRES, MEIA	20200738	9/22/2020	New	
47213		Multi-media Projector	PA503S	VOR201801117	\$ 298.50	1	PCLES	LIZAMA, KERILYN	20200738	9/22/2020	New	
47214		Multi-media Projector	PA503S	VOR201901779	\$ 298.50	1	PCLES	AGUON, DEBORAH	20200738	9/22/2020	New	
47215		Multi-media Projector	PA503S	VOR201901780	\$ 298.50	1	PCLES	TAITAGUE, JULIE	20200738	9/22/2020	New	
47216		Multi-media Projector	PA503S	VOR201801100	\$ 298.50	1	PCLES	TORRES, KIMBERLY	20200738	9/22/2020	New	
47217		Multi-media Projector	PA503S	VOR201801085	\$ 298.50	1	PCLES	RANSON, DEANA	20200738	9/22/2020	New	
47218		Multi-media Projector	PA503S	VOR201801079	\$ 298.50	1	PCLES	LEON GUERRERO, FRAN	20200738	9/22/2020	New	
47219		Multi-media Projector	PA503S	VOR201801081	\$ 298.50	1	PCLES	UMAGAT, ELIZABETH	20200738	9/22/2020	New	

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
47220		Multi-media Projector	PA503S	VOR201901774	\$ 298.50	1	PCLES	VILLAVERDE, CECILIA	20200738	9/22/2020	New	
47221		Multi-media Projector	PA503S	VOR201901855	\$ 298.50	1	PCLES	BAUTISTA, LESLIE	20200738	9/22/2020	New	
47222		Multi-media Projector	PA503S	VOR201901851	\$ 298.50	1	PCLES	KOBAYASHI, MIA	20200738	9/22/2020	New	
47223		Multi-media Projector	PA503S	VOR201901834	\$ 298.50	1	PCLES	ACFALLE, ERICA	20200738	9/22/2020	New	
47224		Multi-media Projector	PA503S	VOR201801065	\$ 298.50	1	PCLES	TAITANO, MARIA	20200738	9/22/2020	New	
47225		Multi-media Projector	PA503S	VOR201801059	\$ 298.50	1	PCLES	MENDIOLA, MAE	20200738	9/22/2020	New	
47226		Multi-media Projector	PA503S	VOR201901842	\$ 298.50	1	HBPE	CERTEZA, JOSPEHINE	20200738	9/22/2020	New	
47227		Multi-media Projector	PA503S	VOR201801125	\$ 298.50	1	HBPE	CHARFAUROS, MARIA	20200738	9/22/2020	New	
47228		Multi-media Projector	PA503S	VOR201801073	\$ 298.50	1	HBPE	GRIFFITH, MEARIESA	20200738	9/22/2020	New	
47229		Multi-media Projector	PA503S	VOR201801113	\$ 298.50	1	HBPE	ALIG, DANIEL	20200738	9/22/2020	New	
47230		Multi-media Projector	PA503S	VOR201901819	\$ 298.50	1	HBPE	MENO, CELLINA	20200738	9/22/2020	New	
47231		Multi-media Projector	PA503S	VOR201801122	\$ 298.50	1	HBPE	PEREZ, TINAMARIE	20200738	9/22/2020	New	
47232		Multi-media Projector	PA503S	VOR201901816	\$ 298.50	1	HBPE	BLISS, BREANNE	20200738	9/22/2020	New	
47233		Multi-media Projector	PA503S	VOR201901807	\$ 298.50	1	HBPE	BASTO, ANALITA	20200738	9/22/2020	New	
47234		Multi-media Projector	PA503S	VOR201901803	\$ 298.50	1	HBPE	MATAGOLAI, CAMARIN	20200738	9/22/2020	New	
47235		Multi-media Projector	PA503S	VOR201801108	\$ 298.50	1	HBPE	CRUZ, MARCIA	20200738	9/22/2020	New	
47236		Multi-media Projector	PA503S	VOR201801107	\$ 298.50	1	HBPE	CASTRO, DONNY	20200738	9/22/2020	New	
47237		Multi-media Projector	PA503S	VOR201801096	\$ 298.50	1	HBPE	SAN NICOLAS, EDWARD	20200738	9/22/2020	New	
47238		Multi-media Projector	PA503S	VOR201801094	\$ 298.50	1	HBPE	PONCE, JOANNA KATE	20200738	9/22/2020	New	
47239		Multi-media Projector	PA503S	VOR201801112	\$ 298.50	1	HBPE	MENO, NACRINA	20200738	9/22/2020	New	
47240		Multi-media Projector	PA503S	VOR201801106	\$ 298.50	1	HBPE	HERNANDEZ, ROSE	20200738	9/22/2020	New	
47241		Multi-media Projector	PA503S	VOR201901781	\$ 298.50	1	HBPE	AFLAGUE, ELIZABETH	20200738	9/22/2020	New	
47242		Multi-media Projector	PA503S	VOR201801093	\$ 298.50	1	HBPE	ESTEVEZ-LAZAGA, ROSA	20200738	9/22/2020	New	
47243		Multi-media Projector	PA503S	VOR201801109	\$ 298.50	1	HBPE	CRUZ, JOYCE	20200738	9/22/2020	New	
47244		Multi-media Projector	PA503S	VOR201801119	\$ 298.50	1	TALES	ROSS, NIKOLE	20200738	9/22/2020	New	
47245		Multi-media Projector	PA503S	VOR201801118	\$ 298.50	1	TALES	MARTINEZ, CHRISTINE	20200738	9/22/2020	New	
47246		Multi-media Projector	PA503S	VOR201801130	\$ 298.50	1	TALES	PABLO, ELIZABETH	20200738	9/22/2020	New	
47247		Multi-media Projector	PA503S	VOR201801120	\$ 298.50	1	TALES	DIAZ, LUWAINA	20200738	9/22/2020	New	
47248		Multi-media Projector	PA503S	VOR201801131	\$ 298.50	1	TALES	PAZMAN, MIKKI	20200738	9/22/2020	New	
47249		Multi-media Projector	PA503S	VOR201801103	\$ 298.50	1	TALES	DAMIAN, JOSHUA	20200738	9/22/2020	New	
47250		Multi-media Projector	PA503S	VOR201801115	\$ 298.50	1	TALES	MANZANO, ROMEO	20200738	9/22/2020	New	
47251		Multi-media Projector	PA503S	VOR201801105	\$ 298.50	1	TALES	KIKKU, ELIZABETH	20200738	9/22/2020	New	
47252		Multi-media Projector	PA503S	VOR201901782	\$ 298.50	1	TALES	RIVERA, MATILDA	20200738	9/22/2020	New	
47253		Multi-media Projector	PA503S	VOR201901805	\$ 298.50	1	TALES	DIEGO, GAVIN	20200738	9/22/2020	New	
47254		Multi-media Projector	PA503S	VOR201801086	\$ 298.50	1	TALES	TENORIO, SHERRILYN	20200738	9/22/2020	New	
47255		Multi-media Projector	PA503S	VOR201801129	\$ 298.50	1	TALES	CONCEPCION, STEPHANIE	20200738	9/22/2020	New	
47256		Multi-media Projector	PA503S	VOR201801133	\$ 298.50	1	TALES	NAPUTI, JULIE	20200738	9/22/2020	New	
47257		Multi-media Projector	PA503S	VOR201901843	\$ 298.50	1	TAMES	MASNAYON, MICHELLE	20200738	9/22/2020	New	
47258		Multi-media Projector	PA503S	VOR201801078	\$ 298.50	1	TAMES	LABADNOY, RENIKA	20200738	9/22/2020	New	
47259		Multi-media Projector	PA503S	VOR201801077	\$ 298.50	1	TAMES	UNCANGCO, MABEL	20200738	9/22/2020	New	
47260		Multi-media Projector	PA503S	VOR201801101	\$ 298.50	1	TAMES	BAMBA, ERIC	20200738	9/22/2020	New	
47261		Multi-media Projector	PA503S	VOR201801319	\$ 298.50	1	TAMES	FRANCISCO, VICENTE	20200738	9/22/2020	New	
47262		Multi-media Projector	PA503S	VOR201801121	\$ 298.50	1	TAMES	JOSE, JANEL	20200738	9/22/2020	New	
47263		Multi-media Projector	PA503S	VOR201901801	\$ 298.50	1	TAMES	BARCINAS, MAT	20200738	9/22/2020	New	
47264		Multi-media Projector	PA503S	VOR201801075	\$ 298.50	1	TAMES	MAPILSAN, GAYMARIE	20200738	9/22/2020	New	
47265		Multi-media Projector	PA503S	VOR201801076	\$ 298.50	1	TAMES	LOSBANES, CHRISTINE	20200738	9/22/2020	New	
47266		Multi-media Projector	PA503S	VOR201801104	\$ 298.50	1	TAMES	QUITANO, GERALDINE	20200738	9/22/2020	New	
47267		Multi-media Projector	PA503S	VOR201801072	\$ 298.50	1	TAMES	MORENO, CLARITA	20200738	9/22/2020	New	
47268		Multi-media Projector	PA503S	VOR201901858	\$ 298.50	1	TAMES	QUITUGUA, SHANIECE	20200738	9/22/2020	New	
47269		Multi-media Projector	PA503S	VOR201901798	\$ 298.50	1	TAMES	ESPINAL, ANDREA	20200738	9/22/2020	New	
47270		Multi-media Projector	PA503S	VOR201901852	\$ 298.50	1	TAMES	BABAUTA, BOBBIE	20200738	9/22/2020	New	
47271		Multi-media Projector	PA503S	VOR201901800	\$ 298.50	1	TAMES	LEON GUERRERO, KIM	20200738	9/22/2020	New	
47272		Multi-media Projector	PA503S	VOR201901835	\$ 298.50	1	TAMES	CABRERA, SHARON	20200738	9/22/2020	New	
47273		Multi-media Projector	PA503S	VOR201801071	\$ 298.50	1	TAMES	LEON GUERRERO, DON	20200738	9/22/2020	New	
47274		Multi-media Projector	PA503S	VOR201901824	\$ 298.50	1	TAMES	ABE, KANANI	20200738	9/22/2020	New	
47275		Multi-media Projector	PA503S	VOR201901825	\$ 298.50	1	TAMES	GOGO, SUSAN	20200738	9/22/2020	New	
47276		Multi-media Projector	PA503S	VOR201901089	\$ 298.50	1	TAMES	CRUZ, STEPHANIE	20200738	9/22/2020	New	
47277		Multi-media Projector	PA503S	VOR201901809	\$ 298.50	1	TAMES	TORINO, DANA	20200738	9/22/2020	New	

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
47278		Multi-media Projector	PA503S	VOR201901827	\$ 298.50	1	TAMES	FLORES, CASSANDRA-JA	20200738	9/22/2020	New	
47279		Multi-media Projector	PA503S	VOR201901828	\$ 298.50	1	TAMES	TANAKA, PATRICK	20200738	9/22/2020	New	
47280		Multi-media Projector	PA503S	VOR201901829	\$ 298.50	1	TAMES	LIZAMA-MERFALEN, BE	20200738	9/22/2020	New	
47281		Multi-media Projector	PA503S	VOR201901826	\$ 298.50	1	TAMES	LUJAN, LAURA	20200738	9/22/2020	New	
47282		Multi-media Projector	PA503S	VOR201901799	\$ 298.50	1	UES	CHENG, ASHLEY	20200738	9/22/2020	New	
47283		Multi-media Projector	PA503S	VOR201901849	\$ 298.50	1	UES	ANDERSON, ELIZA	20200738	9/22/2020	New	
47284		Multi-media Projector	PA503S	VOR201901810	\$ 298.50	1	UES	WASHINGTON, MILES	20200738	9/22/2020	New	
47285		Multi-media Projector	PA503S	VOR201901797	\$ 298.50	1	UES	OLIVERIO, DESIREE	20200738	9/22/2020	New	
47286		Multi-media Projector	PA503S	VOR201901813	\$ 298.50	1	UES	LIM, ELIZABETH	20200738	9/22/2020	New	
47287		Multi-media Projector	PA503S	VOR201901831	\$ 298.50	1	UES	REYES, ALYSANDRA	20200738	9/22/2020	New	
47288		Multi-media Projector	PA503S	VOR201901818	\$ 298.50	1	UES	OUANO, JAMES	20200738	9/22/2020	New	
47289		Multi-media Projector	PA503S	VOR201801090	\$ 298.50	1	UES	MANEJERO, ARLENE	20200738	9/22/2020	New	
47290		Multi-media Projector	PA503S	VOR201801088	\$ 298.50	1	UES	PAULUS, KRYSTAL	20200738	9/22/2020	New	
47291		Multi-media Projector	PA503S	VOR201901814	\$ 298.50	1	UES	BRANCH, CRYSTAL	20200738	9/22/2020	New	
47292		Multi-media Projector	PA503S	VOR201901815	\$ 298.50	1	UES	SALINAS, JORDAN	20200738	9/22/2020	New	
47293		Multi-media Projector	PA503S	VOR201801095	\$ 298.50	1	UES	MANZANO, CAMILLE	20200738	9/22/2020	New	
47294		Multi-media Projector	PA503S	VOR201901817	\$ 298.50	1	UES	DOCULAN, RONALD	20200738	9/22/2020	New	
47295		Multi-media Projector	PA503S	VOR201901811	\$ 298.50	1	UES	FIGUEROA, JARRYD	20200738	9/22/2020	New	
47296		Multi-media Projector	PA503S	VOR201901812	\$ 298.50	1	UES	CANAR, GRACELLE	20200738	9/22/2020	New	
47297		Multi-media Projector	PA503S	VOR201901804	\$ 298.50	1	UES	SANTIAGO, JAMES	20200738	9/22/2020	New	
47298		Multi-media Projector	PA503S	VOR201801091	\$ 298.50	1	UES	MENDIOLA, KAIANA	20200738	9/22/2020	New	
47299		Multi-media Projector	PA503S	VOR201901847	\$ 298.50	1	UES	SANA, V'LYSSA	20200738	9/22/2020	New	
47300		Multi-media Projector	PA503S	VOR201901806	\$ 298.50	1	UES	CHU, PATRICIA	20200738	9/22/2020	New	
47301		Multi-media Projector	PA503S	VOR201901820	\$ 298.50	1	UES	DIVEN, JENNELYN	20200738	9/22/2020	New	
47302		Multi-media Projector	PA503S	VOR201901837	\$ 298.50	1	WES	GALLMAN, CARMEN	20200738	9/22/2020	New	
47303		Multi-media Projector	PA503S	VOR201901845	\$ 298.50	1	WES	ONISHI, ANGELA	20200738	9/22/2020	New	
47304		Multi-media Projector	PA503S	VOR201901853	\$ 298.50	1	WES	LESLIE, FELICITA	20200738	9/22/2020	New	
47305		Multi-media Projector	PA503S	VOR201901832	\$ 298.50	1	WES	SANTOS, SHERYL	20200738	9/22/2020	New	
47306		Multi-media Projector	PA503S	VOR201901821	\$ 298.50	1	WES	LIMTIACO, ANGELA	20200738	9/22/2020	New	
47307		Multi-media Projector	PA503S	VOR201901841	\$ 298.50	1	WES	BORJA, JOHN	20200738	9/22/2020	New	
47308		Multi-media Projector	PA503S	VOR201901838	\$ 298.50	1	WES	GUMATAOTAO, BENJA	20200738	9/22/2020	New	
47309		Multi-media Projector	PA503S	VOR201901822	\$ 298.50	1	WES	MARZO, VALARIE	20200738	9/22/2020	New	
47310		Multi-media Projector	PA503S	VOR201901833	\$ 298.50	1	WES	PANAGUITON, DEBBIE	20200738	9/22/2020	New	
47311		Multi-media Projector	PA503S	VOR201901840	\$ 298.50	1	WES	PONCE, JANE	20200738	9/22/2020	New	
47312		Multi-media Projector	PA503S	VOR201901831	\$ 298.50	1	WES	RESPICIO, SONIA	20200738	9/22/2020	New	
47313		Multi-media Projector	PA503S	VOR201801097	\$ 298.50	1	WES	NAZARARETA, ELMER	20200738	9/22/2020	New	
47314		Multi-media Projector	PA503S	VOR201901808	\$ 298.50	1	WES	MORTERA, JANINE	20200738	9/22/2020	New	
47315		Multi-media Projector	PA503S	VOR201901850	\$ 298.50	1	WES	ALVAREZ, ALVIN	20200738	9/22/2020	New	
47316		Multi-media Projector	PA503S	VOR201901836	\$ 298.50	1	WES	DA HILL, SONYA	20200738	9/22/2020	New	
47317		Multi-media Projector	PA503S	VOR201801074	\$ 298.50	1	WES	HALMI, MARY	20200738	9/22/2020	New	
47318		Multi-media Projector	PA503S	VOR201901857	\$ 298.50	1	WES	JOHNSON, ELVINA	20200738	9/22/2020	New	
47319		Multi-media Projector	PA503S	VOR201801051	\$ 298.50	1	WES	LARIOS, NENITA	20200738	9/22/2020	New	
47320		Multi-media Projector	PA503S	VOR201801102	\$ 298.50	1	JPTSA	SAKISAT, TERESA	20200738	9/22/2020	New	
47321		Multi-media Projector	PA503S	VOR201901823	\$ 298.50	1	JPTSA	CRUZ, ROSEMARIE	20200738	9/22/2020	New	
47322		Multi-media Projector	PA503S	VOR201901861	\$ 298.50	1	JPTSA	KHO, GERALD	20200738	9/22/2020	New	
47323		Multi-media Projector	PA503S	VOR201901839	\$ 298.50	1	LF	GARRIDO, CARMEN	20200738	9/22/2020	New	
47324		Multi-media Projector	PA503S	VOR201901860	\$ 298.50	1	LF	GARRIDO, CARMEN	20200738	9/22/2020	New	
47325		Multi-media Projector	PA503S	VOR201901856	\$ 298.50	1	LF	GARRIDO, CARMEN	20200738	9/22/2020	New	
47326		Multi-media Projector	PA503S	VOR201901854	\$ 298.50	1	C&I	CAMACHO, MICHELLE	20200738	9/22/2020	New	
47327		Multi-media Projector	PA503S	VOR201901846	\$ 298.50	1	C&I	CAMACHO, MICHELLE	20200738	9/22/2020	New	
47328		Multi-media Projector	PA503S	VOR201901938	\$ 298.50	1	C&I	CAMACHO, MICHELLE	20200738	9/22/2020	New	
47329		Multi-media Projector	PA503S	VOR201901848	\$ 298.50	1	C&I	CAMACHO, MICHELLE	20200738	9/22/2020	New	
47330		Multi-media Projector	PA503S	VOR201901859	\$ 298.50	1	C&I	CAMACHO, MICHELLE	20200738	9/22/2020	New	
47512		HP Color LaserJet Pro Printer	M182NW	VNB3K009637	\$ 459.00	1	C&I	Main Office C&I	20200759	9/21/2020	New	
47513		HP Color LaserJet Pro Printer	M182NW	VNB3K009628	\$ 459.00	1	C&I	Main Office C&I	20200759	9/21/2020	New	
41729		Lenovo Student Laptop	L390 YOGA	R90WRWWN	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41730		Lenovo Student Laptop	L390 YOGA	R90WRVVJ	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41731		Lenovo Student Laptop	L390 YOGA	R90Y57M8	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
41732		Lenovo Student Laptop	L390 YOGA	R90WRWVE	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41733		Lenovo Student Laptop	L390 YOGA	R90WRWW3	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41734		Lenovo Student Laptop	L390 YOGA	R90WRYH6	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41735		Lenovo Student Laptop	L390 YOGA	R90WRYGM	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41736		Lenovo Student Laptop	L390 YOGA	R90WRVV	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41737		Lenovo Student Laptop	L390 YOGA	R90WRWWH	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41738		Lenovo Student Laptop	L390 YOGA	R90WRYGT	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41739		Lenovo Student Laptop	L390 YOGA	R90WRWVM	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41740		Lenovo Student Laptop	L390 YOGA	R90WRYGB	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41741		Lenovo Student Laptop	L390 YOGA	R90WRWW4	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41742		Lenovo Student Laptop	L390 YOGA	R90WG4S6	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41743		Lenovo Student Laptop	L390 YOGA	R90WG4NM	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41744		Lenovo Student Laptop	L390 YOGA	R90WRYH7	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41745		Lenovo Student Laptop	L390 YOGA	R90WRWVP	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41746		Lenovo Student Laptop	L390 YOGA	R90WRYGD	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41747		Lenovo Student Laptop	L390 YOGA	R90WRWVS	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41748		Lenovo Student Laptop	L390 YOGA	R90WRYGL	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41749		Lenovo Student Laptop	L390 YOGA	R90WRWVD	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41750		Lenovo Student Laptop	L390 YOGA	R90WRYGZ	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41751		Lenovo Student Laptop	L390 YOGA	R90WRWVF	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41752		Lenovo Student Laptop	L390 YOGA	R90WRWWC	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41753		Lenovo Student Laptop	L390 YOGA	R90WRWVC	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41754		Lenovo Student Laptop	L390 YOGA	R90WRWW2	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41755		Lenovo Student Laptop	L390 YOGA	R90WRYH3	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41756		Lenovo Student Laptop	L390 YOGA	R90WRWW6	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41757		Lenovo Student Laptop	L390 YOGA	R90WRYGP	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	
41758		Lenovo Student Laptop	L390 YOGA	R90WRYGX	\$ 767.00	1	SPCS	Main Office	20200188	8/6/2020	New	

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)	671-300-2251
Signature of Authorized Certifying Official:		Email address:	jsanchez@gdoe.net
		Date Report Submitted: (Month, Day, Year)	10/19/2020
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)	10/16/2020

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

October 30, 2020

FEDERAL PROGRAMS DIVISION



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

Project No. 3 Improving Student Learning and Achievement (ISLA): Ayudante'

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

October 30, 2020

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

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

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

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

PROJECT COORDINATOR: Joshua Blas

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Shannon Bukikosa

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

ANNUAL REPORT DUE: 12/28/2020

AMOUNT BUDGETED (FFY 2019): \$11,337,432.05	AMOUNT EXPENDED: (Include all expenditures in this quarter) \$3,95,998.31	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) ____ 28.19 ____ %	Total Full Time Equivalent Vacant <u> 0 </u> Filled <u> 14 </u>	Total Part Time Equivalent Vacant <u> 14 </u> Filled <u> 216 </u>
AMOUNT BUDGETED (FFY 2018): \$12,644,676.23	AMOUNT EXPENDED: (Include all expenditures in this quarter) \$12,325,790.50	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) ____ 97.48 ____ %		

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	Class Supt –120 Na'metgot – 1216 K. Learn – 550 ASPIRE – 275		ESL – 67 Na'Metgot – 56 K. Learn - 5	ESL – 1	SSIP – 3,527 ESL – 1,330 Class Supt –3,000 Na'metgot – 3000 K. Learn – 1589 Summer – 600		SSIP – 190 ESL – 32 TA -225 IPA – 9 TA Cohort – 60 Na'metgot – Summer -	SSIP – 7 ESL – 26 Class Supt-26 Na'metgot – K. Learn – 5 Summer – 10
6 – 8	Na'metgot -241 4H - 10				ESL – 282 Class Supt –1,000 Na'metgot – 4100 Summer – 300		ESL – 35 Na'metgot – Summer -	ESL – 8 Class Supt–8 Na'metgot – 4H – 8

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								Summer – 3
9 - 12	Na'metgot – 406 SAM - 20		SAM - 1	SAM - 1	JHTD – 2,295 ESL – 439 Class Supt –500 Na'metgot – 1900 SAM – 400 EP – 1300 Summer - 1400		JHTD – 40 ESL – 38 Na'metgot – SAM - 20 EP – 55 Summer - 55	JHTD – 2 ESL – 7 Class Supt–7 Na'metgot – SAM – 4 EP – 5 Summer - 5

PART I:

<p>LIST THE PROJECT GOAL(S):</p>	<p>Components 3.1, 3.2, & 3.3 By 2020, reduce percent of students, K-8th scoring at Tier 2 and Tier 3 on AIMSweb ELA & Math assessment by 3%.</p> <p>By 2020, graduation rates will increase by 1%.</p> <p>By 2020 60% of TA Cohort will successfully earn 15 credits towards earning a degree in Education.</p> <p>Components 3.1 3.3 By 2020 75% participating students, 6th-9th will receive a grade of 70% or higher in ELA & Math.</p> <p>Components 3.2 By 2020 5% participating students, K-9th will increase Lexile scores on Achieve 3000 by 20 points.</p> <p>By 2020, 80% of participating Kindergarten students will be at or above grade level in Reading & Math by the end of 2nd grade.</p>
<p>LIST OBJECTIVE(S):</p>	<p>3.1.1 SSIP: 2019-20: 40% of teachers attending math/reading training will self-report implementing strategies in the K-5 classroom and monitoring student progress.</p> <p>3.1.2 JHTD: 2019-20 – successful expansion to upper grades and all implementing with fidelity; New: # of students on and off track that have exited 9th grade end of school year.</p> <p>3.2.1 ESL: 2019-20: 70% trained teachers report feeling better prepared to teach ELL students.</p> <p>3.2.2 Classroom Support: 2019-20 – 75% teachers report classroom support helpful in meeting needs of special populations.</p> <p>NEW 3.2.2 Classroom Support: 2019-20 – 20% of students tutored will increase AIMSweb benchmark scores in reading and math by 10 points.</p> <p>3.2.2 Classroom Support: 2019-20 80% TA Cohort will report passage of education courses with a grade of C or greater.</p> <p>3.2.2 Classroom Support: 2019-2020 - 80% of TAs will report passage of WorkKeys assessment with a certificate of completion (bronze, silver, gold, platinum).</p> <p>3.2.3 Na'metgot Tiningo': 2019-20 – data show online differentiated reading materials accessed by 100% of students with 80% showing</p>

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adequate progress.

3.2.3 Kinder Learn: 2019-20 - 9 of 15 Kindergarten teachers report successful integration of technology in reading instruction; 6 of 7 1st grade and 5 of 7 second grade teachers report successful integration.

New: 3.2.5 SAM: 2018-19 Complete SAM Guidelines/ Manual and produce for all high schools. 2019-20 50% of 9th grade students mentored will be on grade level.

3.3.1 ASPIRE: 2019-20 – 50% of those in ASPIRE will increase AIMSweb benchmark.

3.3.2 Eskuelan Puengi: 2019-20 – 60% of 11th & 12th graders participating will earn credits to graduate.

3.3.3 Summer School: 2019-20 - 50% K-5 participates will increase AIMSweb Fall benchmark by 10 points. 70% 6th-8th participants will earn passing grade of 70% or higher.

3.3.4 4-H: 2019-20– 40% of participants will show progress in reading/math in AIMSweb and survey will show 80% satisfaction among participants.

COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
Component 3.1 Response to Intervention	3.1.1 State Systemic Improvement Plan (SSIP) SSIP is researched based instructional strategies to improve early identification and support to students with learning needs in the areas of reading and math. (Ongoing, 60%).	<ul style="list-style-type: none"> • As a result of Executive Order 2020-04 (issued March 16, 2020) relative to responding to confirmed cases of novel coronavirus (COVID-19) which closed all non essential Government of Guam offices and schools. And Executive Order 2020-28, relative to ordering Guam residents to stop the spread of COVID-19 by staying homes, closed all GDOE school shifting all instruction to Distance Learning. The project was challenged on implementing activities. • Meeting were held this quarter with SSIP school administrators and CEEDERS on how to continue online teacher training in addition to reprioritizing activates based on social distancing. Also discussed was the expansion to include additional schools to participate. • SSIP Contract was renewed in September. Planning meetings are schedule in October 2020 to discuss online virtual training for participating schools.
	3.1.2 Johns Hopkins Talent Development (JHTD) JHTD will provide teachers with professional development on researched based instructional strategies and coaching for early identification to support at-risk students with academic intervention and behavioral interventions. (This activity has not yet started, 0%)	<ul style="list-style-type: none"> • RFP for Consultative services for Professional development, technical assistance and implementation of high school activities has been published was canceled due to the COVID shutdown and reassessment of activity timeline. In addition complexity of the services being requested will not be completed by September 30, 2020.

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)																																
<p>Component 3.1: Response to Interventions</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 PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>3.1.1 State Systemic Improvement Plan (SSIP) None at this time due to the school closure from Executive Orders 2020-04 and 2020-28.</p> <p>3.1.2 Johns Hopkins Talent Development (JHTD) Due to the complexity of services being requested, PD would not have been completed by September 30, 2020. Therefore this activity will be canceled.</p> <p>JHTD Grade Distribution SY 2019-2020 (3rd Quarter)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #fce4d6;"> <th colspan="4">9th Grade English</th> </tr> <tr style="background-color: #fff3e0;"> <th>Grade</th> <th>GW</th> <th>SHS</th> <th>Total</th> </tr> </thead> <tbody> <tr style="background-color: #fff3e0;"> <td>A</td> <td>308</td> <td>64</td> <td>372</td> </tr> <tr style="background-color: #fff3e0;"> <td>B</td> <td>126</td> <td>53</td> <td>179</td> </tr> <tr style="background-color: #fff3e0;"> <td>C</td> <td>74</td> <td>38</td> <td>112</td> </tr> <tr style="background-color: #fff3e0;"> <td>D</td> <td>73</td> <td>52</td> <td>125</td> </tr> <tr style="background-color: #fff3e0;"> <td>F</td> <td>116</td> <td>69</td> <td>185</td> </tr> <tr style="background-color: #fff3e0;"> <td>Total</td> <td>697</td> <td>276</td> <td>973</td> </tr> </tbody> </table> <p style="background-color: #e2efda; padding: 5px; text-align: center;">9th Grade Math</p>	9th Grade English				Grade	GW	SHS	Total	A	308	64	372	B	126	53	179	C	74	38	112	D	73	52	125	F	116	69	185	Total	697	276	973	<p style="color: red;">Therefore this activity has been canceled.</p> <ul style="list-style-type: none"> A Corrective Action was issued in June to being the process of moving federally funded JHTD teachers to local. All federally funded JHTD teachers effective August 7, 2020 have moved to local funding. This movement is a result of over 5 years of implementing JHTD within the schools and therefore deemed able to sustain activities. <p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>3.1.1 State Systemic Improvement Project (SSIP) Due to the school closure, PDs were canceled, therefore no data was collected and assessed.</p> <p>3.1.2 Johns Hopkins Talent Development (JHTD) Reporting will be done once activity commences.</p> <p>The data shows the grades distribution for 9th and 10th grade students from the two high schools that implemented JHTD. These are 3rd quarter grades for English and Math. Note that 4th quarter was canceled due to Executive Order 2020-04.</p> <p>The passing rate for 9th grade English was 68% and 10th grade English 64%. Overall for both levels in English is 67% passing rate.</p> <p>The passing rate for 9th grade Math is 58% and 10th grade Math 62%. Overall for both levels in Math is 60% passing rate.</p> <p>The data shows that there is still a need to support both 9th and 10th grade students in high school for English and Math.</p>
9th Grade English																																		
Grade	GW	SHS	Total																															
A	308	64	372																															
B	126	53	179																															
C	74	38	112																															
D	73	52	125																															
F	116	69	185																															
Total	697	276	973																															

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Grade	GW	SHS	Total
A	159	52	211
B	131	63	194
C	110	64	174
D	121	49	170
F	171	72	243
Total	692	300	992

10th Grade English			
Grade	GW	SHS	Total
A	191	40	231
B	67	25	92
C	47	35	82
D	34	32	66
F	106	55	161
Total	445	187	632

10th Grade Math			
Grade	GW	SHS	Total
A	122	67	189
B	74	36	110
C	61	23	84
D	63	20	83
F	108	45	153
Total	428	191	619

Component	Performance Measures <i>Enter the performance measure(s) in the row in this table</i>	Data Source <i>Where are the data located?</i>	Unit of Measurement <i>What is the unit of measurement?</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of Dec. 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of Sept. 2020
3.1 Response to Intervention	Percent of students K-8th who are in Tier 2	AIMSweb Benchmark	% of Tier 2 and Tier 3 students	Spring 2018 AIMSweb Scores	<u>Actual</u> Fall 2019	<u>Actual</u> Winter 2020	<u>Actual</u> Spring 2020	<u>Actual</u> Fall 2020

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	(in need of support) or Tier 3 (need of immediate intervention) on AIMSweb benchmark scores in ELA (Oral Reading) & Math (Math Computation) be reduced by 3%	scores collected three times annually (Fall, Winter, Spring)	in ELA & Math	ELA/ Math 28% in Tier 2 and 26% in Tier 3 Oral Reading (OR); 28% in Tier 2 and 31% in Tier 3 Math Computation (MCOMP)	Scores Oral Reading Fluency (ORF) 20% Tier 2 (3,282) 44% Tier 3 (7,267) Number Sense Fluency (NSF) 23% Tier 2 (3,799) 56% Tier 3 (9,395) Target Fall 2019 AIMSweb Scores OR - 27% Tier 2, 25% Tier 3 MCOMP - 27% Tier 2, 30% Tier 3	Scores Oral Reading Fluency (ORF) 18% Tier 2 (2,983) 39.9% Tier 3 (6,546) Number Sense Fluency (NSF) 21.9% Tier 2 (3,619) 48.6% Tier 3 (8,037) Target Winter 2020 AIMSweb Scores Oral Reading 26% Tier 2, 24% Tier 3 Math Computation 26% Tier 2, 29% Tier 3	Scores Due to school closure no Aimsweb assessments were conducted. No Data available Target Spring 2020 AIMSweb Scores Oral Reading 25% Tier 2, 23% Tier 3 Math Computation 25% Tier 2, 28% Tier 3	Scores Due to school closure no Aimsweb assessments were conducted. No Data available Target (note: this is not specified in the PMT)
3.1, 3.2, & 3.3 ISLA: Ayudante'	Graduation rates will increase by 1% each year.	Annual State of Education Report	# of students graduating at the end of the school year	84.5% graduation rate for SY17-18	Actual 87.3% graduation rate. 2.8% increase for 2019 Target 85% graduation rate increase SY 18-19	The measurement will be completed at the end of the respective school year.	The measurement will be completed at the end of the respective school year and reported in 4 th Quarter.	Actual Annual State of Education Report is released on October 30, 2020. Target 86% graduation rate for FY19-20

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<p>3.1.1 State Systemic Improvement Plan</p>	<p>40% of teachers attending math/reading training will self-report implementing strategies in the K-5 classroom and monitoring student progress.</p>	<p>Teacher survey end of each quarter</p>	<p>% of trained teachers self-reporting applying learned strategies</p>	<p>December 2018 91% teachers self-reporting understanding evidence based strategies 91% teachers self-reporting how to use universal reading screener</p>	<p><u>Actual</u> Data will be reported 2nd qtr. Training on January 6, 2020. <u>Target</u> End of Fall 2019 at least 30% of teachers will report using strategies</p>	<p><u>Actual</u> 97% of teachers as a result of Jan. 6 PD reported being able to teach using explicit & systematic instruction. <u>Target</u> Middle of Spring 2020 at least 35% of teachers will report using strategies.</p>	<p><u>Actual</u> As a result of school closure no training was held. No data available at this time. <u>Target</u> Middle of Spring 2020 at least 40% of teachers will report using strategies.</p>	<p><u>Actual</u> As a result of school closure no training was held. No data available at this time. <u>Target</u> (note: this is not specified in the PMT)</p>
<p>3.1.2 Johns Hopkins Talent Development</p>	<p>Successful expansion to upper grades and all implementing with fidelity (2 high schools).</p>	<p>Monitoring reports from lead project coordinator based on site observations</p>	<p># of teachers implementing JHTD strategies with fidelity</p>	<p>2 high schools implementing JHTD</p>	<p><u>Actual</u> Pending contract to implement activity and collect data <u>Target</u> 50% of teachers using JHTD strategies in English & Math by the end of Fall 2019</p>	<p><u>Actual</u> Pending contract to implement activity and collect data <u>Target</u> Training is held twice a year.</p>	<p><u>Actual</u> Pending contract to implement activity and collect data <u>Target</u> 50% of teachers using JHTD strategies in English & Math by the end of Fall 2019</p>	<p><u>Actual</u> Pending contract to implement activity and collect data <u>Target</u> (note: this is not specified in the PMT)</p>
		<p>Grade distribution of students for English and Math</p>	<p># of students on and off track that have exited the 9th grade academy (10th-11th)</p>	<p>SY17-18 Grade 9 Distribution 79-A 69-B 69-C 41-D 79-F</p>	<p><u>Actual</u> Ongoing instruction <u>Target</u> Semester/quarter is still</p>	<p><u>Actual</u> <u>Target</u> SY 2019-2020 9th-10 grade</p>	<p><u>Actual</u> <u>Target</u> (note: this is not specified</p>	<p><u>Actual</u> <u>English 9th Grade</u> 372 - A 170 - B 112 - C 125 - D 185 - F</p>

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					ongoing, report on mid-semester progress.	distribution	in the PMT)	<u>English 10th Grade</u> 231 - A 92 - B 82 - C 66 - D 161 - F <u>Math 9th Grade</u> 211 - A 194 - B 174 - C 170 - D 243 - F <u>Math 10th Grade</u> 189 - A 110 - B 84 - C 83 - D 153 - F <u>Target</u> SY 2019-2020 9 th -10 grade distribution
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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
Component 3.2 Classroom Supports	3.2.1 ESL Researched based instructional strategies to improve teacher quality for instruction of English Language Learners. (this activity has not started, 25%)	<ul style="list-style-type: none"> Pacific Islander Cultural Awareness & Sensitivity PD for ESL teachers and coordinators was scheduled for September 2020, however due to Executive Order 2020-28, which closed all schools, training was postponed. The project is currently working with UOG to have training in November 2020 so that training can be conducted online/virtually. Training will focus on communication with students and parents, and supporting the three modes of Distance Learning, face to face, online and hard copy packets.

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	<p>3.2.2 Classroom Support (TAs/IPAs) Teacher Assistants & 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 (completed, 100%)</p>	<ul style="list-style-type: none"> All teacher assistants were processed to return for School Year 2020-2021. Also note that all TA had to reapply as to the change in position from Teacher I On Call Sub to School Aide I and II. Interviews and selections were conducted in September. All TAs (School Aide I) are effective October 1, 2020. Although Executive Order 2020-28 closed all face to face instruction, TAs continue to support Distance Learning through supporting teachers with preparing, distributing, and receiving all hard copy instructional packets. They also support teachers who are teaching online with small group instruction or tutoring.
	<p>3.2.3 Na'metgot Tiningo' Na'metgot Tiningo' or Achieve 300 is an online subscription for differentiated nonfiction readers to increase reading levels and Lexile scores for at-risk students. (this activity has not started, 0%)</p>	<ul style="list-style-type: none"> This activity has not been started. The Contract for Achieve 3000 is currently with the Attorney General's(AG) Office for their review and approval. Requisition 20200047 – Currently at AG's Office Due to the length of time the Contract has been with the AG's office, this activity will be canceled.
	<p>3.2.4 Kinder Learn Kinder Learn supplements classroom instruction in the areas of reading and math. It is an online subscription license to IXL that provides personalized learning for students in grades K-2. It also increases students competency with the use of technology. (completed, 100%)</p>	<ul style="list-style-type: none"> The Program is currently procuring the licenses for IXL for School Year 2020-2021. Mobile Carts were also delivered and received for the additional participating schools. Note that data will be collected once licenses have been procured.
	<p>3.2.5 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. (ongoing, 95%)</p>	<ul style="list-style-type: none"> Due to Covid-19 Executive Order 2020-28, which closed all face to face instruction teachers were not able to begin mentoring students. The Project is currently looking at how to implement this activity virtually, however would need to assess the selected students to see if they have access to internet.
<p align="center">COMPONENT</p>	<p align="center">PRIMARY DATA GENERATED</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)</p>
<p>Component 3.2: Instructional Supports</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p>	<p>3.2.1 ESL None at this time. Project is waiting on a contract before proceeding with this activity.</p> <p>3.2.2 Classroom Support (TAs/IPAs) Due to Covid-19 school closure, TA surveys were not conducted.</p>	<p>3.2.1 ESL Reporting will be done once activity commences. Training is scheduled for November 2020.</p> <p>3.2.2 Classroom Support (TAs/IPAs) Due to Covid-19 school closure, TA surveys were not</p>

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<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>3.2.3 Na'metgot Tiningo' None at this time. Due to the length of time the contract has been with the AG's Office, this activity will be canceled.</p> <p>3.2.4 Kinder Learn Data not available at this time.</p> <p>3.2.5 SAM None at this time. Due to COVID-19 school closure on August 21, 2020. Students were not able to be selected and mentored.</p>	<p>conducted.</p> <p>3.2.3 Na'metgot Tiningo' Reporting will be done once activity commences.</p> <p>3.2.4 Kinder Learn Data will be collected once the licenses have been procured for SY20-21.</p> <p>3.2.5 SAM Reporting will be done once activity commences.</p>
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Project/Sub-Project Title	Performance Measures <i>Enter the performance measure(s) in the row in this table</i>	Data Source <i>Where are the data located?</i>	Unit of Measurement <i>What is the unit of measurement?</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of Dec. 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of Sept. 2020
3.2.1 English as a Second Language	70% trained teachers report feeling better prepared to teach ELL students.	Quarterly Teacher Surveys	% of trained teachers reporting feeling better prepared to teach ESL students.	2018 68% of trained teachers reported feeling better prepared to teach ESL students	<u>Actual</u> Pending contract to implement activity and collect data <u>Target</u> Training for ESL Teachers is held in the Spring and beginning of the following school year.	<u>Actual</u> Pending contract to implement activity and collect data <u>Target</u> 50% of trained teachers reporting feeling better prepared to teach ESL students. By end	<u>Actual</u> Training will be conducted and reported in 4 th quarter. <u>Target</u> 60% of trained teachers reporting feeling better prepared to	<u>Actual</u> Training will be conducted and reported in 4 th quarter. <u>Target</u> 70% of trained teachers reporting feeling better prepared to

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						of Fall 2019.	teach ESL students. By end of Fall 2019.	teach ESL students.
3.2.2 Classroom Instructional Supports	75% teachers report classroom instructional support helpful in meeting needs of students in special population	Quarterly Surveys	% of teacher reporting classroom support helpful.	December 2018 66% of teacher reporting classroom support helpful.	Actual 81% of teacher report classroom supports helpful in meeting needs of special population. Target 55% of teacher report classroom supports helpful in meeting needs of special population.	Actual Survey results unable to complete due to COVID-19 closure on March 16, 2020 Target 60% of teacher report classroom supports helpful in meeting needs of special population.	Actual Survey results unable to complete due to COVID-19 closure on March 16, 2020 Target 65% of teacher report classroom supports helpful in meeting needs of special population.	Actual Survey results unable to complete due to COVID-19 closure on August 21, 2020 Target 75% of teacher report classroom supports helpful in meeting needs of special population.
3.2.2 Classroom Instructional Supports	20% of students in tutoring will increase AIMSweb benchmark scores by 10 points.	AIMSweb scores for Reading and Math	% of students that increase AIMSweb scores in Reading and Math by 10 points in Tier 3 and Tier 2	Implementation October 2019	Actual Pending contract to implement activity and collect data Target 5% of students that increase AIMSweb scores in Reading and Math by 10 points in Tier 3 and Tier 2	Actual Pending contract to implement activity and collect data Target 10% of students that increase AIMSweb scores in Reading and Math by 10 points in Tier 3 and Tier 2	Actual Pending contract to implement activity and collect data Target 10% 15% of students that increase AIMSweb scores in Reading and Math by 10 points in Tier 3 and Tier 2	Actual Pending contract to implement activity and collect data Target 20% of students that increase AIMSweb scores in Reading and Math by 10 points in Tier 3 and Tier 2
3.2.2 Classroom	60% of TA cohort with	Student	% TA cohort	Implementation	Actual	Actual	Actual	Actual

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Instructional Supports	15 credits earning a grade of C or better in a course towards a degree in education degree.	Transcript	will report passage of education courses with a C or greater	Fall 2019 % of TA cohort with a passing grade of C or higher in one or more educational courses.	Pending contract to implement activity and collect data Target 30% of participating TA Cohort with a passing grade of C or higher in educational courses.	Pending contract to implement activity and collect data Target 40% of participating TA Cohort with a passing grade of C or higher in educational courses.	Pending contract to implement activity and collect data Target 50% of participating TA Cohort with a passing grade of C or higher in educational courses.	Pending contract to implement activity and collect data Target 60% of participating TA Cohort with a passing grade of C or higher in educational courses.
3.2.2 Classroom Instructional Supports	80% of TAs will report passage of WorkKeys assessment with a certificate of completion (bronze, silver, gold, platinum)	WorkKeys Certificate Report	TAs provide certificate to project director	2017 -18 78% (183) TAs earned a WorkKeys Certificate. 65-Bronze 89-Silver 29-Gold	Actual Pending PO amendment to implement activity and collect data Target 20% of TAs will earn a certificate of completion in WorkKeys assessment.	Actual Pending TAs to complete WorkKeys assessment Target 40% of TAs will earn a certificate of completion in WorkKeys assessment.	Actual Due to school closure, not able to schedule TA assessments. Target 60% of TAs will earn a certificate of completion in WorkKeys assessment.	Actual Due to school closure, not able to schedule TA assessments. Target 80% of TAs will earn a certificate of completion in WorkKeys assessment.
3.2 Instructional Support	By 2020, 40% participating students K-9th will increase Lexile scores on Achieve 3000 by 40 points.	Quarterly data from Achieve 3000 reports.	% of students increasing scores by identified points.	N/A Pending Data, Contract with Attorney General	Actual Pending contract to implement activity and collect data Target 10% participating K-9th students records on Achieve 3000	Actual Pending contract to implement activity and collect data Target 20% participating K-9th students records on Achieve 3000	Actual Pending contract to implement activity and collect data Target 30% participating K-9th students	Actual Pending contract to implement activity and collect data Target 40% participating K-9th students

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					will show a 20 point increase.	will show a 20 point increase.	records on Achieve 3000 will show a 20 point increase.	records on Achieve 3000 will show a 20 point increase.
3.2.3 Na'metgot Tiningo (Achieve 3000)	Online differentiated reading materials accessed by 100% of students with 80% showing adequate progress in SY19-20.	Quarterly data from Achieve 3000 reports on student access and Lexile Scores.	% of students logs show accessed Achieve 3000, and % of those students showing progress through increased Lexile scores from beginning to end of quarter.	Achieve 3000 Pre-test Lexile Scores. Average Lexile Scores when using Achieve 3000 is a 32 point increase. (Local Schools)	Actual Pending contract to implement activity and collect data Target 60% of students accessing Achieve 3000 and 20% of those showing adequate progress through increased Lexile scores from beginning to end of quarter.	Actual Pending contract to implement activity and collect data Target 70% of students accessing Achieve 3000 and 25% of those showing adequate progress through increased Lexile scores from beginning to end of quarter.	Actual Pending contract to implement activity and collect data Target 80% of students accessing Achieve 3000 and 50% of those showing adequate progress through increased Lexile scores from beginning to end of quarter.	Actual Pending contract to implement activity and collect data Target 100% of students accessing Achieve 3000 and 80% of those showing adequate progress through increased Lexile scores from beginning to end of quarter.
3.2.4 Kinder Learn	9 of 15 Kindergarten teachers and 11 of 14 1 st and 2 nd grade teachers report successful integration of technology in reading and math instruction	Quarterly Teacher Survey	% of teachers reporting successful integration of technology in reading and math instruction.	FY 2018-19 100% of teachers or 7 of 7 Kinder teachers currently integrating technology in reading and math instruction	Actual IXL Usage Report 9 of 9 1 st & 2 nd teachers report successful integration of technology in reading and math instruction.	Actual IXL Usage Report 43 of 49 K-2 nd teachers report successful integration of technology in reading and math instruction.	Actual Data not available due to COVID-19 school closure. Target 8 of 15	Actual Data not available due to COVID-19 school closure. Target (note: this is

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	By 2020 80% of participating Kinder students will be at or above grade level for reading and math by end of 2nd grade.	AIMSweb Benchmark Scores	% of students at or above grade level for reading and math	<p>Winter 2018 AIMSweb Letter Naming 57% - Tier 1 on grade level</p> <p>Number Identification 62% - Tier 1, on grade level</p>	<p>Target 7 of 14 1st & 2nd teachers report successful integration of technology in reading and math instruction</p> <p>Aimsweb Fall Scores: Actual 21% of students at or above grade level for reading</p> <p>26% of students at or above grade level for math</p> <p>Target: 60% of students at or above grade level for reading and math</p>	<p>Target 8 of 15 Kinder and 10 of 14 1st & 2nd teachers report successful integration of technology in reading and math instruction</p> <p>Aimsweb Fall Scores: Actual 37% of students at or above grade level for reading</p> <p>43% of students at or above grade level for math</p> <p>Target: 70% of students at or above grade level for reading and math</p>	<p>Kinder and 6 of 7 1st & 5 of 7 2nd grade teachers report successful integration of technology in reading and math instruction</p> <p>Actual Data not available due to COVID-19 school closure.</p> <p>Target: 80% of students at or above grade level for reading and math</p>	<p>not specified in the PMT)</p> <p>Actual Data not available due to COVID-19 school closure.</p> <p>Target: (note: this is not specified in the PMT)</p>
3.2.5 SAM	2019-20 50% of 9 th grade students mentored will be on grade level	Listing of students mentored graduation status report	% of students mentored who are on track with grade level.	SAM guidelines finalized by Spring 2019 Implementation September 2019	<p>Actual Anticipate SAM mentors to track students 3rd quarter. Due to delay in finalizing the SAM guidelines.</p> <p>Target At least 25% of mentored students on grade</p>	<p>Actual Due to COVID-19 School closure unable to report at this time.</p> <p>Target At least 35% of SAM students on grade level</p>	<p>Actual Due to COVID-19 School closure data unavailable.</p> <p>Target 50% of SAM students on grade level</p>	

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					level		
COMPONENT	ACTIVITIES				WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION		
Component 3.3 Extended Learning	3.3.1 After School Program for Instructional Remediation & Enrichment (ASPIRE) ASPIRE provides instruction after school for students performing below grade level in core subjects who need remediation on key skills to get back on track with grade level. (completed, 100%)				<ul style="list-style-type: none"> 1st quarter was not able to begin due to COVID-19 no face to face instruction/ school closure on August 21, 2020. 		
	3.3.2 Eskuelan Puengi EP is designed as a 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. E-Campus provides students with an alternative platform to online learning platforms for credit for high school student to include credit recovery. (competed, 100%)				<ul style="list-style-type: none"> EP program completed in March 2020. Session A ran from February 3 – 21, 2020 & B from March 3 – 31, 2020. Session B was extended due to COVID-19 school closure on March 16, 2020. This allowed students the opportunity to complete course work. E-Campus <ul style="list-style-type: none"> Mobile carts were delivered to schools (George Washington, John F. Kennedy, and Southern High School). 		
	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 for grades K-8; high school is course by conference for student in grades 9-12 lacking 0.5 or more credits to graduate. (competed, 100%)				<ul style="list-style-type: none"> Due to Executive Order 2020-04 school were closed. Summer School was conducted through grab n go lessons and online instruction. Hard copy packets were also distributed to hosing areas were families have no transportation or access to internet. Summer School completed on July 31, 2020. Online lesson and activities were available on the GDOE website, gdoe.net. These lesson have become a resource to teachers on Distance Learning. 		
	3.3.4 4H 4H provides team building exercises, mini lessons, and life skills, designed to reinforce classroom instruction mentoring for students grades 6-12. (this activity has not started)				<ul style="list-style-type: none"> Requisition 20200143 has been entered. A contract has been drafted and routed for approval. 		
Component 3.3: Extended Learning	3.3.1 ASPIRE ASPIRE 4 th and 1 st quarter was not implemented as a result of COVID-19 school closure.				3.3.1 ASPIRE Data was not available due to COVID-19 school closure.		
STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓	3.3.2 Eskuelan Puengi Data was reported and activity completed in 3 rd quarter.				3.3.2 Eskuelan Puengi This data was reported and completed in 3 rd quarter.		

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

3.3.3 Summer School

Session A Marks Analysis		
Grade	Number	Passing Rate
A	180	29%
B	130	21%
C	116	18%
D	111	18%
F	91	15%
No Credit/ Dropped	174	
Total	628	68% Overall

Session B Marks Analysis		
Grade	Number	Passing Rate
A	138	30%
B	77	17%
C	90	19%
D	93	20%
F	68	15%
No Credit/ Dropped	228	
Total	466	65% Overall

*Note: Total does not include students who dropped from the program or registered and did not participate.

3.3.4 4H

None at this time. Project is waiting on a contract before proceeding with this activity.

3.3.3 Summer School

- The data from the Marks Analysis indicated that a large number of participants are earning 0.5-1 credit towards graduation. Overall passing rate for Session A & B is 67%. The target for this activity was 60% passing rate.
- 84 students completed their courses earning their high school diploma over the summer. Rainbows Graduation was held on August 3, 2020.

3.3.4 4H

Reporting will be done once activity commences.

Component	Performance Measures <i>Enter the performance measure(s) in the row in this table</i>	Data Source <i>Where are the data located?</i>	Unit of Measurement <i>What is the unit of measurement?</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of Dec. 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of Sept. 2020
3.3.1 ASPIRE	50% of those in ASPIRE will increase AIMSweb benchmark.	AIMSweb Scores for Oral Reading and	% of students that increase AIMSweb	AIMSweb Fall Benchmark Scores	<u>Actual</u> 76% (612) students Tier 1	<u>Actual</u> 74% (602) students Tier 1	<u>Actual</u> Data not available as a	

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		Math Computation	scores in Oral Reading and Math Computation by 10 points.	<p>SY18-19 Fall Benchmark 38.6% of students increase AIMSweb scores by 10 points in Oral Reading</p> <p>24.2% of students increased AIMSweb scores by 10 points in Math Computation</p>	<p>on AIMSweb Oral Reading Fluency for Fall 2019 benchmark</p> <p>25% (186) students Tier 1 on AIMSweb Number Sense Fluency (Math) Fall 2019 benchmark</p> <p>Target 30% of students that increase AIMSweb scores in Oral Reading and Math Computation by Fall 2019</p>	<p>on AIMSweb Oral Reading Fluency for Winter 2020 benchmark</p> <p>29% (225) students Tier 1 on AIMSweb Number Sense Fluency (Math) Winter 2020 benchmark</p> <p>Target 40% of students that increase AIMSweb scores in Oral Reading and Math Computation by Winter 2020</p>	<p>result of COVID-19 school closure.</p> <p>Target 50% of students that increase AIMSweb scores in Oral Reading and Math Computation by Spring 2020</p>	
3.3.2 Eskuelan Puengi	60% of 11th & 12th graders participating will earn credits to graduate	Grades in credit recovery courses taken	% of students that received a passing grade of 70% or higher to earn credit for the course taken.	<p>SY17-18 64% of students received a passing grade of 70% or higher to earn credit for courses taken.</p>	<p>Actual Planning on this activity has begun. Data will be collected after completion of EP in March 2020</p> <p>Target Activity will begin the planning stage during this quarter.</p>	<p>Actual Overall 81% of participating students earned a grade 70% or higher.</p> <p>Session A 80% Session B 81%</p> <p>Target By the end of Spring 2020, 60% of students receiving a passing grade of</p>	<p>Actual Activity was reported and completed in 2nd quarter.</p>	

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						70% or higher.		
3.3.3. Summer School	50% of those in Summer School K-5th increase AIMSweb Fall benchmark for Oral Reading & Math Computation by 10 points.	AIMSweb scores for Oral Reading & Math Computation	% of students that increase AIMSweb scores in Oral Reading and Math Computation by 10 points (beginning to end of summer school).	AIMSweb 2018 Spring Benchmark Scores 54% K-5 increased by 10 point in Oral Reading 44% K-5 th increased by 1-point in Math Computation 0)	<u>Actual</u> Start of planning scheduled for Jan. 2020. Data will be collected once Summer School has been completed. June 2020. <u>Target</u> Activity will take place at the end of the school year.	<u>Actual</u> Will report once activity begins in June <u>Target</u> Activity will take place at the end of the school year.	<u>Actual</u> Data will be reported 4 th quarter. Currently ongoing <u>Target</u> Activity will take place at the end of the school year.	<u>Actual</u> Data was not collected due to school closure as a result of COVID-19. <u>Target</u> 50% of students increase AIMSweb scores in Oral Reading and Math Computation by 10 points.
	70% of 6th -8th graders participating will earn a 70% or greater.	Summer School Grades	% of participating students getting 70% or higher passing grade in summer school.	84.7% 6-8 grade passing grade of 70% or higher in Reading 88.7% 6-8 grade passing grade of 7-% or higher in Math	Activity will take place at the end of the school year.	Activity will take place at the end of the school year.	Activity will take place at the end of the school year.	<u>Actual</u> Data was not collected due to school closure as a result of COVID-19. <u>Target</u> 70% of students that received a passing grade of 70% of higher.
3.3.4 4H Program	40% of participants will show progress in reading/math in	AIMSweb Scores on quarterly reports.	% of students that increase AIMSweb	AIMSweb Fall Benchmark Scores	<u>Actual</u> Pending contract to implement	<u>Actual</u> Pending contract to implement	<u>Actual</u> Pending contract to	<u>Actual</u> Pending contract to

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	AIMSweb benchmark.		scores in Oral Reading and Math Computation	(Contract currently with AG’s Office) SY17-18 Fall Benchmark Math Computation Tier 1 –38% (812), Tier 2 – 25% (529), Tier 3 – 36% (769) Oral Reading Tier 1-43% (612), Tier 2- 36% (514), Tier 3-21% (297)	activity and collect data Target 25% of students that increase AIMSweb scores in Oral Reading and Math Computation	activity and collect data Target 30% of students that increase AIMSweb scores in Oral Reading and Math Computation	implement activity and collect data Target 35% of students that increase AIMSweb scores in Oral Reading and Math Computation	implement activity and collect data Target 40% of students that increase AIMSweb scores in Oral Reading and Math Computation
	Survey will show 80% satisfaction among participants.	Semester program survey	% reporting program satisfactory.	Baseline data? (should specify “no baseline data” if there’s none)	Actual Pending contract to implement activity and collect data Target 50% reporting program satisfactory.	Actual Pending contract to implement activity and collect data Target 60% reporting program satisfactory.	Actual Pending contract to implement activity and collect data Target 70% reporting program satisfactory.	Actual Pending contract to implement activity and collect data Target 80% reporting program satisfactory.

PART II:

LIST TRAVEL ACTIVITIES COMPLETED.

Note that due to COVID-19 all travel activities have been canceled. Below were the anticipated conferences.

- 2020 National Conference on Innovative Teaching Strategies – March 26-29, 2020; Orlando, FL
- 2020 Social & Emotional Learning Conference – May 18 - 21; Baltimore, Maryland

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FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	No Travel has been conducted as a result of COVID-19
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	As a result of Executive Order 2020-04 (issued March 16, 2020) and Executive Order 2020-28 (August 21, 2020) relative to responding to confirmed cases of novel coronavirus (COVID-19) the Project was not able to implement many of its activities. The Project did however reassess to determine what activities can be completed and continue and what trainings can be done online/ virtually. Guidance was sent out to schools and personnel during this period addressing the COVID-19 situation.
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	As a result of Executive Order 2020-04 (issued March 16, 2020) and Executive Order 2020-28 (August 21, 2020) relative to responding to confirmed cases of novel coronavirus (COVID-19) which closed all non essential Government of Guam offices and schools; the Project was not able to implement many of its activities. Therefore data was not collected this period as a result of canceled activities.
EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	Project funds were used for personnel to support instructional intervention projects for at-risk students through TAs/IPAs, Summer School, and SSIP. Funds were used for consultants to support teachers PD planning and instructional materials. TAs/ IPAs provide support for Distance Learning through hard copy and online instruction Teachers design lessons and intervention activities that address needs of struggling students, providing additional support, and reinforcing skills and concepts in Distance Learning.
EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.	The challenge this quarter was a result of COVID-19 school closure and activities being cancelled. However despite this major challenge the Project was still able to move forward with procuring instructional materials, and planning PD for teachers virtually.

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WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	The following are other activities that will happen by next quarter: <ul style="list-style-type: none"> • SSIP Teacher Lead training – October – December 2020 • Cultural Awareness & Sensitivity Training for ESL Teacher – November 2020 • TA (School Aide I & II) processing for SY2020-2021 – October 2020
EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.	<i>Ayudante'</i> has used a variety of tools to evaluate the effectiveness of the Project, District and School Site Evaluation. However as a result of COVID-19 school closure, and activities being canceled, the Project was unable to conduct monitoring. <i>Ayudante'</i> continues to maintain communication with school administrators, coordinators, and other stakeholders. Stakeholders have been involved reassessing project activities that can still be implemented.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project 3: Improving Student Learning & Achievement (ISLA): *Ayudante'*

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 Blas
PROJECT COORDINATOR NAME (PRINT)


Joshua Blas 
PROJECT COORDINATOR NAME (SIGNATURE)

10/16/20
DATE

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

Joseph L.M. Sanchez 
PROJECT MANAGER (SIGNATURE)

10/16/2020
DATE

 Christopher Surla, SPO 10/26/20

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

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

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

PROJECT COORDINATOR: Joshua Blas

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Shannon Bukikosa

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

ANNUAL REPORT DUE: 12/28/2020

AMOUNT BUDGETED (FFY 2019): \$11,337,432.05	AMOUNT EXPENDED: (Include all expenditures in this quarter) \$3,195,998.31	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) ___28.19___ %	Total Full-Time Equivalent Vacant ___0___ Filled ___14___	Total Part Time Equivalent Vacant ___14___ Filled ___216___
AMOUNT BUDGETED (FFY 2018): \$12,644,676.23	AMOUNT EXPENDED: (Include all expenditures in this quarter) \$12,325,790.50	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) ___97.48___ %		

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	Class Supt –120 Na'metgot – 1216 K. Learn – 550 ASPIRE – 275		ESL – 67 Na'Metgot – 56 K. Learn - 5	ESL – 1	SSIP – 3,527 ESL – 1,330 Class Supt –3,000 Na'metgot – 3000 K. Learn – 1589 Summer – 600		SSIP – 190 ESL – 32 TA -225 IPA – 9 TA Cohort – 60 Na'metgot – Summer -	SSIP – 7 ESL – 26 Class Supt-26 Na'metgot – K. Learn – 5 Summer – 10
6 – 8	Na'metgot -241 4H - 10				ESL – 282 Class Supt –1,000 Na'metgot – 4100 Summer – 300		ESL – 35 Na'metgot – Summer -	ESL – 8 Class Supt–8 Na'metgot – 4H – 8

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								Summer – 3
9 - 12	Na'metgot – 406 SAM - 20		SAM - 1	SAM - 1	JHTD – 2,295 ESL – 439 Class Supt –500 Na'metgot – 1900 SAM – 400 EP – 1300 Summer - 1400		JHTD – 40 ESL – 38 Na'metgot – SAM - 20 EP – 55 Summer - 55	JHTD – 2 ESL – 7 Class Supt–7 Na'metgot – SAM – 4 EP – 5 Summer - 5

PART I:

LIST THE PROJECT GOAL(S):

Components 3.1, 3.2, & 3.3

By 2020, reduce percent of students, K-8th scoring at Tier 2 and Tier 3 on AIMSweb ELA & Math assessment by 3%.

By 2020, graduation rates will increase by 1%.

By 2020 60% of TA Cohort will successfully earn 15 credits towards earning a degree in Education.

Components 3.1 3.3

By 2020 75% participating students, 6th-9th will receive a grade of 70% or higher in ELA & Math.

Components 3.2

By 2020 5% participating students, K-9th will increase Lexile scores on Achieve 3000 by 20 points.

By 2020, 80% of participating Kindergarten students will be at or above grade level in Reading & Math by the end of 2nd grade.

LIST OBJECTIVE(S):

3.1.1 SSIP: 2019-20: 40% of teachers attending math/reading training will self-report implementing strategies in the K-5 classroom and monitoring student progress.

3.1.2 JHTD: 2019-20 – successful expansion to upper grades and all implementing with fidelity; New: # of students on and off track that have exited 9th grade end of school year.

3.2.1 ESL: 2019-20: 70% trained teachers report feeling better prepared to teach ELL students.

3.2.2 Classroom Support: 2019-20 – 75% teachers report classroom support helpful in meeting needs of special populations.

NEW 3.2.2 Classroom Support: 2019-20 – 20% of students tutored will increase AIMSweb benchmark scores in reading and math by 10 points.

3.2.2 Classroom Support: 2019-20 80% TA Cohort will report passage of education courses with a grade of C or greater.

3.2.2 Classroom Support: 2019-2020 - 80% of TAs will report passage of WorkKeys assessment with a certificate of completion (bronze, silver, gold, platinum).

3.2.3 Na'metgot Tiningo': 2019-20 – data show online differentiated reading materials accessed by 100% of students with 80% showing

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adequate progress.

3.2.3 Kinder Learn: 2019-20 - 9 of 15 Kindergarten teachers report successful integration of technology in reading instruction; 6 of 7 1st grade and 5 of 7 second grade teachers report successful integration.

New: 3.2.5 SAM: 2018-19 Complete SAM Guidelines/ Manual and produce for all high schools. 2019-20 50% of 9th grade students mentored will be on grade level.

3.3.1 ASPIRE: 2019-20 – 50% of those in ASPIRE will increase AIMSweb benchmark.

3.3.2 Eskuelan Puengi: 2019-20 – 60% of 11th & 12th graders participating will earn credits to graduate.

3.3.3 Summer School: 2019-20 - 50% K-5 participates will increase AIMSweb Fall benchmark by 10 points. 70% 6th-8th participants will earn passing grade of 70% or higher.

3.3.4 4-H: 2019-20– 40% of participants will show progress in reading/math in AIMSweb and survey will show 80% satisfaction among participants.

COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
Component 3.1 Response to Intervention	<p>3.1.1 State Systemic Improvement Plan (SSIP) SSIP is researched-based instructional strategies to improve early identification and support to students with learning needs in the areas of reading and math. (Ongoing, 60%).</p>	<ul style="list-style-type: none"> As a result of Executive Order 2020-04 (issued March 16, 2020) relative to responding to confirmed cases of novel coronavirus (COVID-19) which closed all non-essential Government of Guam offices and schools, and Executive Order 2020-28 (issued August 21, 2020), relative to ordering Guam residents to stay home to stop the spread of COVID-19, and closed all GDOE schools, shifting all instruction to Distance Learning, the project was challenged on implementing activities. The project pursued carrying out activities to the extent possible. Meetings were held this quarter with SSIP school administrators and the Center for Excellence in Developmental Disabilities in Education, Research, and Service (CEDDERS) on how to continue online teacher training in addition to reprioritizing activities based on social distancing. Also discussed was the expansion to include additional schools to participate. The SSIP Contract was renewed in September 2020. Planning meetings are scheduled in October 2020 to discuss online virtual training for participating schools.

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	<p>3.1.2 Johns Hopkins Talent Development (JHTD) JHTD will provide teachers with professional development on researched-based instructional strategies and coaching for early identification to support at-risk students with academic and behavioral interventions. (This activity has not yet started, 0%)</p>	<ul style="list-style-type: none"> • The solicitation of a Request for Proposal (RFP) on Consultative services for Professional development, technical assistance, and implementation of high school activities was canceled due to the COVID shutdown and reassessment of activity timeline. Due to the complexity of the services being requested, this activity will not be completed by September 30, 2020. Additionally, because of the success of the sustainability of the previous year’s implementation of JHTD, this activity was not included in the FY20 Consolidated Grant. A requisition to procure professional services for JHTD. Therefore, this activity was canceled. • A Corrective Action was issued in June 2020 to implement the process of moving federally funded JHTD teachers to local funding. All federally funded JHTD teachers effective August 7, 2020, have moved to local funding. This adjustment is a result of over 5 years of implementing JHTD within the schools and therefore deemed able to sustain activities.
COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT’S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)
<p>Component 3.1: Response to Interventions</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 PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>3.1.1 State Systemic Improvement Plan (SSIP) None at this time due to the school closure from Executive Orders 2020-04 and 2020-28.</p> <p>3.1.2 Johns Hopkins Talent Development (JHTD) Due to the complexity of the services being requested, PD would not have been completed by September 30, 2020.</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT’S EFFECTIVENESS?</p> <p>The activities under this component continue implementation on a limited basis, due to the suspension of the traditional in-person classroom model of learning.</p> <p>3.1.1 State Systemic Improvement Project (SSIP) Due to the school closure, PDs were canceled, therefore no data was collected and assessed.</p> <p>3.1.2 Johns Hopkins Talent Development (JHTD) The JHTD data shows the grade distribution for 9th and 10th-grade students from the two high schools implementing JHDT. These are 3rd quarter grades for English and Math. The 4th</p>

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Therefore this activity was canceled-

JHTD Grade Distribution SY 2019-2020 (3rd Quarter)

9th Grade English			
Grade	GW	SHS	Total
A	308	64	372
B	126	53	179
C	74	38	112
D	73	52	125
F	116	69	185
Total	697	276	973

9th Grade Math			
Grade	GW	SHS	Total
A	159	52	211
B	131	63	194
C	110	64	174
D	121	49	170
F	171	72	243
Total	692	300	992

10th Grade English			
Grade	GW	SHS	Total
A	191	40	231
B	67	25	92
C	47	35	82
D	34	32	66
F	106	55	161
Total	445	187	632

10th Grade Math			
Grade	GW	SHS	Total
A	122	67	189
B	74	36	110
C	61	23	84

quarter grading was canceled due to Executive Order 2020-04.

The passing rate for 9th grade English was 68% and 10th grade English 64%. Overall for both levels in English is 67% passing rate.

The passing rate for 9th grade Math is 58% and 10th grade Math 62%. Overall for both levels in Math is 60% passing rate.

The data shows that there is still a need to support both 9th and 10th-grade students in high school for English and Math.

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D	63	20	83
F	108	45	153
Total	428	191	619

Component	Performance Measures <i>Enter the performance measure(s) in the row in this table</i>	Data Source <i>Where are the data located?</i>	Unit of Measurement <i>What is the unit of measurement?</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of Dec. 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of Sept. 2020
3.1 Response to Intervention	Percent of students K-8th who are in Tier 2 (in need of support) or Tier 3 (need of immediate intervention) on AIMSweb benchmark scores in ELA (Oral Reading) & Math (Math Computation) be reduced by 3%	AIMSweb Benchmark scores collected three times annually (Fall, Winter, Spring)	% of Tier 2 and Tier 3 students in ELA & Math	Spring 2018 AIMSweb Scores ELA/ Math 28% in Tier 2 and 26% in Tier 3 Oral Reading (OR); 28% in Tier 2 and 31% in Tier 3 Math Computation (MCOMP)	<p>Actual: Fall 2019 Scores</p> <p>Oral Reading Fluency (ORF) 20% Tier 2 (3,282) 44% Tier 3 (7,267)</p> <p>Number Sense Fluency (NSF) 23% Tier 2 (3,799) 56% Tier 3 (9,395)</p> <p>Target: Fall 2019 AIMSweb Scores OR - 27% Tier 2, 25% Tier 3</p>	<p>Actual: Winter 2020 Scores</p> <p>Oral Reading Fluency (ORF) 18% Tier 2 (2,983) 39.9% Tier 3 (6,546)</p> <p>Number Sense Fluency (NSF) 21.9% Tier 2 (3,619) 48.6% Tier 3 (8,037)</p> <p>Target: Winter 2020 AIMSweb Scores Oral Reading 26% Tier 2,</p>	<p>Actual: Spring 2020 Scores</p> <p>Due to school closure, no Aimsweb assessments were conducted. No data were available.</p> <p>Target: Spring 2020 AIMSweb Scores Oral Reading 25% Tier 2,</p>	<p>Actual: Fall 2020 Scores</p> <p>Due to school closure, no Aimsweb assessments were conducted. No data were available.</p> <p>Target: This marks the start of a new school year. Reporting on new targets to</p>

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					MCOMP - 27% Tier 2, 30% Tier 3	24% Tier 3 Math Computation 26% Tier 2, 29% Tier 3	23% Tier 3 Math Computation 25% Tier 2, 28% Tier 3	start the 1 st quarter of FY'20.
3.1, 3.2, & 3.3 ISLA: Ayudante'	Graduation rates will increase by 1% each year.	Annual State of Education Report	# of students graduating at the end of the school year	84.5% graduation rate for SY17-18	Actual: 87.3% graduation rate. 2.8% increase for 2019 compared to the previous year Target: 85% graduation rate increase SY 18-19	Actual: All instruction halted in March due to early school closure brought about by the COVID-19 pandemic. Target: The measurement will be completed at the end of the respective school year.	Actual: All instruction halted in March due to early school closure brought about by the COVID-19 pandemic. Target: The measurement will be completed at the end of the respective school year.	Actual: Annual State of Public Education Report (ASPER), source of annual graduation rate, is released on October 30, 2020. Target: 86% graduation rate for FY19- 20
3.1.1 State Systemic Improvement Plan	40% of teachers attending math/reading training will self- report implementing strategies in the K-5 classroom and monitoring student progress.	Teacher survey end of each quarter	% of trained teachers self- reporting applying learned strategies	December 2018 91% teachers self-reporting understanding evidence based strategies 91% teachers self-reporting how to use universal reading screener	Actual: Data will be reported 2 nd qtr. Training on January 6, 2020. Target:	Actual: 97% of teachers as a result of Jan. 6 PD reported being able to teach using explicit & systematic instruction. Target:	Actual: As a result of school closure, no training was held. No data were available at this time.	Actual: As a result of school closure, no training was held. No data were available at this time.

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					End of Fall 2019 at least 30% of teachers will report using strategies	Middle of Spring 2020 at least 35% of teachers will report using strategies.	Target: End of Spring 2020 at least 40% of teachers will report using strategies.	Target: The measurement will be completed at the end of the respective school year
3.1.2 Johns Hopkins Talent Development	Successful expansion to upper grades and all implementing with fidelity (2 high schools).	Monitoring reports from lead project coordinator based on site observations	# of teachers implementing JHTD strategies with fidelity	2 high schools implementing JHTD	Actual: Pending contract to implement activity and collect data Target: 50% of teachers using JHTD strategies in English & Math by the end of Fall 2019	Actual: Pending contract to implement activity and collect data Target: Ongoing intervention. Training is held twice a year.	Actual: Pending contract to implement activity and collect data Target: 50% of teachers using JHTD strategies in English & Math by the end of Fall 2019	Actual: Pending contract to implement activity and collect data Target: Ongoing intervention. Training is held twice a year.
		Grade distribution of students for English and Math	# of students on and off track that have exited the 9 th grade academy (10 th -11 th)	SY17-18 Grade 9 Distribution 79-A 69-B 69-C 41-D 79-F	Actual: Ongoing instruction Target: Semester/quarter is still ongoing, report on mid-semester progress.	Actual: Ongoing instruction Target: SY 2019-2020 9 th -10 grade distribution	Actual: Ongoing instruction Target: (note: this is not specified in the PMT)	Actual: <u>English 9th Grade</u> 38% - A 18% - B 12% - C 13% - D 19% - F <u>English 10th Grade</u> 37% - A 15% - B 13% - C 10% - D 25% - F

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									<u>Math 9th Grade</u> 21% - A 20% - B 18% - C 17% - D 24% - F <u>Math 10th Grade</u> 30% - A 18% - B 14% - C 13% - D 25% - F <u>Target:</u> SY 2019-2020 9 th -10 grade distribution
--	--	--	--	--	--	--	--	--	--

COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
Component 3.2 Classroom Supports	3.2.1 English as a Second Language (ESL) Researched based instructional strategies to improve teacher quality for the instruction of English Language Learners. (this activity has not started, 25%)	<ul style="list-style-type: none"> The Pacific Islander Cultural Awareness & Sensitivity PD for ESL teachers and coordinators was scheduled for September 2020, however, due to Executive Order 2020-28, which closed all schools, training was postponed. The project is currently working with the vendor, University of Guam (UOG) for a virtual training to be held in November 2020. Training will focus on communication with students and parents, and supporting the three modes of learning: face-to-face, online, and hard copy packets.
	3.2.2 Classroom Support (TAs/IPAs) Teacher Assistants (TAs) & Instructional Program Aides (IPAs) provide classroom instructional and behavioral support to at-risk students through small group instruction, tutoring, 1:1 during the regular day and after school (completed, 100%)	<ul style="list-style-type: none"> All TAs were processed to return for School Year 2020-2021. All TAs had to reapply as there was a change in position title from <i>Teacher I On-Call Sub</i> to <i>School Aide I and II</i>. Interviews and selections were conducted in September. All TAs (School Aide I) are effective October 1, 2020. Although Executive Order 2020-28 closed all face-to-face instruction, TAs continue to support Distance Learning through assisting teachers with preparing, distributing, and receiving all hard copy instructional

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		<p>packets. They also provide support to teachers who are teaching online with small group instruction or tutoring.</p>
	<p>3.2.3 Na'metgot Tiningo' <i>Na'metgot Tiningo'</i> or Achieve 300 is an online subscription for differentiated nonfiction readers to increase reading levels and Lexile scores for at-risk students. (this activity has not started, 0%)</p>	<ul style="list-style-type: none"> • This activity has not been started. The Contract for Achieve 3000 is currently with the Attorney General's (AG) Office for their review and approval. • Requisition 20200047 – Currently at AG's Office • Due to the length of time, the Contract has been with the AG's office, this activity will be canceled. • The requisition to procure the contractual services of <i>Na'metgot Tiningo'</i> was entered on September 30, 2019. On January 16, 2020, this requisition was rejected by the GDOE's procurement office due to the Attorney General's office's lengthy review process.
	<p>3.2.4 Kinder Learn Kinder Learn supplements classroom instruction in the areas of reading and math. It is an online subscription license to IXL that provides personalized learning for students in grades K-2. It also increases student competency with the use of technology. (completed, 100%)</p>	<ul style="list-style-type: none"> • The project is currently procuring the licenses for IXL for School Year 2020-2021. Mobile Carts were also delivered and received for the additional participating schools. Note that data will be collected once licenses have been procured.
	<p>3.2.5 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. (ongoing, 95%)</p>	<ul style="list-style-type: none"> • Due to Covid-19 Executive Order 2020-28, which closed all face-to-face instruction, teachers were not able to begin mentoring students. The Project is currently looking at how to implement this activity virtually, however would need to assess the selected students to see if they have internet access.
<p align="center">COMPONENT</p>	<p align="center">PRIMARY DATA GENERATED</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)</p>
<p>Component 3.2: Instructional Supports</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p>	<p>3.2.1 ESL None at this time. The project is waiting on a contract before proceeding with this activity.</p> <p>3.2.2 Classroom Support (TAs/IPAs) Due to Covid-19 school closure, TAs/IPAs surveys were not conducted. No primary data generated.</p>	<p>The activities under this component continue implementation on a limited basis, due to the suspension of traditional in-person classroom model of learning.</p> <p>3.2.1 ESL Reporting will be done once activity commences. Virtual training is scheduled for November 2020.</p> <p>3.2.2 Classroom Support (TAs/IPAs) Due to Covid-19 school closure, TA surveys were not</p>

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<input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED	<p>3.2.3 Na'metgot Tiningo' None at this time. Due to the length of time, the contract has been with the AG's Office, this activity will be canceled.</p> <p>3.2.4 Kinder Learn Data were not available at this time.</p> <p>3.2.5 SAM None at this time. Due to COVID-19 school closure on August 21, 2020, the project was unable to proceed with student selection mentoring.</p>				<p>conducted.</p> <p>3.2.3 Na'metgot Tiningo' Reporting will be done once activity commences.</p> <p>3.2.4 Kinder Learn Data will be collected once the licenses have been procured for SY20-21.</p> <p>3.2.5 SAM Reporting will be done once activity commences.</p>			
Project/Sub-Project Title	Performance Measures <i>Enter the performance measure(s) in the row in this table</i>	Data Source <i>Where are the data located?</i>	Unit of Measurement <i>What is the unit of measurement?</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of Dec. 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of Sept. 2020
3.2.1 English as a Second Language	70% trained teachers report feeling better prepared to teach ELL students.	Quarterly Teacher Surveys	% of trained teachers reporting feeling better prepared to teach ESL students.	2018 68% of trained teachers reported feeling better prepared to teach ESL students	<p>Actual: Pending contract to implement activity and collect data</p> <p>Target: Training for ESL Teachers is held in the Spring and beginning of the following school year.</p>	<p>Actual: Pending contract to implement activity and collect data</p> <p>Target: 50% of trained teachers reporting feeling better prepared to teach ESL students. By end of Fall 2019.</p>	<p>Actual: Training will be conducted and reported in 4th quarter.</p> <p>Target: 60% of trained teachers reporting feeling better prepared to teach ESL students. By end of Fall 2019.</p>	<p>Actual: Training postponed to Nov. 2020.</p> <p>Target: 70% of trained teachers reporting feeling better prepared to teach ESL students.</p>

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<p>3.2.2 Classroom Instructional Supports</p>	<p>75% teachers report classroom instructional support helpful in meeting needs of students in special population</p>	<p>Quarterly Surveys</p>	<p>% of teacher reporting classroom support helpful.</p>	<p>December 2018 66% of teacher reporting classroom support helpful.</p>	<p>Actual: 81% of teacher report classroom supports helpful in meeting needs of special population.</p> <p>Target: 55% of teacher report classroom supports helpful in meeting needs of special population.</p>	<p>Actual: Project unable to administer survey due to COVID-19 closure on March 16, 2020</p> <p>Target: 60% of teacher report classroom supports helpful in meeting needs of special population.</p>	<p>Actual: Project unable to administer survey due to COVID-19 closure on March 16, 2020</p> <p>Target: 65% of teacher report classroom supports helpful in meeting needs of special population.</p>	<p>Actual: Project unable to administer survey due to COVID-19 closure on August 21, 2020</p> <p>Target: 75% of teacher report classroom supports helpful in meeting needs of special population.</p>
<p>3.2.2 Classroom Instructional Supports</p>	<p>20% of students in tutoring will increase AIMSweb benchmark scores by 10 points.</p>	<p>AIMSweb scores for Reading and Math</p>	<p>% of students that increase AIMSweb scores in Reading and Math by 10 points in Tier 3 and Tier 2</p>	<p>Implementation October 2019</p>	<p>Actual: Pending contract to implement activity and collect data</p> <p>Target: 5% of students will increase AIMSweb scores in Reading and Math by 10 points in Tier 3 and Tier 2</p>	<p>Actual: Pending contract to implement activity and collect data</p> <p>Target: 10% of students will increase AIMSweb scores in Reading and Math by 10 points in Tier 3 and Tier 2</p>	<p>Actual: Pending contract to implement activity and collect data</p> <p>Target: 15% of students will increase AIMSweb scores in Reading and Math by 10 points in Tier 3 and Tier 2</p>	<p>Actual: Pending contract to implement activity and collect data</p> <p>Target: 20% of students will increase AIMSweb scores in Reading and Math by 10 points in Tier 3 and Tier 2</p>
<p>3.2.2 Classroom Instructional Supports</p>	<p>60% of TA cohort with 15 credits earning a grade of C or better in a course towards a degree in education degree.</p>	<p>Student Transcript</p>	<p>% TA cohort will report passage of education courses with a C</p>	<p>Implementation Fall 2019 % of TA cohort with a passing grade of C or</p>	<p>Actual: Pending contract to implement activity and collect data</p>	<p>Actual: Pending contract to implement activity and collect data</p>	<p>Actual: Pending contract to implement activity and</p>	<p>Actual: Pending contract to implement activity and</p>

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			or greater	higher in one or more educational courses.	Target: 30% of participating TA Cohort with a passing grade of C or higher in educational courses.	Target: 40% of participating TA Cohort with a passing grade of C or higher in educational courses.	Target: 50% of participating TA Cohort with a passing grade of C or higher in educational courses.	Target: 60% of participating TA Cohort with a passing grade of C or higher in educational courses.
3.2.2 Classroom Instructional Supports	80% of TAs will report passage of WorkKeys assessment with a certificate of completion (bronze, silver, gold, platinum)	WorkKeys Certificate Report	TAs provide certificate to project director	2017 -18 78% (183) TAs earned a WorkKeys Certificate. 65-Bronze 89-Silver 29-Gold	Actual: Pending PO amendment to implement activity and collect data Target: 20% of TAs will earn a certificate of completion in WorkKeys assessment.	Actual: Pending TAs to complete WorkKeys assessment Target: 40% of TAs will earn a certificate of completion in WorkKeys assessment.	Actual: Due to school closure, not able to schedule TA assessments. Target: 60% of TAs will earn a certificate of completion in WorkKeys assessment.	Actual: Due to school closure, not able to schedule TA assessments. Target: 80% of TAs will earn a certificate of completion in WorkKeys assessment.
3.2 Instructional Support	By 2020, 40% participating students K-9th will increase Lexile scores on Achieve 3000 by 40 points.	Quarterly data from Achieve 3000 reports.	% of students increasing scores by identified points.	N/A Pending Data, Contract with Attorney General	Actual: Pending contract to implement activity and collect data Target: 10% participating K-9th students records on Achieve 3000 will show a 20 point increase.	Actual: Pending contract to implement activity and collect data Target: 20% participating K-9th students records on Achieve 3000 will show a 20 point increase.	Actual: Pending contract to implement activity and collect data Target: 30% participating K-9th students records on Achieve 3000 will show a	Actual: Pending contract to implement activity and collect data Target: 40% participating K-9th students records on Achieve 3000 will show a

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							20 point increase.	20 point increase.
3.2.3 Na'metgot Tiningo (Achieve 3000)	Online differentiated reading materials accessed by 100% of students with 80% showing adequate progress in SY19-20.	Quarterly data from Achieve 3000 reports on student access and Lexile Scores.	% of students logs show accessed Achieve 3000, and % of those students showing progress through increased Lexile scores from beginning to end of quarter.	Achieve 3000 Pre-test Lexile Scores. Average Lexile Scores when using Achieve 3000 is a 32 point increase. (Local Schools)	Actual: Pending contract to implement activity and collect data Target: 60% of students accessing Achieve 3000 and 20% of those showing adequate progress through increased Lexile scores from beginning to end of quarter.	Actual: Pending contract to implement activity and collect data Target: 70% of students accessing Achieve 3000 and 25% of those showing adequate progress through increased Lexile scores from beginning to end of quarter.	Actual: Pending contract to implement activity and collect data Target: 80% of students accessing Achieve 3000 and 50% of those showing adequate progress through increased Lexile scores from beginning to end of quarter.	Actual: Pending contract to implement activity and collect data Target: 100% of students accessing Achieve 3000 and 80% of those showing adequate progress through increased Lexile scores from beginning to end of quarter.
3.2.4 Kinder Learn	9 of 15 Kindergarten teachers and 11 of 14 1 st and 2 nd grade teachers report successful integration of technology in reading and math instruction	Quarterly Teacher Survey	% of teachers reporting successful integration of technology in reading and math instruction.	FY 2018-19 100% of teachers or 7 of 7 Kinder teachers currently integrating technology in reading and math instruction	Actual: IXL Usage Report 9 of 9 1 st & 2 nd teachers report successful integration of technology in reading and math instruction. Target: 7 of 14 (50%) 1 st & 2 nd teachers	Actual: IXL Usage Report 43 of 49 K-2 nd teachers report successful integration of technology in reading and math instruction. Target: 8 of 15 (53%) Kinder and 10 of	Actual: Data not available due to COVID-19 school closure. Target: 9 of 15 (60%) Kinder and 6	Actual: Data not available due to COVID-19 school closure. Target: This marks a new school

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	By 2020, 80% of participating Kinder students will be at or above grade level for reading and math by end of 2nd grade.	AIMSweb Benchmark Scores	% of students at or above grade level for reading and math	<p>Winter 2018 AIMSweb Letter Naming 57% - Tier 1 on grade level</p> <p>Number Identification 62% - Tier 1, on grade level</p>	<p>report successful integration of technology in reading and math instruction</p> <p><u>Aimsweb Fall Scores: Actual</u> 21% of students at or above grade level for reading</p> <p>26% of students at or above grade level for math</p> <p><u>Target:</u> 60% of students at or above grade level for reading and math</p>	<p>14 (71%) 1st & 2nd teachers report successful integration of technology in reading and math instruction</p> <p><u>Aimsweb Fall Scores: Actual</u> 37% of students at or above grade level for reading</p> <p>43% of students at or above grade level for math</p> <p><u>Target:</u> 70% of students at or above grade level for reading and math</p>	<p>of 7 (86%) 1st & 5 of 7 (71%) 2nd grade teachers report successful integration of technology in reading and math instruction</p> <p><u>Actual:</u> Data not available due to COVID-19 school closure.</p> <p><u>Target:</u> 80% of students at or above grade level for reading and math</p>	<p>year.</p> <p>Reporting on new targets in 1st quarter of FY'20.</p> <p><u>Actual:</u> Data not available due to COVID-19 school closure.</p> <p><u>Target:</u> This marks a new school year. Reporting on new targets in 1st quarter of FY'20.</p>
3.2.5 SAM	2019-20 50% of 9 th grade students mentored will be on grade level	Listing of students mentored graduation status report	% of students mentored who are on track with grade level.	SAM guidelines finalized by Spring 2019 Implementation September 2019	<p><u>Actual:</u> Anticipate SAM mentors to track students in the 3rd quarter. This is due to delay in finalizing the SAM guidelines.</p>	<p><u>Actual:</u> Due to COVID-19 school closure, unable to report at this time.</p>	<p><u>Actual:</u> Due to COVID-19 school closure, data unavailable.</p>	<p><u>Actual:</u> Due to COVID-19 school closure, data unavailable.</p>

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					Target: At least 25% of mentored students on grade level	Target: At least 35% of SAM students on grade level	Target: 50% of SAM students on grade level	Target: This marks a new school year. Reporting on new targets in 1 st quarter of FY'20.
COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION						
Component 3.3 Extended Learning	<p>3.3.1 After School Program for Instructional Remediation & Enrichment (ASPIRE) ASPIRE provides instruction after school for students performing below grade level in core subjects who need remediation on key skills to get back on track with grade level. (completed, 100%)</p>	<ul style="list-style-type: none"> The ASPIRE program for the 1st quarter of SY20-21 was not able to begin due to COVID-19, no face-to-face instruction/ school closure on August 21, 2020. 						
	<p>3.3.2 Eskuelan Puengi (EP) EP is designed as a 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. E-Campus provides students with an alternative platform to online learning platforms for credit for high school students to include credit recovery. (completed, 100%)</p>	<ul style="list-style-type: none"> EP program was completed in March 2020. Session A ran from February 3 – 21, 2020 & B from March 3 – 31, 2020. Session B was extended due to COVID-19 school closure on March 16, 2020. This allowed students the opportunity to complete course work. E-Campus Mobile carts were delivered to schools (George Washington, John F. Kennedy, and Southern High School). 						
	<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 for grades K-8; high school is course by conference for students in grades 9-12 lacking 0.5 or more credits to graduate. (completed, 100%)</p>	<ul style="list-style-type: none"> Due to Executive Order, 2020-04 schools were closed. Summer School was conducted through Grab N' Go hard copy lessons distribution and online instruction. Hard copy packets were also distributed to housing areas where families have no transportation or access to the internet. Summer School was completed on July 31, 2020. Online lessons and activities were available on the GDOE website, gdoe.net. These lessons have become a resource for teachers on Distance Learning. 						

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	<p>3.3.4 4H 4H provides team-building exercises, mini-lessons, and life skills, designed to reinforce classroom instruction mentoring for students grades 6-12. (this activity has not started)</p>	<ul style="list-style-type: none"> Requisition 20200143 has been entered. A contract has been drafted and routed for approval. Based on the success of the 3 modes of delivering extended learning (ASPIRE, EP, and Summer School), this activity was not included in the FY20 Consolidated Grant. Current approved activities in the FY20 Consolidated Grant provides extended learning before and after school through ASPIRE, night school through EP, and Summer. 																											
<p align="center">COMPONENT</p>	<p align="center">PRIMARY DATA GENERATED</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)</p>																											
<p>Component 3.3: Extended Learning</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input checked="" type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>3.3.1 ASPIRE ASPIRE 4th quarter was not implemented as a result of COVID-19 school closure.</p> <p>3.3.2 Eskuelan Puengi Data was reported and activity was completed in the 3rd quarter.</p> <p>3.3.3 Summer School</p> <table border="1" data-bbox="514 1089 1262 1406"> <thead> <tr> <th colspan="3">Session A Marks Analysis</th> </tr> <tr> <th>Grade</th> <th>Number</th> <th>Passing Rate</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>180</td> <td>29%</td> </tr> <tr> <td>B</td> <td>130</td> <td>21%</td> </tr> <tr> <td>C</td> <td>116</td> <td>18%</td> </tr> <tr> <td>D</td> <td>111</td> <td>18%</td> </tr> <tr> <td>F</td> <td>91</td> <td>14%</td> </tr> <tr> <td>No Credit/ Dropped</td> <td>174</td> <td></td> </tr> <tr> <td>Total</td> <td>628</td> <td>68% Overall</td> </tr> </tbody> </table> <p>Session B Marks Analysis</p>	Session A Marks Analysis			Grade	Number	Passing Rate	A	180	29%	B	130	21%	C	116	18%	D	111	18%	F	91	14%	No Credit/ Dropped	174		Total	628	68% Overall	<p>The activities under this component continue implementation on a limited basis, due to the suspension of the traditional in-person classroom model of learning.</p> <p>3.3.1 ASPIRE Data was not available due to the COVID-19 school closure.</p> <p>3.3.2 Eskuelan Puengi This data was reported and completed in the 3rd quarter.</p> <p>3.3.3 Summer School</p> <ul style="list-style-type: none"> The data from the Marks Analysis indicated that a large number of participants (almost 7 out of 10) are earning 0.5-1 credit towards graduation. The overall passing rate for Session A & B is 67%. The target for this activity was a 60% passing rate. 84 students completed their courses earning their high school diploma over the summer. Rainbows Graduation was held on August 3, 2020. <p>Comparing the data from last school year. There was a 15% decrease in the passing rate (83% overall passing rate SY18-19). The decrease is due to COVID-19 and not having face to</p>
Session A Marks Analysis																													
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	Grade	Number	Passing Rate	face support. 3.3.4 4H <ul style="list-style-type: none"> Due to the length of time, it has been in the procurement process, this activity will be canceled.
	A	138	30%	
	B	77	17%	
	C	90	19%	
	D	93	20%	
	F	68	14%	
	No Credit/ Dropped	228		
Total	466	65% Overall		
*Note: Total does not include students who dropped from the program or registered and did not participate.				
3.3.4 4H None at this time. Due to the length of time the contact has been in the procurement process, this activity will be canceled.				

Component	Performance Measures <i>Enter the performance measure(s) in the row in this table</i>	Data Source <i>Where are the data located?</i>	Unit of Measurement <i>What is the unit of measurement?</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of Dec. 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of Sept. 2020
3.3.1 ASPIRE	50% of those in ASPIRE will increase AIMSweb benchmark.	AIMSweb Scores for Oral Reading and Math Computation	% of students that increase AIMSweb scores in Oral Reading and Math Computation by 10 points.	AIMSweb Fall Benchmark Scores SY18-19 Fall Benchmark 38.6% of students increase AIMSweb scores by 10 points in Oral Reading 24.2% of students	Actual: 76% (612) students Tier 1 on AIMSweb Oral Reading Fluency for Fall 2019 benchmark 25% (186) students Tier 1 on AIMSweb Number Sense Fluency (Math) Fall 2019 benchmark Target:	Actual: 74% (602) students Tier 1 on AIMSweb Oral Reading Fluency for Winter 2020 benchmark 29% (225) students Tier 1 on AIMSweb Number Sense Fluency (Math) Winter 2020 benchmark	Actual: Data not available as a result of COVID-19 school closure.	Actual: Data not available as a result of COVID-19 school closure. Target:

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				increased AIMSweb scores by 10 points in Math Computation	30% of students that increase AIMSweb scores in Oral Reading and Math Computation by Fall 2019	Target: 40% of students that increase AIMSweb scores in Oral Reading and Math Computation by Winter 2020	50% of students that increase AIMSweb scores in Oral Reading and Math Computation by Spring 2020	This marks a new school year. Reporting on new targets to start in 1 st quarter of FY'20.
3.3.2 Eskuelan Puengi	60% of 11th & 12th graders participating will earn credits to graduate	Grades in credit recovery courses taken	% of students that received a passing grade of 70% or higher to earn credit for the course taken.	SY17-18 64% of students received a passing grade of 70% or higher to earn credit for courses taken.	Actual: Planning on this activity has begun. Data will be collected after completion of EP in March 2020 Target: Activity will begin the planning stage during this quarter.	Actual: Overall 81% of participating students earned a grade 70% or higher. Session A 80% Session B 81% Target: Activity will begin during this quarter.	Actual: Activity was reported and completed in 2 nd quarter. Target: By the end of Spring 2020, 60% of students receiving a passing grade of 70% or higher.	Actual: Activity was reported and completed in 2 nd quarter. Target: This marks a new school year. Reporting on new targets to start in 2 nd quarter of FY'20.
3.3.3. Summer School	50% of those in Summer School K-5th increase AIMSweb Fall benchmark for Oral Reading & Math Computation by 10	AIMSweb scores for Oral Reading & Math Computation	% of students that increase AIMSweb scores in Oral Reading and Math	AIMSweb 2018 Spring Benchmark Scores 54% K-5 increased by	Actual: Start of planning scheduled for Jan. 2020. Data will be collected once Summer	Actual: Will report once activity begins in June	Actual: Data will be reported 4 th quarter. Sessions currently	Actual: Data was not collected due to school closure as a result of

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	points. 70% of 6th -8th graders participating will earn a 70% or greater.	Summer School Grades	Computation by 10 points (beginning to end of summer school). % of participating students getting 70% or higher passing grade in summer school.	10 point in Oral Reading 44% K-5 th increased by 1-point in Math Computation 0) 84.7% 6-8 grade passing grade of 70% or higher in Reading 88.7% 6-8 grade passing grade of 7-% or higher in Math	School has been completed. June 2020. Target: Activity will take place at the end of the school year. Actual: Activity not yet taking place. Target: Activity will take place at the end of the school year.	Target: Activity will take place at the end of the school year. Actual: Planning for activity taking place. Target: Activity will take place at the end of the school year.	ongoing. Target: Activity will take place at the end of the school year. Actual: Activity taking place. Report on grades next quarter. Target: Activity will take place at the end of the school year.	COVID-19. Target: 50% of students increase AIMSweb scores in Oral Reading and Math Computation by 10 points. Actual: Data was not collected due to school closure as a result of COVID-19. Target: 70% of students will receive a passing grade of 70% of higher.
3.3.4 4H Program	40% of participants will show progress in reading/math in AIMSweb benchmark.	AIMSweb Scores on quarterly reports.	% of students that increase AIMSweb scores in Oral Reading and Math Computation	AIMSweb Fall Benchmark Scores (Contract currently with AG's Office) SY17-18 Fall	Actual: Pending contract to implement activity and collect data Target: 25% of students	Actual: Pending contract to implement activity and collect data Target: 30% of students	Actual: Pending contract to implement activity and collect data Target: 35% of	Actual: Pending contract to implement activity and collect data Target: 40% of

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	Survey will show 80% satisfaction among participants.	Semester program survey	% reporting program satisfactory.	<p>Benchmark Math Computation Tier 1 –38% (812), Tier 2 – 25% (529), Tier 3 – 36% (769)</p> <p>Oral Reading Tier 1-43% (612), Tier 2- 36% (514), Tier 3-21% (297)</p> <p>No baseline data</p>	will increase AIMSweb scores in Oral Reading and Math Computation	will increase AIMSweb scores in Oral Reading and Math Computation	students will increase AIMSweb scores in Oral Reading and Math Computation	students will increase AIMSweb scores in Oral Reading and Math Computation
					<p>Actual: Pending contract to implement activity and collect data</p> <p>Target: 50% reporting program satisfactory.</p>	<p>Actual: Pending contract to implement activity and collect data</p> <p>Target: 60% reporting program satisfactory.</p>	<p>Actual: Pending contract to implement activity and collect data</p> <p>Target: 70% reporting program satisfactory.</p>	<p>Actual: Pending contract to implement activity and collect data</p> <p>Target: 80% reporting program satisfactory.</p>

PART II:

LIST TRAVEL ACTIVITIES COMPLETED.	Note that due to COVID-19 all travel activities have been canceled. Below were the anticipated conferences. <ul style="list-style-type: none"> • 2020 National Conference on Innovative Teaching Strategies – March 26-29, 2020; Orlando, FL • 2020 Social & Emotional Learning Conference – May 18 - 21; Baltimore, Maryland
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	No travel has been conducted as a result of COVID-19

PART III:

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<p>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.</p>	<p>As a result of Executive Order 2020-04 (issued March 16, 2020) and Executive Order 2020-28 (August 21, 2020) relative to responding to confirmed cases of novel coronavirus (COVID-19) the Project was not able to implement many of its activities. The Project did however reassess to determine what activities can be completed and continue and what trainings can be done online/virtually. Guidance was sent out to schools and personnel during this period addressing the COVID-19 situation.</p>
<p>USING PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</p>	<p>As a result of Executive Order 2020-04 (issued March 16, 2020) and Executive Order 2020-28 (August 21, 2020) relative to responding to confirmed cases of novel coronavirus (COVID-19) which closed all non-essential Government of Guam offices and schools; the Project was not able to implement many of its activities. Therefore, data was not collected this period as a result of canceled activities.</p>
<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 instructional intervention projects for at-risk students through TAs/IPAs, Summer School, and SSIP. Funds were used for consultants to support teachers' PD planning and instructional materials. TAs/ IPAs provide support for Distance Learning through hard copy and online instruction Teachers design lessons and intervention activities that address the needs of struggling students, providing additional support, and reinforcing skills and concepts in Distance Learning.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>The challenge this quarter was a result of COVID-19 school closure and activities being canceled. However, despite this major challenge, the Project was still able to move forward with procuring instructional materials and planning PD for teachers virtually.</p>

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WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	<p>The following are other activities that will happen by next quarter:</p> <ul style="list-style-type: none"> • SSIP Teacher Lead training – October – December 2020 • Cultural Awareness & Sensitivity Training for ESL Teacher – November 2020 • TA (School Aide I & II) processing for SY2020-2021 – October 2020 <p>Since receiving the Grant Award Notification for the FY 20 Consolidated Grant, Project 3, ISLA Ayudante’ and Project 8, Second Chance will merge into a new project, Classroom Support, and Academic Intervention. This new project merges the two prior projects into one that focuses on improving teaching practices, student’s math and reading proficiency, graduation rates, and reducing dropout rates.</p>
EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.	<p><i>Ayudante’</i> has used a variety of tools to evaluate the effectiveness of the Project, District and School Site Evaluation. However as a result of COVID-19 school closure, and activities being canceled, the Project was unable to conduct monitoring. <i>Ayudante’</i> continues to maintain communication with school administrators, coordinators, and other stakeholders. Stakeholders have been involved reassessing project activities that can still be implemented.</p>

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project 3: Improving Student Learning & Achievement (ISLA): Ayudante’

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 Blas

PROJECT COORDINATOR NAME (PRINT)

Joshua Blas 

PROJECT COORDINATOR NAME (SIGNATURE)

10/16/20

DATE

Joseph L.M. Sanchez

PROJECT MANAGER NAME (PRINT)

Joseph L.M. Sanchez 

PROJECT MANAGER (SIGNATURE)

10/16/2020

DATE

 Christopher Surla, SPO 10/26/20

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Joshua Blas
PROJECT COORDINATOR NAME (PRINT)

Joshua Blas
PROJECT COORDINATOR NAME (SIGNATURE)

DATE

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

Joseph L.M. Sanchez
PROJECT MANAGER (SIGNATURE)

DATE

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Christopher B. Surla <cbsurla@gdoe.net>

ISLA: Ayudante 4th Quarter Compliance Report

7 messages

Joshua C. Blas (Curriculum & Instruction) <jcblas@gdoe.net> Fri, Oct 16, 2020 at 3:16 PM
To: "Christopher B. Surla" <cbsurla@gdoe.net>, "Shannon B. Bukikosa" <sbbukikosa@gdoe.net>, "Stephanie N. Chargualaf" <snchargualaf@gdoe.net>
Cc: "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>, "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>, Classroom Supports & Academic Interventions <csai@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>

Hafa Adai All,


Please see attached document for ISLA: Ayudante' 4th Quarter Compliance Report. Note the signed report and certifications will be routed once completed. Should you have any questions, please do not hesitate 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

 **4th QTR Budget Ayudante.xlsx**
560K

 **ISLA Ayudante 4th Quarter FY19.doc**
291K


Christopher B. Surla <cbsurla@gdoe.net> Fri, Oct 16, 2020 at 3:59 PM
To: Federal Programs <federal-programs@gdoe.net>

FYI
[Quoted text hidden]

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

GDOE SY 2018-2019

2 attachments

 **4th QTR Budget Ayudante.xlsx**
560K

 **ISLA Ayudante 4th Quarter FY19.doc**

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

Fri, Oct 16, 2020 at 5:28 PM

To: "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>

Cc: "Shannon B. Bukikosa" <sbbukikosa@gdoe.net>, "Stephanie N. Chargualaf" <snchargualaf@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>, "Christopher B. Surla" <chsurla@gdoe.net>, "Joshua C. Blas (Curriculum & Instruction)" <jcblas@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>, Classroom Supports & Academic Interventions <csai@gdoe.net>

Hafa Adai All,

Please see signed report attached below for ISLA Ayudante. Thank you and have a great weekend!

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



611 ISLA Ayudante 4th QTR FY19 Report.pdf

3305K

Ana O. Aguon <aoaguon@gdoe.net>

Tue, Oct 27, 2020 at 8:50 AM

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

Cc: Rachel Lee Santos Duenas <rlsduenas@gdoe.net>, "Ignacio C. Santos" <icsantos@gdoe.net>

Hafa Adai Chris,

Attached is the *reviewed 4th Quarter Report* for **ISLA Ayudante**, with my comments and feedback (highlighted in green and red).

Please don't hesitate to let me know if there are questions or things that are not clear.

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

On Fri, Oct 16, 2020 at 3:59 PM Christopher B. Surla <chsurla@gdoe.net> wrote:

FYI

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

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

Date: Fri, Oct 16, 2020 at 3:16 PM

Subject: ISLA: Ayudante 4th Quarter Compliance Report

To: Christopher B. Surla <chsurla@gdoe.net>, Shannon B. Bukikosa <sbbukikosa@gdoe.net>, Stephanie N.

Chargualaf <snchargualaf@gdoe.net>

Cc: Rosemarie B. Mendiola <rbmendiola@gdoe.net>, Kevin M. Taitague <kmtaitague@gdoe.net>, Roe-Ann Jean

M. Cruz <roemcruz@gdoe.net>, Classroom Supports & Academic Interventions <csai@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>

Hafa Adai All,

Please see attached document for ISLA: Ayudante' 4th Quarter Compliance Report. Note the signed report and certifications will be routed once completed. Should you have any questions, please do not hesitate 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

 **Reviewed ISLA Ayudante 4th Quarter FY19_aoa.doc**
325K

Christopher B. Surla <cbsurla@gdoe.net>

Tue, Oct 27, 2020 at 9:00 AM

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

Cc: Rachel Lee Santos Duenas <rlsduenas@gdoe.net>, "Ignacio C. Santos" <icsantos@gdoe.net>

Thank you so much, Ms. Ana!

I will compile my edits and send them to the project lead for their revision.

Regards,
Chris

[Quoted text hidden]

--

Christopher Surla

State Program Officer

Federal Programs Division

Guam Department of Education

(671) 300-1372

GDOE SY 2018-2019

Christopher B. Surla <cbsurla@gdoe.net>

Tue, Oct 27, 2020 at 11:07 AM

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

Cc: "Ignacio C. Santos" <icsantos@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "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" <srrupley@gdoe.net>,

"Shannon B. Bukikosa" <sbbukikosa@gdoe.net>

Hafa Adai Josh,


Please see the attached reviewed 4th Quarter Report for ISLA Ayudante, all edits are in red and blue and I have some comments on the alignment of CG20 activities.

Please address the comments and revisions and send back to me no later than Thursday, 10/29, 5:00pm or sooner as we need time to prepare and upload onto the website on Friday.

Thank you
Chris

[Quoted text hidden]

Reviewed ISLA Ayudante 4th Quarter FY19_aoa 10.27.20.doc

 329K

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

Thu, Oct 29, 2020 at 2:07 PM

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

Cc: "Ignacio C. Santos" <icsantos@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "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>

Hafa Adai Chris,

Please see updated 4th quarter report. I changed the recommendation from red to black. Also answered Ana's questions in green. I left the responses colored, if its resolved it can be updated. I'm good with that.

[Quoted text hidden]

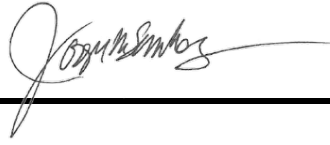

 **Reviewed ISLA Ayudante 4th Quarter FY19 jcblas 10.29.20.doc**
321K

PROJECT NAME ISLA: *Ayudante'*

REGULAR SALARIES				FY'19			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Requested	Salary	Fringe	Total
PPE 7.4.20		\$ 21,610.06	100%	\$ 21,610.06	\$ 8,644.02	\$ 30,254.08	\$ 21,610.06	\$ 8,644.02	\$ 30,254.08
PPE 7.18.20		\$ 23,802.48	100%	\$ 23,802.48	\$ 9,520.99	\$ 33,323.47	\$ 47,604.96	\$ 19,041.98	\$ 66,646.94
PPE 8.1.20		\$ 21,646.53	100%	\$ 21,646.53	\$ 8,658.61	\$ 30,305.14	\$ 43,293.06	\$ 17,317.22	\$ 60,610.28
PPE 8.15.20		\$ 16,796.76	100%	\$ 16,796.76	\$ 6,718.70	\$ 23,515.46	\$ 33,593.52	\$ 13,437.41	\$ 47,030.93
PPE 8.29.20		\$ 16,716.08	100%	\$ 16,716.08	\$ 6,686.43	\$ 23,402.51	\$ 33,432.16	\$ 13,372.86	\$ 46,805.02
PPE 9.12.20		\$ 16,845.47	100%	\$ 16,845.47	\$ 6,738.19	\$ 23,583.66	\$ 33,690.94	\$ 13,476.38	\$ 47,167.32
		\$ -	100%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	\$ 117,417.38		\$ 117,417.38	\$ 46,966.95	\$ 164,384.33	\$ 213,224.70	\$ 85,289.88	\$ 298,514.58
Indirect Cost (8.6%)		13,738							\$ 13,738
Total 3rd Qtr	-	\$ 131,155.21		\$ 117,417.38	\$ 46,966.95	\$ 164,384.33	\$ 213,224.70	\$ 85,289.88	\$ 298,514.58
		\$ -	100%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	100%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect Cost (8.6%)		-							\$ -
Total 3rd Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 3rd Qtr	-	\$ 131,155.21	\$ -	\$ 117,417.38	\$ 46,966.95	\$ 164,384.33	\$ 213,224.70	\$ 85,289.88	\$ 298,514.58

PART-TIME SALARIES				FY'19			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Requested	Salary	Fringe	Totals
PPE 7.4.20		\$ 140,988.86	100%	\$ 140,988.86	\$ 56,395.54	\$ 197,384.40	\$ 140,988.86	\$ 56,395.54	\$ 197,384.40
PPE 7.18.20		\$ 149,182.31	100%	\$ 149,182.31	\$ 59,672.92	\$ 208,855.23	\$ 298,364.62	\$ 119,345.85	\$ 417,710.47
PPE 8.1.20		\$ 137,786.26	100%	\$ 137,786.26	\$ 55,114.50	\$ 192,900.76	\$ 275,572.52	\$ 110,229.01	\$ 385,801.53
PPE 8.15.20		\$ 149,433.01	100%	\$ 149,433.01	\$ 59,773.20	\$ 209,206.21	\$ 298,866.02	\$ 119,546.41	\$ 418,412.43
PPE 8.29.20		\$ 164,521.95	100%	\$ 164,521.95	\$ 65,808.78	\$ 230,330.73	\$ 329,043.90	\$ 131,617.56	\$ 460,661.46
PPE 9.12.20		\$ 151,488.20	100%	\$ 151,488.20	\$ 60,595.28	\$ 212,083.48	\$ 302,976.40	\$ 121,190.56	\$ 424,166.96
		\$ -	100%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	\$ 893,400.59		\$ 893,400.59	\$ 357,360.24	\$ 1,250,760.83	\$ 1,645,812.32	\$ 658,324.93	\$ 2,304,137.25
Indirect Cost (8.6%)		104,528							\$ 104,528
Total 3rd Qtr	-	\$ 997,928.46		\$ 893,400.59	\$ 357,360.24	\$ 1,250,760.83	\$ 1,645,812.32	\$ 658,324.93	\$ 2,304,137.25
PPE 7.4.20 (Stipend)		\$ 1,100.00	100%	\$ 1,100.00	\$ 440.00	\$ 1,540.00	\$ 2,200.00	\$ 880.00	\$ 3,080.00
PPE 8.15.20 (Stipend)		\$ 159,400.00	100%	\$ 159,400.00	\$ 63,760.00	\$ 223,160.00	\$ 159,400.00	\$ 63,760.00	\$ 223,160.00
PPE 9.12.20 (Stipend)		\$ 52,904.16	100%	\$ 52,904.16	\$ 21,161.66	\$ 74,065.82	\$ 52,904.16	\$ 21,161.66	\$ 74,065.82
		\$ -	100%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	100%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	100%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	\$ 213,404.16		\$ 213,404.16	\$ 85,361.66	\$ 298,765.82	\$ 214,504.16	\$ 85,801.66	\$ 300,305.82
Indirect Cost (8.6%)		24,968							\$ 24,968
Total 3rd Qtr	-	\$ 238,372.45		\$ 213,404.16	\$ 85,361.66	\$ 298,765.82	\$ 214,504.16	\$ 85,801.66	\$ 300,305.82
Grand Total 3rd Qtr	-	\$1,236,300.91	\$ -	\$1,106,804.75	\$ 442,721.90	\$1,549,526.65	\$1,860,316.48	\$ 744,126.59	\$2,604,443.07

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

Type or Print Name and Title of Program Manager Signature of Authorized Certifying Official: Joseph L.M. Sanchez 	Telephone: (area code, number, and extension)
	300-1635
	Email address:
	jsanchez@gmail.com
Type or Print Name and Title of Project Coordinator: Signature of Project Coordinator: Joshua Blas  10/16/20	Date Report Submitted: (Month, Day, Year)
	Telephone: (area code, number, and extension)
	300-1254
	Email address:
	icblas@gdoe.net

43664	LENOVO LAPTOP	LENOVO	1	\$ 767.00	Saint Francis Catholic School	Madeline Martinez	20200363	NE
43665	LENOVO LAPTOP	LENOVO	1	\$ 767.00	Saint Francis Catholic School	Madeline Martinez	20200363	NE
43666	LENOVO LAPTOP	LENOVO	1	\$ 767.00	Saint Francis Catholic School	Madeline Martinez	20200363	NE
43667	LENOVO LAPTOP	LENOVO	1	\$ 767.00	Saint Francis Catholic School	Madeline Martinez	20200363	NE
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43677	LENOVO LAPTOP	LENOVO	1	\$ 767.00	Bishop Baumgartner Memorial	Cheryl Santos	20200363	NE
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43701	LENOVO LAPTOP	LENOVO	1	\$ 767.00	Bishop Baumgartner Memorial	Cheryl Santos	20200363	NE
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43703	LENOVO LAPTOP	LENOVO	1	\$ 767.00	Bishop Baumgartner Memorial	Cheryl Santos	20200363	NE
43704	LENOVO LAPTOP	LENOVO	1	\$ 767.00	Bishop Baumgartner Memorial	Cheryl Santos	20200363	NE
43705	LENOVO LAPTOP	LENOVO	1	\$ 767.00	Bishop Baumgartner Memorial	Cheryl Santos	20200363	NE
43706	LENOVO LAPTOP	LENOVO	1	\$ 767.00	Bishop Baumgartner Memorial	Cheryl Santos	20200363	NE

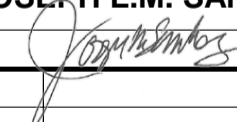
Type or Print Name and Title of Program Manager

JOSEPH L.M. SANCHEZ

Telephone: (area code, number, and extension)

300-1635

Signature of Authorized Certifying Official:



10/16/2020

Email address:

jsanchez@gdoe.net

Date Report Submitted: (Month, Day, Year)

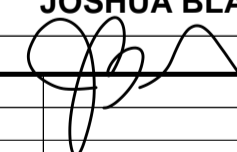
Type or Print Name and Title of Project Coordinator:

JOSHUA BLAS

Telephone: (area code, number, and extension)

300-1254

Signature of Project Coordinator:



10/16/20

Email address:

jcblas@gdoe.net

Date Report Submitted: (Month, Day, Year)

GUAM DEPARTMENT OF EDUCATION

FEDERALLY FUNDED FIXED ASSET INVENTORY - \$4,999.99 and BELOW from 2007 - PRESENT

DIVISION/SCHOOL: CENTRAL OFFICE

Inventory Date:	10/9/2020	Verified and Certified By:	Joshua Blas			10/16/20
			<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
47363		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	Jose Rios	Mya Perez	20200908		NE	
47364		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	Jose Rios	Maria Terlaje	20200908		NE	
47365		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	Chief Brodie	Kimberly Pendon	20200908		NE	
47366		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	Chief Brodie	Maria Noceda	20200908		NE	
47367		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	PC Lujan	Ann Marie Trusso	20200908		NE	
47368		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	PC Lujan	Richard Borja	20200908		NE	
47369		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	iLearn Academy	Mrs. Paet	20200908		NE	
47370		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	iLearn Academy	Ms. Martin	20200908		NE	
47371		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	iLearn Academy	Ms. Navarro	20200908		NE	
47372		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	iLearn Academy	Mrs. Ollet	20200908		NE	
47373		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	iLearn Academy	Ms. Lozano	20200908		NE	
47374		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	iLearn Academy	Mr. Balance	20200908		NE	
47375		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	iLearn Academy	Ms. S Mercado	20200908		NE	
47376		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	iLearn Academy	Mrs. Cachola	20200908		NE	
47377		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	iLearn Academy	Ms. C Mercado	20200908		NE	
47378		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	iLearn Academy	Mrs. Quinata	20200908		NE	
47379		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	iLearn Academy	Mrs. Sahagun	20200908		NE	
47380		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	iLearn Academy	Mr. Pangilinan	20200908		NE	
47381		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	iLearn Academy	Mr. Mendoza	20200908		NE	
47382		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	iLearn Academy	Mr. Mojas	20200908		NE	
47383		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	St. John School	Ellen Petra	20200908		NE	
47384		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	Guahan Academy Charter School	Brenda Nakayama	20200908		NE	
47385		PROMETHEAN INTERACTIVE BOARD	AP7-U75-EU-1		1	\$ 4,879.00	Guahan Academy Charter School	Mark Tainatongo	20200908		NE	
47386		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	Jose Rios	Mya Perez	20200908		NE	
47387		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	Jose Rios	Maria Terlaje	20200908		NE	
47388		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	Chief Brodie	Kimberly Pendon	20200908		NE	
47389		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	Chief Brodie	Maria Noceda	20200908		NE	
47390		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	PC Lujan	Ann Marie Trusso	20200908		NE	
47391		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	PC Lujan	Richard Borja	20200908		NE	
47392		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	iLearn Academy	Mrs. Paet	20200908		NE	
47393		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	iLearn Academy	Ms. Martin	20200908		NE	
47394		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	iLearn Academy	Ms. Navarro	20200908		NE	
47395		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	iLearn Academy	Mrs. Ollet	20200908		NE	
47396		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	iLearn Academy	Ms. Lozano	20200908		NE	
47397		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	iLearn Academy	Mr. Balance	20200908		NE	
47398		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	iLearn Academy	Ms. S Mercado	20200908		NE	
47399		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	iLearn Academy	Mrs. Cachola	20200908		NE	
47400		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	iLearn Academy	Ms. C Mercado	20200908		NE	
47401		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	iLearn Academy	Mrs. Quinata	20200908		NE	
47402		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	iLearn Academy	Mrs. Sahagun	20200908		NE	
47403		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	iLearn Academy	Mr. Pangilinan	20200908		NE	
47404		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	iLearn Academy	Mr. Mendoza	20200908		NE	
47405		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	iLearn Academy	Mr. Mojas	20200908		NE	
47406		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	St. John School	Ellen Petra	20200908		NE	
47407		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	Guahan Academy Charter School	Brenda Nakayama	20200908		NE	
47408		PROMETHEAN STAND	APTMS-3		1	\$ 1,348.00	Guahan Academy Charter School	Mark Tainatongo	20200908		NE	
44442		LENOVO STUDENT LAPTOP	LENOVO		1	\$767.00	Agueda Johnston	Gina Call	20200479		NE	
44443		LENOVO STUDENT LAPTOP	LENOVO		1	\$767.00	Agueda Johnston	Gina Call	20200479		NE	
44444		LENOVO STUDENT LAPTOP	LENOVO		1	\$767.00	Agueda Johnston	Gina Call	20200479		NE	
44445		LENOVO STUDENT LAPTOP	LENOVO		1	\$767.00	Agueda Johnston	Gina Call	20200479		NE	
44446		LENOVO STUDENT LAPTOP	LENOVO		1	\$767.00	Agueda Johnston	Gina Call	20200479		NE	
44447		LENOVO STUDENT LAPTOP	LENOVO		1	\$767.00	Agueda Johnston	Gina Call	20200479		NE	
44448		LENOVO STUDENT LAPTOP	LENOVO		1	\$767.00	Agueda Johnston	Gina Call	20200479		NE	
44449		LENOVO STUDENT LAPTOP	LENOVO		1	\$767.00	Agueda Johnston	Gina Call	20200479		NE	
44450		LENOVO STUDENT LAPTOP	LENOVO		1	\$767.00	Agueda Johnston	Gina Call	20200479		NE	
44451		LENOVO STUDENT LAPTOP	LENOVO		1	\$767.00	Agueda Johnston	Gina Call	20200479		NE	
44452		LENOVO STUDENT LAPTOP	LENOVO		1	\$767.00	Agueda Johnston	Gina Call	20200479		NE	
44453		LENOVO STUDENT LAPTOP	LENOVO		1	\$767.00	Agueda Johnston	Gina Call	20200479		NE	
44454		LENOVO STUDENT LAPTOP	LENOVO		1	\$767.00	Agueda Johnston	Gina Call	20200479		NE	
44455		LENOVO STUDENT LAPTOP	LENOVO		1	\$767.00	Agueda Johnston	Gina Call	20200479		NE	

45870		ERGOTRON MOBILE CART	ERGOTRON	960-0011	1	\$ 2,644.00	Machananao	Rhia Borja	20200474		NE	
45871		ERGOTRON MOBILE CART	ERGOTRON	960-0019	1	\$ 2,644.00	Machananao	Vaughn Baisa	20200474		NE	
45872		ERGOTRON MOBILE CART	ERGOTRON	957-0044	1	\$ 2,644.00	Inarajan ES	Miklenne Carbullido	20200474		NE	
45873		ERGOTRON MOBILE CART	ERGOTRON	957-0049	1	\$ 2,644.00	Inarajan ES	Kristina Meno	20200474		NE	
45874		ERGOTRON MOBILE CART	ERGOTRON	957-0056	1	\$ 2,644.00	Talofoto	Joshua Damian	20200474		NE	
45875		ERGOTRON MOBILE CART	ERGOTRON	960-0009	1	\$ 2,644.00	Talofoto	Jessilyn Manglona	20200474		NE	
45876		ERGOTRON MOBILE CART	ERGOTRON	960-0012	1	\$ 2,644.00	Harry S. Truman	Jaclyn Dela Cruz	20200474		NE	
45877		ERGOTRON MOBILE CART	ERGOTRON	957-0045	1	\$ 2,644.00	Harry S. Truman	Evelyn Topasna	20200474		NE	
45878		ERGOTRON MOBILE CART	ERGOTRON	957-0050	1	\$ 2,644.00	Marcial Sablan	Lisa Meeks	20200474		NE	
45879		ERGOTRON MOBILE CART	ERGOTRON	960-0005	1	\$ 2,644.00	Marcial Sablan	Joni Santos	20200474		NE	
45880		ERGOTRON MOBILE CART	ERGOTRON	960-0010	1	\$ 2,644.00	Carbullido	Ann Kaai	20200474		NE	
45881		ERGOTRON MOBILE CART	ERGOTRON	960-0013	1	\$ 2,644.00	Carbullido	Alicia Perrin	20200474		NE	
40998		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
40999		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41000		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41001		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41002		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41003		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41004		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41005		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41006		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41007		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41008		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41009		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41010		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41011		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41012		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41013		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41014		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41015		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41016		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41017		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41018		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41019		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41020		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41021		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41022		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41023		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41024		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41025		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41026		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41027		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Marigrace Aguon	20200178		NE	
41028		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41029		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41030		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41031		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41032		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41033		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41034		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41035		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41036		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41037		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
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41039		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41040		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41041		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41042		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41043		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41044		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41045		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
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41048		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41049		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41050		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41051		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41052		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41053		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41054		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41055		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41056		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41057		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Amabel Conner	20200178		NE	
41058		STUDENT LAPTOPS			1	\$ 767.00	Maria Ulloa	Janyl Escalante	20200178		NE	

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
4th Quarter Report

October 29, 2020

FEDERAL PROGRAMS DIVISION



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

Project No. 4 College Pathway

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

October 29, 2020

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Project No. 4
College Pathway

Final Report

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

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

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

PROJECT TITLE: College Pathway

PROJECT COORDINATOR: Dr. Leah Beth O. Naholowaa

PROJECT MANAGER: Joseph L. M. Sanchez

STATE PROGRAM OFFICER: Shandice D. Calano

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

ANNUAL REPORT DUE: 12/28/2020

AMOUNT BUDGETED (FFY 2019): 2,310,579.00	AMOUNT EXPENDED: (Include all expenditures in this quarter) \$180,121.01	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 7.8%	Total Full Time Equivalent Vacant <u> 0 </u> Filled <u> 0 </u>	Total Part Time Equivalent Vacant <u> 0 </u> Filled <u> 0 </u>
AMOUNT BUDGETED (FFY 2018): \$1,071,411.73	AMOUNT EXPENDED: (Include all expenditures in this quarter) \$730,043.10	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 68%		

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	250		10			1800		72	

PART I:

LIST THE PROJECT GOAL(S):	The GDOE State Strategic Plan states that, “All GDOE students will graduate from high school prepared to pursue post-secondary education on-or-off-island or assume gainful employment within the public or private sectors with one of its objective that seeks to decrease the percentage of public school students testing into remedial Reading and math courses. Students testing into remedial Reading, English, and Math courses at the University of Guam (UOG) and Guam Community College (GCC) resulted in not being prepared for rigorous academic curriculum to succeed at the
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**FFY 2019 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A180002, S403A180002-18A**

post-secondary level. GDOE State Strategic Plan Accountability and Data Framework report for SY14-15 baseline data indicated that 73% of students tested in remedial reading and 68% in remedial math courses at UOG; 75% tested in remedial English and 97% in remedial math courses at GCC. Additionally, data indicate only 18% of the students passed Advanced Placement Exams for college credits, and only 16% of students scored 3(average) or higher of the 78% who took the AP Exam in AP courses.

LIST OBJECTIVE(S):

- Goal 1:**
 Year 1:2018 Thirty (30%) of participating teachers will increase their knowledge of AP instructional practices as evidenced by classroom observations, self-reporting surveys and lesson plans.
 Year 2: 2019 Forty (40%) of participating teachers will use AP instructional strategies as evidenced by classroom visits, self-reporting surveys and lesson plans.
 Year 3: 2020, Fifty (50%) of participating teachers will utilize AP instructional strategies as evidenced by classroom visits, self-reporting surveys and lesson plans.
- Goal 2**
 Year 1: 2018 Thirty (30%) of participating teachers will increase their knowledge of College Board AP Approved syllabi.
 Year 2: 2019, Ten (10 %) of participating teachers will create an approvable AP College Board approved syllabi, as evidenced by the approved letter of acceptance from AP College Board.
 Year 3: 2020: Twenty (20%) participating teachers will create an approvable AP College Board approved syllabi, as evidenced by the approved letter of acceptance from AP College Board.
- Goal 3:**
 By Year 2018, 100 students participate in English and Math camps as evidenced by attendance logs.
 By Year 2019 the number of students participating in English and Math camp will increase to 120 evidenced by attendance logs.
 By Year 2020, the number of students participating in English and Math camp will increase to 150 as evidenced by attendance logs.
- Goal 4:**
 By Year 2018, Ten (10) STEM activities/competitions will be offered to students as evidenced by activities calendar.
 By Year 2019, Twelve (12) STEM activities/competitions will be offered to students as evidenced by activities calendar.
 By Year 2020, Fourteen (14) STEM activities/competitions will be offered to students as evidenced by activities calendar

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

COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>Component 4.1 STEM Professional Development Training conducted</p> <ul style="list-style-type: none"> • Contracting professional development for STEM/NGSS Training for a cadre of teachers on the implementation and curriculum mapping of the Next Generation Science Standard (NGSS) Phase 2. • Expanding STEM Engineering Robotics kits, instructional and competition supplies, equipment, software, and laptops/tablets for WeDo, EV3, Drones, and 3D Printing. 	<ul style="list-style-type: none"> ➤ List each Activity implemented for the quarter in <u>bullet form</u>. ➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why. <p>Procurement of:</p> <ul style="list-style-type: none"> • 192 iPads for STEM Robotics activities at the Elementary and Middle Schools, (<i>100 % complete</i>). • Mobile Laptop carts, for middle and high school and software for STEM activities – (<i>ongoing, 80% complete</i>). • Professional Development for STEM Engineering Robotics, EV3, WeDo, Drone and 3D Printer (<i>100% complete</i>). • Professional Development for STEM Education, to conduct training on STEM Education related activities (<i>100% complete</i>). • Professional Development for Next Generation Science Standards (NGSS) for K-12 teachers. This activity will be turned over to Project 2 (<i>100% complete</i>). • LEGO EV3 Mindstorms, WeDo, Spark robotics engineering equipment for K-12 robotics STEM activities (<i>ongoing, 60% complete</i>). 	<ul style="list-style-type: none"> ➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period. ➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <ul style="list-style-type: none"> • 170 iPads were distributed to Elementary and Elementary Techers STEM teachers, 22 more iPads will be distributed by October 30, 2020. • Going through the Procurement Process, pending awarding of IFB to potential vendor. • Requisition re-entered 20200325, going through the procurement process. • Requisition re-entered 20200330, going through the procurement process. • Requisition re-entered 20200329, going through the procurement process. • Requisition re-entered 20200894, going through the procurement process. • Distribution of EV3 and WeDo started on Friday, October 16, 2020 and still ongoing.

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)
<p>Component 4.1 STEM Professional Development</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</p> <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <p>No primary data are available during this reporting period, since originally designed in-person STEM PD activities are delayed or cancelled resulting from the COVID-19 pandemic situation worldwide. Trainings that can take place at a later time were modified to fit a virtual platform, to accommodate current restrictions of no face-to-face gatherings.</p> <p>Project Lead continues to work with Procurement Office on the contracts, to ensure the seamless transition of these PD activities over to FY'20 Project 1.</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</p> <p>➤ THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</p> <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>The activities implemented by the project under this component for the period were limited to procurement of STEM equipment, supplies and materials, as well as contracts for STEM Professional Development trainings.</p> <p>With instructional delivery having been shifted to distance learning from the traditional in-person classroom teaching early on during the opening of SY20-21 due to the COVID-19 pandemic, pre-scheduled STEM PD trainings for the period had to be cancelled or delayed.</p>

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
Component 4.1 STEM Professional Development (PD)	At least 50% of teachers participating in STEM PD activities will indicate that they feel better prepared to teach STEM topics, are more knowledgeable about STEM related standards, and that they are incorporating more hands-on STEM activities in instruction	Semester survey for teachers	Number of teachers reporting to be better prepared, more knowledgeable, and incorporating more activities	60% of teachers participating in STEM activities increased their knowledge in teaching STEM (SY2017-18)	Target: 25% of teachers report improvements Actual: 84% - 100% of teacher participants in various STEM PD trainings indicate having increased knowledge, gained some ability to teach STEM topics including incorporating more hands-on activities	Target: No survey administered at this time. Actual: No survey was administered for the quarter.	Target: 50% of teachers report improvements Actual: Early school closure due to the COVID-19 pandemic prevented the project to continue administering the teacher survey.	Target: No survey administered at this time. Actual: This marks a new school year. Reporting on new targets to start in 1 st quarter of FY'20.

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)																								
<p>COMPONENT 4.2 Advanced Placement</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</p> <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <table border="1" data-bbox="539 834 1205 1117"> <thead> <tr> <th>Name of High School</th> <th>Number of AP Test Takers who Scored 3 or better*</th> <th>Total Number of Exams</th> </tr> </thead> <tbody> <tr> <td>George Washington High School</td> <td>4</td> <td>32</td> </tr> <tr> <td>John F. Kennedy High School</td> <td>36</td> <td>121</td> </tr> <tr> <td>Okkodo High School</td> <td>10</td> <td>46</td> </tr> <tr> <td>Simon Sanchez High School</td> <td>10</td> <td>60</td> </tr> <tr> <td>Southern High School</td> <td>2</td> <td>13</td> </tr> <tr> <td>Tiyan High School</td> <td>25</td> <td>67</td> </tr> <tr> <td align="right">Total</td> <td>87</td> <td>339</td> </tr> </tbody> </table> <p><i>*If a student took an AP test in more than one subject, the student is counted every time he/she scores a 3 or better.</i></p>	Name of High School	Number of AP Test Takers who Scored 3 or better*	Total Number of Exams	George Washington High School	4	32	John F. Kennedy High School	36	121	Okkodo High School	10	46	Simon Sanchez High School	10	60	Southern High School	2	13	Tiyan High School	25	67	Total	87	339	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</p> <p>➤ THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</p> <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>Due to the early school closure brought about by the COVID-19 pandemic, teachers were not surveyed during the 3rd quarter. This was unfortunate because there seemed to be a good indication early on in the 1st quarter that a significant percentage of teachers were applying AP instructional practices in the classroom. The 60% actual percentage of teachers implementing learned AP teaching strategies exceeded the 45% target percentage for that quarter.</p> <p>The percentage increase of students who scored 3 or better in the AP Tests for SY19-20 was 26%. 'Psychology' and 'Statistics' were added as two new AP courses approved by the College Board.</p>
Name of High School	Number of AP Test Takers who Scored 3 or better*	Total Number of Exams																								
George Washington High School	4	32																								
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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
Component 4.2 Advanced Placement	Percent of high school students participating in the Advanced Placement Tests who earn a passing score of 3 or better will increase by 2%	AP Test Scores	Number of students scoring a 3 or higher	AP students with scores 3+ or better in 2017 = 250 Total AP students in 2017 = 754 % of Total AP students with scores 3+ in 2017 = 33.2%	Target: Preparations are being done at this time. Activity will not happen until 3 rd quarter. Actual: Ongoing planning and preparations being undertaken	Target: Preparations are being done at this time. Activity will not happen until 3 rd quarter. Actual: Ongoing planning and preparation for next quarter's activity.	Target: AP Testing administered at this time. Actual: AP Testing took place despite the early school closure due to the COVID-19 pandemic. Results will be available and reported on next	Target: 2% increase in the percentage of students scoring 3 or better in the AP tests Actual: 26%

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Component 4.2 Advanced Placement	GDOE students will have access to two (2) additional AP courses approved by the College Board	School records showing approval from College Board of an AP course syllabus	# of course syllabi approved by College Board and offered to students	# currently approved AP courses offered by GDOE in SY2017-18 = 11	<p>Target: Teachers prepare syllabi for submission to the College Board</p> <p>Actual: Teachers prepared syllabi on two new proposed AP courses</p>	<p>Target: Show potential increase from initial number by 2 (N=13)</p> <p>Actual: New proposed additional courses of 'Statistics' and 'Psychology' ready for review</p>	<p>quarter.</p> <p>Target: College Pathway reviews syllabi for submission to approving authority</p> <p>Actual: This activity is delayed to next quarter due to the COVID-19 pandemic</p>	<p>Target: Show increase in initial number by 2 (N=15)</p> <p>Actual: New proposed additional courses of 'Statistics' and 'Psychology' approved by the College Board</p>
	50% of participating teachers will use AP instructional practices as evidenced by classroom observations, self-reporting surveys and lesson plans	Teacher survey	# of participating teachers using AP practices	40% of participating teachers applying AP practices (SY2017-18)	<p>Target: 45% of teachers report using AP practices</p> <p>Actual: 60% of teachers reported applying AP instructional practices in the</p>	<p>Target: No survey administered at this time.</p> <p>Actual: No survey was administered at this time.</p>	<p>Target: 50% of teachers report using AP practices</p> <p>Actual: Early school closure due to the COVID-19 pandemic prevented the</p>	<p>Target: No survey administered at this time.</p> <p>Actual: This marks a new school year. Reporting on new targets to start in 1st</p>

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				classroom		project from continuing to administer the survey.	quarter of FY'20.
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COMPONENT	PRIMARY DATA GENERATED	(BASED ON PERFORMANCE MEASURES)
<p>Component 4.3 Math and English Camps</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹<i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p> <p>None at this time.</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²<i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p> <p>As this activity takes place during the summer months, data on performance measures on this component will not be available until then.</p> <p>At this time, planning for this activity and solicitation for proposals from interested vendors have started. Project is on track with these.</p>

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
Component 4.3 Math and English Camps	150 students participate in English and Math camps as evidenced by attendance logs	Attendance sheets from English and Math camps	# of students attending the English and Math camps	60 participating (SY2017-18)	<p>Target: At least 120 potential students participating</p> <p>Actual: At least 120 students indicated interest in joining camps</p>	<p>Target: At least 130 potential students participating</p> <p>Actual: At least 130 students indicated interest in joining camps</p>	<p>Target: At least 150 students participating</p> <p>Actual: This activity was not implemented this quarter due to early school closure from the COVID-19 pandemic.</p>	<p>Target: This marks a new school year. Reporting on new targets to start 1st quarter of FY'20.</p> <p>Actual: Contract is still ongoing.</p>

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	<p>High school students testing into remedial English and Math courses at the University of Guam and the Guam Community College will be reduced by 15%</p>	<p>Placement data provided by the University of Guam and Guam Community College</p>	<p># of high school graduates testing into remedial English and Math</p>	<p>(SY17-18) UOG: 80.3% students in remedial English; 74% in remedial Math GCC: 75% in remedial English; 99% in remedial Math</p>	<p><u>Target:</u> Tests are not administered at this time.</p> <p><u>Actual:</u> Ongoing instruction</p>	<p><u>Target:</u> Tests are not administered at this time.</p> <p><u>Actual:</u> Ongoing instruction</p>	<p><u>Target:</u> UOG: 65% in remedial English; 60% in remedial Math GCC: 60% in remedial English; 84% in remedial Math</p> <p><u>Actual:</u> Early school closure due to COVID-19 resulted to this activity being postponed</p>	<p><u>Target:</u> Tests not administered at this time.</p> <p><u>Actual:</u> Tests not administered at this time.</p>
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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>Component 4.4 College Readiness</p>	<p>➤ List each Activity implemented for the quarter in bullet form.</p> <p>➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why.</p> <ul style="list-style-type: none"> • Virtual College Fair 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period.</p> <p>➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>A virtual College Fair was held during the months of September and October. Students had the opportunity to speak with college representatives via zoom. Schools that participated were: all public high schools and all the PNPs. The three charter schools were invited as well, but none participated.</p>

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)
<p>Component 4.4 College Readiness</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 type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i> <p>¹<i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p> <p align="center">None at this time.</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <ul style="list-style-type: none"> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> ➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i> <p>²<i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p> <p>Reporting on the performance measure of this activity will be done when it resumes under the FY'20 CGA Project 1.</p>

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
Component 4.4 College Readiness	95% of students and parents attending the College Fair report that the event was effective in providing information for College	Surveys collected from participants	800 of respondents provided a rating of 4 or 5 on a 5-point scale where 1 = not effective and 5=very effective	Data from last year: 90% in SY2017-18	Target: College Fair not conducted at this time Actual: Ongoing instruction	Target: College Fair not conducted at this time Actual: Ongoing instruction	Target: College Fair not conducted at this time Actual: Temporary closure of government offices and early school closure delayed the planning for this activity	Target: 95% of students and parents attending the College Fair report that the event was effective in providing information for College Actual: Virtual College Fair was held, but survey was not administered

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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 No travel activities 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) days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT No travel activities during this reporting period.</p>

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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> <ul style="list-style-type: none"> • College submitted requisitions with supporting documents for advertisements of BID announcements, instructional supplies laptops, and software will be re-entered • Conducted Advanced Placement Summer Institute • College conducted Monthly meetings with Robotics teachers were held to discuss expectations for training participants and recipients of equipment; reporting requirements and schedules • Monitored contracts that were pending at the Procurement/Legal and TPFA. • Re-entered several requisitions for supplies, materials, and contracts. • Conducted meetings with Counselors regarding Virtual College Fair • Distributed AP Summer Institute workshop resource materials
<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>Increasing teacher knowledge, skills, and confidence to implement the AP courses in the classroom is beneficial by providing our students a curriculum that covers content that will be addressed in the ACT Aspire Science Assessment. Moreover, students will be provided opportunities to expose themselves to AP and STEM related activities and promote higher-order thinking skills.</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>Getting the number of participants to our training on time and getting the administrators to send them as stated in the memo. The project will continue to follow up to make sure the right participants attend the training.</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>Delays in getting contract approved are the most challenging this quarter as well as the effects of the COVID-19 pandemic</p>

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WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	<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?)</p> <p>100 WORD COUNT</p> <p>Virtual College Fair Prepare for Virtual Robotics Competition Distribution of STEM Robotics Equipment Distribution of iPad to Elementary and Secondary teachers</p>
EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.	<p>100 WORD COUNT</p> <p>Site visits Surveys Meetings with teachers and administrators</p>

QUARTERLY REPORT CERTIFICATION

FFY 2019 CONSOLIDATED GRANT
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PROJECT TITLE: Project #

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named 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:

Leah Beth O. Naholowaa _____
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

DATE 10/16/2020

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


PROJECT MANAGER (SIGNATURE)

DATE 10/17/2020

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Project No. 4
College Pathway

Original Report

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

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

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

PROJECT TITLE: College Pathway

PROJECT COORDINATOR: Dr. Leah Beth O. Naholowaa

PROJECT MANAGER: Joseph L. M. Sanchez

STATE PROGRAM OFFICER: Sean Rupley

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

ANNUAL REPORT DUE: 12/28/2020

AMOUNT BUDGETED (FFY 2019): 2,310,579.00	AMOUNT EXPENDED: (Include all expenditures in this quarter) \$1,809,483.00	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 78%	Total Full Time Equivalent Vacant <u> 0 </u> Filled <u> 0 </u>	Total Part Time Equivalent Vacant <u> 0 </u> Filled <u> 0 </u>
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GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
(Pre) K – 5								
6 – 8								
9 - 12	250		10		1800		72	

PART I:

LIST THE PROJECT GOAL(S):	The GDOE State Strategic Plan states that, “All GDOE students will graduate from high school prepared to pursue post-secondary education on-or-off-island or assume gainful employment within the public or private sectors with one of its objective that seeks to decrease the percentage of public school students testing into remedial Reading and math courses. Students testing into remedial Reading, English, and Math courses at the University of Guam (UOG) and Guam Community College (GCC) resulted in not being prepared for rigorous academic curriculum to succeed at the post-secondary level. GDOE State Strategic Plan Accountability and Data Framework report for SY14-15 baseline data indicated that 73% of students tested in remedial reading and 68% in remedial math courses at UOG; 75% tested in remedial English and 97% in remedial math courses at GCC. Additionally, data indicate only 18% of the students passed Advanced Placement Exams for college credits, and only 16% of students scored 3(average) or higher of the 78% who
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	took the AP Exam in AP courses.	
LIST OBJECTIVE(S):	<p>Goal 1: Year 1:2018 Thirty (30%) of participating teachers will increase their knowledge of AP instructional practices as evidenced by classroom observations, self-reporting surveys and lesson plans. Year 2: 2019 Forty (40%) of participating teachers will use AP instructional strategies as evidenced by classroom visits, self-reporting surveys and lesson plans. Year 3: 2020, Fifty (50%) of participating teachers will utilize AP instructional strategies as evidenced by classroom visits, self-reporting surveys and lesson plans.</p> <p>Goal 2 Year 1: 2018 Thirty (30%) of participating teachers will increase their knowledge of College Board AP Approved syllabi. Year 2: 2019, Ten (10 %) of participating teachers will create an approvable AP College Board approved syllabi, as evidenced by the approved letter of acceptance from AP College Board. Year 3: 2020: Twenty (20%) participating teachers will create an approvable AP College Board approved syllabi, as evidenced by the approved letter of acceptance from AP College Board.</p> <p>Goal 3: By Year 2018, 100 students participate in English and Math camps as evidenced by attendance logs. By Year 2019 the number of students participating in English and Math camp will increase to 120 evidenced by attendance logs. By Year 2020, the number of students participating in English and Math camp will increase to 150 as evidenced by attendance logs.</p> <p>Goal 4: By Year 2018, Ten (10) STEM activities/competitions will be offered to students as evidenced by activities calendar. By Year 2019, Twelve (12) STEM activities/competitions will be offered to students as evidenced by activities calendar. By Year 2020, Fourteen (14) STEM activities/competitions will be offered to students as evidenced by activities calendar</p>	
COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION

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COMPONENT 4.1 STEM

Professional Development Training conducted:

- Contracting professional development for STEM/NGSS Training for a cadre of teachers on the implementation and curriculum mapping of the Next Generation Science Standard (NGSS) Phase 2.
- Expanding STEM Engineering Robotics kits, instructional and competition supplies, equipment, software, and laptops/tablets for WeDo, EV3, Drones, and 3D Printing.

- **List each Activity implemented for the quarter in bullet form.**
- **Specify activity status (*completed, ongoing, or delayed*). If ongoing, indicate how much was accomplished. If delayed, state the reason why.**

Procurement of:

- **192 iPads for STEM Robotics activities at the Elementary and Middle Schools, ongoing 100 % complete.**
- **Mobile Laptop carts, for middle and high school and software for STEM activities – ongoing 80% complete.**
- **Professional Development for STEM Engineering Robotics, EV3, WeDo, Drone and 3D Printer.**
- **Professional Development for STEM Education, to conduct training on STEM Education related activities.**
- **Professional Development for Next Generation Science Standards (NGSS) for K-12 teachers. This activity will be turned over to Project 2.**
- **LEGO EV3 Mindstorms, WeDo, Spark robotics engineering equipment for K-12 robotics STEM activities.**

- **In five or less-brief sentence(s), describe the work accomplished for each activity group implemented during the period.**

- **List evidence that activity took place, and include copy of proof as attachment(s). (Example: *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*)**

- **140 iPads were distributed to Elementary and Elementary Teachers STEM teachers, 52 more iPads will be distributed this Friday, October 16, 2020.**
- **Going through the Procurement Process, pending awarding of IFB to potential vendor.**
- **Requisition re-entered 20200325, going through the procurement process.**
- **Requisition re-entered 20200330, going through the procurement process.**
- **Requisition re-entered 20200329, going through the procurement process.**
- **Requisition re-entered 20200894, going through the procurement process.**
- **Distribution of EV3 and WeDo is scheduled for distribution this coming Friday, October 16, 2020.**

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

COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)
<p>COMPONENT 4.2 Advanced Placement</p>	<p>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.) <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <ul style="list-style-type: none"> ➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE. ➤ THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.
		<p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p>

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

<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 type="checkbox"/> COMPLETED 50% OR MORE<input type="checkbox"/> FULLY COMPLETED	<p>During this reporting period, College Pathway held Advanced Placement Summer Institute professional development for Secondary teachers on August 3-6, 2020.</p>	<p>Seventy-two Secondary teachers participated in the Advanced Placement Summer Institute professional development conducted in August 3-6, 2020 in the following content area:</p> <ul style="list-style-type: none">BiologyCalculus AB and BCCollege CounselingChemistryEnglish Language and LiteraturePsychologyStatisticsUS Government and Politics
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**FFY 2019 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A180002, S403A180002-18A**

Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020

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

COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>Math and English Camp</p>	<ul style="list-style-type: none"> ➤ List each Activity implemented for the quarter in bullet form. ➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why. <p>Procurement closed the RFP, College Pathway reviewed vendors proposal.</p>	<ul style="list-style-type: none"> ➤ In five or less brief sentence(s), describe the work accomplished for each activity group implemented during the period. ➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <p>Vendor submitted a cost proposal higher than the allocated budget. Project Lead in consultation with FPO will add the difference of the cost to FY'20 budget.</p>

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

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 QUARTERLY REPORT
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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Quarterly Performance Measures (Actual vs. Target)				
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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 No travel activities 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) days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT No travel activities during this reporting period.</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> <ul style="list-style-type: none"> • College submitted requisitions with supporting documents for advertisements of BID announcements, instructional supplies laptops, and software will be re-entered • Conducted Advanced Placement Summer Institute • College conducted Monthly meetings with Robotics teachers were held to discuss expectations for training participants and recipients of equipment; reporting requirements and schedules • Monitored contracts that were pending at the Procurement/Legal and TPFA. • Re-entered several requisitions for supplies, materials, and contracts. • Conducted meetings with Counselors regarding Virtual College Fair • Distributed AP Summer Institute workshop resource materials

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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> <p>Increasing teacher knowledge, skills, and confidence to implement the AP courses in the classroom is beneficial by providing our students a curriculum that covers content that will be addressed in the ACT Aspire Science Assessment. Moreover, students will be provided opportunities to expose themselves to AP and STEM related activities and promote higher-order thinking skills.</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>Getting the number of participants to our training on time and getting the administrators to send them as stated in the memo. The project will continue to follow up to make sure the right participants attend the training.</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>Delays in getting contract approved are the most challenging this quarter as well as the effects of the COVID-19 pandemic</p>

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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>Virtual College Fair Prepare for Virtual Robotics Competition Distribution of STEM Robotics Equipment Distribution of iPad to Elementary and Secondary teachers</p>
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>100 WORD COUNT</p> <p>Site visits Surveys Meetings with teachers and administrators</p>
<p align="center">QUARTERLY REPORT CERTIFICATION</p>	

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

PROJECT TITLE: Project #

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named 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:

Leah Beth O. Naholowaa _____
PROJECT COORDINATOR NAME (PRINT)


PROJECT COORDINATOR NAME (SIGNATURE)

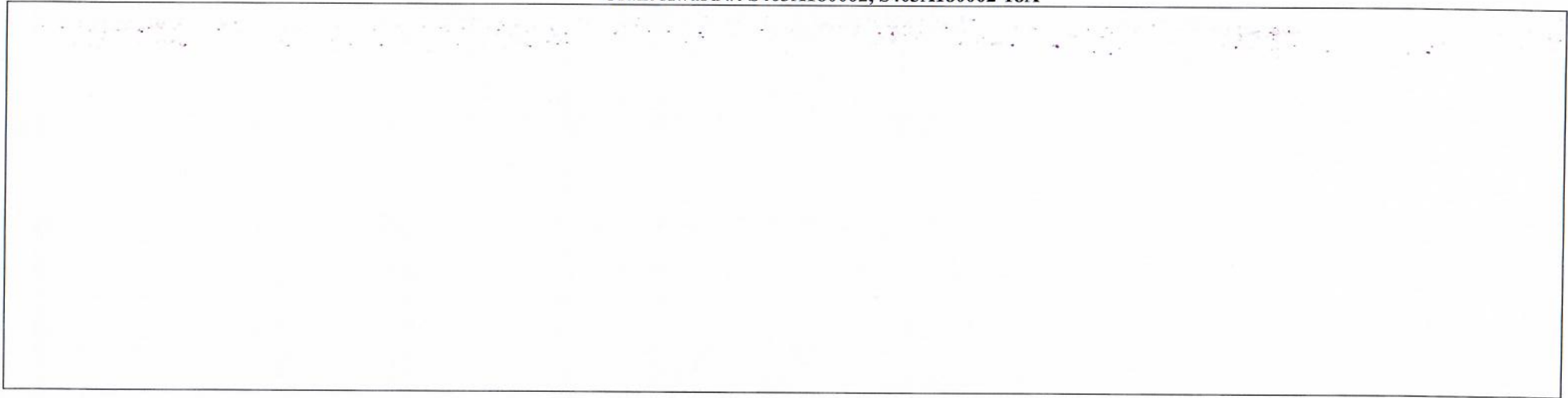
DATE 10/16/2020

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


PROJECT MANAGER (SIGNATURE)

DATE 10/17/2020

**FFY 2019 CONSOLIDATED GRANT
QUARTERLY REPORT
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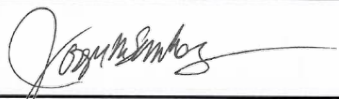



PROJECT NAME

REGULAR SALARIES				FY'18 Carryover			FY'19			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Total
	2	\$ 120,784.47	100%				\$ 120,784.47	\$ 42,679.58	\$ 163,464.05	\$ 120,784.47	\$ 42,679.58	\$ 163,464.05
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	2	120,784		-	-	-	120,784	42,680	163,464	120,784	42,680	163,464
Indirect Cost (9.5%)		11,475										\$ 11,475
Total 4th Qtr	2	\$ 132,258.99		\$ -	\$ -	\$ -	\$ 120,784.47	\$ 42,679.58	\$ 163,464.05	\$ 120,784.47	\$ 42,679.58	\$ 163,464.05
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)												\$ -
Total 4th Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 4th Qtr	2	#####	\$ -	\$ -	\$ -	\$ -	#####	\$ 42,679.58	#####	#####	\$ 42,679.58	#####

PART-TIME SALARIES				FY'18 Carryover			FY'19			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Totals
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)												\$ -
Total 4th Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)												\$ -
Total 4th Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 4th Qtr	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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

Type or Print Name and Title of Program Manager	JOSEPH L.M. SANCHEZ	Telephone: (area code, number, and extension)	671-2251
Signature of Authorized Certifying Official:		Email address:	jsanchez@qdoe.net
Type or Print Name and Title of Project Coordinator:	LEAH BETH O. NAHOLOWAA	Date Report Submitted: (Month, Day, Year)	16-Oct-20
Signature of Project Coordinator:		Telephone: (area code, number, and extension)	671-300-1252
		Email address:	lonaholowaa@qdoe.net
		Date Report Submitted: (Month, Day, Year)	16-Oct-20

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Project No. 4
College Pathway

Personnel Certification

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Project No. 4
College Pathway

Correspondences



Shandice Jenniel Calano <sjcalano@gdoe.net>

Fwd: College Pathway 4th Quarter Report

12 messages

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

Sat, Oct 17, 2020 at 6:49 PM

FYI

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

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

Date: Sat, Oct 17, 2020 at 3:35 PM

Subject: College Pathway 4th Quarter Report

To: Rosemarie B. Mendiola <rbmendiola@gdoe.net>, Barbara S.A. Aquino <bsaaquino@gdoe.net>, Angela G. Mendiola <agmendiola@gdoe.net>

Cc: Leah Beth Naholowaa <lonaholowaa@gdoe.net>, Kevin M. Taitague <kmtaitague@gdoe.net>

Hafa Adai All!

Please see signed report attached for College Pathway. Thank you and have a great weekend!

Kindest Regards,
Roe-Ann

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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

Guam Department of Education

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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

 **615 College Pathway 4th QTR Report.pdf**
7441K

Shandice Jenniel Calano <sjcalano@gdoe.net>
To: "Ana O. Aguon" <aoaguon@gdoe.net>

Mon, Oct 19, 2020 at 4:02 PM

FYI

Shandice J.T.D. Calano

State Program Officer

Federal Programs Division

Guam Department of Education

State Agency for US-Ed Federal Grants

500 Mariner Avenue,

Barrigada, GU 96910-1608

Tel: (671) 300-1266

Email: sjcalano@gdoe.net

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 **615 College Pathway 4th QTR Report.pdf**
7441K

Ana O. Aguon <aoaguon@gdoe.net>
To: Shandice Jenniel Calano <sjcalano@gdoe.net>

Wed, Oct 21, 2020 at 11:20 PM

Shandice,

Could you please send me a Word version for **College Pathway's 4th Quarter Report**?

Thanks,

Ana

[Quoted text hidden]

[Quoted text hidden]

Guam Department of Education

Guam Department of Education

Shandice Jenniel Calano <sjcalano@gdoe.net>

Thu, Oct 22, 2020 at 8:41 AM

To: Leah Beth Naholowaa <LONaholowaa@gdoe.net>, "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>

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

Hafa Adai Leag Beth,

Can you please send the College Pathway's 4th Quarter Report working file (word file) to me and Ana? We need the working file to properly review the report. Thank you!

Regards,
[Quoted text hidden]

 **615 College Pathway 4th QTR Report.pdf**
7441K

Leah Beth Naholowaa <lonaholowaa@gdoe.net>
To: Shandice Jenniel Calano <sjcalano@gdoe.net>
Cc: "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>

Thu, Oct 22, 2020 at 10:27 AM

Hafa Adai Shandice,

Please see attached...

Cheers,

Leah Beth O. Naholowaa, Ed.D
Curriculum & Instruction
Guam Department of Education
671-3001252

"Speak only when your words are better than your silence". Arabian Proverbs

[Quoted text hidden]


[Quoted text hidden]

Guam Department of Education

Guam Department of Education

2 attachments

 **4th QR Revised QR Template for FY'19.9.17.20.doc**
205K

 **FY2019 Program Budget Staffing 4th Quarter Report.10.16.2020.xlsx**
230K


Shandice Jenniel Calano <sjcalano@gdoe.net>
To: "Sean R. Rupley" <srupley@gdoe.net>

Thu, Oct 22, 2020 at 11:02 AM

[Quoted text hidden]

2 attachments

 **4th QR Revised QR Template for FY'19.9.17.20.doc**
205K

 **FY2019 Program Budget Staffing 4th Quarter Report.10.16.2020.xlsx**
230K

Ana O. Aguon <aoaguon@gdoe.net>

Wed, Oct 28, 2020 at 4:04 PM

To: Shandice Jenniel Calano <sjcalano@gdoe.net>

Cc: Rachel Lee Santos Duenas <rlsduenas@gdoe.net>, "Ignacio C. Santos" <icsantos@gdoe.net>

Hafa Adai Shandice,

Attached is the *reviewed 4th Quarter Report* for the **CG'19 College Pathway** project, with my comments and feedback (highlighted in green and red). The statements in red just need to be changed to black upon Leah Beth's concurrence. The statements in green asks for narratives pertinent to the section, and the circles asks for data in the performance measures table.

Let me know if there are questions or things that are not clear.

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



Reviewed College Pathway 4th QR Revised QR Template for FY'19.9.17.20_aoa.doc
244K

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

Wed, Oct 28, 2020 at 4:05 PM

To: Shandice Jenniel Calano <sjcalano@gdoe.net>

Cc: "Roque C. Yamashita" <rcyamashita@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>, Leah Beth Naholowaa <lonaholowaa@gdoe.net>

Hafa Adai Shandice!

Please see College Pathway's report as submitted on 10/17/2020. As with GATE's report, personnel cert and fixed asset list are within the same document. Thank you!

kindest Regards,
Roe-Ann

--

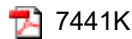
Roe-Ann M. Cruz
Administrative Assistant
Division of Curriculum & Instruction
Guam Department of Education
501 Mariner Avenue Barrigada, Guam 96913
(671) 300-1247 | roemcruz@gdoe.net

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Guam Department of Education

Guam Department of Education

615 College Pathway 4th QTR Report.pdf



7441K

Shandice Jenniel Calano <sjcalano@gdoe.net>

Wed, Oct 28, 2020 at 4:09 PM

To: Leah Beth Naholowaa <LONaholowaa@gdoe.net>

Cc: "Ana O. Aguon" <aoaguon@gdoe.net>, "Roque C. Yamashita" <rcyamashita@gdoe.net>, "Leon P.C. Bamba" <lpcbamba@gdoe.net>, Sylvia Calvo <stcalvo@gdoe.net>, "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>

Hafa Adai Leah Beth,

Please see attached College Pathway 4th Quarter Report review from Ana, please address and resend by **COB tomorrow, October 29, 2020**. Should you have any questions or concerns please feel free to contact me, Roque or Ana.

Regards,

Shandice J.T.D. Calano**State Program Officer**

Federal Programs Division

Guam Department of Education

State Agency for US-Ed Federal Grants

500 Mariner Avenue,

Barrigada, GU 96910-1608

Tel: (671) 300-1266

Email: sjcalano@gdoe.net*"This institution is an equal opportunity provider and employer."*

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

From: **Ana O. Aguon** <aoaguon@gdoe.net>

Date: Wed, Oct 28, 2020 at 4:04 PM

Subject: Re: College Pathway 4th Quarter Report

To: Shandice Jenniel Calano <sjcalano@gdoe.net>

[Quoted text hidden]

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**Reviewed College Pathway 4th QR Revised QR Template for FY'19.9.17.20_aoa.doc**

244K

Leah Beth Naholowaa <lonaholowaa@gdoe.net>

Wed, Oct 28, 2020 at 7:10 PM

To: Shandice Jenniel Calano <sjcalano@gdoe.net>

Cc: "Ana O. Aguon" <aoaguon@gdoe.net>, "Roque C. Yamashita" <rcyamashita@gdoe.net>, "Leon P.C. Bamba" <lpcbamba@gdoe.net>, Sylvia Calvo <stcalvo@gdoe.net>, "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>

This is already updated, just waiting for AP Tests data.

Thank you.

[Quoted text hidden]

[Quoted text hidden]

Leah Beth Naholowaa <lonaholowaa@gdoe.net>

Fri, Oct 30, 2020 at 10:20 AM

To: Shandice Jenniel Calano <sjcalano@gdoe.net>
Cc: "Ana O. Aguon" <aoaguon@gdoe.net>, "Roque C. Yamashita" <rcyamashita@gdoe.net>, Sylvia Calvo <stcalvo@gdoe.net>, "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>

Hafa Adai Shandice,

Please see attached updated and final copy of the College Pathway 4th Quarter Report.

Let me know if you have any questions.

[Quoted text hidden]

[Quoted text hidden]

 **#4 College Pathway4th Quarter Report Report 10.30.20.doc**
297K

Shandice Jenniel Calano <sjcalano@gdoe.net> Fri, Oct 30, 2020 at 10:21 AM
To: Leah Beth Naholowaa <lonaholowaa@gdoe.net>
Cc: "Ana O. Aguon" <aoaguon@gdoe.net>, "Roque C. Yamashita" <rcyamashita@gdoe.net>, Sylvia Calvo <stcalvo@gdoe.net>, "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>

Thank you Leah Beth

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

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DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Project No. 4
College Pathway

Fiscal 10% Monitoring


GUAM DEPARTMENT OF EDUCATION - FEDERAL PROGRAMS DIVISION
10% Personnel Time Certification Monitoring
Project Name: COLLEGE PATHWAY
Pay Period Ending: 9/12/2020
Pay Period #: 26

FEDERAL ROSTER - FPO

4th Quarter: FY20 PP21 (07/04/2020) - FY19 PP2

Employee #	STAFFING PATTERN Employee Name	Group/BU	GDOE Official Position Title	FEDERAL ROSTER Grant Application (F1860) Position Title	Worksite Location #	Worksite Location Description	Object Class Code	Project Code	Comments	PP Labor Cost	Federal Roster	Quarterly Certification	Attendance Log	Monitoring Comments
13380	TAMARIE C FEGURGUR		PROGRAM COORDINATOR II	82630 - PROGRAM COORDINATOR II	820	C & I - CURRICULUM & INS	11100	82630		X	X	X	X	
13142	LEAH BETH O NAHOLOWAA		PROF PROGRAM COORDINATOR I	82630 - PROGRAM COORDINATOR I	820	C & I - CURRICULUM & INS	11100	82630						
13837	ANA MARIA T. O AGUON		PROF PROGRAM COORDINATOR I	82630 - PROGRAM COORDINATOR I	812	FED PROG - FEDERAL PROC	11100	82630	CHARGED 11%-CG (82600, 82610, 82620)					

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.



 Shandice D. Calano, State Program Officer

 Rachel S. Duenas, Senior State Program Officer

 Ignacio C. Santos, Federal Programs Administrator

2. PERSONNEL SALARIES & 3. FRINGE BENEFITS:										
Personnel		FY 2018 Carryover Funds			FY 2019 Funds			Total Funds for Project		
Position Titles	% of Time	Salary	Fringe	FY 2018 Totals	Salary	Fringe	FY 2019 Totals	Salary	Fringe	Totals
Program Coordinator IV (83% Public) (15% PNP) (2% Charter)	100%	\$0.00	\$0.00	\$0.00	\$61,573.18	\$23,005.69	\$84,578.87	\$61,573.18	\$23,005.69	\$84,578.87
PROGRAM COORDINATOR III (83% Public) (15% PNP) (2% Charter) VACANT	100%	\$0.00	\$0.00	\$0.00	\$ 54,071.58	\$ 17,188.28	\$71,259.87	\$54,071.58	\$17,188.28	\$71,259.87
Program Coordinator IV (Data) (83% Public) (15% PNP) (2% Charter)	11%	\$0.00	\$0.00	\$0.00	\$ 6,369.00	\$ 2,542.76	\$8,911.76	\$6,369.00	\$2,542.76	\$8,911.76
ADMINISTRATIVE ASSISTANT (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$0.00	\$0.00	\$0.00	\$4,972.16	\$1,442.72	\$6,414.88	\$4,972.16	\$1,442.72	\$6,414.88
SECRETARY I TYPIST (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$0.00	\$0.00	\$0.00	\$4,910.91	\$2,146.41	\$7,057.32	\$4,910.91	\$2,146.41	\$7,057.32
CLERK TYPIST III (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$0.00	\$0.00	\$0.00	\$4,781.28	\$1,924.80	\$6,706.08	\$4,781.28	\$1,924.80	\$6,706.08
ADMINISTRATIVE OFFICER (GDOE 95% (PNP 4%) (Charter 1%) VACANT	16%	\$0.00	\$0.00	\$0.00	\$5,425.76	\$2,146.41	\$7,572.17	\$5,425.76	\$2,146.41	\$7,572.17
Subtotals		\$0.00	\$0.00	\$0.00	\$142,103.87	\$50,397.08	\$192,500.95	\$142,103.87	\$50,397.08	\$192,500.95
								Grand Total		\$192,500.95





LABOR COST DISTRIBUTION REPORT

PPE : 09/12/2020_PD 09/18/2020_PP26

Sum of Total PROJECTS	Name	Emp #	R-OBJECT		Grand Total
			0111	0121	
82630	LEAH BETH O NAHOLOWAA	13142	2,398.88	901.33	3,300.21
	TAMARIE C FEGURGUR	13380	1,865.00	642.17	2,507.17
Grand Total			4,263.88	1,543.50	5,807.38

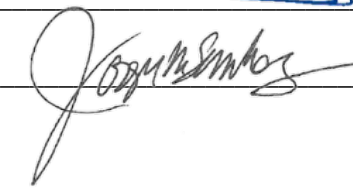
CIRRICULLUM & INSTRUCTION
EMPLOYEE DAILY ATTENDANCE LOG

PAY PERIOD ENDING: 9/12/2020

NAME OF EMPLOYEE	WEEK 1					MONDAY 9/7/2020	WEEK 2			
	MONDAY 8/31/2020	TUESDAY 9/1/2020	WEDNESDAY 9/2/2020	THURSDAY 9/3/2020	FRIDAY 9/4/2020		TUESDAY 9/8/2020	WEDNESDAY 9/9/2020	THURSDAY 9/10/2020	FRIDAY 9/11/2020
BAMBA, Leon	TW	TW	TW	TW	TW	LABOR DAY HOLIDAY	TW	TW	TW	TW
BLAS, Joshua	TW	TW	TW	TW	TW		TW	TW	TW	TW
CALVO, Sylvia	TW	TW	TW	TW	TW		TW	TW	TW	TW
CAMACHO, Michelle	TW	TW	TW	TW	TW		TW	TW	TW	TW
CHACO, Felix	TW	TW	TW	TW	TW		TW	TW	TW	TW
CRUZ, Roe-Ann	TW	TW	TW	TW	TW		TW	TW	TW	TW
ESCUADRA, Kelly	TW	TW	TW	TW	TW		TW	TW	TW	TW
FEURGUR, Tamarie	TW	TW	TW	TW	TW		TW	TW	TW	TW
GARRIDO, Avelino	TW	TW	TW	TW	TW		TW	TW	TW	TW
LEON GUERRERO, Frank	TW	TW	TW	TW	TW		TW	TW	TW	TW
LEONES, Divina Gracia	TW	TW	TW	TW	TW		TW	TW	TW	TW
NAHOLOWAA, Leah Beth	SL	SL	SL	SL	SL		SL	SL	SL	SL
NEDEDOG, Paul	TW	TW	TW	TW	TW		TW	TW	TW	TW
OCHOCO, Ernest	TW	TW	TW	TW	TW		TW	TW	TW	TW
PALOMO, Glenn	TW	TW	TW	TW	TW		TW	TW	TW	TW
REYES, Diana	TW	TW	TW	TW	TW		TW	TW	TW	TW
SANCHEZ, Eloise	TW	TW	TW	TW	TW		TW	TW	TW	TW
TAITAGUE, Kevin	TW	TW	TW	TW	TW		TW	TW	TW	TW
TOVES, Philip					TW		SL	SL	SL	SL

I certify that the Daily Attendance Log is true and correct.

TIME KEEPER'S SIGNATURE:  DATE: 9/14/20

SUPERVISOR'S SIGNATURE:  DATE: 9/14/20

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Project No. 4
College Pathway

Fiscal 100% Monitoring

GUAM DEPARTMENT OF EDUCATION - FEDERAL PROGRAMS DIVISION

100% Personnel Time Certification Monitoring

Project Name: COLLEGE PATHWAY

FEDERAL ROSTER - FPO

4th Quarter: FY20 PP21 (07/04/2020) - FY19 PP.

Pay Period Ending: 7/18/2020

Pay Period #: 22

Employee #	STAFFING PATTERN Employee Name	Group/BU	GDOE Official Position Title	FEDERAL ROSTER Grant Application (F1860) Position Title	Worksite Location #	Worksite Location Description	Object Class Code	Project Code	Comments	PP Labor Cost	Federal Roster	Quarterly Certification	Monitoring Comments
13380	TAMARIE C FEGURGUR		PROGRAM COORDINATOR II	82630 - PROGRAM COORDINATOR I	820	C & I - CURRICULUM & INS	11100	82630		X	X	X	
13142	LEAH BETH O NAHOLOWAA		PROF PROGRAM COORDINATOR I	82630 - PROGRAM COORDINATOR I	820	C & I - CURRICULUM & INS	11100	82630		X	X	X	
13837	ANA MARIA T. O AGUON		PROF PROGRAM COORDINATOR I	82630 - PROGRAM COORDINATOR I	812	FED PROG - FEDERAL PROC	11100	82630	CHARGED 11%-CG (82600, 82610, 82620)		X	X	Currently showing under State Admin.

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.



Shandice D. Calano, State Program Officer

Rachel S. Duenas, Senior State Program Officer

Ignacio C. Santos, Federal Programs Administrator

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ADMINISTRATIVE ASSISTANT (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$0.00	\$0.00	\$0.00	\$4,972.16	\$1,442.72	\$6,414.88	\$4,972.16	\$1,442.72	\$6,414.88
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ADMINISTRATIVE OFFICER (GDOE 95% (PNP 4%) (Charter 1%)) VACANT	16%	\$0.00	\$0.00	\$0.00	\$5,425.76	\$2,146.41	\$7,572.17	\$5,425.76	\$2,146.41	\$7,572.17
Subtotals		\$0.00	\$0.00	\$0.00	\$142,103.87	\$50,397.08	\$192,500.95	\$142,103.87	\$50,397.08	\$192,500.95
								Grand Total		\$192,500.95

LABOR COST DISTRIBUTION REPORT
PPE : 07/18/2020_PD 07/24/2020_PP22

Sum of TOTAL PROJECTS	Name	Emp #	R-OBJECT		Grand Total
			0111	0121	
82630	LEAH BETH O NAHOLOWAA	13142	2,398.88	901.33	3,300.21
	TAMARIE C FEGURGUR	13380	1,865.00	642.17	2,507.17
Grand Total			4,263.88	1,543.50	5,807.38

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Project No. 4
College Pathway

Fixed Assets

20200472

STEM / LONAHOLWAA@GDOE.NET

06/09/20

Publisher, Latest Copyright Date	New Asset Tag (F	Serial #	Make	Model No.	School/Division	Location/Room	Assigned Employee(Location N	QTY	Unit Price
	45882		APPLE		C&I		Amber Powers (Inarajan ES)	1	\$ 455.00
	45883		APPLE		C&I		Amber Powers (Inarajan ES)	1	\$ 455.00
	45884		APPLE		C&I		Amber Powers (Inarajan ES)	1	\$ 455.00
	45885		APPLE		C&I		Amber Powers (Inarajan ES)	1	\$ 455.00
	45886		APPLE		C&I		Amber Powers (Inarajan ES)	1	\$ 455.00
	45887		APPLE		C&I		Amber Powers (Inarajan ES)	1	\$ 455.00
	45888		APPLE		C&I		Amber Powers (Inarajan ES)	1	\$ 455.00
	45889		APPLE		C&I		Amber Powers (Inarajan ES)	1	\$ 455.00
	45890		APPLE		C&I		Amber Powers (Inarajan ES)	1	\$ 455.00
	45891		APPLE		C&I		Amber Powers (Inarajan ES)	1	\$ 455.00
	45892		APPLE		C&I		Gavin Diego (Talofofo ES)	1	\$ 455.00
	45893		APPLE		C&I		Gavin Diego (Talofofo ES)	1	\$ 455.00
	45894		APPLE		C&I		Gavin Diego (Talofofo ES)	1	\$ 455.00
	45895		APPLE		C&I		Gavin Diego (Talofofo ES)	1	\$ 455.00
	45896		APPLE		C&I		Gavin Diego (Talofofo ES)	1	\$ 455.00
	45897		APPLE		C&I		Gavin Diego (Talofofo ES)	1	\$ 455.00
	45898		APPLE		C&I		Gavin Diego (Talofofo ES)	1	\$ 455.00
	45899		APPLE		C&I		Gavin Diego (Talofofo ES)	1	\$ 455.00
	45900		APPLE		C&I		Gavin Diego (Talofofo ES)	1	\$ 455.00
	45901		APPLE		C&I		Gavin Diego (Talofofo ES)	1	\$ 455.00
	45902		APPLE		C&I		Heidi Cameron (JMG ES)	1	\$ 455.00
	45903		APPLE		C&I		Heidi Cameron (JMG ES)	1	\$ 455.00
	45904		APPLE		C&I		Heidi Cameron (JMG ES)	1	\$ 455.00
	45905		APPLE		C&I		Heidi Cameron (JMG ES)	1	\$ 455.00
	45906		APPLE		C&I		Heidi Cameron (JMG ES)	1	\$ 455.00
	45907		APPLE		C&I		Heidi Cameron (JMG ES)	1	\$ 455.00
	45908		APPLE		C&I		Heidi Cameron (JMG ES)	1	\$ 455.00
	45909		APPLE		C&I		Heidi Cameron (JMG ES)	1	\$ 455.00
	45910		APPLE		C&I		Heidi Cameron (JMG ES)	1	\$ 455.00
	45911		APPLE		C&I		Heidi Cameron (JMG ES)	1	\$ 455.00
	45912		APPLE		C&I		Tillie Blas (Adacao ES)	1	\$ 455.00
	45913		APPLE		C&I		Tillie Blas (Adacao ES)	1	\$ 455.00

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Publisher, Latest Copyright Date	New Asset Tag (F	Serial #	Make	Model No.	School/Division	Location/Room	Assigned Employee(Location N	QTY	Unit Price
	45914		APPLE		C&I		Tillie Blas (Adacao ES)	1	\$ 455.00
	45915		APPLE		C&I		Tillie Blas (Adacao ES)	1	\$ 455.00
	45916		APPLE		C&I		Tillie Blas (Adacao ES)	1	\$ 455.00
	45917		APPLE		C&I		Tillie Blas (Adacao ES)	1	\$ 455.00
	45918		APPLE		C&I		Tillie Blas (Adacao ES)	1	\$ 455.00
	45919		APPLE		C&I		Tillie Blas (Adacao ES)	1	\$ 455.00
	45920		APPLE		C&I		Tillie Blas (Adacao ES)	1	\$ 455.00
	45921		APPLE		C&I		Tillie Blas (Adacao ES)	1	\$ 455.00
	45922		APPLE		C&I		Marie J. Carino (Untalan MS)	1	\$ 455.00
	45923		APPLE		C&I		Marie J. Carino (Untalan MS)	1	\$ 455.00
	45924		APPLE		C&I		Marie J. Carino (Untalan MS)	1	\$ 455.00
	45925		APPLE		C&I		Marie J. Carino (Untalan MS)	1	\$ 455.00
	45926		APPLE		C&I		Marie J. Carino (Untalan MS)	1	\$ 455.00
	45927		APPLE		C&I		Marie J. Carino (Untalan MS)	1	\$ 455.00
	45928		APPLE		C&I		Marie J. Carino (Untalan MS)	1	\$ 455.00
	45929		APPLE		C&I		Marie J. Carino (Untalan MS)	1	\$ 455.00
	45930		APPLE		C&I		Marie J. Carino (Untalan MS)	1	\$ 455.00
	45931		APPLE		C&I		Marie J. Carino (Untalan MS)	1	\$ 455.00
	45932		APPLE		C&I		Pamela Villanueva (Astumbo ES)	1	\$ 455.00
	45933		APPLE		C&I		Pamela Villanueva (Astumbo ES)	1	\$ 455.00
	45934		APPLE		C&I		Pamela Villanueva (Astumbo ES)	1	\$ 455.00
	45935		APPLE		C&I		Pamela Villanueva (Astumbo ES)	1	\$ 455.00
	45936		APPLE		C&I		Pamela Villanueva (Astumbo ES)	1	\$ 455.00
	45937		APPLE		C&I		Pamela Villanueva (Astumbo ES)	1	\$ 455.00
	45938		APPLE		C&I		Pamela Villanueva (Astumbo ES)	1	\$ 455.00

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Publisher, Latest Copyright Date	New Asset Tag #	Serial #	Make	Model No.	School/Division	Location/Room	Assigned Employee(Location)	QTY	Unit Price
	45939		APPLE		C&I		Pamela Villanueva (Astumbo ES)	1	\$ 455.00
	45940		APPLE		C&I		Pamela Villanueva (Astumbo ES)	1	\$ 455.00
	45941		APPLE		C&I		Pamela Villanueva (Astumbo ES)	1	\$ 455.00
	45942		APPLE		C&I		Vincent Carbullido (HST ES)	1	\$ 455.00
	45943		APPLE		C&I		Vincent Carbullido (HST ES)	1	\$ 455.00
	45944		APPLE		C&I		Vincent Carbullido (HST ES)	1	\$ 455.00
	45945		APPLE		C&I		Vincent Carbullido (HST ES)	1	\$ 455.00
	45946		APPLE		C&I		Vincent Carbullido (HST ES)	1	\$ 455.00
	45947		APPLE		C&I		Vincent Carbullido (HST ES)	1	\$ 455.00
	45948		APPLE		C&I		Vincent Carbullido (HST ES)	1	\$ 455.00
	45949		APPLE		C&I		Vincent Carbullido (HST ES)	1	\$ 455.00
	45950		APPLE		C&I		Vincent Carbullido (HST ES)	1	\$ 455.00
	45951		APPLE		C&I		Vincent Carbullido (HST ES)	1	\$ 455.00
	45952		APPLE		C&I		Vaughn Baisa (MES)	1	\$ 455.00
	45953		APPLE		C&I		Vaughn Baisa (MES)	1	\$ 455.00
	45954		APPLE		C&I		Vaughn Baisa (MES)	1	\$ 455.00
	45955		APPLE		C&I		Vaughn Baisa (MES)	1	\$ 455.00
	45956		APPLE		C&I		Vaughn Baisa (MES)	1	\$ 455.00
	45957		APPLE		C&I		Vaughn Baisa (MES)	1	\$ 455.00
	45958		APPLE		C&I		Vaughn Baisa (MES)	1	\$ 455.00
	45959		APPLE		C&I		Vaughn Baisa (MES)	1	\$ 455.00
	45960		APPLE		C&I		Vaughn Baisa (MES)	1	\$ 455.00
	45961		APPLE		C&I		Vaughn Baisa (MES)	1	\$ 455.00
	45962		APPLE		C&I		Janice Macatangay (Marcial Sablan ES)	1	\$ 455.00
	45963		APPLE		C&I		Janice Macatangay (Marcial Sablan ES)	1	\$ 455.00
	45964		APPLE		C&I		Janice Macatangay (Marcial Sablan ES)	1	\$ 455.00

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Publisher, Latest Copyright Date	New Asset Tag (F	Serial #	Make	Model No.	School/Division	Location/Room	Assigned Employee(Location	QTY	Unit Price
	45965		APPLE		C&I		Janice Macatangay (Marcial Sablan ES)	1	\$ 455.00
	45966		APPLE		C&I		Janice Macatangay (Marcial Sablan ES)	1	\$ 455.00
	45967		APPLE		C&I		Janice Macatangay (Marcial Sablan ES)	1	\$ 455.00
	45968		APPLE		C&I		Janice Macatangay (Marcial Sablan ES)	1	\$ 455.00
	45969		APPLE		C&I		Janice Macatangay (Marcial Sablan ES)	1	\$ 455.00
	45970		APPLE		C&I		Janice Macatangay (Marcial Sablan ES)	1	\$ 455.00
	45971		APPLE		C&I		Janice Macatangay (Marcial Sablan ES)	1	\$ 455.00
	45972		APPLE		C&I		Kristal Flores (P.C. Lujan ES)	1	\$ 455.00
	45973		APPLE		C&I		Kristal Flores (P.C. Lujan ES)	1	\$ 455.00
	45974		APPLE		C&I		Kristal Flores (P.C. Lujan ES)	1	\$ 455.00
	45975		APPLE		C&I		Kristal Flores (P.C. Lujan ES)	1	\$ 455.00
	45976		APPLE		C&I		Kristal Flores (P.C. Lujan ES)	1	\$ 455.00
	45977		APPLE		C&I		Kristal Flores (P.C. Lujan ES)	1	\$ 455.00
	45978		APPLE		C&I		Kristal Flores (P.C. Lujan ES)	1	\$ 455.00
	45979		APPLE		C&I		Kristal Flores (P.C. Lujan ES)	1	\$ 455.00
	45980		APPLE		C&I		Kristal Flores (P.C. Lujan ES)	1	\$ 455.00
	45981		APPLE		C&I		Kristal Flores (P.C. Lujan ES)	1	\$ 455.00
	45982		APPLE		C&I		Maria Mafnas (Wettengel)	1	\$ 455.00
	45983		APPLE		C&I		Maria Mafnas (Wettengel)	1	\$ 455.00
	45984		APPLE		C&I		Maria Mafnas (Wettengel)	1	\$ 455.00
	45985		APPLE		C&I		Maria Mafnas (Wettengel)	1	\$ 455.00
	45986		APPLE		C&I		Maria Mafnas (Wettengel)	1	\$ 455.00
	45987		APPLE		C&I		Maria Mafnas (Wettengel)	1	\$ 455.00
	45988		APPLE		C&I		Maria Mafnas (Wettengel)	1	\$ 455.00
	45989		APPLE		C&I		Maria Mafnas (Wettengel)	1	\$ 455.00

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06/09/20

Publisher, Latest Copyright Date	New Asset Tag (F)	Serial #	Make	Model No.	School/Division	Location/Room	Assigned Employee(Location N	QTY	Unit Price
	45990		APPLE		C&I		Maria Mafnas (Wettengel)	1	\$ 455.00
	45991		APPLE		C&I		Maria Mafnas (Wettengel)	1	\$ 455.00
	45992		APPLE		C&I		Jeff Emmanuel (Carbullido)	1	\$ 455.00
	45993		APPLE		C&I		Jeff Emmanuel (Carbullido)	1	\$ 455.00
	45994		APPLE		C&I		Jeff Emmanuel (Carbullido)	1	\$ 455.00
	45995		APPLE		C&I		Jeff Emmanuel (Carbullido)	1	\$ 455.00
	45996		APPLE		C&I		Jeff Emmanuel (Carbullido)	1	\$ 455.00
	45997		APPLE		C&I		Jeff Emmanuel (Carbullido)	1	\$ 455.00
	45998		APPLE		C&I		Jeff Emmanuel (Carbullido)	1	\$ 455.00
	45999		APPLE		C&I		Jeff Emmanuel (Carbullido)	1	\$ 455.00
	46000		APPLE		C&I		Jeff Emmanuel (Carbullido)	1	\$ 455.00
	46001		APPLE		C&I		Jeff Emmanuel (Carbullido)	1	\$ 455.00
	46002		APPLE		C&I		Mabel Uncangco (Tamuning)	1	\$ 455.00
	46003		APPLE		C&I		Mabel Uncangco (Tamuning)	1	\$ 455.00
	46004		APPLE		C&I		Mabel Uncangco (Tamuning)	1	\$ 455.00
	46005		APPLE		C&I		Mabel Uncangco (Tamuning)	1	\$ 455.00
	46006		APPLE		C&I		Mabel Uncangco (Tamuning)	1	\$ 455.00
	46007		APPLE		C&I		Mabel Uncangco (Tamuning)	1	\$ 455.00
	46008		APPLE		C&I		Mabel Uncangco (Tamuning)	1	\$ 455.00
	46009		APPLE		C&I		Mabel Uncangco (Tamuning)	1	\$ 455.00
	46010		APPLE		C&I		Mabel Uncangco (Tamuning)	1	\$ 455.00
	46011		APPLE		C&I		Mabel Uncangco (Tamuning)	1	\$ 455.00
	46012		APPLE		C&I		Kezia Andrada (Finegayan ES)	1	\$ 455.00
	46013		APPLE		C&I		Kezia Andrada (Finegayan ES)	1	\$ 455.00
	46014		APPLE		C&I		Kezia Andrada (Finegayan ES)	1	\$ 455.00
	46015		APPLE		C&I		Kezia Andrada (Finegayan ES)	1	\$ 455.00
	46016		APPLE		C&I		Kezia Andrada (Finegayan ES)	1	\$ 455.00
	46017		APPLE		C&I		Kezia Andrada (Finegayan ES)	1	\$ 455.00
	46018		APPLE		C&I		Kezia Andrada (Finegayan ES)	1	\$ 455.00
	46019		APPLE		C&I		Kezia Andrada (Finegayan ES)	1	\$ 455.00
	46020		APPLE		C&I		Kezia Andrada (Finegayan ES)	1	\$ 455.00
	46021		APPLE		C&I		Kezia Andrada (Finegayan ES)	1	\$ 455.00

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Publisher, Latest Copyright Date	New Asset Tag #	Serial #	Make	Model No.	School/Division	Location/Room	Assigned Employee(Location N	QTY	Unit Price
	46022		APPLE		C&I			1	\$ 455.00
	46023		APPLE		C&I			1	\$ 455.00
	46024		APPLE		C&I			1	\$ 455.00
	46025		APPLE		C&I			1	\$ 455.00
	46026		APPLE		C&I			1	\$ 455.00
	46027		APPLE		C&I			1	\$ 455.00
	46028		APPLE		C&I			1	\$ 455.00
	46029		APPLE		C&I			1	\$ 455.00
	46030		APPLE		C&I			1	\$ 455.00
	46031		APPLE		C&I			1	\$ 455.00
	46032		APPLE		C&I			1	\$ 455.00
	46033		APPLE		C&I			1	\$ 455.00
	46034		APPLE		C&I			1	\$ 455.00
	46035		APPLE		C&I			1	\$ 455.00
	46036		APPLE		C&I			1	\$ 455.00
	46037		APPLE		C&I			1	\$ 455.00
	46038		APPLE		C&I			1	\$ 455.00
	46039		APPLE		C&I			1	\$ 455.00
	46040		APPLE		C&I			1	\$ 455.00
	46041		APPLE		C&I			1	\$ 455.00
	46042		APPLE		C&I			1	\$ 455.00
	46043		APPLE		C&I			1	\$ 455.00
	46044		APPLE		C&I			1	\$ 455.00
	46045		APPLE		C&I			1	\$ 455.00
	46046		APPLE		C&I			1	\$ 455.00
	46047		APPLE		C&I			1	\$ 455.00
	46048		APPLE		C&I			1	\$ 455.00
	46049		APPLE		C&I			1	\$ 455.00
	46050		APPLE		C&I			1	\$ 455.00
	46051		APPLE		C&I			1	\$ 455.00
	46052		APPLE		C&I			1	\$ 455.00
	46053		APPLE		C&I			1	\$ 455.00

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06/09/20

Publisher, Latest Copyright Date	New Asset Tag #	Serial #	Make	Model No.	School/Division	Location/Room	Assigned Employee(Location #)	QTY	Unit Price
	46054		APPLE		C&I			1	\$ 455.00
	46055		APPLE		C&I			1	\$ 455.00
	46056		APPLE		C&I			1	\$ 455.00
	46057		APPLE		C&I			1	\$ 455.00
	46058		APPLE		C&I			1	\$ 455.00
	46059		APPLE		C&I			1	\$ 455.00
	46060		APPLE		C&I			1	\$ 455.00
	46061		APPLE		C&I			1	\$ 455.00
	46062		APPLE		C&I			1	\$ 455.00
	46063		APPLE		C&I			1	\$ 455.00
	46064		APPLE		C&I			1	\$ 455.00
	46065		APPLE		C&I			1	\$ 455.00
	46066		APPLE		C&I			1	\$ 455.00
	46067		APPLE		C&I			1	\$ 455.00
	46068		APPLE		C&I			1	\$ 455.00
	46069		APPLE		C&I			1	\$ 455.00
	46070		APPLE		C&I			1	\$ 455.00
	46071		APPLE		C&I			1	\$ 455.00
	46072		APPLE		C&I			1	\$ 455.00
	46073		APPLE		C&I			1	\$ 455.00

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

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

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

PROJECT TITLE: Career Pathway Project

PROJECT COORDINATOR: Sylvia T. Calvo

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Roque Yamashita

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

ANNUAL REPORT DUE: 12/28/2020

AMOUNT BUDGETED (FFY 2019):

\$ 2,929,122.00

AMOUNT EXPENDED:
(Include all expenditures in this quarter)

\$ 1,517,931.53

PERCENTAGE OF EXPENDITURE:
(Overall Expenditure divided by Amount Budgeted)
51.82 %

Total Full Time Equivalent

Vacant _____

Filled 2

Total Part Time Equivalent

Vacant _____

Filled _____

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		0				0		
6 – 8	30	0	8	3	6,466	0	27	25
9 - 12	241	0	8	3	9,201 DOE 296 GACs	0	55	29

PART I:

LIST THE PROJECT GOAL(S):

- Goal 1: By 2020, 75% of participating teachers will report having implemented strategies learned through CTE teacher professional development and have the knowledge and skills to implement a high-quality curriculum in career courses as evidenced by self-reflections, classroom observation and review of lesson plans. [5.4]
- Goal 2: By year 2020, 80% of participating students will receive a passing grade in their career academy courses. [5.3]
- Goal 3: By year 2020, 15 classrooms will have updated equipment. [5.1]
- Goal 4: By year 2020, 90% of test takers will pass the WorkKeys assessments with a Bronze score or higher. [5.2]
- Goal 5: By year 2020, percentage of students who are participating in CTE course offerings will increase by 3% (Modified) [overall]

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

<p>LIST OBJECTIVE(S):</p>	<p><u>GOAL 1: [5.1]</u> Year 1: 30 % utilizing strategies, 25% increase access to technology (Modified in Year 2) Year 2: 50% more strategies, 50% access & utilize technology (Modified in Year 2) Year 3: 75 % using strategies learned in PD, 75% CTE students access & use of technology (Modified in Year 2)</p> <p><u>GOAL 2: [5.3]</u> Year 1: as a result of a higher quality curriculum, 50% of participating students will receive a passing grade in their career academy Year 2: as a result of a higher quality curriculum, 65% of participating students will receive a passing grade in their career academy Year 3: as a result of a higher quality curriculum, 80% of participating students will receive a passing grade in their career academy</p> <p><u>GOAL 3: [5.1]</u> Year 1: 7 classrooms will have updated equipment and teachers will show evidence of usage of equipment Year 2: 8 classrooms will have updated equipment and teachers will show evidence of usage of equipment Year 3: 15 classrooms will have updated equipment and teachers will show evidence of usage of equipment</p> <p><u>GOAL 4: [5.2]</u> Year 1: 60% of all test takers pass the WorkKeys assessments with a Bronze score or higher and achieve an NCRC certificate (Modified in Year 2) Year 2: 75% of all test takers pass the WorkKeys assessments with a Bronze score or higher and achieve an NCRC certificate (Modified in Year 2) Year 3: 90% of all test takers pass the WorkKeys assessments with a Bronze score or higher and achieve an NCRC certificate (Modified in Year 2)</p> <p><u>GOAL 5: [5.3]</u> Year 1: 29% of all GDOE high school students will enroll in GCC courses, of which 50% will earn Certificates of Mastery or Completion (Modified in Year 2) Year 2: 30% of all GDOE high school students will enroll in GCC courses, of which 55% will earn Certificates of Mastery or Completion (Modified in Year 2) Year 3: 32% of all GDOE high school students will enroll in GCC courses, of which 60% will earn Certificates of Mastery or Completion (Modified in Year 2)</p>
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FFY 2019 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A180002, S403A180002-18A

COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>5.1 GDOE 21st Century CTE Classrooms</p>	<p>➤ List each Activity implemented for the quarter in bullet form.</p> <p>➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why.</p> <p>Procurement of:</p> <ul style="list-style-type: none"> • Interactive whiteboards (1 each for both middle and high schools) – 100% complete • Mobile laptop carts, laptop, wireless router, and software to implement Career Assessment System – ongoing, 90% complete • Supplies and materials for middle and high schools to hold a Career Fair at school – ongoing, 90% complete <p>Purchase of:</p> <ul style="list-style-type: none"> • audio/video recording and camera supplies/equipment/related training to pilot video production/communication in secondary CTE schools – ongoing, 75% complete 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period.</p> <p>➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <ul style="list-style-type: none"> • Fifteen (15) interactive whiteboards with stands were delivered to the schools earmarked to receive them. (see attachment #1) • Laptop carts delivered to 4 PNP and 1 Charter School (see attachment #2) and routers pending. • Requisitions continue to be converted to POs and materials delivered (See attachment #3) • Camera equipment for one high school implementing video production class was delivered in September (see attachment #4). Due to the island’s Pandemic Condition of Readiness 1 (PCOR1) status since August 2020, face-to-face instruction at all schools is not being conducted so the equipment is being stored at the school. The other procurement of audio visual equipment with training has been delayed due to the backlog of requisitions caused by the pause in government operations. The requisition has been re-entered for processing.

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

	<ul style="list-style-type: none"> • Color printer for Guahan Charter School – ongoing, 90% complete, but delayed • Instructional materials/supplies, kitchen utensils for classes – ongoing, 40% complete <p>Procurement of:</p> <ul style="list-style-type: none"> • Consultant workshops for Computer Science to update Computer Science curriculum – ongoing, 50% complete • Contractual services for Health Certificate Training Course for students enrolled in Family & Consumer Sciences (FCS) and School to Work (STW) courses that require a Health Certificate – delayed until PCORI is lifted • Contractual services to implement a pilot Career Interest Inventory Assessment System – ongoing, 80% complete, but delayed 	<ul style="list-style-type: none"> • Guahan Charter School has 1 of 2 color printers ordered. They will schedule a pick up date for the 2nd printer with GDOE Receiving Warehouse. • CTE supplies continue to be delivered to the schools as vendors receive the purchase orders. Some deliveries were delayed due to the temporary shutdown of government operations due to the COVID-19 pandemic situation. • Requisition was re-entered under FY’20 for processing. • Training for the high schools in SY19-20 was not completed due to the early closure of school caused by the COVID-19 pandemic and was expected to resume when SY20-21 starts. However, the island was placed on PCORI status on August 16 just as the school year began, prohibiting schools from having face-to-face instruction. The Department of Public Health & Social Services who is the only entity authorized to provide training, has informed our office they are not conducting any training until the pandemic restrictions are lifted. The Project Personnel will continue to follow up for any updates. (see attachment #5) • Due to the COVID-19 Pandemic and PCORI status of the island, face-to-face instruction is postponed indefinitely. As a result, the implementation of the Program by the participating schools was delayed until 2nd quarter of the school year which begins on October 16, 2020. Schools modified their respective implementation plans to reflect the new start date but have used the 1st quarter to familiarize themselves with the Program components. The vendor for the Career Interest Inventory System has also extended the licenses until June 2021 giving the schools more time to use
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	<ul style="list-style-type: none"> • Microsoft Office Specialist Training for 40 CTE Teachers in MS Word, Excel, PowerPoint and Publisher – ongoing, 80% complete 	<p>the program. (see attachment #6)</p> <ul style="list-style-type: none"> • Twenty-six (26) educators completed the Microsoft Word Expert Training in July and 24 completed the Microsoft Excel Expert Training. Students have scheduled to take the exam to get their certification. (see attachment #7)
COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)
<p>5.1 GDOE 21st Century CTE Classrooms</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹<i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p> <p>None at this time as the procurement of equipment and contractual services for training has been delayed due to the restrictions placed on the government operations and businesses. This delay has caused a backlog of requisitions for processing and GDOE Procurement Office has been working hard to execute contracts and cut purchase order for services and supplies.</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²<i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p> <p>Reporting on the performance measure for these activities will be done in the next quarter.</p>

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		Student survey each semester	# of CTE students accessing & using technology		Pending the completion of training, survey was not administered	technology Actual: Pending the completion of training, Training is delayed until SY2020-21. Thus surveys are also delayed.	Training is delayed until SY2020-21. Surveys were not administered.	technology Actual: Training is delayed until Spring Semester SY2020-21. No survey was administered.
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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>5.2 ACT Curriculum Training and WorkKeys Assessment</p>	<p>➤ List each Activity implemented for the quarter in bullet form.</p> <p>➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why.</p> <ul style="list-style-type: none"> • ACT WorkKeys Curriculum – <i>delayed, accounts continue to be created in SY2020-21 but at a slower rate caused by the restrictions on meeting face to face</i> • ACT WorkKeys Assessment – <i>delayed, assessment may be administered to students in SY2020-21 if schools open and students are able to attend classes in person.</i> 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period.</p> <p>➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <ul style="list-style-type: none"> • During the 4th quarter, GCC Continuing Education & Workforce Development (CEWD) staff held meetings with 4 public high schools and 3 PNP/Charter schools to discuss WorkKeys program implementation and provide additional support services & resources (website & PDF files of curriculum) to assist with the implementation. (see attachment #8) • There were a total of 54 active student accounts being used on the WorkKeys curriculum. • The WorkKeys Assessment can only be administered in person so that the testing can be proctored. Project personnel requested for CEWD staff to inquire about alternative ways to administer the WorkKeys Assessment given that the present situation require all Guam schools to conduct only distance learning.

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)																																																						
<p>5.2 ACT Curriculum Training and WorkKeys Assessment</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹<i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p> <table border="1" data-bbox="548 781 1169 1365"> <caption>Table 1. WorkKeys Results of Seniors Who Took the Test During the Period of July - September 2020</caption> <thead> <tr> <th></th> <th>Total Tested</th> <th>Bronze</th> <th>Silver</th> <th>Gold</th> <th>Platinum</th> </tr> </thead> <tbody> <tr> <td>GWHS</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>JFKHS</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>JPTSA</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>OHS</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>SSHS</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>SHS</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>THS</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>TOTAL</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		Total Tested	Bronze	Silver	Gold	Platinum	GWHS	0	0	0	0	0	JFKHS	0	0	0	0	0	JPTSA	0	0	0	0	0	OHS	0	0	0	0	0	SSHS	0	0	0	0	0	SHS	0	0	0	0	0	THS	0	0	0	0	0	TOTAL	0	0	0	0	0	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²<i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p> <p>To ensure the integrity of the WorkKeys Assessment, schools are not authorized to administer the assessment online. Guam has been in PCOR1 status since August when the SY20-21 began, so face-to-face instruction has not been held. Training and technical support for school personnel (teachers & counselors) on the WorkKeys curriculum have been provided by the Guam Community College (GCC) Continuing Education and Workforce Development (CEWD) staff via Zoom meetings to allow students to access the curriculum immediately (see attachment #8).</p> <p>The CEWD staff has also been in communication with the vendor, inquiring alternative ways to administer the in-person assessment given the continuing pandemic situation and local public health restrictions.</p>
	Total Tested	Bronze	Silver	Gold	Platinum																																																			
GWHS	0	0	0	0	0																																																			
JFKHS	0	0	0	0	0																																																			
JPTSA	0	0	0	0	0																																																			
OHS	0	0	0	0	0																																																			
SSHS	0	0	0	0	0																																																			
SHS	0	0	0	0	0																																																			
THS	0	0	0	0	0																																																			
TOTAL	0	0	0	0	0																																																			

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
2. ACT WorkKeys Curriculum and WorkKeys Assessment	A. 86% of all test takers pass the WorkKeys Assessments with a Bronze score or higher and achieve an NCRC certificate	WorkKeys log data and WorkKeys assessment results	% of test takers who earn a Bronze score or higher and obtain an NCRC certificate	Among SY18-19 seniors who took WorkKeys Assessments: 85% of seniors earned a Bronze score or higher and obtained an NCRC certificate	Actual WorkKeys certificate earners: For 1 st quarter 69 certificate earners out of 97 assessed = 71% achieved Bronze or higher status. Target: 60% of all test takers will pass the WorkKeys assessments with a Bronze score or higher and achieve an NCRC certificate	Actual WorkKeys certificate earners: For 2 nd quarter 0 certificates were earned; 0 were assessed due to early school closure resulting from the COVID-19 pandemic Target: WorkKeys assessments are administered at this time, but results are not released until the following quarter	Actual WorkKeys certificate earners: For 3 rd quarter 0 certificates earned as students were not assessed. WorkKeys assessments are strictly administered in-person. Target: 86% of all test takers will pass the WorkKeys assessments with a Bronze score or higher and achieve an NCRC certificate	Actual WorkKeys certificate earners: For 4 th quarter, 0 certificates were earned as students were not assessed due to COVID-19 pandemic & PCOR1 status preventing face-to-face instruction & reducing the amount of time on the curriculum. Target: Students practice on WorkKeys curriculum at this time, in preparation for the assessment

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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>5.3 CTE Academies</p>	<p>➤ List each Activity implemented for the quarter in <u>bullet form</u>.</p> <p>➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why.</p> <ul style="list-style-type: none"> • Professional services with the Guam Community College (GCC) to support CTE Academies in allied health, automotive technology, carpentry and autoCAD, early childhood education, electronics, computer networking, marketing, tourism, visual communications, telecommunications – <i>ongoing</i> • Career Interest Inventory System (choices 360) – <i>ongoing</i> • Professional services with local trades/labor school to provide courses (GCA Trades Academy) – <i>Delayed due to the closure of school per Governor’s Executive Order.</i> 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period.</p> <p>➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <ul style="list-style-type: none"> • CTE courses are offered at all the public high schools via 2 models of learning: online platform and hard copy curriculum materials. Teachers develop their lessons and provide instruction to the students using Google Meets/Classroom or Zoom or for those students without technology equipment, hard copies of the lessons are provided. • A total of 121 active students who completed the Choices 360 assigned activities for September 2020. Of the 121 students, 1 student is from Astumbo MS, 104 from Simon Sanchez HS, 3 from Tiyan HS, and 13 from Vicente Benavente MS • A total of 2,815 accounts created for the Choices 360 system for September 2020(see attachment #8) • Trades Academy Education Director informed Project staff that the school remains closed in accordance with the Governor’s Executive Order placing the island on PCOR1 status. Due to the nature of the courses requiring hands-on work with

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		<p>specialized equipment, the Trades Academy is looking into offering online courses and implementing alternative strategies for evaluating performance based tasks.</p>
<p align="center">COMPONENT</p>	<p align="center">PRIMARY DATA GENERATED</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)</p>
	<p>WHAT PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i> <p>¹<i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <ul style="list-style-type: none"> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> ➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i> <p>²<i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p>

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

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

Table 2. CTE Enrollment by Program During the Period of July – September 2020							
	GWH S	JFKH S	OHS	SHS	SSHS	THS	TOTAL
Allied Health	90	79		45	74	48	336
Auto Services Tech	71	52	58	57	57	58	353
Auto Collisions Repair	59			41			100
Constr.Trades Auto CAD	28						28
Constr.Trades Carpentry	50	52	47	41	32	45	267
Constr.Trades HVAC				25			25
Early Childhood Ed.	90						90
Electronics Tech	59		72	31	67		229
Marketing	51	72	84	40	85	52	385
Tourism LMP	49	77	82	45	91	76	420
Tourism ProStart	62	70	75	55	67	65	394
Telecommunications						50	50
Visual Communications	75					46	121
TOTAL ENROLLMENT	684	402	418	380	473	440	2797
2 nd Semester Grades of C or higher	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Red font color indicates a decrease in enrollment, and **green** font color indicates an increase in enrollment from the last quarter.

- GDOE student enrollment in the 13 CTE Programs during the 4th quarter reporting period slightly decreased to 2,797 from 2,818 last school year. This may be a result of a decrease in total student enrollment at the public schools (see attachment #9).
- Grades are unavailable for the 4th quarter as classes are ongoing, with the school's first quarter scheduled to end on October 15, 2020.
- While new accounts continue to be created, schools overall still have a low participation rate in Choices 360. The Project, through its contract with GCC, trained additional school personnel to help increase student access to the system at every school. Project staff will work with schools and GCC CEWD to increase participation.

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
3. CTE Academies Year 3 Goals	A. By year 2020, percentage of students who are participating in CTE course offerings will increase by 1%	CTE enrollment data in Guam Community College (GCC) CTE courses and in Guam Trades Academy (GTA) CTE courses	% of students enrolled in GCC CTE courses	GDOE high school students who enrolled in GCC CTE courses: 35.6% - 1 st semester SY18-19 33.4% - 2 nd semester SY18-19	Target: 1% increase in CTE enrollment in GCC courses compared to 1 st semester SY18-19 Actual: The SY19-20 1 st quarter enrollment decreased by 14 students from 1 st semester SY18-19.	Target: 1% increase in CTE enrollment in GCC courses compared to 2 nd semester SY18-19 Actual: Health Pandemic caused the early closure of SY19-20.	Target: Summer CTE enrollment ongoing. Actual: 2,818 students were enrolled in CTE courses at GCC during the second semester. This represents an increase of 91 students or 3% from 1 st sem. Target met.	Target: This marks the start of a new school year. Reporting on new targets in 1 st quarter of FY'20. Actual: This marks the start of a new school year. Reporting on new targets in 1 st quarter of FY'20.

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	<p>B. As a result of a higher quality curriculum, 87% of participating students will receive a passing grade in their career academy</p>	<p>Grades received in the courses</p>	<p>% of students enrolled in Guam Trades Academy courses</p> <p>% students in CTE courses who receive a grade of C or better</p>	<p>60 students enrolled in GTA courses SY17-18 (>1%) Updated SY18-19 GTA enrollment to be provided</p> <p>SY18-19 GDOE HS CTE students at GCC earning a 70% or above</p> <p>90% -1st semester students</p>	<p><u>Target:</u> 1% increase in student CTE enrollment in GTA courses compared to 1st semester SY18-19</p> <p><u>Actual:</u> Ongoing instruction</p> <p><u>Target:</u> 50% of students receive a passing grade in their academy</p> <p><u>Actual:</u> During 1st semester 89% of students received a grade of “C” or better</p>	<p><u>Target:</u> 1% increase in student CTE enrollment in GTA courses compared to 2nd semester SY18-19</p> <p><u>Actual:</u> Ongoing instruction</p> <p><u>Target:</u> Ongoing instruction; final grades not available at this time.</p> <p><u>Actual:</u> Data on # of students who received a grade of “C” or better is being collected.</p>	<p><u>Target:</u> Summer CTE enrollment ongoing</p> <p><u>Actual:</u> Due to the early school closure the courses that were running during the second semester were not completed. They will resume in the new SY.</p> <p><u>Target:</u> Student grades being finalized</p> <p><u>Actual:</u> 88% of students enrolled in CTE courses passed with a C or better. Target met.</p>	<p><u>Target:</u> This marks the start of a new school year. Reporting on new targets in 1st quarter of FY’20.</p> <p><u>Actual:</u> Guam has been in PCOR1 status since August when the SY began so face to face instruction has been postponed</p> <p><u>Target:</u> 87% of students receive a passing grade or better</p> <p><u>Actual:</u> At this time, grades are unavailable for the school’s 1st quarter (which ends Oct. 15).</p>
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	C. 60% of CTE students will earn Certificates of Mastery or Completion			86.5% - 2 nd semester students	demonstrating that the Project has exceeded its goal.			
					<u>Target:</u> Classes ongoing	<u>Target:</u> Classes ongoing	<u>Target:</u> Classes ongoing	<u>Target:</u> 60% of CTE students will earn Certificates of Mastery or Completion
					<u>Actual:</u> Classes are ongoing	<u>Actual:</u> Due to early closure of school, officials are working to determine status of Certificates of Completion (COC) or Certificate of Mastery (COM)	<u>Actual:</u> 15% of students enrolled earned COC; 5% of students enrolled earned COM	<u>Actual:</u> Classes are ongoing

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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>5.4 Professional Development for CTE Teachers</p>	<ul style="list-style-type: none"> ➤ List each Activity implemented for the quarter in bullet form. ➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why. <ul style="list-style-type: none"> • Consultative workshops in Career Exploration, with associated supplies/materials, teacher incentives & venue – ongoing, 50% complete • NCAC Certification for up to 3 academies at Tiyan High School – delayed, 10% complete • Registration fees for up to 185 CTE teachers and 100 students to attend the 2020 Pacific Educational Conference in Guam – delayed, 10% complete • Skills USA student and instructor membership dues (2500 students and 150 instructors) – ongoing, 25% complete • Career Academy Training – ongoing, 50% complete 	<ul style="list-style-type: none"> ➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period. ➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <ul style="list-style-type: none"> • The contract for Career Exploration Training was executed in September. Procurement Office will send the <i>Notice to Proceed</i> letter to vendor. • Requisition was cancelled due to the suspension of non-essential government operations. We will re-enter the requisition and anticipate to begin this activity in the Spring Semester or Summer of SY2020-21. • This activity is rescheduled for June 2021. Preparations for this event are ongoing. • Requisition #20200435 was cancelled due to the early closure of school per Governor’s Executive Order. We will re-enter the requisition and anticipate to start this activity in the Spring Semester or Summer of SY2020-21. • Contract renewal is in progress

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
4. Professional Development for CTE Teachers Year 3 Goals:	A. 92% of GDOE and PNP teachers attending CTE training will self-report implementing strategies in CTE classrooms and monitoring student progress	Teacher survey	# of participating teachers attending	91% of teachers surveyed who attended training indicated usage of strategies	Target: 80% of CTE teachers will indicate implementing strategies learned from training. Actual: Pending completion of PD	Target: CTE training conducted during this period. Actual: Pending completion of PD	Target: 92% of CTE teachers will indicate implementation of strategies learned from training. Actual: Pending completion of PD	Target: CTE training conducted during this period. Actual: Pending completion of PD
	B. 82% of participating students receiving a passing grade of 70% or higher	Student quarterly grades (CTE)	# of participating students getting 70% or higher in CTE courses	81% of CTE students earning a grade of 70% or higher	Target: 60% of students at 70% or higher in CTE courses Actual: During 1 st semester 89% of students received a grade of "C"	Target: Ongoing instruction Actual: Ongoing instruction	Target: 82% of students at 70% or higher in CTE courses. Actual: During 2 nd semester 88% of students	Target: Reporting on new targets in the 1 st quarter of FY'20. Actual: Ongoing instruction. Grades will not be

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					or better demonstrating that the Project has exceeded its goal.		received a grade of "C" or better demonstrating that the Project has exceeded its goal.	available until the end of the 1 st semester of school in January 2021.
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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>Project did not have any travel activity for the 4th Quarter.</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) 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. No travel activity for the 4th Quarter.</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>During the 4th quarter period in August, the island was placed on PCOR1 status resulting in employees teleworking from home. Project staff followed up on pending procurement items with the GDOE Procurement Office and made requests for updated price quotations that expired from vendors via telephone and email. This process was slow as at times vendors were unresponsive to requests because their businesses were closed due to the health emergency and subsequently made processing of procurement move slower than normal. Project staff also worked on extending and/or renewing existing contracts that were scheduled to expire on September 30, 2020, communicating with vendors to acknowledge the extension and following up on the approvals and doing budget modifications and Purchase Order renewals to ensure that funding is available through the extension/renewal</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> <p>5.2 – Although programmatic data shows that participating schools are being trained on the implementation of the WorkKeys Curriculum and being informed about additional resources available to help students succeed in the lesson activities, not all schools are implementing it consistently and with the challenges students and teachers are faced with current models of learning (online and hard copy), students do not have as much opportunity to work on the lessons. Project personnel will continue to work with GCC to provide additional assistance to schools to improve the implementation.</p> <p>5.3 – While accounts for Choices 360 continue to be created not all schools are implementing the Program consistently and students do not have as much opportunity to work on the lessons with the schedules implemented for the online and hard copy models of learning. Project personnel will continue to work with GCC to provide additional assistance to schools to improve the implementation.</p> <p>5.4 - The lengthy procurement processes delay the implementation of professional development. Regular, consistent follow ups must be made to ensure steady progress towards executing contractual services occurs.</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 Career Pathway Project support activities that provide students with opportunities to explore and gain knowledge and skills about careers they wish to enter. 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 repertoire of knowledge in career and technical education so that lessons are relevant and meaningful to the students and help build student competencies necessary for the workforce.</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>Although progress has been made with the implementation of Choices 360, WorkKeys Curriculum and Assessment, consistent implementation at each school does not occur. Project personnel will need to provide more frequent follow ups and offer technical assistance to schools to improve the implementation.</p> <p>The biggest challenge to the implementation of the activities was the restrictions placed on government operations as a result of the COVID-19 pandemic. While Government employees were allowed to return to work on June 1, 2020 (Executive Order 2020-16), the island was placed on PCOR1 status again on August 16 because of the spike in number of positive COVID cases thus slowing down the process to procure supplies and services as employees teleworked. Project staff continue to communicate regularly with Procurement staff to have requisitions processed timely. In addition, follow up meetings are held twice a week with end users, Procurement staff, Federal Programs Office staff and the Superintendent to help track the progress and address any challenges with the procurement.</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>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>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>100 WORD COUNT</p> <p>Monitoring of activities has been limited to email messages and Zoom meetings between Project personnel and Procurement staff as most of the activities have been flowing through the procurement process. Monthly Zoom meetings with CTE teachers 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 were started again when the school year opened.</p> <p>Program contractors continued to provide monthly reports on progress being made to carry out the activities. Information will be used at meetings with CTE teachers and administrators to help improve implementation practices.</p>

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QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #5 Career Pathway Project

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

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 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
4th Quarter Report

October 29, 2020

FEDERAL PROGRAMS DIVISION



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

Project No. 6

Gifted and Talented Education (GATE)

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

October 29, 2020

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Project No. 6

Gifted and Talented Education (GATE)

Final Report

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

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

PROJECT TITLE: Gifted and Talented Education (GATE)

PROJECT COORDINATOR: Leon P.C. Bamba

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Shandice J. Calano

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

ANNUAL REPORT DUE: 12/28/2020

AMOUNT BUDGETED (FFY 2019): <u>\$1,273,467.02</u>	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$562,346.36</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>44%</u>	Total Full Time Equivalent Vacant <u>2</u> Filled <u>11</u>	Total Part Time Equivalent Vacant <u>1</u> Filled <u>1</u>
AMOUNT BUDGETED (FFY 2018): <u>\$1,151,082.00</u>	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$947,450.49</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>82%</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			5				43	3	
6 – 8									
9 – 12	332				1,764				

PART I:

LIST THE PROJECT GOAL(S):	<p><u>Goal 1: Increase student participation in GATE activities (Academic Special Events, Visual Arts, Theater, and Music).</u> Year 3: 15% increase from Year 2 in number of students participating in GATE activities.</p> <p><u>Goal 2: Increase the academic success of GATE students.</u> Year3: 65% of GATE students will score at either READY or EXCEEDING level in ACT Aspire Reading and Mathematics assessments.</p>
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LIST OBJECTIVE(S):	<p><u>Objective 6.1:</u> Guam Academic Program / Professional Development for Educators (PreK – 5th) (Year 1 STEM PD, Year 2 Art integration PD, year 3 Social Emotional Development PD) Year 3: 60% PK-5th grade teachers receiving training and materials will implement strategies learned in PD in the classroom as determined during quarterly in- service meetings.</p> <p><u>Objective 6. 2:</u> Math Enrichment Program (4th/5th grade GATE) Year 3: 80% of math teachers in math enrichment program will report using supplemental instructional materials in teaching math.</p> <p><u>Objective 6.3:</u> Academic Special Events Year 3: 75% of students participating in academic special events will report being more engaged in learning and feeling more confident in their academic work.</p> <p><u>Objective 6.4:</u> Visual Arts, Theater and Music Programs Year 3: 75% of students who participate in Visual Performing Arts, theater and music programs will be engaged (using same measure of engagement as 6.3) and report feeling more confident in their academic work.</p>
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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
6.1 Guam Academic Program/Professional Development	<ul style="list-style-type: none"> • Students Tested for GATE – GATE PreK Testing resumed. • Supplemental Instructional Materials – ongoing, approximately 70% completed. • Professional Development – completed, 100%. 	<ul style="list-style-type: none"> • All Monthly Workshops, GATE Testing and monitoring will resume SY20-21 once Pandemic Condition of Readiness 1 (PCOR1) is lifted and all are allowed to resume normal working status. • Final GATE testing for Pre-K was completed in early August 2020. Ninety-two (92) students were tested, and all qualified 100%. However, GATE testing for K-5th grades were unable to be conducted due to a Governor’s executive health emergency issued in late August limiting in-person meetings. • A total of 52 participants from the public schools attended at least one day of the virtual PD on <i>Integrating Social and Emotional Learning for GATE Students</i> held August 17-21, 2020. (see attached attendance sheet) Training participants will receive resource kits (supplies) and have the option to receive Continuing Education Units. This training was open to both public and private school teachers. GATE project staff also attended the training.

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)																		
<p>6.1 Guam Academic Program / Professional Development</p> <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>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <table border="1" data-bbox="548 597 1194 695"> <thead> <tr> <th colspan="2">Pre-K GATE Testing</th> </tr> <tr> <th># of Students Tested</th> <th># of Students Passed</th> </tr> </thead> <tbody> <tr> <td align="center">92</td> <td align="center">92</td> </tr> </tbody> </table> <table border="1" data-bbox="548 727 1194 974"> <thead> <tr> <th colspan="2">PD Training: Integrating Social and Emotional Learning for GATE Students</th> </tr> <tr> <th>Type of Attendee</th> <th>No. of Participants</th> </tr> </thead> <tbody> <tr> <td>Public school teachers</td> <td align="center">43</td> </tr> <tr> <td>Public school teacher assistants</td> <td align="center">9</td> </tr> <tr> <td>Private, non-public school (PNP) teachers</td> <td align="center">0</td> </tr> <tr> <td>GATE Staff</td> <td align="center">4</td> </tr> </tbody> </table>	Pre-K GATE Testing		# of Students Tested	# of Students Passed	92	92	PD Training: Integrating Social and Emotional Learning for GATE Students		Type of Attendee	No. of Participants	Public school teachers	43	Public school teacher assistants	9	Private, non-public school (PNP) teachers	0	GATE Staff	4	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>Services in the form of online instruction took place during the period July-September, 2020 for identified GATE students in:</p> <ol style="list-style-type: none"> 1. Pre-K (new ones identified through the testing); and 2. K-5th (continuing ones identified from the previous year). <p>Professional Development (PD) limited to virtual training was also implemented during this time. Continuing PD training is essential for educators as new teaching information, techniques, and methods are continually being updated or changed.</p> <p>Fifty-two (52) PreK-5th grade GATE teachers participating in the virtual GATE training held from August 17-21, 2020 is a good indicator that this particular group of GATE students are getting exposed to more current methods of teaching.</p> <p>Optimistically, this will have a positive impact on how these students will fare in both the formative and summative testing for the year.</p>
Pre-K GATE Testing																				
# of Students Tested	# of Students Passed																			
92	92																			
PD Training: Integrating Social and Emotional Learning for GATE Students																				
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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
6.1 Professional Development	60% PreK-5 th grade teachers receiving training and materials will implement strategies learned in PD in the classroom. 65% of GATE students will score at either READY or EXCEEDING level in ACT Aspire Reading and Math assessments.	Site visit by GATE staff ACT Aspire scores in Reading and Math	Number of GATE teachers implementing strategies learned in PD % of students scoring at either READY or EXCEEDING	31 out of 40 (78%) responded using strategies (May 25, 2018) Reading: 4 th grade: % READY or EXCEEDING = 50% 5 th grade: % READY or EXCEEDING = 50%	Actual: Rate of PD strategy implementation = 3 schools / 4 monitored = 75% Target: 50%	Actual: Rate of PD strategy implementation = 5 schools / 5 monitored = 100% Target: 55%	Actual: No activity was conducted for this period as a result of early school closure due to the COVID-19 pandemic. Target: 60%	A virtual PD training for PreK-5 th grade GATE teachers was conducted in August. However, the teacher survey on classroom application of things learned is yet to be administered. This is to give ample time for PD-acquired strategies to be applied in the classroom by the teacher participants.

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				<p><u>Math</u> 4th grade: % READY or EXCEEDI NG = 55% 5th grade: % READY or EXCEEDI NG = 35%</p>	<p><u>Target:</u> ACT Aspire student summative testing is done at end of school year” (FY’19 per table of performance measure)</p>	<p><u>Target:</u> ACT Aspire student summative testing is done at end of school year” (FY’19 per table of performance measure)</p>	<p><u>Target:</u> ACT Aspire student summative testing is done at this time.</p>	<p><u>Target:</u> Start of a new school year; reporting will be done in the 1st quarter of FY’20.</p> <p><u>Actual:</u> ACT Aspire testing was cancelled for SY19-20 due to the COVID-19 pandemic.</p> <p><u>Target:</u> 65% of students scoring at either READY or EXCEEDING level in math and reading</p>
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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
6.2 Math Enrichment Program	<ul style="list-style-type: none"> GATE Math Enrichment Teacher started providing services in SY20-21 to GATE 4th & 5th grade students via distance learning. 	<p>Due to the COVID-19 pandemic, instructional services are limited to distance learning by the GATE Math Enrichment Teacher. During this reporting period 139 students have already received services.</p> <p>GATE Math Enrichment Teacher provided both GATE classroom teacher and students access codes to retrieving the practice and worksheets that was presented to them, via Google Classroom and Google Slides. Students are able to take the time to practice independently and check their work on their practices with the answer key made available to them as well.</p>

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)																
<p>6.2 Math Enrichment Program</p> <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>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <table border="1" data-bbox="548 597 1192 797"> <thead> <tr> <th colspan="4">Math Enrichment Program</th> </tr> <tr> <th>Grade Level</th> <th>No. of GATE Students</th> <th>No. of GATE Students Served On-line</th> <th>% of GATE Students Served</th> </tr> </thead> <tbody> <tr> <td>4th</td> <td>95</td> <td>60</td> <td>63</td> </tr> <tr> <td>5th</td> <td>119</td> <td>79</td> <td>66</td> </tr> </tbody> </table>	Math Enrichment Program				Grade Level	No. of GATE Students	No. of GATE Students Served On-line	% of GATE Students Served	4 th	95	60	63	5 th	119	79	66	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>The math enrichment program continues for 4th and 5th grade GATE students. Approximately 60 students received services via Zoom or Google Meets.</p> <p>These students are enrolled in the following elementary schools:</p> <ul style="list-style-type: none"> • Adacao • Astumbo • Carbullido • CL Taitano • JM Guerrero • Liguán • MA Ulloa • MA Sablan • MU Lujan • Ordot Chalan Pago • PC Lujan • Tamuning • Wettengel • Upi
Math Enrichment Program																		
Grade Level	No. of GATE Students	No. of GATE Students Served On-line	% of GATE Students Served															
4 th	95	60	63															
5 th	119	79	66															

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
6.2 Math Enrichment Program	80% Math Enrichment Teacher will report using supplemental instructional materials being used while servicing 4 th and 5 th grade GATE students.	Written teacher reports.	% of Math Enrichment Teacher reporting using math instructional materials to teach math	SY 18-19, 4 th Quarter = 100%	Actual: 24 of 24 schools = 100% Target: 65% report using materials in Math	Actual: 24 of 24 schools = 100% Target: 75% report using materials in Math	Actual: No activity was conducted for this period as a result of early school closure due to the COVID-19 pandemic. Target: 80% report using materials in Math	Actual: 14 of 25 schools =56% Target: This marks a new school year, reporting will be done in the 1 st quarter of FY'20.

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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
6.3 Academic Special Events (ASE)	<ul style="list-style-type: none"> Initial coordination with schools for SY20-21 GATE Academic Special Events. 	<p>GATE Academic Special Events (ASE) Coordinator has started communicating with schools for the SY20-21 ASE to brainstorm how to proceed given the island’s school closure due to COVID 19 pandemic. With the restriction of no in-person meetings, there is a need to identify creative ways of holding these special events on a virtual platform.</p> <p>No special events took place during this reporting period due to the COVID 19 pandemic.</p>

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)
<p>6.3 Academic Special Events</p> <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>WHAT PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹<i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p> <p>There is no data since there were no activities held this quarter on this component.</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²<i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p> <p>SY20-21 Academic Special Events (ASE) Program currently working on a virtual platform to conduct special events to maintain safety for all due to COVID 19 pandemic situation.</p> <p>It is important to continue holding these academic special events since they are designed to promote a spirit of competition and drive for discipline and excellence, and get the students to be more interested and engaged in learning.</p>

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Grant Award #: S403A180002, S403A180002-18A**

Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
6.3 Academic Special Events	75% of responding students participating in academic special event will report being engaged in learning and feeling more confident in their academic work (using modified survey produced by GATE project personnel with the assistance of the PCIV – Data)	Instrument measuring academic engagement and confidence	% of students reporting feeling more engaged in learning and feeling more confident.	86.3% 3 rd Quarter, FY'18	<p>Actual: Competitions still ongoing. Survey will be administered at end of competitions in late April 2020, and results reported in the 3rd Quarter.</p> <p>Target: 70% report feeling more confident and engaged</p>	<p>Actual: Competitions completed. Surveys to be administered and results reported in the 3rd Quarter.</p> <p>Target: Student engagement survey administered at this time, results reported in the 3rd quarter.</p>	<p>Actual: 86.2% overall percentage of students engaged</p> <p>Target: 75% report feeling more confident and engaged</p>	<p>Actual: No competitions were conducted for this period as a result of school closure due to the COVID-19 pandemic.</p> <p>Target: No academic special events at this time.</p>

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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION																				
6.4 Visual Arts/Theatre/Music Programs	<ul style="list-style-type: none"> • Theatre: GATE Production: Little Shop of Horror – Postponed indefinitely due to COVID 19 Pandemic. • Music (Choir): Services resumed for SY20-21 via distance learning. • Art: Services resumed for SY20-21 via distance learning. • Dance: Services resumed for SY20-21 via distance learning. 	<ul style="list-style-type: none"> • Theatre: Pending. • Music: Teacher was able to meet with the following 70 students: <table border="1" data-bbox="1297 435 1881 813" style="margin-left: 20px;"> <thead> <tr> <th>Elementary School</th> <th># of Students</th> </tr> </thead> <tbody> <tr><td>Adacao</td><td>4</td></tr> <tr><td>Astumbo</td><td>15</td></tr> <tr><td>Carbullido</td><td>19</td></tr> <tr><td>DL Perez</td><td>4</td></tr> <tr><td>MU Lujan</td><td>7</td></tr> <tr><td>Price</td><td>7</td></tr> <tr><td>Talofofo</td><td>6</td></tr> <tr><td>Tamuning</td><td>6</td></tr> <tr><td>MA Ulloa</td><td>2</td></tr> </tbody> </table> • Art: Services were provided to 20 students at Adacao Elementary and 8 students at PC Lujan Elementary. • Dance: Services were provided to 3 schools: Machananao ES (15), Finegayan (21), Benavente MS (21) 	Elementary School	# of Students	Adacao	4	Astumbo	15	Carbullido	19	DL Perez	4	MU Lujan	7	Price	7	Talofofo	6	Tamuning	6	MA Ulloa	2
Elementary School	# of Students																					
Adacao	4																					
Astumbo	15																					
Carbullido	19																					
DL Perez	4																					
MU Lujan	7																					
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Grant Award #: S403A180002, S403A180002-18A

COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)										
<p>6.4 Visual Arts/Theatre/Music Program</p> <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>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <p><u>Data as of September 30, 2020</u></p> <table border="1" data-bbox="548 695 1194 977"> <thead> <tr> <th>GATE Activity (Visual Arts/Theatre/Music)</th> <th># of Student Participants</th> </tr> </thead> <tbody> <tr> <td>1. GATE Production: Little Shop of Horrors</td> <td>Pending</td> </tr> <tr> <td>2. GATE Honor Choir at 9 Elementary Schools</td> <td>70</td> </tr> <tr> <td>3. Art Program 2 Elementary Schools</td> <td>28</td> </tr> <tr> <td>4. Dance Workshops</td> <td>57</td> </tr> </tbody> </table>	GATE Activity (Visual Arts/Theatre/Music)	# of Student Participants	1. GATE Production: Little Shop of Horrors	Pending	2. GATE Honor Choir at 9 Elementary Schools	70	3. Art Program 2 Elementary Schools	28	4. Dance Workshops	57	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>Despite being restricted to an online platform due to the continuing COVID pandemic, instructional services for Music, Art, and Dance have resumed for SY20-21 and will be maintained throughout the school year.</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 to enhance student engagement in academics.</p>
GATE Activity (Visual Arts/Theatre/Music)	# of Student Participants											
1. GATE Production: Little Shop of Horrors	Pending											
2. GATE Honor Choir at 9 Elementary Schools	70											
3. Art Program 2 Elementary Schools	28											
4. Dance Workshops	57											

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

Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
6.4 Visual Arts/Theatre/Music Programs	75% of students who participate in Visual Performing Arts (VPA), Theatre and Music programs will be engaged and report feeling confident in their academic work (using same measure of engagement as 6.3)	Instrument measuring academic engagement and confidence	% of students reporting feeling engaged and confident in learning	88% overall percentage of students engaged	<p>Actual: Activities are continuing. Conduct of student engagement survey will be done April 2020, and results reported in 3rd Quarter.</p> <p>Target: 70% report feeling more engaged and confident</p>	<p>Actual: Activities are continuing. Conduct of student engagement survey will be done April 2020, and results reported in 3rd Quarter.</p> <p>Target: No Visual Arts/Theater/Music at this time</p>	<p>Actual: 86.6% overall percentage of students engaged</p> <p>Target: 75% report feeling more engaged and confident</p>	<p>Actual: Activities have resumed for SY20-21.</p> <p>Target: No Visual Arts/Theater/Music events at this time.</p>

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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 taken during this reporting period.</p>
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	<p>(Was training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p><i>National Association for Gifted Children (NAGC) 66th Annual Convention on November 6-10, 2019 in Albuquerque, New Mexico</i> : Travelers were: (3) GATE Teachers (Ceferino Duarosan, Maria Mafnas, and Aimee Lizama) and (1) GATE Project Staff (Divina Leones-Tumanda. All travelers cleared with business office of all requirements upon arrival within (10) days and will share information with other GATE teachers during monthly workshops.</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 Coordinator (PCIV) – provides guidance, enters requisitions and makes decisions on various project components. School Program Consultant – assists Project Director, provides guidance to all academic GATE teachers and takes the lead in coordinating PD and in-service trainings. Program Coordinator II – conducts all aspects of Academic Special Events, inclusive of processing stipends for eligible coaches and judges. Secretary I Typist (shared) – <i>Currently vacant.</i> Provide clerical work for all programs and schedules GATE testing for eligible students. Teacher IV Art – prepares and provides instructional strategies in age appropriate lessons and activities in Art for identified GATE elementary students. (1) Dance Teacher IV (PT) – provides instructional in age appropriate lessons and activities in dance for identified GATE students. (2) School Aides – assist GATE PreK teacher with educational activities, covers the class in the absence of teacher attending GATE preapproved activity.</p>
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>GATE teachers are adjusting to new ways of conducting classes via distance learning due to the COVID 19 pandemic.</p>

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AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	
EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT Professional Development (PD) for teachers will improve teacher skills and student learning. Supplies, materials and equipment procured will assist teachers with their classroom activities. Academic Special Events competitions and Visual Performing Arts will improve student engagement and learning.</p>
EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.	<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 COVID-19 pandemic has cancelled all face-to-face instruction and performances. Due to the COVID 19 Pandemic, all activities were adjusting to new way of learning in the different platforms. Difficulty communicating with families to participate, since they had to go through the school’s GATE teacher and then awaiting parent decision, and finally signing up for Art or Music. Challenged with technical difficulties with audio for music and dance classes. Vendor delivery of supplies/materials had to be scheduled so personnel can meet at delivery area to receive as we were encouraged to telework.</p>
WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	<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 <u>Once Pandemic Condition Of Readiness 1 (PCOR1) is lifted:</u></p> <ul style="list-style-type: none"> • Monthly workshops will continue with scheduled presentations from travelers and others sharing best practices. • GATE Tester to continue testing, with focus on GATE PreK. • Art, Music, and Dance will continue with their activities. • Theatre to continue preparations for production “Little Shop of Horrors”. • Academic Special Events to schedule and start face to face competitions. • GATE Math Enrichment Teacher to make rounds to schools as scheduled.

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EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.

100 WORD COUNT

- Monthly In-Service Workshops provides opportunity for all GATE Teachers to share what’s happening at their respective schools and strategies they find helpful. Presentations are scheduled during these meetings from teacher’s who attended the NAGCs or other trainings.
- GATE SPC conducts periodic monitoring of GATE classrooms and VPA activities.
- School Administrators evaluate GATE VPA teachers who provide services to their students.
- All Purchase Orders are periodically reviewed to ensure items are delivered timely.
- GATE office staff attends Art Exhibits, Music performances, Theatre productions and other related activities.
- Attendance logs for schools participating in Academic Special Events.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #6 Gifted and Talented Education

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named 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:

LEON P.C. BAMBA
 PROJECT COORDINATOR NAME (PRINT)

Leon P.C. Bamba
 PROJECT COORDINATOR NAME (SIGNATURE)

07/16/20
 DATE

JOSEPH L.M. SANCHEZ
 PROJECT MANAGER NAME (PRINT)


 PROJECT MANAGER (SIGNATURE)

10/16/2020
 DATE

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Project No. 6

Gifted and Talented Education (GATE)

Original Report

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

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

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

PROJECT TITLE: Gifted and Talented Education (GATE)

PROJECT COORDINATOR: Leon P.C. Bamba

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Shandice J. Calano

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

ANNUAL REPORT DUE: 12/28/2020

AMOUNT BUDGETED (FFY 2019): <u>\$1,273,467.02</u>	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$562,346.36</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>44%</u>	Total Full Time Equivalent Vacant <u>2</u> Filled <u>11</u>	Total Part Time Equivalent Vacant <u>1</u> Filled <u>1</u>
AMOUNT BUDGETED (FFY 2018): <u>\$1,151,082.00</u>	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$947,450.49</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>82%</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			5				43	3	
6 – 8									
9 – 12	332				1,764				

PART I:

**LIST THE PROJECT
GOAL(S):**

Goal 1: Increase student participation in GATE activities (Academic Special Events, Visual Arts, Theater, and Music).
Year 3: 15% increase from Year 2 in number of students participating in GATE activities.

Goal 2: Increase the academic success of GATE students.

Year3: 65% of GATE students will score at either READY or EXCEEDING level in ACT Aspire Reading and Mathematics assessments.

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LIST OBJECTIVE(S):	<p><u>Objective 6.1:</u> Guam Academic Program / Professional Development for Educators (PreK – 5th) (Year 1 STEM PD, Year 2 Art integration PD, year 3 Social Emotional Development PD) Year 3: 60% PK-5th grade teachers receiving training and materials will implement strategies learned in PD in the classroom as determined during quarterly in- service meetings.</p> <p><u>Objective 6. 2:</u> Math Enrichment Program (4th/5th grade GATE) Year 3: 80% of math teachers in math enrichment program will report using supplemental instructional materials in teaching math.</p> <p><u>Objective 6.3:</u> Academic Special Events Year 3: 75% of students participating in academic special events will report being more engaged in learning and feeling more confident in their academic work.</p> <p><u>Objective 6.4:</u> Visual Arts, Theater and Music Programs Year 3: 75% of students who participate in Visual Performing Arts, theater and music programs will be engaged (using same measure of engagement as 6.3) and report feeling more confident in their academic work.</p>
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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
6.1 Guam Academic Program/Professional Development	<ul style="list-style-type: none"> • Professional Development – ongoing, 100%. <ul style="list-style-type: none"> ○ PD conducted via Zoom August 17-21. • Students Tested for GATE – GATE PreK Testing resumed with 92 tested and all qualified, 100%. • Supplemental Instructional Materials – ongoing, approximately 70% (pending delivery of items from various vendors). 	<ul style="list-style-type: none"> • Professional Development – A total of 52 participants were identified for attending at least one day of the PD. (See attached attendance sheet) Participants will receive resource kits (supplies) and the option to receive Continuing Education Units. • All Monthly Workshops, GATE Testing and monitoring will resume SY20-21 once Pandemic Condition of Readiness 1 (PCOR1) is lifted and all are allowed to resume normal working status.

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)						
<p>6.1 Guam Academic Program / Professional Development</p> <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>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹<i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Pre-K GATE Testing</th> </tr> <tr> <th style="text-align: center;"># of Students Tested</th> <th style="text-align: center;"># of Students Passed</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">92</td> <td style="text-align: center;">92</td> </tr> </tbody> </table>	Pre-K GATE Testing		# of Students Tested	# of Students Passed	92	92	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²<i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p> <p>Professional Development is essential for educators as new teaching information, techniques, and methods are continually being updated or changed. 52 PreK-5th grade GATE teachers and project staff who participated in GATE training held from August 17-21 is a good indicator that this group of GATE students are getting exposed to more current methods of teaching. Optimistically, this will have a positive impact on how these students will fare in both the formative and summative testing for the year.</p>
Pre-K GATE Testing								
# of Students Tested	# of Students Passed							
92	92							

**FFY 2019 CONSOLIDATED GRANT
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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
6.1 Professional Development	60% PreK-5 th grade teachers receiving training and materials will implement strategies learned in PD in the classroom. 65% of GATE students will score at either READY or EXCEEDING level in ACT Aspire Reading and Math assessments.	Site visit by GATE staff ACT Aspire scores in Reading and Math	Number of GATE teachers implementing strategies learned in PD % of students scoring at either READY or EXCEEDING	31 out of 40 (78%) responded using strategies (May 25, 2018) Reading: 4 th grade: % READY or EXCEEDING = 50% 5 th grade: % READY or EXCEEDING = 50%	Actual: Rate of PD strategy implementation = 3 schools / 4 monitored = 75% Target: 50% Actual: Ongoing instruction.	Actual: Rate of PD strategy implementation = 5 schools / 5 monitored = 100% Target: 55% Actual: Ongoing instruction.	Actual: No activity was conducted for this period as a result of early school closure due to the COVID-19 pandemic. Target: 60% Actual: ACT Aspire testing was cancelled for SY19-20 due to the COVID-19 pandemic.	Actual: No activity was conducted for this period as a result of school closure due to the COVID-19 pandemic. Target: 70% Actual: ACT Aspire testing was cancelled for SY19-20 due to the COVID-19 pandemic.

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				<u>Math</u> 4 th grade: % READY or EXCEEDI NG = 55% 5 th grade: % READY or EXCEEDI NG = 35%	<u>Target:</u> ACT Aspire student summative testing is done at end of school year” (FY’19 per table of performance measure)	<u>Target:</u> ACT Aspire student summative testing is done at end of school year” (FY’19 per table of performance measure)	<u>Target:</u> ACT Aspire student summative testing is done at this time.	
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**FFY 2019 CONSOLIDATED GRANT
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 Grant Award #: S403A180002, S403A180002-18A**

COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
6.2 Math Enrichment Program	<ul style="list-style-type: none"> GATE Math Enrichment Teacher will resume services in SY20-21 via distance learning. 	<p>Due to COVID 19 Pandemic, services are being scheduled for distance learning by GATE Math Enrichment Teacher. During this reporting period approximately 60 students have already received services.</p>

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 Grant Award #: S403A180002, S403A180002-18A

COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)
<p>6.2 Math Enrichment Program</p> <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>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹<i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p> <p>GATE Math Enrichment Teacher provided both GATE classroom teacher and students access codes to retrieving the practice and worksheets that was presented to them, via Google Classroom and Google Slides. Students are able to take the time to practice independently and check their work on their practices with the answer key made available to them as well.</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²<i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p> <p>GATE Math Teacher requested supplemental materials but delivery was disrupted by the early school closure due to the COVID-19 pandemic.</p> <p>These Math school material items procured will resume being used during class instructions when school opens in the Fall for SY20-21.</p>

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
6.2 Math Enrichment Program	80% Math Enrichment Teacher will report using supplemental instructional materials being used while servicing 4 th and 5 th grade GATE students.	Written teacher reports.	% of Math Enrichment Teacher reporting using math instructional materials to teach math	SY 18-19, 4 th Quarter = 100%	Actual: 24 of 24 schools = 100% Target: 65% report using materials in Math	Actual: 24 of 24 schools = 100% Target: 75% report using materials in Math	Actual: No activity was conducted for this period as a result of early school closure due to the COVID-19 pandemic. Target: 80% report using materials in Math	Actual: Approximately 60 students received services via Zoom or Google Meets. Schools continue to be closed due to COVID-19 pandemic.

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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
6.3 Academic Special Events (ASE)	GATE Academic Special Events Coordinator has communicated with schools for SY20-21 ASE to brainstorm how to proceed given the islands school closure due to COVID 19 pandemic.	No events took place during this reporting period due to COVID 19 Pandemic.

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<p align="center">COMPONENT</p>	<p align="center">PRIMARY DATA GENERATED</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)</p>																				
<p>6.3 Academic Special Events</p> <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>WHAT PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹<i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p> <table border="1" data-bbox="548 672 1194 969"> <thead> <tr> <th rowspan="2">Name of Academic Special Event</th> <th colspan="2"># of Student Participants for SY19-20</th> </tr> <tr> <th>Public</th> <th>PNP</th> </tr> </thead> <tbody> <tr> <td>Academic Challenge Bowl (Middle)</td> <td>75</td> <td>92</td> </tr> <tr> <td>Academic Challenge Bowl (High)</td> <td>58</td> <td>87</td> </tr> <tr> <td>Math Olympiad (Elementary)</td> <td>64</td> <td>32</td> </tr> <tr> <td>MATHCOUNTS (Middle)</td> <td>21</td> <td>56</td> </tr> <tr> <td>National Forensic League (High)</td> <td>11</td> <td>76</td> </tr> </tbody> </table>	Name of Academic Special Event	# of Student Participants for SY19-20		Public	PNP	Academic Challenge Bowl (Middle)	75	92	Academic Challenge Bowl (High)	58	87	Math Olympiad (Elementary)	64	32	MATHCOUNTS (Middle)	21	56	National Forensic League (High)	11	76	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²<i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p> <p>SY'20-'21 Academic Special Events (ASE) Program currently working on a platform to conduct events due to COVID 19 pandemic situation.</p> <p>These academic special events are designed to promote a spirit of competition and drive for discipline and excellence, and get the students to be more interested and engaged in learning.</p>
Name of Academic Special Event	# of Student Participants for SY19-20																					
	Public	PNP																				
Academic Challenge Bowl (Middle)	75	92																				
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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
6.3 Academic Special Events	75% of responding students participating in academic special event will report being engaged in learning and feeling more confident in their academic work (using modified survey produced by GATE project personnel with the assistance of the PCIV – Data)	Instrument measuring academic engagement and confidence	% of students reporting feeling more engaged in learning and feeling more confident.	86.3% 3 rd Quarter, FY'18	Actual: Competitions still ongoing. Survey will be administered at end of competitions in late April 2020, and results reported in the 3 rd Quarter. Target: 70% report feeling more confident and engaged	Actual: Competitions completed. Surveys to be administered and results reported in the 3 rd Quarter. Target: Student engagement survey administered at this time, results reported in the 3 rd quarter.	Actual: 86.2% overall percentage of students engaged Target: 75% report feeling more confident and engaged	Actual: No competitions were conducted for this period as a result of school closure due to the COVID-19 pandemic.

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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION																				
6.4 Visual Arts/Theatre/Music Programs	<ul style="list-style-type: none"> • Theatre: GATE Production: Little Shop of Horror – Postponed indefinitely due to COVID 19 Pandemic. • Music (Choir): Services resumed for SY20-21 via distance learning. • Art: Services will resumed for SY20-21 via distance learning. • Dance: Services will resumed for SY20-21 via distance learning. Services were provided to 3 schools: Machananao ES (15), Finegayan (21), Benavente MS (21) 	<ul style="list-style-type: none"> • Theatre: Pending. • Music: Teacher was able to meet with the following 70 students: <table border="1" data-bbox="1297 435 1879 813" style="margin-left: 20px;"> <thead> <tr> <th>Elementary School</th> <th># of Students</th> </tr> </thead> <tbody> <tr><td>Adacao</td><td>4</td></tr> <tr><td>Astumbo</td><td>15</td></tr> <tr><td>Carbullido</td><td>19</td></tr> <tr><td>DL Perez</td><td>4</td></tr> <tr><td>MU Lujan</td><td>7</td></tr> <tr><td>Price</td><td>7</td></tr> <tr><td>Talofofo</td><td>6</td></tr> <tr><td>Tamuning</td><td>6</td></tr> <tr><td>MA Ulloa</td><td>2</td></tr> </tbody> </table> • Art: Services were provided to 20 students at Adacao Elementary and 8 students at PC Lujan Elementary. • Dance: Services were provided to 3 schools: Machananao ES (15), Finegayan (21), Benavente MS (21) 	Elementary School	# of Students	Adacao	4	Astumbo	15	Carbullido	19	DL Perez	4	MU Lujan	7	Price	7	Talofofo	6	Tamuning	6	MA Ulloa	2
Elementary School	# of Students																					
Adacao	4																					
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**FFY 2019 CONSOLIDATED GRANT
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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)										
<p>6.4 Visual Arts/Theatre/Music Program</p> <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>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <p><u>Data as of September 30, 2020</u></p> <table border="1" data-bbox="550 695 1194 977"> <thead> <tr> <th>GATE Activity (Visual Arts/Theatre/Music)</th> <th># of Student Participants</th> </tr> </thead> <tbody> <tr> <td>1. GATE Production: Little Shop of Horrors</td> <td>Pending</td> </tr> <tr> <td>2. GATE Honor Choir at 9 Elementary Schools</td> <td>70</td> </tr> <tr> <td>3. Art Program 2 Elementary Schools</td> <td>28 participants</td> </tr> <tr> <td>4. Dance Workshops</td> <td>57 attendees</td> </tr> </tbody> </table>	GATE Activity (Visual Arts/Theatre/Music)	# of Student Participants	1. GATE Production: Little Shop of Horrors	Pending	2. GATE Honor Choir at 9 Elementary Schools	70	3. Art Program 2 Elementary Schools	28 participants	4. Dance Workshops	57 attendees	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>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 in academics.</p> <p>Of all the student participants in the Visual Performing Arts (VPA) who took the student engagement survey, results for SY19-20 reflect 86.6% are engaged. This indicates a good majority of the VPA participants having positive attitude and conduct towards learning and school.</p>
GATE Activity (Visual Arts/Theatre/Music)	# of Student Participants											
1. GATE Production: Little Shop of Horrors	Pending											
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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
6.4 Visual Arts/Theatre/Music Programs	75% of students who participate in Visual Performing Arts (VPA), Theatre and Music programs will be engaged and report feeling confident in their academic work (using same measure of engagement as 6.3)	Instrument measuring academic engagement and confidence	% of students reporting feeling engaged and confident in learning	88% overall percentage of students engaged	<p>Actual: Activities are continuing. Conduct of student engagement survey will be done April 2020, and results reported in 3rd Quarter.</p> <p>Target: 70% report feeling more engaged and confident</p>	<p>Actual: Activities are continuing. Conduct of student engagement survey will be done April 2020, and results reported in 3rd Quarter.</p> <p>Target: No Visual Arts/Theater/Music at this time</p>	<p>Actual: 86.6% overall percentage of students engaged</p> <p>Target: 75% report feeling more engaged and confident</p>	<p>Actual: Activities have resumed for SY20-21.</p> <p>Student engagement survey results were provided on 3rd Quarter Report.</p>

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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 taken during this reporting period.</p>
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	<p>(Was training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p><i>National Association for Gifted Children (NAGC) 66th Annual Convention on November 6-10, 2019 in Albuquerque, New Mexico</i> : Travelers were: (3) GATE Teachers (Ceferino Duarosan, Maria Mafnas, and Aimee Lizama) and (1) GATE Project Staff (Divina Leones-Tumanda. All travelers cleared with business office of all requirements upon arrival within (10) days and will share information with other GATE teachers during monthly workshops.</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 Coordinator (PCIV) – provides guidance, enters requisitions and makes decisions on various project components. School Program Consultant – assists Project Director, provides guidance to all academic GATE teachers and takes the lead in coordinating PD and in-service trainings. Program Coordinator II – conducts all aspects of Academic Special Events, inclusive of processing stipends for eligible coaches and judges. Secretary I Typist (shared) – <i>Currently vacant</i>. Provide clerical work for all programs and schedules GATE testing for eligible students. Teacher IV Art – prepares and provides instructional strategies in age appropriate lessons and activities in Art for identified GATE elementary students. (1) Dance Teacher IV (PT) – provides instructional in age appropriate lessons and activities in dance for identified GATE students. (2) School Aides – assist GATE PreK teacher with educational activities, covers the class in the absence of teacher attending GATE preapproved activity.</p>
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>GATE teachers are adjusting to new ways of conducting classes via distance learning due to the COVID 19 pandemic.</p>

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AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	
EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT Professional Development (PD) for teachers will improve teacher skills and student learning. Supplies, materials and equipment procured will assist teachers with their classroom activities. Academic Special Events competitions and Visual Performing Arts will improve student engagement and learning.</p>
EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.	<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 COVID-19 pandemic has cancelled all face-to-face instruction and performances. Due to the COVID 19 Pandemic, all activities were adjusting to new way of learning in the different platforms. Difficulty communicating with families to participate, since they had to go through the school’s GATE teacher and then awaiting parent decision, and finally signing up for Art or Music. Challenged with technical difficulties with audio for music and dance classes. Vendor delivery of supplies/materials had to be scheduled so personnel can meet at delivery area to receive as we were encouraged to telework.</p>
WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	<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 <u>Once Pandemic Condition Of Readiness 1 (PCOR1) is lifted:</u></p> <ul style="list-style-type: none"> • Monthly workshops will continue with scheduled presentations from travelers and others sharing best practices. • GATE Tester to continue testing, with focus on GATE PreK. • Art, Music, and Dance will continue with their activities. • Theatre to continue preparations for production “Little Shop of Horrors”. • Academic Special Events to schedule and start face to face competitions. • GATE Math Enrichment Teacher to make rounds to schools as scheduled.

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EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.

100 WORD COUNT

- Monthly In-Service Workshops provides opportunity for all GATE Teachers to share what’s happening at their respective schools and strategies they find helpful. Presentations are scheduled during these meetings from teacher’s who attended the NAGCs or other trainings.
- GATE SPC conducts periodic monitoring of GATE classrooms and VPA activities.
- School Administrators evaluate GATE VPA teachers who provide services to their students.
- All Purchase Orders are periodically reviewed to ensure items are delivered timely.
- GATE office staff attends Art Exhibits, Music performances, Theatre productions and other related activities.
- Attendance logs for schools participating in Academic Special Events.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #6 Gifted and Talented Education

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named 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:

LEON P.C. BAMBA
 PROJECT COORDINATOR NAME (PRINT)

Leon P.C. Bamba
 PROJECT COORDINATOR NAME (SIGNATURE)

07/16/20
 DATE

JOSEPH L.M. SANCHEZ
 PROJECT MANAGER NAME (PRINT)


 PROJECT MANAGER (SIGNATURE)

10/16/2020
 DATE

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Project No. 6

Gifted and Talented Education (GATE)

Correspondences



Shandice Jenniel Calano <sjcalano@gdoe.net>

GATE 4th Quarter Report

21 messages

Leon P.C. Bamba <lpcbamba@gdoe.net>

Fri, Oct 16, 2020 at 1:21 PM

To: Shandice Jenniel Calano <sjcalano@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>

Cc: "Kevin M. Taitague" <kmtaitague@gdoe.net>, "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>

Hafa Adai,

Attached are the GATE 4th Quarter Report documents for your review and feedback, as needed.

Kevin/Roe-Ann, I cc'd you both on this email cause Mr. Sanchez will need to sign all three reports, unless FPD advises otherwise. Thanks.

--

*Senseramente,***Leon P.C. Bamba**

Program Coordinator IV

Division of Curriculum & Instructional Improvement

Guam Department of Education

Office: 671-300-3687 or 300-1247**Email: lpcbamba@gdoe.net**

Guam Department of Education

**GATE 4th Qtr Rpt 101620.zip**

650K

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

Fri, Oct 16, 2020 at 1:42 PM

To: "Leon P.C. Bamba" <lpcbamba@gdoe.net>

Cc: Shandice Jenniel Calano <sjcalano@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>

Received, thank you. Will process for signature.

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

Leon P.C. Bamba <lpcbamba@gdoe.net>

Fri, Oct 16, 2020 at 1:48 PM

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

Cc: Shandice Jenniel Calano <sjcalano@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>

Thank you.

[Quoted text hidden]

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

Fri, Oct 16, 2020 at 5:35 PM

To: "Rosemarie B. Mendiola" <rmbendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, Shandice Jenniel Calano <sjcalano@gdoe.net>

Cc: "Leon P.C. Bamba" <lpcbamba@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>

Hafa Adai All!

Please see signed report for GATE attached below. Thank you and have a great weekend!

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



612 GATE 4th QTR FY19 Report.pdf

1824K

Barbara S.A. Aquino <bsaaquino@gdoe.net>

Fri, Oct 16, 2020 at 5:47 PM

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

Cc: "Rosemarie B. Mendiola" <rmbendiola@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, Shandice Jenniel Calano <sjcalano@gdoe.net>, "Leon P.C. Bamba" <lpcbamba@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>

Acknowledged receipt of your email. Thanks Ms. Roe-Ann.

[Quoted text hidden]

--

Barbara SA Aquino

Federal Programs Division

Guam Department of Education

State Agency for US-Ed Grants

501 Mariner Avenue, Barrigada, Guam 96913

(671) 300-1257

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Guam Department of Education

Ana O. Aguon <aoaguon@gdoe.net>

Wed, Oct 21, 2020 at 9:33 PM

To: Shandice Jenniel Calano <sjcalano@gdoe.net>

Cc: "Leon P.C. Bamba" <lpcbamba@gdoe.net>

Hafa Adai Shandice,

Attached is the *reviewed* **4th Quarter Report for the CG'19 GATE Project**, with my comments and feedback (highlighted in green and red). I was able to talk and discuss with Leon some of these things.

Please don't hesitate to let me know if there are questions or things that are not clear.

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

On Fri, Oct 16, 2020 at 1:22 PM Leon P.C. Bamba <lpcbamba@gdoe.net> wrote:

[Quoted text hidden]

Guam Department of Education

 **Reviewed GATE 4th Qtr Rpt 101620_aoa.docx**
155K

Shandice Jenniel Calano <sjcalano@gdoe.net>
To: "Leon P.C. Bamba" <lpcbamba@gdoe.net>
Cc: "Ana O. Aguon" <aoaguon@gdoe.net>

Thu, Oct 22, 2020 at 9:11 AM

Hafa Adai Leon,

Please make the necessary corrections and resend to me. Thank you!

Regards,

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

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[Quoted text hidden]

Leon P.C. Bamba <lpcbamba@gdoe.net>
To: Shandice Jenniel Calano <sjcalano@gdoe.net>
Cc: "Ana O. Aguon" <aoaguon@gdoe.net>

Thu, Oct 22, 2020 at 9:23 AM

Ok, will copy paste this afternoon. Thanks.

[Quoted text hidden]

[Quoted text hidden]

Guam Department of Education

[Quoted text hidden]

Ana O. Aguon <aoaguon@gdoe.net>
To: "Leon P.C. Bamba" <lpcbamba@gdoe.net>
Cc: Shandice Jenniel Calano <sjcalano@gdoe.net>

Thu, Oct 22, 2020 at 9:27 AM

Leon,

There are some parts where it asks for data from the project, so I'm hoping they are available.

Thanks,
Ana

[Quoted text hidden]

--

Kind Regards,

Ana O. Aguon
Program Coordinator IV
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

Leon P.C. Bamba <lpcbamba@gdoe.net>
To: "Ana O. Aguon" <aoaguon@gdoe.net>
Cc: Shandice Jenniel Calano <sjcalano@gdoe.net>

Thu, Oct 22, 2020 at 9:29 AM

Ok, I'll review your feedback and provide updates if available. Thanks.

[Quoted text hidden]

Leon P.C. Bamba <lpcbamba@gdoe.net>
To: "Ana O. Aguon" <aoaguon@gdoe.net>
Cc: Shandice Jenniel Calano <sjcalano@gdoe.net>

Fri, Oct 23, 2020 at 9:44 AM

Please see attached updated GATE 4th Quarter Report based on our discussion. Thanks.

[Quoted text hidden]

 **GATE 4th Qtr Rpt updated 102320.doc**
271K

Leon P.C. Bamba <lpcbamba@gdoe.net>
To: Shandice Jenniel Calano <sjcalano@gdoe.net>

Wed, Oct 28, 2020 at 2:38 PM

This one?

[Quoted text hidden]

Guam Department of Education

 **GATE 4th Qtr Rpt 101620.zip**
650K

Shandice Jenniel Calano <sjcalano@gdoe.net>
To: "Leon P.C. Bamba" <lpcbamba@gdoe.net>

Wed, Oct 28, 2020 at 2:39 PM

Yes but I need the file signed by you and Mr. Sanchez.

Shandice J.T.D. Calano

State Program Officer

Federal Programs Division

Guam Department of Education

State Agency for US-Ed Federal Grants

500 Mariner Avenue,

Barrigada, GU 96910-1608

Tel: (671) 300-1266

Email: sjcalano@gdoe.net

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[Quoted text hidden]

Leon P.C. Bamba <lpcbamba@gdoe.net>
To: Shandice Jenniel Calano <sjcalano@gdoe.net>

Wed, Oct 28, 2020 at 2:42 PM

I don't have that. Please ask Roe-Ann. Sorry!

[Quoted text hidden]

[Quoted text hidden]

Guam Department of Education

[Quoted text hidden]

Shandice Jenniel Calano <sjcalano@gdoe.net>
To: "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>
Cc: "Kevin M. Taitague" <kmtaitague@gdoe.net>, "Leon P.C. Bamba" <lpcbamba@gdoe.net>

Wed, Oct 28, 2020 at 3:22 PM

Hi Roe-Ann,

Can you please send me GATE's signed (Mr. Sanchez and Mr. Bamba) 4th Quarter Report? Please also include the Personnel Certification and Fixed assets. Thank you for your assistance!

Regards,

Shandice J.T.D. Calano

State Program Officer

Federal Programs Division

Guam Department of Education

State Agency for US-Ed Federal Grants

500 Mariner Avenue,

Barrigada, GU 96910-1608

Tel: (671) 300-1266

Email: sjcalano@gdoe.net

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[Quoted text hidden]

Roe-Ann Jean M. Cruz <roemcruz@gdoe.net>
To: Shandice Jenniel Calano <sjcalano@gdoe.net>
Cc: "Kevin M. Taitague" <kmtaitague@gdoe.net>, "Leon P.C. Bamba" <lpcbamba@gdoe.net>

Wed, Oct 28, 2020 at 3:29 PM

Hi Shandice!


Please see signed report attached as submitted on 10/16/2020. This file includes Personnel Certification as well as fixed asset list. 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

 **612 GATE 4th QTR FY19 Report.pdf**
1824K

Shandice Jenniel Calano <sjcalano@gdoe.net>
To: "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>
Cc: "Kevin M. Taitague" <kmtaitague@gdoe.net>, "Leon P.C. Bamba" <lpcbamba@gdoe.net>

Wed, Oct 28, 2020 at 3:41 PM

Thank you so much Roe-Ann.

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

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[Quoted text hidden]

Roe-Ann Jean M. Cruz <roemcruz@gdoe.net>
To: Shandice Jenniel Calano <sjcalano@gdoe.net>
Cc: "Kevin M. Taitague" <kmtaitague@gdoe.net>, "Leon P.C. Bamba" <lpcbamba@gdoe.net>

Wed, Oct 28, 2020 at 3:43 PM

You're welcome!

[Quoted text hidden]

Guam Department of Education

Shandice Jenniel Calano <sjcalano@gdoe.net>
To: "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>
Cc: "Kevin M. Taitague" <kmtaitague@gdoe.net>, "Leon P.C. Bamba" <lpcbamba@gdoe.net>, "Roque C. Yamashita" <rcyamashita@gdoe.net>

Wed, Oct 28, 2020 at 3:44 PM

Roe-Ann,

I apologize, can you please also send College Pathway and Career Pathway? I'm sorry I forgot that Roque and I are transitioning to be the SPOs for these two Projects as well.

Thank you so much!

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

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[Quoted text hidden]

Roe-Ann Jean M. Cruz <roemcruz@gdoe.net>
To: Shandice Jenniel Calano <sjcalano@gdoe.net>
Cc: "Kevin M. Taitague" <kmtaitague@gdoe.net>, "Leon P.C. Bamba" <lpcbamba@gdoe.net>, "Roque C. Yamashita" <rcyamashita@gdoe.net>

Wed, Oct 28, 2020 at 4:11 PM

Hi Shandice!

I forwarded the documents in their original emails. Let me know if any others are needed, thank you!

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]

Shandice Jenniel Calano <sjcalano@gdoe.net>
To: "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>
Cc: "Kevin M. Taitague" <kmtaitague@gdoe.net>, "Leon P.C. Bamba" <lpcbamba@gdoe.net>, "Roque C. Yamashita" <rcyamashita@gdoe.net>

Wed, Oct 28, 2020 at 4:12 PM

Thank you Roe-Ann

Shandice J.T.D. Calano**State Program Officer**

Federal Programs Division

Guam Department of Education

State Agency for US-Ed Federal Grants

500 Mariner Avenue,

Barrigada, GU 96910-1608

Tel: (671) 300-1266

Email: sjcalano@gdoe.net*"This institution is an equal opportunity provider and employer."*

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DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Project No. 6

Gifted and Talented Education (GATE)

Personnel Certification

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: **84.403A Consolidated Grant to the Outlying Areas**
 Project Title: **82650 Gifted & Talented Education**

Fiscal Year 2020

Reporting Period: 4th Qtr (Jul - Sept)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
690-01-1835	Bamba, Leon P.C.	PROG COORD IV	820 C&I	
690-00-9675	Leones-Tumanda, Divina G.	SCH PROG CONSULTANT	820 C&I	
690-01-4605	Candaso, Frank U. Jr.	PROG COORD II	820 C&I	
690-00-7239	Ochoco, Ernest	PROG COORD III	820 C&I	
690-00-4310	Sumbo, Levi Jun	SCH AIDE II	318 HBPEs	
690-01-5795	Estipona, Jael Kris Noemi R.	SCH AIDE I	318 HBPEs	
690-00-9353	Dimalanta, Adelle A.	TEACHER III	820 C&I	
690-01-3837	Aguon, Ana O.	Program Coordinator IV	812- FPD	

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:
Leon P.C. Bamba

Immediate Supervisor's Signature: *Leon P.C. Bamba* Date: 10/12/2020

Project Coordinator Name:
Leon P.C. Bamba

Project Coordinator Signature: *Leon P.C. Bamba* Date: 10/12/2020

Federal Programs Compliance Administrator Name:
Ignacio C. Santos, FPD Administrator

Federal Programs Compliance Administrator Signature: _____ Date: _____

Project Manager Name:
Joseph L.M. Sanchez

Project Manager Signature: *Joseph L.M. Sanchez* Date: 10/16/2020

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Project No. 6

Gifted and Talented Education (GATE)

Fiscal 10% Monitoring

GUAM DEPARTMENT OF EDUCATION - FEDERAL PROGRAMS DIVISION

10% Personnel Time Certification Monitoring

Project Name: **GIFTED AND TALENTED EDUCATION (GATE)**

Pay Period Ending: **9/14/2020**

Pay Period #: **26**

FEDERAL ROSTER - FPO

4th Quarter: FY20 PP21 (07/04/2020) - FY19 PP26 (09/12/2020)

Employee #	STAFFING PATTERN Employee Name	Group/BU	GDOE Official Position Title	FEDERAL ROSTER Grant Application (F1860) Position Title	Worksite Location #	Worksite Location Description	Object Class Code	Project Code	Comments	PP Labor Cost	Federal Roster	Quarterly Certification	Attendance Log	Monitoring Comments
9353	ADELLE A DIMALANTA		Teacher III	82650 - GATE ART (Teacher IV)	820	C & I - CURRICULUM & INSTRUCTION	11100	82650						
11213	JAEL KRIS NOAMI R. ESTIPONA	STAF	INSTRUCT. ASSIST. (SCHOOL AIDE I)	82650 - INSTRUCT. ASSIST. (SCHOOL AIDE I)	318	HBPES - H.B. PRICE ELEMENTARY	11100	82650						
4310	LEVI JUN B SUMBO	STAF	INSTRUCT. ASSIST. (SCHOOL AIDE II)	82650 - INSTRUCT. ASSIST. (SCHOOL AIDE II)	318	HBPES - H.B. PRICE ELEMENTARY	11100	82650						
14605	FRANK U CANDASO	PROF	PROGRAM COORDINATOR II	82650 - PROGRAM COORDINATOR II	820	C & I - CURRICULUM & INSTRUCTION	11100	82650	Resigned Effective 8/28/2020					
11835	LEON P BAMBA	PROF	PROGRAM COORDINATOR IV	82650 - PROGRAM COORDINATOR IV	820	C & I - CURRICULUM & INSTRUCTION	11100	82650						
13837	ANA MARIA T. O AGUON	PROF	PROGRAM COORDINATOR IV	82650 - PROGRAM COORDINATOR IV - DATA	812	FED PROG - FEDERAL PROGRAMS	11100	82650	CHARGED 11%-CG (82600, 82610, 82620, 82630, 82640, 82650, 82660, 82670, 82680)					
9675	DIVINA GRACIA C LEONES-TUMANDA	PROF	SCHOOL PROGRAM CONSULTANT	82650 - SCHOOL PROGRAM CONSULTANT	820	C & I - CURRICULUM & INSTRUCTION	11100	82650		X	X	X	X	
7239	ERNEST OCHOCO	PROF	PROGRAM COORDINATOR III	82650 - PROGRAM COORDINATOR III	840	C & I - CURRICULUM & INSTRUCTION	11100	82650						

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.



 Shandice D. Calano, State Program Officer

 Rachel S. Duenas, Senior State Program Officer

 Ignacio C. Santos, Federal Programs Administrator

2. PERSONNEL SALARIES & 3. FRINGE BENEFITS										
Personnel		FY 2018 Carryover Funds			FY 2019 Funds			Total Funds for Project		
Position Titles	% of Time	Salary	Fringe	FY 2018	Salary	Fringe	FY 2019	Salary	Fringe	Totals
				Totals			Totals			
FULL-TIME										
PROGRAM COORDINATOR IV (GDOE 95% (PNP 4%) (Charter 1%))	100%	\$ -	\$ -	\$ -	\$ 64,350.00	\$ 18,210.51	\$ 82,560.51	\$ 64,350.00	\$ 18,210.51	\$ 82,560.51
PROGRAM COORDINATOR IV - DATA	11%	\$ -	\$ -	\$ -	\$ 6,369.00	\$ 2,542.76	\$ 8,911.76	\$ 6,369.00	\$ 2,542.76	\$ 8,911.76
SCHOOL PROGRAM CONSULTANT (SPC) (GDOE 95% (PNP 4%) (Charter 1%))	100%	\$ -	\$ -	\$ -	\$ 59,246.00	\$ 22,110.70	\$ 81,356.70	\$ 59,246.00	\$ 22,110.70	\$ 81,356.70
PROGRAM COORDINATOR II - (GDOE 95%) (PNP 4%) (Charter 1%)	100%	\$ -	\$ -	\$ -	\$ 43,910.00	\$ 12,749.11	\$ 56,659.11	\$ 43,910.00	\$ 12,749.11	\$ 56,659.11
NEW PROGRAM COORDINATOR II - VACANT (GDOE 95%) (PNP 4%) (Charter 1%)	100%	\$ -	\$ -	\$ -	\$ 26,652.08	\$ 12,363.18	\$ 39,015.26	\$ 26,652.08	\$ 12,363.18	\$ 39,015.26
ADMINISTRATIVE OFFICER - VACANT (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$ -	\$ -	\$ -	\$ 5,425.76	\$ 2,146.41	\$ 7,572.17	\$ 5,425.76	\$ 2,146.41	\$ 7,572.17
SECRETARY I TYPIST (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$ -	\$ -	\$ -	\$ 4,910.91	\$ 2,146.41	\$ 7,057.32	\$ 4,910.91	\$ 2,146.41	\$ 7,057.32
ADMINISTRATIVE ASSISTANT (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$ -	\$ -	\$ -	\$ 4,972.16	\$ 1,442.72	\$ 6,414.88	\$ 4,972.16	\$ 1,442.72	\$ 6,414.88
CLERK TYPIST III (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$ -	\$ -	\$ -	\$ 4,781.28	\$ 1,924.80	\$ 6,706.08	\$ 4,781.28	\$ 1,924.80	\$ 6,706.08
FULL-TIME - TEACHERS/SCHOOLS AIDES										
GATE MUSIC (Teacher IV)	100%	\$ -	\$ -	\$ -	\$ 34,383.00	\$ 13,520.19	\$ 47,903.19	\$ 34,383.00	\$ 13,520.19	\$ 47,903.19
GATE ART (Teacher IV)	100%	\$ -	\$ -	\$ -	\$ 46,501.00	\$ 13,519.19	\$ 60,020.19	\$ 46,501.00	\$ 13,519.19	\$ 60,020.19
INSTRUCT. ASSIST. (SCHOOL AIDE II)	100%	\$ -	\$ -	\$ -	\$ 33,948.00	\$ 14,255.91	\$ 48,203.91	\$ 33,948.00	\$ 14,255.91	\$ 48,203.91
INSTRUCT. ASSIST. (SCHOOL AIDE I)	100%	\$ -	\$ -	\$ -	\$ 26,369.00	\$ 10,781.30	\$ 37,150.30	\$ 26,369.00	\$ 10,781.30	\$ 37,150.30
PART-TIME										
GATE DANCE (Teacher IV) (PT)	100%	\$ -	\$ -	\$ -	\$ 8,688.62	\$ 3,153.40	\$ 11,842.02	\$ 8,688.62	\$ 3,153.40	\$ 11,842.02
GATE MUSIC (Teacher IV) (PT)	100%	\$ -	\$ -	\$ -	\$ 8,688.62	\$ 3,153.40	\$ 11,842.02	\$ 8,688.62	\$ 3,153.40	\$ 11,842.02
Subtotals		\$ -	\$ -	\$ -	\$ 379,195.42	\$ 134,020.00	\$ 513,215.42	\$ 379,195.42	\$ 134,020.00	\$ 513,215.42
Grand Total								\$	513,215.42	

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: **84.403A Consolidated Grant to the Outlying Areas**
 Project Title: **82650 Gifted & Talented Education**

Fiscal Year 2020

Reporting Period: 4th Qtr (Jul - Sept)

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
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690-00-9675	Leones-Tumanda, Divina G.	SCH PROG CONSULTANT	820 C&I	
690-01-4605	Candaso, Frank U. Jr.	PROG COORD II	820 C&I	
690-00-7239	Ochoco, Ernest	PROG COORD III	820 C&I	
690-00-4310	Sumbo, Levi Jun	SCH AIDE II	318 HBPEs	
690-01-5795	Estipona, Jael Kris Noemi R.	SCH AIDE I	318 HBPEs	
690-00-9353	Dimalanta, Adelle A.	TEACHER III	820 C&I	
690-01-3837	Aguon, Ana O.	Program Coordinator IV	812-FPD	

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:
Leon P.C. Bamba

Immediate Supervisor's Signature: *Leon P.C. Bamba* Date: 10/12/2020

Project Coordinator Name:
Leon P.C. Bamba

Project Coordinator Signature: *Leon P.C. Bamba* Date: 10/12/2020

Federal Programs Compliance Administrator Name:
Ignacio C. Santos, FPD Administrator

Federal Programs Compliance Administrator Signature: _____ Date: _____

Project Manager Name:
Joseph L.M. Sanchez





Project Manager Signature: *Joseph L.M. Sanchez* Date: 10/16/2020

LABOR COST DISTRIBUTION REPORT
PPE : 09/12/2020_PD 09/18/2020_PP26

Sum of Total PROJECTS	Name	Emp #	R-OBJECT		Grand Total
			0111	0121	
82650	ADELLE A DIMALANTA	9353	1,922.65	639.92	2,562.57
	DIVINA GRACIA C LEONES-TUMANDA	9675	2,278.69	745.82	3,024.51
	ERNEST O OCHOCO	7239	1,731.31	624.11	2,355.42
	Jael KRIS NOEMI R ESTIPONA	15795	811.35	251.16	1,062.51
	LEON P BAMBA	11835	2,475.00	693.49	3,168.49
	LEVI JUN B SUMBO	4310	1,305.69	564.36	1,870.05
Grand Total			10,524.69	3,518.86	14,043.55

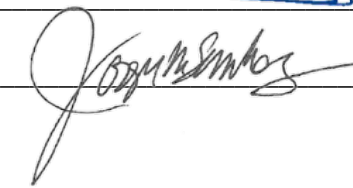
CURRICULUM & INSTRUCTION
EMPLOYEE DAILY ATTENDANCE LOG

PAY PERIOD ENDING: 9/12/2020

NAME OF EMPLOYEE	WEEK 1					MONDAY 9/7/2020	WEEK 2			
	MONDAY 8/31/2020	TUESDAY 9/1/2020	WEDNESDAY 9/2/2020	THURSDAY 9/3/2020	FRIDAY 9/4/2020		TUESDAY 9/8/2020	WEDNESDAY 9/9/2020	THURSDAY 9/10/2020	FRIDAY 9/11/2020
BAMBA, Leon	TW	TW	TW	TW	TW	LABOR DAY HOLIDAY	TW	TW	TW	TW
BLAS, Joshua	TW	TW	TW	TW	TW		TW	TW	TW	TW
CALVO, Sylvia	TW	TW	TW	TW	TW		TW	TW	TW	TW
CAMACHO, Michelle	TW	TW	TW	TW	TW		TW	TW	TW	TW
CHACO, Felix	TW	TW	TW	TW	TW		TW	TW	TW	TW
CRUZ, Roe-Ann	TW	TW	TW	TW	TW		TW	TW	TW	TW
ESCUADRA, Kelly	TW	TW	TW	TW	TW		TW	TW	TW	TW
FEURGUR, Tamarie	TW	TW	TW	TW	TW		TW	TW	TW	TW
GARRIDO, Avelino	TW	TW	TW	TW	TW		TW	TW	TW	TW
LEON GUERRERO, Frank	TW	TW	TW	TW	TW		TW	TW	TW	TW
LEONES, Divina Gracia	TW	TW	TW	TW	TW		TW	TW	TW	TW
NAHOLOWAA, Leah Beth	SL	SL	SL	SL	SL		SL	SL	SL	SL
NEDEDOG, Paul	TW	TW	TW	TW	TW		TW	TW	TW	TW
OCHOCO, Ernest	TW	TW	TW	TW	TW		TW	TW	TW	TW
PALOMO, Glenn	TW	TW	TW	TW	TW		TW	TW	TW	TW
REYES, Diana	TW	TW	TW	TW	TW		TW	TW	TW	TW
SANCHEZ, Eloise	TW	TW	TW	TW	TW		TW	TW	TW	TW
TAITAGUE, Kevin	TW	TW	TW	TW	TW		TW	TW	TW	TW
TOVES, Philip					TW		SL	SL	SL	SL

I certify that the Daily Attendance Log is true and correct.

TIME KEEPER'S SIGNATURE:  DATE: 9/14/20

SUPERVISOR'S SIGNATURE:  DATE: 9/14/20

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Project No. 6

Gifted and Talented Education (GATE)

Fiscal 100% Monitoring

GUAM DEPARTMENT OF EDUCATION - FEDERAL PROGRAMS DIVISION

100% Personnel Time Certification Monitoring

Project Name: GIFTED AND TALENTED EDUCATION (GATE)

Pay Period Ending: 7/18/2020


Pay Period #: 22

FEDERAL ROSTER - FPO

4th Quarter: FY20 PP21 (07/04/2020) - FY19 PP26 (09/12/202)

Employee #	STAFFING PATTERN Employee Name	Group/BU	GDOE Official Position Title	FEDERAL ROSTER Grant Application (F1860) Position Title	Worksite Location #	Worksite Location Description	Object Class Code	Project Code	Comments	PP Labor Cost	Federal Roster	Quarterly Certification	Monitoring Comments
9353	ADELLE A DIMALANTA		Teacher III	82650 - GATE ART (Teacher IV)	820	C & I - CURRICULUM & INSTRUCTION	11100	82650		X	X	X	
11213	JAEL KRIS NOAMI R. ESTIPONA	STAF	INSTRUCT. ASSIST. (SCHOOL AIDE I)	82650 - INSTRUCT. ASSIST. (SCHOOL AIDE I)	318	HBPES - H.B. PRICE ELEMENTARY	11100	82650		X	X	X	
4310	LEVI JUN B SUMBO	STAF	INSTRUCT. ASSIST. (SCHOOL AIDE II)	82650 - INSTRUCT. ASSIST. (SCHOOL AIDE II)	318	HBPES - H.B. PRICE ELEMENTARY	11100	82650		X	X	X	
14605	FRANK U CANDASO	PROF	PROGRAM COORDINATOR II	82650 - PROGRAM COORDINATOR II	820	C & I - CURRICULUM & INSTRUCTION	11100	82650		X	X	X	
11835	LEON P BAMBA	PROF	PROGRAM COORDINATOR IV	82650 - PROGRAM COORDINATOR IV	820	C & I - CURRICULUM & INSTRUCTION	11100	82650		X	X	X	
13837	ANA MARIA T. O AGUON	PROF	PROGRAM COORDINATOR IV	82650 - PROGRAM COORDINATOR IV - DATA	812	FED PROG - FEDERAL PROGRAMS	11100	82650	CHARGED 11%-CG (82600, 82610, 82620, 82630, 82640, 82650, 82660, 82670, 82680)		X	X	
9675	DIVINA GRACIA C LEONES-TUMANDA	PROF	SCHOOL PROGRAM CONSULTANT	82650 - SCHOOL PROGRAM CONSULTANT	820	C & I - CURRICULUM & INSTRUCTION	11100	82650		X	X	X	
7239	ERNEST OCHOCO	PROF	PROGRAM COORDINATOR III	82650 - PROGRAM COORDINATOR III	840	C & I - CURRICULUM & INSTRUCTION	11100	82650		X	X	X	

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.



 Shandice D. Calano, State Program Officer

 Rachel S. Duenas, Senior State Program Officer

 Ignacio C. Santos, Federal Programs Administrator

2. PERSONNEL SALARIES & 3. FRINGE BENEFITS										
Personnel		FY 2018 Carryover Funds			FY 2019 Funds			Total Funds for Project		
Position Titles	% of Time	Salary	Fringe	FY 2018	Salary	Fringe	FY 2019	Salary	Fringe	Totals
				Totals			Totals			
FULL-TIME										
PROGRAM COORDINATOR IV (GDOE 95% (PNP 4%) (Charter 1%))	100%	\$ -	\$ -	\$ -	\$ 64,350.00	\$ 18,210.51	\$ 82,560.51	\$ 64,350.00	\$ 18,210.51	\$ 82,560.51
PROGRAM COORDINATOR IV - DATA	11%	\$ -	\$ -	\$ -	\$ 6,369.00	\$ 2,542.76	\$ 8,911.76	\$ 6,369.00	\$ 2,542.76	\$ 8,911.76
SCHOOL PROGRAM CONSULTANT (SPC) (GDOE 95% (PNP 4%) (Charter 1%))	100%	\$ -	\$ -	\$ -	\$ 59,246.00	\$ 22,110.70	\$ 81,356.70	\$ 59,246.00	\$ 22,110.70	\$ 81,356.70
PROGRAM COORDINATOR II - (GDOE 95%) (PNP 4%) (Charter 1%)	100%	\$ -	\$ -	\$ -	\$ 43,910.00	\$ 12,749.11	\$ 56,659.11	\$ 43,910.00	\$ 12,749.11	\$ 56,659.11
NEW PROGRAM COORDINATOR II - VACANT (GDOE 95%) (PNP 4%) (Charter 1%)	100%	\$ -	\$ -	\$ -	\$ 26,652.08	\$ 12,363.18	\$ 39,015.26	\$ 26,652.08	\$ 12,363.18	\$ 39,015.26
ADMINISTRATIVE OFFICER - VACANT (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$ -	\$ -	\$ -	\$ 5,425.76	\$ 2,146.41	\$ 7,572.17	\$ 5,425.76	\$ 2,146.41	\$ 7,572.17
SECRETARY I TYPIST (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$ -	\$ -	\$ -	\$ 4,910.91	\$ 2,146.41	\$ 7,057.32	\$ 4,910.91	\$ 2,146.41	\$ 7,057.32
ADMINISTRATIVE ASSISTANT (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$ -	\$ -	\$ -	\$ 4,972.16	\$ 1,442.72	\$ 6,414.88	\$ 4,972.16	\$ 1,442.72	\$ 6,414.88
CLERK TYPIST III (GDOE 95% (PNP 4%) (Charter 1%))	16%	\$ -	\$ -	\$ -	\$ 4,781.28	\$ 1,924.80	\$ 6,706.08	\$ 4,781.28	\$ 1,924.80	\$ 6,706.08
FULL-TIME - TEACHERS/SCHOOLS AIDES										
GATE MUSIC (Teacher IV)	100%	\$ -	\$ -	\$ -	\$ 34,383.00	\$ 13,520.19	\$ 47,903.19	\$ 34,383.00	\$ 13,520.19	\$ 47,903.19
GATE ART (Teacher IV)	100%	\$ -	\$ -	\$ -	\$ 46,501.00	\$ 13,519.19	\$ 60,020.19	\$ 46,501.00	\$ 13,519.19	\$ 60,020.19
INSTRUCT. ASSIST. (SCHOOL AIDE II)	100%	\$ -	\$ -	\$ -	\$ 33,948.00	\$ 14,255.91	\$ 48,203.91	\$ 33,948.00	\$ 14,255.91	\$ 48,203.91
INSTRUCT. ASSIST. (SCHOOL AIDE I)	100%	\$ -	\$ -	\$ -	\$ 26,369.00	\$ 10,781.30	\$ 37,150.30	\$ 26,369.00	\$ 10,781.30	\$ 37,150.30
PART-TIME										
GATE DANCE (Teacher IV) (PT)	100%	\$ -	\$ -	\$ -	\$ 8,688.62	\$ 3,153.40	\$ 11,842.02	\$ 8,688.62	\$ 3,153.40	\$ 11,842.02
GATE MUSIC (Teacher IV) (PT)	100%	\$ -	\$ -	\$ -	\$ 8,688.62	\$ 3,153.40	\$ 11,842.02	\$ 8,688.62	\$ 3,153.40	\$ 11,842.02
Subtotals		\$ -	\$ -	\$ -	\$ 379,195.42	\$ 134,020.00	\$ 513,215.42	\$ 379,195.42	\$ 134,020.00	\$ 513,215.42
Grand Total								\$	513,215.42	

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: **84.403A Consolidated Grant to the Outlying Areas**
 Project Title: **82650 Gifted & Talented Education**

Fiscal Year 2020

Reporting Period: 4th Qtr (Jul - Sept)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
690-01-1835	Bamba, Leon P.C.	PROG COORD IV	820 C&I	
690-00-9675	Leones-Tumanda, Divina G.	SCH PROG CONSULTANT	820 C&I	
690-01-4605	Candaso, Frank U. Jr.	PROG COORD II	820 C&I	
690-00-7239	Ochoco, Ernest	PROG COORD III	820 C&I	
690-00-4310	Sumbo, Levi Jun	SCH AIDE II	318 HB PES	
690-01-5795	Estipona, Jael Kris Noemi R.	SCH AIDE I	318 HB PES	
690-00-9353	Dimalanta, Adelle A.	TEACHER III	820 C&I	
690-01-3837	Aguon, Ana O.	Program Coordinator IV	812-FPD	

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:
Leon P.C. Bamba

Immediate Supervisor's Signature: *Leon P.C. Bamba* **Date:** 10/12/2020

Project Coordinator Name:
Leon P.C. Bamba

Project Coordinator Signature: *Leon P.C. Bamba* **Date:** 10/12/2020

Federal Programs Compliance Administrator Name:
Ignacio C. Santos, FPD Administrator

Federal Programs Compliance Administrator Signature: _____ **Date:** _____

Project Manager Name:
Joseph L.M. Sanchez

Project Manager Signature: *Joseph L.M. Sanchez* **Date:** 10/16/2020

LABOR COST DISTRIBUTION REPORT
PPE : 07/18/2020_PD 07/24/2020_PP22

Sum of TOTAL PROJECTS	Name	Emp #	R-OBJECT			Grand Total
			0111	0115	0121	
82650	ADELLE A DIMALANTA	9353	1,922.65		639.92	2,562.57
	ALLANDAIL L RIVERA	14768		1,105.00	16.02	1,121.02
	AMBER N TAJALLE	11702		75.00	1.09	76.09
	DIVINA GRACIA C LEONES-TUMANDA	9675	2,278.69		745.82	3,024.51
	ERNEST O OCHOCO	7239	1,731.31		624.11	2,355.42
	FRANK U CANDASO	14605	1,567.77		525.72	2,093.49
	Jael KRIS NOEMI R ESTIPONA	15795	811.35		251.16	1,062.51
	LEON P BAMBA	11835	2,475.00		693.49	3,168.49
	LEVI JUN B SUMBO	4310	1,305.69		564.36	1,870.05
	WILHELMINA P SHARMA	2930		1,085.00	15.73	1,100.73
Grand Total			12,092.46	2,265.00	4,077.42	18,434.88

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Project No. 6

Gifted and Talented Education (GATE)

Fixed Assets

SCHOOL/DIVISION:

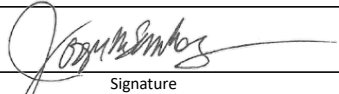
GATE / CURRICULUM & INSTRUCTIONAL IMPROVEMENT

As of: 9/30/2020

SCHOOL/DIVISION HEAD:

JOSEPH L.M. SANCHEZ, Deputy Superintendent for C&I

Print Name



Signature

VERIFIED BY: Leon P.C. Bamba

Print Name

Leon P. C. Bamba

Signature

ASSET	TAG #	DESCRIPTION	MODEL	SERIAL/PARCEL	DEPREC PRIN	CUSTODIAN	LOCATION MEMO	DEPARTMENT	ROOM	PURCHASE MEMO	CONDITION
01823	01823	LENOVO THINKPAD NOTEBOOK	E520	MPOAWWC	1,338.00	HSTES	RITTER, AMBER	307	22C	20120270	GO
02452	02452	MACBOOK PRO 15"	A1286	C02J60UEDV35	3,482.00	GATE	EMMANUEL SANTOS	855	313	20120631	GO
1204	21513	QUIK PRO BUZZER SYSTEM	N/A	N/A	629.00	GATE	PUBLIC BROADCAST SYSTEM	855	PBS	20150561	GO
12834	12834	HP OFFICEJET PRINTER	6600	CN36A6QG4C	0.00	GATE	GATE OFFICE	855	313	20140106	NW
15627	15627	SENNHEISER WIRELESS MIC SET	EW 112 P G3-B	4342057513/372029859	653.00	GATE	TAG ON TRANSMITTER	855	SHS	20140106	GO
15628	15628	SENNHEISER WIRELESS MIC SET	EW 112 P G3-B	4352057657/372029835	653.00	GATE	TAG ON TRANSMITTER	855	SHS	20140106	GO
15629	15629	SENNHEISER WIRELESS MIC SET	EW 112 P G3-B	4352057659/372029829	653.00	GATE	TAG ON TRANSMITTER	855	SHS	20140106	GO
15630	15630	SENNHEISER WIRELESS MIC SET	EW 112 P G3-B	4352057656/372029830	653.00	GATE	TAG ON TRANSMITTER	855	SHS	20140106	GO
15631	15631	SENNHEISER WIRELESS MIC SET	EW 112 P G3-A	4463120068/463074462	653.00	GATE	TAG ON TRANSMITTER	855	SHS	20140106	GO
15632	15632	SENNHEISER WIRELESS MIC SET	EW 112 P G3-A	4463120042/463074326	653.00	GATE	TAG ON TRANSMITTER	855	SHS	20140106	NW
15633	15633	SENNHEISER WIRELESS MIC SET	EW 112 P G3-G	4263039045/263018680	653.00	GATE	TAG ON TRANSMITTER	855	SHS	20140106	GO
15634	15634	SENNHEISER WIRELESS MIC SET	EW 112 P G3-G	4263039044/263018683	653.00	GATE	TAG ON TRANSMITTER	855	SHS	20140106	FA
15635	15635	SENNHEISER WIRELESS MIC SET	EW 112 P G3-G	4283039376/283039376	653.00	GATE	TAG ON TRANSMITTER	855	SHS	20140106	GO
15636	15636	SENNHEISER WIRELESS MIC SET	EW 112 P G3-G	4433041807/433020066	653.00	GATE	TAG ON TRANSMITTER	855	SHS	20140106	GO
16521	16521	ETC SELADOR VIVID 11" LED FIXTURE	ETC VIVID	455861278	1,432.50	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
16522	16522	ETC SELADOR VIVID 11" LED FIXTURE	ETC VIVID	455861306	1,432.50	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
16523	16523	ETC SELADOR VIVID 11" LED FIXTURE	ETC VIVID	455861233	1,432.50	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
16524	16524	ETC SELADOR VIVID 11" LED FIXTURE	ETC VIVID	455861275	1,432.50	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
16525	16525	ETC SELADOR VIVID 11" LED FIXTURE	ETC VIVID	455861273	1,432.50	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
16526	16526	ETC SELADOR VIVID 11" LED FIXTURE	ETC VIVID	455861276	1,432.50	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
16527	16527	ETC SELADOR VIVID 11" LED FIXTURE	ETC VIVID	455861271	1,432.50	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
16528	16528	ETC SELADOR VIVID 11" LED FIXTURE	ETC VIVID	455861274	1,432.50	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
16529	16529	ETC SELADOR VIVID 11" LED FIXTURE	ETC VIVID	455861272	1,432.50	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
16530	16530	ETC SELADOR VIVID 11" LED FIXTURE	ETC VIVID	455861277	1,432.50	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
16552	16552	Presonus StudioLive 32.4A1 Mixer	STUDIOLIVE32.4.2	SL3E14012512	4,485.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
17070	17070	DELL PROJECTOR	APJ1510	B5B4NY1	799.99	MULES	RABAGO, MIE	314	124	20143727	GO
17071	17071	DELL PROJECTOR	APJ1510	C1VRF22	799.99	BPCEs	EUH, BORA	303	12	20143727	GO
17072	17072	DELL PROJECTOR	APJ1510	C2TRF22	799.99	GATE	GATE OFFICE	855	313	20143727	GO
17141	17141	DELL PROJECTOR	APJ1510	34B4NY1	799.99	HBPEs	KELSEY DELA CRUZ/RM.CSB	318	GATE	20143727	GO
17142	17142	DELL PROJECTOR	APJ1510	39TRF22	799.99	QJSMES	NADEAU, ANTOINETTE	311	D28	20143727	GO
17143	17143	DELL PROJECTOR	APJ1510	54B4NY1	799.99	DLPES	ROWLAND, CYNTHIA	323	24	20143727	GO
17144	17144	DELL PROJECTOR	APJ1510	62VRF22	799.99	LBJES	LEON GUERRERO, V.	312	F1	20143727	GO
17146	17146	DELL PROJECTOR	APJ1510	74B4NY1	799.99	FES	BALETO, PRETZEL ANN	306		20143727	GO
17147	17147	DELL PROJECTOR	APJ1510	83B4NY1	799.99	HBPEs	LIZAMA, AMY - GATE TCHR	318	C5-A	20143727	GO
17148	17148	DELL PROJECTOR	APJ1510	B2VRF22	799.99	JMGES	VALENE SALAS	308	34	20143727	GO
17149	17149	DELL PROJECTOR	APJ1510	B3B4NY1	799.99	ASTES	PATUBO, LIZEL	325	B101	20143727	GO
17150	17150	DELL PROJECTOR	APJ1510	B4B4NY1	799.99	OCPEs	CEPEDA, MONICA	316	27	20143727	GO
17151	17151	DELL PROJECTOR	APJ1510	D3B4NY1	799.99	FES	MALINAO, JEFFERY	306	114	20143727	GO
17152	17152	DELL PROJECTOR	APJ1510	F3B4NY1	799.99	AES	DUAROSON, CEFERINO	329	313	20143727	GO
17153	17153	DELL PROJECTOR	APJ1510	F4B4NY1	799.99	AHES	TAITANO, STEPHANIE	301	14	20143727	GO
17154	17154	DELL PROJECTOR	APJ1510	G3B4NY1	799.99	MASEs	TINA BUENDICHO	302	25	20143727	GO
17155	17155	DELL PROJECTOR	APJ1510	G4B4NY1	799.99	HSTES	GILL, ULRICA - GATE PROG	307	30	20143727	GO
17156	17156	DELL PROJECTOR	APJ1510	HYTRF22	799.99	MACHES	RIVERA, CIELITO	327	BBB1	20143727	GO
17157	17157	DELL PROJECTOR	APJ1510	J1VRF22	799.99	IES	POWERS, AMBER	309	A102	20143727	GO
17158	17158	DELL PROJECTOR	APJ1510	J3B4NY1	799.99	TALES	LANI OG, JOSEPHINE	319	3	20143727	GO
1757	01757	InFocus In112 DLP Projector Part nu	IN112 DLP	BjBB15204019	524.00	GATE	GATE OFFICE	855	313	20120153	GO
17901	17901	ETC SELADOR DESIRE D60 LUST+LED FIXTURE	ETC DESIRE D60	452882240	2,140.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
17902	17902	ETC SELADOR DESIRE D60 LUST+LED FIXTURE	ETC DESIRE D60	452882249	2,140.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
17903	17903	ETC SELADOR DESIRE D60 LUST+LED FIXTURE	ETC DESIRE D60	452882252	2,140.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
17904	17904	ETC SELADOR DESIRE D60 LUST+LED FIXTURE	ETC DESIRE D60	452882253	2,140.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
17905	17905	ETC SELADOR DESIRE D60 LUST+LED FIXTURE	ETC DESIRE D60	452882242	2,140.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
17906	17906	ETC SELADOR DESIRE D60 LUST+LED FIXTURE	ETC DESIRE D60	452882246	2,140.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
17907	17907	ETC SELADOR DESIRE D60 LUST+LED FIXTURE	ETC DESIRE D60	452882239	2,140.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
17908	17908	ETC SELADOR DESIRE D60 LUST+LED FIXTURE	ETC DESIRE D60	452882256	2,140.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO

17909	17909	ETC SELADOR DESIRE D60 LUST+LED FIXTURE	ETC DESIRE D60	452882243	2,140.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
17910	17910	ETC SELADOR DESIRE D60 LUST+LED FIXTURE	ETC DESIRE D60	452882254	2,140.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
17912	17912	LITTLE GIANT SKYSCRAPER LADDER	LITTLE GIANT 21	N/A	1,195.00	SHS	SHS GATE OFFICE	474	GATE	20140188	GO
1821	01821	Lenovo ThinkPad Edg	E520	R9N2BVE	1,338.00	HSTES	RITTER, AMBER	307	22C	20120270	GO
1822	01822	Lenovo ThinkPad Edg	E520	R9M49P3	1,338.00	HSTES	RITTER, AMBER	307	22C	20120270	GO
1823	01818	Lenovo ThinkPad Edg	E520	R9M49RF	1,338.00	HSTES	RITTER, AMBER	307	22C	20120270	GO
1824	01819	Lenovo ThinkPad Edg	E520	R9N2BT6	1,338.00	HSTES	RITTER, AMBER	307	22C	20120270	GO
1825	01820	Lenovo ThinkPad Edg	E520	R9N2BTY	1,338.00	HSTES	RITTER, AMBER	307	22C	20120270	GO
18571	18571	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010BA7600	694.00	MERES	F. BALAJADIA	315	A1	20140654	GO
18574	18574	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011037600	694.00	JMGES	VALENE SALAS	308	34	20140654	GO
18575	18575	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010EE7600	694.00	MULES	RABAGO , MIE	314	124	20140654	GO
18576	18576	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010EB7600	694.00	MULES	RABAGO , MIE	314	124	20140654	GO
18577	18577	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010957600	694.00	GATE	GATE OFFICE	855	313	20140654	GO
18579	18579	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010E67600	694.00	JQSMES	NADEAU, ANTONETTE	311	D28	20140654	GO
18580	18580	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010B17600	694.00	GATE	GATE OFFICE	855	313	20140654	GO
18581	18581	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010E07600	694.00	DLPES	MEDLER , JOSEPHINE	323	9	20140654	GO
18582	18582	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010BD7600	694.00	DLPES	MEDLER , JOSEPHINE	323	9	20140654	GO
18583	18583	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010FF7600	694.00	DLPES	ROWLAND , CYNTHIA	323	24	20140654	GO
18584	18584	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010C67600	694.00	DLPES	ROWLAND , CYNTHIA	323	24	20140654	GO
18585	18585	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084351D9EC7600	694.00	VSABMS	FRANCISCO LAZAGA	431	23	20140654	GO
18586	18586	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010C77600	694.00	ASTES	PATUBO, LIZEL	325	B101	20140654	GO
18587	18587	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008434214A97600	694.00	ASTES	PATUBO, LIZEL	325	B101	20140654	GO
18588	18588	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010C57600	694.00	ASTES	COFFMAN , RAND	325	I104	20140654	GO
18589	18589	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010C47600	694.00	PCLES	DELGADO, EIMEE	317	16	20140654	GO
18590	18590	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011417600	694.00	PCLES	DELGADO, EIMEE	317	16	20140654	GO
18591	18591	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010AF7600	694.00	OMS	OMS LIBRARY	436	LIBRA	20140654	GO
18592	18592	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010C87600	694.00	OMS	OMS LIBRARY	436	LIBRA	20140654	GO
18593	18593	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010E37600	694.00	OMS	OMS LIBRARY	436	LIBRA	20140654	GO
18594	18594	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084350110A7600	694.00	OMS	OMS LIBRARY	436	LIBRA	20140654	GO
18595	18595	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011187600	694.00	OMS	OMS LIBRARY	436	LIBRA	20140654	GO
18596	18596	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011217600	694.00	OMS	OMS LIBRARY	436	LIBRA	20140654	GO
18597	18597	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084350110E7600	694.00	OMS	OMS LIBRARY	436	LIBRA	20140654	GO
18598	18598	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011047600	694.00	OMS	OMS LIBRARY	436	LIBRA	20140654	GO
18599	18599	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084350110B7600	694.00	JLGRMS	CART #18689	434	LIBRA	20140654	GO
18600	18600	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010DF7600	694.00	JLGRMS	LCART #18689	434	LIBRA	20140654	GO
18601	18601	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010D47600	694.00	JLGRMS	CART #18689	434	LIBRA	20140654	GO
18602	18602	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011327600	694.00	JLGRMS	CART #18689	434	LIBRA	20140654	GO
18603	18603	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016DF7600	694.00	VSABMS	FRANCISCO LAZAGA	431	23	20140654	GO
18604	18604	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010E87600	694.00	OCPE	CEPEDA, MONICA	316	27	20140654	GO
18605	18605	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084350111E7600	694.00	OCPE	CEPEDA, MONICA	316	27	20140654	GO
18606	18606	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010B47600	694.00	JLGRMS	CART #18689	434	LIBRA	20140654	GO
18607	18607	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435017177600	694.00	JLGRMS	CART #18689	434	LIBRA	20140654	GO
18608	18608	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016CD7600	694.00	JLGRMS	CART #18689	434	LIBRA	20140654	GO
18609	18609	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016E17600	694.00	JLGRMS	CART #18689	434	LIBRA	20140654	GO
18610	18610	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016C37600	694.00	AHES	TAITANO, STEPHANIE	301	14	20140654	GO
18611	18611	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016C67600	694.00	UES	MANEJERO , RAFFY	321	H106	20140654	GO
18612	18612	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010AC7600	694.00	CBMES	HAMADA, PEARL	324	7	20140654	GO
18613	18613	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011147600	694.00	TALES	LANI OG, JOSEPHINE	319	3	20140654	GO
18614	18614	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016C57600	694.00	VSABMS	FRANCISCO LAZAGA	431	23	20140654	GO
18615	18615	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011627600	694.00	UES	MANEJERO , RAFFY	321	H106	20140654	GO
18616	18616	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016BD7600	694.00	VSABMS	FRANCISCO LAZAGA	431	23	20140654	GO
18617	18617	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016D17600	694.00	TALES	LANI OG, JOSEPHINE	319	17	20140654	GO
18618	18618	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084350113E7600	694.00	AES	REPLACED BY TAG 21863	329	AES	20140654	NW
18619	18619	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084350170E7600	694.00	IES	POWERS , AMBER	309	A102	20140654	GO
18621	18621	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016BF7600	694.00	IES	POWERS , AMBER	309	A102	20140654	GO
18622	18622	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016FA7600	694.00	VSABMS	FRANCISCO LAZAGA	431	23	20140654	GO
18623	18623	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016C47600	694.00	VSABMS	FRANCISCO LAZAGA	431	23	20140654	GO
18624	18624	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011357600	694.00	GATE	GATE OFFICE	855	313	20140654	NW
18625	18625	RICOH 210 CF MULTI-FUNCTION PRINTER		S2888900132	0.00	MASES	TINA BUENDICHO	302	25	20140654	GO
18626	18626A	COMPUTER SYSTEM TOWER/CPU		WY4V8	0.00	FAC	RM. 25	GDOE	MASES	200802029	NW
18629	18629	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010F77600	694.00	IMS	OLIN , FRANCES	433	24	20140654	GO
18630	18630	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084351D9F17600	694.00	IMS	OLIN , FRANCES	433	24	20140654	GO
18631	18631	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084351D9F47600	694.00	IMS	OLIN , FRANCES	433	24	20140654	GO

18632	18632	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016C97600	694.00	BPCE	AVELLANA, SHIRLEY	303	21	20140654	GO
18633	18633	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011487600	694.00	BPCE	AVELLANA, SHIRLEY	303	21	20140654	GO
18634	18634	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084350109D7600	694.00	BPCE	AVELLANA, SHIRLEY	303	21	20140654	GO
18635	18635	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010C37600	694.00	MAUES	PEREZ , MARIDEL	313	101	20140654	GO
18636	18636	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010F47600	694.00	MAUES	PEREZ , MARIDEL	313	101	20140654	GO
18637	18637	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010967600	694.00	UES	MANEJERO,RAFFY	321		20140654	NW
18638	18638	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016DC7600	694.00	UES	MANEJERO,RAFFY	321		20140654	NW
18639	18639	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084350109E7600	694.00	LBJES	LEON GUERRERO, V.	312	F1	20140654	GO
18640	18640	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084351D9F27600	694.00	LBJES	CAYANAN, B.	312	F2	20140654	GO
18641	18641	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010A97600	694.00	HSTES	RITTER, AMBER	307	22C	20140654	GO
18642	18642	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016D07600	694.00	HSTES	RITTER, AMBER	307	22C	20140654	GO
18643	18643	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016CA7600	694.00	HSTES	ULRICA GILL	307	30	20140654	GO
18644	18644	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435017037600	694.00	VSABMS	FRANCISCO LAZAGA	431	23	20140654	GO
18645	18645	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016CC7600	694.00	GATE	DUAROSAN, CEFERINO	855	313	20140654	GO
18646	18646	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016C77600	694.00	GATE	DUAROSAN, CEFERINO	855	GATE	20140654	GO
18647	18647	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016D37600	694.00	MAUES	LAPLANTE, MARC	313	304	20140654	GO
18648	18648	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084351D9ED7600	694.00	GATE	GATE OFFICE	855	313	20140654	NW
18649	18649	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084351D9EB7600	694.00	SHS	GATE OFFICE AT SHS	474	GATE	20140654	GO
18650	18650	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084351D9F07600	694.00	JMGES	REPLACEDBYTAG#26604	308	34	20140654	NW
18651	18651	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016D27600	694.00	TAMES	ANNIE AREVALO	320	C214	20140654	GO
18652	18652	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011507600	694.00	TAMES	MARGERET BABUATA	320	A106	20140654	GO
18653	18653	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010F17600	694.00	TAMES	MARGERET BABUATA	320	A106	20140654	GO
18654	18654	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010917600	694.00	TAMES	ANNIE AREVALO	320	C214	20140654	GO
18655	18655	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016E276	694.00	IMS	OLIN , FRANCES	433	24	20140654	GO
18656	18656	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010AD7600	694.00	UES	MANEJERO , RAFFY	321	H106	20140654	GO
18657	18657	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010D37600	694.00	UES	MANEJERO , RAFFY	321	H106	20140654	GO
18658	18658	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084351D9EE7600	694.00	WES	MAFNAS , MARIA SOCORRO	322	11	20140654	GO
18659	18659	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084351D9EF7600	694.00	WES	MAFNAS , MARIA SOCORRO	322	11	20140654	GO
18660	18660	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008434214A87600	694.00	HBPES	LOUGHRAN, VICKY	318	D1	20140654	GO
18661	18661	ACER LAPTOP TRAVELMATE TMP 246	TMP 246	NXV9VAA008435011077600	0.00	GATE	GATE OFFICE	855	313	20140654	NW
18662	18662	ACER LAPTOP TRAVELMATE TMP 246	TMP 246	NXV9VAA008435011087600	0.00	HBPES	KELSEY DELA CRUZ	318	C 5 B	20140654	GO
18663	18663	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010D57600	694.00	HBPES	VICKIE LOUGHRAN	318	D1	20140654	GO
18664	18664	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016CE7600	694.00	IMS	OLIN , FRANCES	433	24	20140654	GO
18665	18665	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010FA7600	694.00	FES	BALETO , PRETZEL ANN	306	306	20140654	GO
18666	18666	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA0084350110F7600	694.00	FES	BALETO , PRETZEL ANN	306	306	20140654	GO
18685	18685	Anthro Mobile Carts for Laptops	NCCD30BK/SM5	10077806	3,000.00	VSABMS	FRANCISCO LAZAGA	431	23	20140654	GO
18686	18686	Anthro Mobile Carts for Laptops # 18686	NCCD30BK/SM5	10075065	3,000.00	MAUES	PEREZ , MARIDEL	313	101	20140654	GO
18687	18687	Anthro Mobile Carts for Laptops	NCCD30BK/SM5	10075067	3,000.00	LPUMS	CARINO, JUVI	435	A112	20140654	GO
18688	18688	Anthro Mobile Carts for Laptops	NCCD30BK/SM5	10066991	3,000.00	IMS	OLIN , FRANCES	433	24	20140654	GO
18689	18689	ANTHRO MOBILE CART	NCCD30BK/SM5	10075076	3,000.00	JLGRMS	LIBRARY	434	LIBRA	20140654	GO
18690	18690	Anthro Mobile Carts for Laptops	NCCD30BK/SM5	10077803	3,000.00	FBLGMS	VALENCIA, CHARINA	432	C5	20140654	GO
1881	01881	Apple 16GB Ipad with WiFi-White (MC	A1395	DN6HL7PCDFHW	501.00	GATE	GATE OFFICE-TIYAN	855	313	20120466	GO
1882	01882	Apple 16GB Ipad with WiFi-White (MC	A1395	DVPHLLNGDFHW	501.00	GATE	GATE OFFICE-TIYAN	855	313	20120466	GO
1883	01883	Apple 16GB Ipad with WiFi-White (MC	A1395	DN6HMNI9DFHW	501.00	GATE	GATE OFFICE	855	313	20120466	GO
1885	01885	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC262665179	1,395.00	LPUMS	CART #18687 -CARINO, JUVI	435	A112	20120463	GO
1887	01887	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC262625171	1,395.00	LPUMS	CART #18687 -CARINO, JUVI	435	A112	20120463	GO
1888	01888	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC262646176	1,395.00	MAUES	PEREZ , MARIDEL	313	101	20120463	GO
1889	01889	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC26262817D	1,395.00	LPUMS	CART #18687 -CARINO, JUVI	435	A112	20120463	GO
1891	01891	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC262643178	1,395.00	MAUES	PEREZ , MARIDEL	313	101	20120463	GO
1895	01895	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC26262117G	1,395.00	LPUMS	CART #18687 -CARINO, JUVI	435	A112	20120463	GO
1896	01896	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC262655178	1,395.00	LPUMS	CART #18687 -CARINO, JUVI	435	A112	20120463	GO
1899	01899	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC262659177	1,395.00	MAUES	PEREZ , MARIDEL	313	101	20120463	GO
1900	01900	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC26265017C	1,395.00	MAUES	PEREZ , MARIDEL	313	101	20120463	GO
1901	01901	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC26264817C	1,395.00	LPUMS	CART #18687 CARINO, JUVI	435	A112	20120463	GO
1902	01902	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC262598175	1,395.00	MAUES	PEREZ , MARIDEL	313	101	20120463	GO
1903	01903	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC262649176	1,395.00	MAUES	PEREZ , MARIDEL	313	101	20120463	GO
1905	01905	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC26263317G	1,395.00	LPUMS	CART #18687 CARINO, JUVI	435	A112	20120463	GO
1906	01906	Asus N73SM-DS72 17.3" LED Notebook	N735	C4NOBC26260617F	1,395.00	LPUMS	CART #18687 CARINO, JUVI	435	A112	20120463	GO
1977	01977	MEGA-2600 Mid Tower Computer System	CS-301 BK	2KPT4	1,973.40	GATE	ED17-073	855	GATE	20120563	NW
1978	01978	MEGA-2600 Mid Tower Computer System	CS-301 BK	MARX6	1,973.40	GATE	SHS GATE OFFICE	855	GATE	20120563	NW
21067	21067	HP DESKJET PRINTER	2680	CN06MFD11M	0.00	HBPES	AIME LIZAMA	318	C 5 A		GO
21191	21191	ACER XC603 WORKSTATION CPU	AXC-603-UR2D	DTSUMAA01144002FBD3000	768.00	HBPES	LIZAMA, AIMEE/ SUMBO,LEVI	318	C5A	20150251	GO
21192	21192	ACER XC603 WORKSTATION CPU	AXC-603-UR2D	DTSUMAA01144002FB63000	768.00	MULES	SANTOS , MICHELLE	314	112	20150251	GO

21193	21193	ACER XC603 WORKSTATION CPU	AXC-603-UR2D	DTSUMAA01144002FC13000	768.00	ASTES	REYES, LEONORA	325	GATE	20150251	GO
21210	21210	ACER XC603 WORKSTATION CPU	AXC-603-UR2D	DTSUMAA01144002E193000	768.00	GATE	GATE OFFICE	855	GATE	20150251	GO
21418	21418	Lenovo Flex 2 Laptop	20405	WB15630755	748.00	HSTES	ITTER, AMBER	307	22C	20150252	GO
21419	21419	Lenovo Flex 2 Laptop	20405	WB15631226	748.00	HSTES	ITTER, AMBER	307	22C	20150252	GO
21420	21420	Lenovo Flex 2 Laptop	20405	WB15630920	748.00	MAUES	PEREZ , MARIDEL	313	101	20150252	GO
21421	21421	Lenovo Flex 2 Laptop	20405	WB15631164	748.00	MAUES	PEREZ , MARIDEL	313	101	20150252	GO
21422	21422	Lenovo Flex 2 Laptop	20405	WB15631155	748.00	FBLGMS	AILEEN CANOS ROBOTICS	432	C5	20150252	GO
21423	21423	Lenovo Flex 2 Laptop	20405	WB15630779	748.00	FBLGMS	AILEEN CANOS ROBOTICS	432	C5	20150252	GO
21424	21424	Lenovo Flex 2 Laptop	20405	WB15630902	748.00	LPUMS	ROBOTICS -CARINO, JUVI	435	A112	20150252	GO
21425	21425	Lenovo Flex 2 Laptop	20405	WB15631267	748.00	LPUMS	ROBOTICS -CARINO, JUVI	435	A112	20150252	GO
21426	21426	Lenovo Flex 2 Laptop	20405	WB15631036	748.00	GATE	DIVINA LEONES -TUMANDA	855	313	20150252	GO
21427	21427	Lenovo Flex 2 Laptop	20405	WB15630705	748.00	GATE	GENINE ROCCO	855	313	20150252	GO
21428	21428	Lenovo Flex 2 Laptop	20405	WB15630905	748.00	GATE	GATE OFFICE	855	313	20150252	GO
21429	21429	Lenovo Flex 2 Laptop	20405	WB15630916	748.00	GATE	GATE OFFICE	855	313	20150252	GO
21430	21430	Lenovo Flex 2 Laptop	20405	WB15630980	748.00	GATE	FRANK CANDASO	855	313	20150252	GO
21431	21431	Lenovo Flex 2 Laptop	20405	WB15630756	748.00	GATE	GATE OFFICE	855	313	20150252	GO
21432	21432	Lenovo Flex 2 Laptop	20405	WB15630914	748.00	GATE	LEON BAMBA	855	313	20150252	GO
22002	18627	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435016C27600	694.00	IMS	OLIN , FRANCES	433	24	20140654	GO
22003	18628	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435011637600	694.00	IMS	OLIN , FRANCES	433	24	20140654	GO
22009	18573	ACER TRAVELMATE LAPTOP	TMP 246	NXV9VAA008435010E27600	694.00	IMS	OLIN , FRANCES	433	24	20140654	GO
26606	26606	ACER STUDENT LAPTOP	N16W1	NXGK4AA0237290083E6600	782.00	GATE	GATE OFFICE	855	313	20170525	GO
26607	26607	ACER STUDENT LAPTOP	N16W1	NXGK4AA023729008596600	782.00	GATE	DIMALANTA, ADELIE	855	313	20170525	GO
26608	26608	ACER STUDENT LAPTOP	N16W1	NXGK4AA023729008376600	782.00	GATE	GATE OFFICE	855	GATE	20170525	GO
26610	26610	ACER STUDENT LAPTOP	N16W1	NXGK4AA0237290084A6600	782.00	GATE	FRANK CANDASO	855	313	20170525	GO
26611	26611	ACER STUDENT LAPTOP	N16W1	NXGK4AA023729008586600	782.00	GATE	ROCCO, GENINE	855	313	20170525	GO
26625	26604	ACER TRAVELMATE LAPTOP	TMP246-M-340W	NXV9VAA0084460FACB7600	694.00	JMGES	VALENE SALAS	308	34	20140654	GO
26627	26609	ACER STUDENT LAPTOP	N16W1	NXGK4AA023729008366600	782.00	GATE	GATE OFFICE	855	313	20170525	GO
2857	00205	SONY VAIO LAPTOP COMPUTER	PCG-7161L	282895343003973	1,265.00	HBPE\$	SUMBO, LEVI	318	C5A	200901329	GO
2858	00206	LAPTOP COMPUTER SONY	PCG-7161L	282895343006431-C601YNNE	1,265.00	GATE	SHS GATE OFFICE	855	GATE	200901329	NW
2859	00207	LAPTOP COMPUTER	PCG-7161L	282895343003481/C601MUYO	1,265.00	MULES	SANTOS , MICHELLE	314	112	200901329	GO
2860	00208	SONY LAPTOP COMPUTER	PCG-7161L	282895343003481/C601MUWF	1,265.00	GATE	DIVINA LEONES-TUMANDA	855	313	200901329	GO
2861	00209	LAPTOP COMPUTER	PCG-7161L	282895343006524	1,265.00	RPM	SURVEYED TO GSA -ED19-053	892	WHSE	200901329	NW
2862	00210	LAPTOP COMPUTER	PCG-7161L	282895343004041	1,265.00	GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200901329	NW
2863	00211	LAPTOP COMPUTER	PCG-7161L	282895343006493	1,265.00	GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200901329	NW
2864	00212	SONY LAPTOP COMPUTER	PCG-7161L	282895343006546	1,265.00	GATE	ED17-073	855	GATE	200901329	NW
2865	00213	SONY LAPTOP COMPUTER	PCG-7161L	282895343003389	1,265.00	GATE	ED17-073	855	GATE	200901329	NW
2866	00214	SONY VAIO LAPTOP COMPUTER	PCG-7161L	282895343006506/C601YNQM	1,265.00	HSTES	ULRICA GILL - GATE ROOM	307	30	200901329	GO
2867	00215	LAPTOP COMPUTER	PCG-7161L	282895343006505	1,265.00	GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200901329	NW
2868	00216	SONY LAPTOP COMPUTER	PCG-7161L	282895343003496	1,265.00	GATE	ED17-073	855	GATE	200901329	NW
2869	01914	DIGITAL CAMERA	DS126191	1740307802	789.75	GATE	PR#2015-17056	855	GATE	200901538	GO
2870	01915	AIR CONDITIONER	38CKCO48-X3	4408X78132	1,950.00	GATE	SURVEY REPORT # ED15-032	855	GATE	200900433	NW
2871	01916	AIR CONDITIONER	38CKCO48-X3	3808X81545	1,950.00	GATE	SURVEY REPORT #ED15-032	855	GATE	200900433	NW
2881	01824	LENOVO THINKPAD NOTEBOOK	E520	MPOAW36	1,338.00	HSTES	ITTER, AMBER	307	22C	20120270	GO
2882	01825	LENOVO THINKPAD NOTEBOOK	E520	MPOAWOV	1,338.00	HSTES	ITTER, AMBER	307	22C	20120270	GO
2883	01826	LENOVO THINKPAD NOTEBOOK	E520	MPOAWGV	1,338.00	MAUES	PEREZ , MARIDEL	313	101	20120270	GO
2884	01827	LENOVO THINKPAD NOTEBOOK	E520	MPOBIBC	1,338.00	GATE	PR#13-17766	855	TECH	20120270	GO
3108	02453	MACBOOK PRO 15"	A1286	CO2J80L8DV35	3,482.00	GATE	SHS GATE OFFICE	855	GATE	20120631	NW
3510	21743	DELL 13.3 NOTEBOOK	XPS	8F88562	1,832.00	GATE	GATE OFFICE	855	OFFIC	20150665	GO
35523	35523	SONY CAMERA	ILCE-7M2	3440816	1,349.95	GATE	CANDASO, FRANK	855	313	20191534	NE
3853	09595	ASUS N73SV-DH72 17.3 NOTEBOOK COMPUTER (	N76VJ-DH72	CBN0AS450592476	1,469.00	FBLGMS	VALENCIA, CHARINA	432	C5	20130100	GO
3854	09594	ASUS N73SV-DH72 17.3 NOTEBOOK COMPUTER (	N76VJ-DH72	CBN0AS450602478	1,469.00	FBLGMS	VALENCIA, CHARINA	432	C5	20130100	GO
3855	09598	ASUS N73SV-DH72 17.3 NOTEBOOK COMPUTER (	N76VJ-DH72	CBN0AS45061547G	1,469.00	FBLGMS	VALENCIA, CHARINA	432	C5	20130100	GO
3856	09591	ASUS N73SV-DH72 17.3 NOTEBOOK COMPUTER (	N76VJ-DH72	CBN0AS45061847B	1,469.00	FBLGMS	VALENCIA, CHARINA	432	C5	20130100	GO
3857	09597	ASUS N73SV-DH72 17.3 NOTEBOOK COMPUTER (	N76VJ-DH72	CBN0AS450623474	1,469.00	FBLGMS	VALENCIA, CHARINA	432	C5	20130100	GO
3858	09592	ASUS N73SV-DH72 17.3 NOTEBOOK COMPUTER (	N76VJ-DH72	CBN0AS45063847H	1,469.00	FBLGMS	VALENCIA, CHARINA	432	C5	20130100	GO
3859	09593	ASUS N73SV-DH72 17.3 NOTEBOOK COMPUTER (	N76VJ-DH72	CBN0AS45064247A	1,469.00	FBLGMS	VALENCIA, CHARINA	432	C5	20130100	GO
3860	09599	ASUS N73SV-DH72 17.3 NOTEBOOK COMPUTER (	N76VJ-DH72	D1N0AS50641804A	1,469.00	FBLGMS	VALENCIA, CHARINA	432	C5	20130100	GO
3861	09600	ASUS N73SV-DH72 17.3 NOTEBOOK COMPUTER (	N76VJ-DH72	D1N0AS506534040	1,469.00	FBLGMS	VALENCIA, CHARINA	432	C5	20130100	GO
3862	09596	ASUS N73SV-DH72 17.3 NOTEBOOK COMPUTER (	N76VJ-DH72	D1N0AS506568044	1,469.00	FBLGMS	VALENCIA, CHARINA	432	C5	20130100	GO
39	00237	Multi-Media Projector ACER	X1160	EYJ5601009824006115912	800.00	GATE	GATE OFFICE	855	GATE	200802186	NW
40	00176	Dell Notebook Computer	Vostro 1510	J0B6H1	1,468.00	GATE	ED15 - 069(REC-WHSE-BAY)	855	GATE	200802181	NW
40563	40563	ASUS CHROMEBOOK TABLET	C101PA-DB02	K1N0CX171601049	405.00	AHES	TAITANO, STEPHANIE	301	14	20191394	NE
40567	40567	ASUS CHROMEBOOK TABLET	C101PA-DB02	J8N0CX13C680475	405.00	AHES	TAITANO, STEPHANIE	301	14	20191394	NE

40568	40568	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J93851A	405.00	ASTES	PATUBO, LIZEL	325		B101	20191394	NE
40569	40569	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10182251E	405.00	ASTES	PATUBO, LIZEL	325		B101	20191394	NE
40570	40570	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10266851E	405.00	JQSMES	NADEAU, ANTOINETTE	311		D28	20191394	NE
40571	40571	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX1075351F	405.00	JQSMES	NADEAU, ANTOINETTE	311		D28	20191394	NE
40572	40572	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX102574518	405.00	GATE	LEONES-TUMANDA, DIVINA	855		313	20191394	NE
40573	40573	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX101794517	405.00	GATE	STORAGE RM	855		313	20191394	NE
40574	40574	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10188451G	405.00	GATE	STORAGE RM	855		313	20191394	NE
40575	40575	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX101681518	405.00	AES	DUAROSAN, CEFERINO	329			20191394	NE
40576	40576	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10183051A	405.00	AES	DUAROSAN, CEFERINO	329			20191394	NE
40577	40577	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10245951C	405.00	JMGES	SALAS, VALENE	308	34		20191394	NE
40578	40578	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10169351H	405.00	JMGES	SALAS, VALENE	308	34		20191394	NE
40579	40579	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX06T25450C	405.00	LES	TUMANDA, CATHERINE	328			20191394	NE
40580	40580	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX102544516	405.00	LES	TUMANDA, CATHERINE	328			20191394	NE
40581	40581	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX102204518	405.00	MAUES	PEREZ, MARIDEL	313	101		20191394	NE
40582	40582	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX102542515	405.00	MAUES	PEREZ, MARIDEL	313	101		20191394	NE
40583	40583	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10167851F	405.00	GATE	STORAGE RM	855		313	20191394	NE
40584	40584	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX101987514	405.00	GATE	STORAGE RM	855		313	20191394	NE
40585	40585	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13K05251C	405.00	UES	MANEJERO, RAFFY	321	H106		20191394	NE
40586	40586	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX1382051B	405.00	UES	MANEJERO, RAFFY	321	H106		20191394	NE
40587	40587	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J81551B	405.00	BPCEs	AVELLANA, SHIRLEY	303	21		20191394	NE
40588	40588	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13K182516	405.00	BPCEs	AVELLANA, SHIRLEY	303	21		20191394	NE
40589	40589	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J780517	405.00	GATE	STORAGE RM	855	313		20191394	NE
40590	40590	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J91751C	405.00	GATE	STORAGE RM	855	313		20191394	NE
40591	40591	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13K033518	405.00	DLPEs	MEDLER, JOSIE	323	9		20191394	NE
40592	40592	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J74651B	405.00	DLPEs	MEDLER, JOSIE	323	9		20191394	NE
40593	40593	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13K032513	405.00	DLPEs	ROWLAND, CYNTHIA	323	24		20191394	NE
40594	40594	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J80151E	405.00	DLPEs	ROWLAND, CYNTHIA	323	24		20191394	NE
40595	40595	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J80551B	405.00	GATE	STORAGE RM	855	313		20191394	NE
40596	40596	ASUS CHROMEBOOK TABLET	C101PA-DB02	K1N0CX10X27703C	405.00	GATE	STORAGE RM	855	313		20191394	NE
40597	40597	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J859519	405.00	GATE	STORAGE RM	855	313		20191394	NE
40598	40598	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13K154515	405.00	GATE	STORAGE RM	855	313		20191394	NE
40599	40599	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J89651F	405.00	MULES	RABAGO, MIE	314	124		20191394	NE
40600	40600	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J867517	405.00	MULES	RABAGO, MIE	314	124		20191394	NE
40601	40601	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13K031513	405.00	GATE	STORAGE RM	855	313		20191394	NE
40602	40602	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13K160511	405.00	GATE	STORAGE RM	855	313		20191394	NE
40603	40603	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J836516	405.00	OCPEs	CEPEDA, MONICA	316	27		20191394	NE
40604	40604	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J767519	405.00	OCPEs	CEPEDA, MONICA	316	27		20191394	NE
40633	40633	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J74751C	405.00	HPBEs	LOUGHAN, VICKIE	318	01		20191394	NE
40634	40634	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13J894517	405.00	HPBEs	LOUGHAN, VICKIE	318	01		20191394	NE
40635	40635	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX13K24651A	405.00	GATE	STORAGE RM	855	313		20191394	NE
40639	40639	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX101949516	405.00	TALEs	LANI0G, JOSEPHINE	319	17		20191394	NE
40640	40640	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10216951G	405.00	TALEs	LANI0G, JOSEPHINE	319	17		20191394	NE
40641	40641	ASUS CHROMEBOOK TABLET	C101PA-DB02	K1N0CX10X528039	405.00	LBJEs	AGUON, CARMEL	312	F5B		20191394	NE
40642	40642	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX06T113504	405.00	LBJEs	AGUON, CARMEL	312	F5B		20191394	NE
40643	40643	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10165551H	405.00	TAMEs	BABAUTA, MARGARET	320	A106		20191394	NE
40644	40644	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10243151C	405.00	TAMEs	BABAUTA, MARGARET	320	A106		20191394	NE
40645	40645	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10193951A	405.00	TAMEs	ARREVALO, ANNIE	320	C214		20191394	NE
40646	40646	ASUS CHROMEBOOK TABLET	C101PA-DB02	JCN0CX10194351H	405.00	TAMEs	ARREVALO, ANNIE	320	A106		20191394	NE
40648	40648	AB 1100 PLUS BANKER BILL COUNTER	AB1100+	(99)AB1100SOPA(13)181025(21)17	299.96	GATE	STORAGE RM	855	313		20200040	NE
41	00186	Dell Notebook Computer	Vostro 1510	490B6H1	1,468.00	DLPEs	MEDLER , JOSEPHINE	323	9		200802181	GO
42	00195	Dell Notebook Computer	Vostro 1510	J80B6H1	1,468.00	GATE	PR#12-15246	855	GATE		200802181	GO
43	00187	Dell Notebook Computer	Vostro 1510	9F0B6H1	1,468.00	GATE	SHS GATE OFFICE	855	GATE		200802181	NW
44	00188	Dell Notebook Computer	Vostro 1510	BC0B6H1	1,468.00	GATE	ED15-069 (REC-WHSE-BAY)	855	GATE		200802181	NW
45	00184	Dell Notebook Computer	Vostro 1510	5H0B6H1	1,468.00	HSTES	RITTER, AMBER	307	HSTES		200802181	GO
46	00185	Dell Notebook Computer	Vostro 1510	6D0B6H1	1,468.00	MAUES	PEREZ , MARIDEL	313	101		200802181	GO
4646	18578	ACER TRAVELMATE LAPTOP	TMP246	NXV9VAA008435010F97600	694.00	JQSMES	NADEAU, ANTOINETTE	311	D28		20140654	GO
4651	18620	ACER TRAVELMATE LAPTOP	TMP246	NXV9VAA008435016CF7600	694.00	VSABMS	FRANCISCO LAZAGA	431	23		20140654	GO
47	00191	Dell Notebook Computer	Vostro 1510	C90B6H1	1,468.00	GATE	ED15-069 (REC-WHSE-BAY)	855	GATE		200802181	NW
48	00192	Dell Notebook Computer LAPTOP	Vostro 1510	990B6H1	1,468.00	GATE	ED17-073	855	GATE		200802181	NW
49	00174	Dell Notebook Computer	Vostro 1510	391B6H1	1,468.00	DLPEs	ROWLAND , CYNTHIA	323	24		200802181	GO
50	00190	Dell Notebook Computer	Vostro 1510	CF0B6H1	1,468.00	GATE	ED15-069 (REC-WHSE-BAY)	855	GATE		200802181	NW
51	00181	Dell Notebook Computer	Vostro 1510	390B6H1	1,468.00	GATE	ED15-069 (REC-WHSE-BAY)	855	GATE		200802181	NW
5107	21863	ACER TRAVELMATE LAPTOP	TMP-246-M-340W	NXV9VAA0084460FAAB7600	694.00	GATE	GATE OFFICE	855	313		20140654	NW

52	00189	Dell Notebook Computer	Vostro 1510	7C0B6H1	1,468.00 MAUES	LAPLANTE , MARC	313	304	200802181	GO
5201	18626	ACER LAPTOP	TMP 246	NXV9AA008435011307600	0.00 FAC	GATE PROGRAM-MASES	GDOE	25	20140654	GO
5202	18626	ACER LAPTOP	TMP 246	NXV9VAA008435011307600	694.00 MASES	TINA BUENDICHO	302	25	20140654	GO
53	00183	Dell Notebook Computer LAPTOP	Vostro 1510	J90B6H1	1,468.00 GATE	SHS GATE OFFICE	855	GATE	200802181	NW
5330	21872	PEARL EXPORT 5 PC DRUM KIT	N/A	N/A	1,172.88 OHS	RONQUILLO , MAXIMO	475	A120	20150359	GO
5331	21864	PRELUDE TRUMPET	TR711	AD12215011	561.75 OHS	RONQUILLO , MAXIMO	475	A120	20150359	GO
5332	21865	PRELUDE TRUMPET	TR711	AD35214186	561.75 OHS	RONQUILLO , MAXIMO	475	A120	20150359	GO
5333	21866	PRELUDE TRUMPET	TR711	AD00115071	561.75 OHS	RONQUILLO , MAXIMO	475	A120	20150359	GO
5335	21867	PRELUDE TRUMPET	TR711	AD35214090	561.75 OHS	RONQUILLO , MAXIMO	475	A120	20150359	GO
5337	21868	PRELUDE TRUMPET	TR711	AD35214088	561.75 OHS	RONQUILLO , MAXIMO	475	A120	20150359	GO
5338	21869	PRELUDE TRUMPET	TR711	AD35214200	561.75 OHS	RONQUILLO , MAXIMO	475	A120	20150359	GO
5339	21870	PRELUDE TRUMPET	TR711	AD35214089	561.75 OHS	RONQUILLO , MAXIMO	475	A120	20150359	GO
5340	21871	PRELUDE TRUMPET	TR711	AD35214054	561.75 OHS	RONQUILLO , MAXIMO	475	A120	20150359	GO
54	00194	Dell Notebook Computer	Vostro 1510	8B0B6H1	1,468.00 MULES	RABAGO, MIE	314	124	200802181	GO
5494	18572	ACER TRAVELMATE LAPTOP	TMP246	NXV9VAA008435010F57600	694.00 MERES	FRANCES BALAJADIA	315	A1	20140654	GO
55	00175	Dell Notebook Computer	Vostro 1510	590B6H1	1,468.00 GATE	ED17-073	855	GATE	200802181	NW
56	00178	Dell Notebook Computer	Vostro 1510	GC0B6H1	1,468.00 GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200802181	NW
57	00180	Dell Notebook Computer LAPTOP	Vostro 1510	JH0B6H1	1,468.00 IES	POWERS , AMBER	309	A102	200802181	GO
58	00182	Dell Notebook Computer	Vostro 1510	6B0B6H1	1,468.00 GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200802181	NW
59	00193	Dell Notebook Computer	Vostro 1510	5C0B6H1	1,468.00 MASES	TINA BUENDICHO	302	25	200802181	GO
5944	21054	IN FOCUS PROJECTOR	IN 112	BJBB21200997	426.50 GATE	PR#2018-4979	855	OFFIC	20120251	FA
5945	22472	IN FOCUS PROJECTOR	IN 112	BJBB21200989	426.50 DLPES	MEDLER , JOSEPHINE	323	9	20120251	GO
60	00177	Dell Notebook Computer	Vostro 1510	GG0B6H1	1,468.00 GATE	ED15 - 069(REC-WHSE-BAY)	855	GATE	200802181	NW
61	00196	Dell Notebook Computer	Vostro 1510	4B0B6H1	1,468.00 SHS	GATE OFFICE @ SHS	474	GATE	200802181	GO
62	00179	Dell Notebook Computer	Vostro 1510	1B0B6H1	1,468.00 GATE	SHS GATE CABINET	855	GATE	200802181	NW
63	00200	Apple Notebook Computer	MacBook	W88336TQOPO	1,484.00 GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200802179	NW
64	00199	Apple Notebook Computer	MacBook	W8833747OPO	1,484.00 GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200802179	NW
65	00198	Apple Notebook Computer	MacBook	W88337UMOPO	1,484.00 GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200802179	NW
66	00236	Apple Notebook Computer	MacBook	W88338Y00PO	1,484.00 GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200802179	NW
67	00202	Apple Notebook Computer	MacBook	W88337P5OPO	1,484.00 GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200802179	NW
68	00201	Apple Notebook Computer	MacBook	W88338WTOPO	1,484.00 GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200802179	NW
92	00197	Apple Notebook Computer	MacBook	W88338UTOPPO	1,484.00 GATE	ED15-069 (REC-WHSE-BAY)	855	GATE	200802179	NW
93	00203	Voyageur Desktop Computer	Voyageur	78X310013652	1,498.00 GATE	ED13-026 4/25/13	855	GATE	200802174	NW
94	00204	Voyageur Desktop Computer	Voyageur	78X310013858	1,498.00 GATE	ED13-026 4/25/13	855	GATE	200802174	NW
GATE THEATER	GATE THEATER	GATE THEATER			0.00 SHS		474			

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

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

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

PROJECT TITLE: #7 STUDENT PARENT COMMUNITY ENGAGEMENT PROJECT

PROJECT COORDINATOR: DORIS D. BUKIKOSA

PROJECT MANAGER: DR. KELLY R. SUKOLA

STATE PROGRAM OFFICER: MARIA BLAZ
RACHEL SANTOS-DUENAS

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

ANNUAL REPORT DUE: 12/28/2020

AMOUNT BUDGETED (FFY 2019): \$3,009,359.02	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$342,655.78</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>11%</u>	Total Full Time Equivalent Vacant <u>7</u> Filled <u>30</u>	Total Part Time Equivalent Vacant <u>0</u> Filled <u>0</u>
AMOUNT BUDGETED (FFY 2018): \$3,415,977.86	AMOUNT EXPENDED: (Include all expenditures in this quarter) <u>\$2,963,337.25</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>87%</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						305	7	223	6
6 – 8						239	3	227	6
9 - 12						17	0	11	3

PART I:

LIST THE PROJECT GOAL(S):	Goal 1: 2020: Improve graduation rate to 85%. (2019: 82%; 2018: 80%) Goal 2: 2020: Decrease the discipline rate and suspension rate for the LEP population to 60% for discipline and 30% for suspension. (2019: 65% & 32%, 2018: 67% & 35%)
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Goal 3: 2020: Reduce the number of students being treated for severe diabetes to 10 and decrease percent of students suffering from obesity to 14-18%. 2019 – 15 cases and 16-20%. 2018 – 20 cases and 18-22%.

LIST OBJECTIVE(S):

7.1 SSOT:

- 1: Utilize an effective tracking system to monitor students receiving services
 - Year 1. By 2017, research effective STS to monitor the status of students receiving project social support services
 - Year 2. By 2018, implement STS to monitor the status of students receiving project social support services
 - Year 3: Determine the effectiveness of STS and make necessary adjustments to system.
- 2: 9% increase in At-risk students receiving SPCE project services successfully progressing from grade to grade:
 - Year 1: 2% points increase
 - Year 2: 2% points increase
 - Year 3: 5% points increase
- 3: 85% of Referrals received will be completed
 - Year 1: 60% successful completion (issue(s) addressed and resolved)
 - Year 2: 75% successful completion (issue(s) addressed and resolved)
 - Year 3: 85% successful completion (issue(s) addressed and resolved)

7.2 PBIS FRAMEWORK:

1. 15% increase in each school site level of implementation of the PBIS Framework
 - Year 1 - 3: 15% Annual Increase in school level Implementation of the PBIS Framework
2. 15% annual increase of each schools' School Safety Perception Rate (SAS and SSS): 2020, 2019 and 2018
 - Year 1 - 3: 15% annual increase of each schools' School Safety Perception Rate (SAS and SSS)

7.3 PROMOTING POSITIVE BEHAVIORS AND SAFE SCHOOL ENVIRONMENT

1. 25% increase SPCE and school personnel knowledge and practices supporting safe schools
 - Year 1: 50% SPCE and school personnel report feeling more knowledgeable and more confident in implementing strategies learned
 - Year 2: 60% more knowledgeable and more confident
 - Year 3: 75% more knowledgeable and more confident
2. 25% decrease in student internet safety infractions
 - Year 1: 5% reduction
 - Year 2: 10% reduction
 - Year 3: 25% reduction

7.4 HEALTH & SAFETY

1. 25% increase in teacher knowledge and practices
 - Year 1: 50% teachers will align lesson plans and implement strategies learned from training

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Year 2: 100% teachers will create and implement fitness programs for each individual needs/goals.
 Year3: 75% students BMI data will be tracked/reported to determine progress/success

COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>7.1 Support Services & Outreach Teams (SSOT)</p>	<p>➤ List each Activity implemented for the quarter in <u>bullet form</u>.</p> <p>➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why.</p> <p>7.1 SSOT</p> <ul style="list-style-type: none"> ▪ SSOT closed 392 referrals with 262 pending for the 4th 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. ▪ Two (2) Staff Development (SD) trainings were conducted. ▪ Five (5) Professional Development (PD) opportunity was provided. 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period.</p> <p>➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>SSOT</p> <ul style="list-style-type: none"> ▪ During the short return to in person work, personnel were able to respond to referrals. Of the 654 referrals received, 392 were completed and 262 remain pending and require a home visit upon the lifting of the restrictions stipulated in the Executive Order 2020-028. ▪ Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028, no SE or PE were conducted this reporting period. ▪ Two (2) SD <ul style="list-style-type: none"> ○ 08/03/20: SPCE Project Services and Changes on how to Access Service. Presented to 29 Agueda Johnston Middle School faculty & staff ○ 08/27/20: Youth Mental Health First Aid (Teleconferencing). Project personnel co-trained 33 participants consisting of school administrators, counselors, support staff and teachers. Trainers were assisted by the District Psychologist and two (2) personnel from the Guam Behavior Health & Wellness Center.

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		<ul style="list-style-type: none">▪ Five (5) PD were provided.<ul style="list-style-type: none">○ 07/14/20: <i>Use of Trauma Screening Tools.</i> SPCE SWs were trained by the district psychologists on conducted screeners on students and personnel to determine their risk levels and need for support services. (19 participants)○ 07/15/20 & 7/16/20: <i>Stress, Anxiety, Depression and Trauma as it Relates to COVID-19.</i> Twenty-one project personnel completed a two day training conducted by district psychologist.○ 07/23/20: <i>SPED Services.</i> Twenty project personnel attended a Zoom Video recording on SPED services available during distance learning, conducted by Laura Taisipic and Cathy Tydingco○ 08/20/20: <i>Guidelines on Conducting Home visits and COVID-19 Leave Standard Operating Procedures.</i> Trainings were conducted by Steven Pangelinan, SSS and Doris Bukikosa, PL respectively to 19 project personnel.○ 08/13 – 09/04/20: <i>COVID-19 Case Investigation & Contact Tracing (CI/CT).</i> Project SWs completed a certification training on CI/CT conducted by Dr. Laura Bubak and Dr. Mike Reid from the University of California at San Francisco.
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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)																																							
<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>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <p>1. Table on Student Referrals</p> <table border="1" data-bbox="581 659 1165 1032"> <thead> <tr> <th rowspan="2">Type of Referral</th> <th colspan="2">4th Quarter</th> </tr> <tr> <th>Closed</th> <th>Open</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>18</td> <td>18</td> </tr> <tr> <td>Behavior</td> <td>0</td> <td>0</td> </tr> <tr> <td>Interpreter/Translator</td> <td>0</td> <td>0</td> </tr> <tr> <td>Medical</td> <td>0</td> <td>0</td> </tr> <tr> <td>Registration</td> <td>17</td> <td>17</td> </tr> <tr> <td>School Parent Conference</td> <td>5</td> <td>35</td> </tr> <tr> <td>Support Services</td> <td>352</td> <td>192</td> </tr> <tr> <td>TOTALS</td> <td>392</td> <td>262</td> </tr> <tr> <td>Home visits</td> <td colspan="2">165</td> </tr> </tbody> </table> <p>2. Table on Survey Results</p> <table border="1" data-bbox="571 1117 1159 1247"> <thead> <tr> <th rowspan="2">Parent Feedback</th> <th>4thQuarter</th> </tr> <tr> <th>Number</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	4th Quarter		Closed	Open	Attendance	18	18	Behavior	0	0	Interpreter/Translator	0	0	Medical	0	0	Registration	17	17	School Parent Conference	5	35	Support Services	352	192	TOTALS	392	262	Home visits	165		Parent Feedback	4thQuarter	Number	Increased knowledge	0	Did not increase in knowledge	0	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <ul style="list-style-type: none"> ▪ Although the Student Parent Community Engagement (SPCE) Project has been consistently exceeding its quarterly targets on the two (2) performance measures for this component, with the COVID-19 Pandemic shutdown and the Government of Guam Executive Order 2020-028, personnel have concentrated on responding to referrals strictly using phone calls, emails and social media, during this reporting period.
Type of Referral	4th Quarter																																								
	Closed	Open																																							
Attendance	18	18																																							
Behavior	0	0																																							
Interpreter/Translator	0	0																																							
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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
I. SSOT	<p>1. Successful implementation of Student Tracking System (STS) - Implementation not completed due to unavailability of tracking cells in PowerSchool Student Information System. All student K – 8 automatically promoted based on Social Promotion practice.</p> <p>2. 9% increase in At-risk students receiving SPCE project services successfully progressing from grade to grade – (100% of students K-8, not applicable to students 9th – 12th grade)</p>	<p>SPCE Project Data</p> <p>District Student Progress Data</p>	<p>Student complies with requirement and attends school</p> <p>All students K-8 are automatically promoted. Students in 9th – 12th grade are based on credits earned.</p>				All students were promoted to the next grade level.	Promotions occur during the SY calendar 4 th quarter

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	<p>3. 85% of Referrals received will be completed. Completion rate on student referrals – 392/654 = 60% (Target not met)</p>	<p>SPCE Project Data</p>	<p>Referrals completed successfully and student is back in school</p>	<p>(SY18 - 19: 3rd Qtr): 96% Referrals (1,638 closed/73 open) 14 EA ▪ 10 SE – 1,166/ 10 PE – 1,430 ▪ 3 SD (13/259) 4 PD – Up to 23</p>	<p>(SY19 - 20: 1st Qtr): 90% completed Referrals (2,008 closed/216 open) 24 EA ▪ 4 SE – 655/ 8 PE – 2,654 ▪ 6 SD (21/374) 6 PD – Up to 27 Target: 85% completion</p>	<p>(SY19 - 20: 2nd Qtr): 91.2% completed Referrals (1,908 closed/184 open) 24 EA ▪ 5 SE – 528/ 5 PE – 527 ▪ 5 SD (11/142) 10 PD – Up to 27 Target: 85% completion</p>	<p>(SY19 - 20: 3rd Qtr): 92% completed Referrals of the pending cases from the previous quarter ▪ (138 closed/12 open) 0 EA ▪ 0 SE/ 0 PE ▪ 0 SD/ 1 PD Target: 85% completion</p>	<p>(SY19 - 20: 4th Qtr): 60% completed Referrals (392 closed/262 open) 7 EA ▪ 0 SE/0 PE ▪ 2 SD (2/62) 5 PD – Up to 21 Target: 85% completion</p>
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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>7.2 Positive Behavior Interventions and Support (PBIS) Framework Implementation</p>	<ul style="list-style-type: none"> ▪ List each Activity implemented for the quarter in bullet form. ▪ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why. <p>7.2 Positive Behavior Intervention and Support (PBIS) Framework</p> <p>7.2.1 15% increase in each school site level of implementation of the PBIS Framework</p> <p>Coaching Supports</p> <ul style="list-style-type: none"> ▪ Project personnel conducted 1 Staff Development (SD) Training and eight (8) Professional Development (PD) opportunities – (100% Completed for the quarter). <p>7.2.2 15% annual increase of each schools’ School Safety Perception Rate: Self-Assessment Survey (SAS) and School Safety Survey (SSS)</p> <p>The SAS and SSS Assessments were completed this reporting period – <i>Results are inconclusive.</i></p>	<ul style="list-style-type: none"> ➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period. ➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <p>PBIS Coaching</p> <ul style="list-style-type: none"> ▪ Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028, the GDOE shut down, closing all 41 schools, to include central office and all support services and project activities, PBIS Coaches took the initiative to participate in online PD. (see Appendix #5: Engagement Activity Sheet) <p>SAS Results</p> <p>The SAS is a perception survey that captures the implementation rate of Positive Behavior Interventions and Support (PBIS) Critical Features, with the average implementation rate indicative of the school’s safety. The survey must be completed by at least 80% of the school community to be valid.</p> <ul style="list-style-type: none"> ▪ Due to the COVID-19 Pandemic and Government of Guam Executive Order 2020-028 resulting in the GDOE shut down, the completion rates of the safety perception surveys were so low that the results were inconclusive. Even with the extension of the completion deadline, school were not able to meet the required 80% participation rate to validate the results.

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		<p>SSS Results</p> <p>The SSS is a perception survey that captures the rates of existing risk factors and implemented protective factors within a school setting. The comparison of the two ratios determine the school is working towards or successfully maintaining a safe school environment. Eighty percent of the school community must complete the assessment to be considered valid.</p> <ul style="list-style-type: none">▪ Due to the COVID-19 Pandemic and Government of Guam Executive Order 2020-028 resulting in the GDOE shut down, the completion rates of the safety perception surveys were so low that the results were inconclusive. Even with the extension of the completion deadline, school were not able to meet the required 80% participation rate to validate the results.
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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)								
<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>WHAT PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹<i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p> <p>1. Table of Tiered Fidelity Inventory (TFI) Averages No results this reporting period</p> <p>2. School Safety Perception Surveys (Self-Assessment Survey (SAS) and School Safety Survey (SSS))</p> <p>Self-Assessment Survey (SAS) Survey conducted in 3rd quarter.</p> <p>School Safety Survey (SSS) Survey conducted in 3rd quarter</p> <p>Positive Learning Center Classrooms</p> <table border="1" data-bbox="558 1369 1121 1495"> <thead> <tr> <th>School</th> <th>Participants</th> </tr> </thead> <tbody> <tr> <td>Astumbo Middle</td> <td>0</td> </tr> <tr> <td>Agueda Johnston Middle</td> <td>0</td> </tr> <tr> <td>Vicente Benavente Middle</td> <td>0</td> </tr> </tbody> </table>	School	Participants	Astumbo Middle	0	Agueda Johnston Middle	0	Vicente Benavente Middle	0	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²<i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p> <ul style="list-style-type: none"> ▪ Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028 resulting in the shut-down of GDOE, the Tiered Fidelity Inventory (TFI) Assessment was not completed. <p>The Tiered Fidelity Inventory measures the following: Tier I: "Team effectiveness" by reviewing team planning, completion and the use of data in the evaluation process. Tier II: uses similar criteria but based on efforts for Tier II student and likewise Tier III for those efforts.</p> <p>SAS Results</p> <ul style="list-style-type: none"> ▪ The implementation averages met the quarterly goals; however, the average participation rates fell below the rate needed to validate the results, due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028 resulting in the shut-down of GDOE <p>SSS Results</p> <ul style="list-style-type: none"> ▪ Similarly, the SSS Assessment neither garnered a sufficient amount of participants nor produced acceptable rates. <p>Positive Learning Center Classrooms</p> <ul style="list-style-type: none"> ▪ Six (6) PLC Rooms were operating with project supports (equipment, supplies and materials) and Instructional Program Aides (IPAs) from <i>ISLA Ayudante</i> Project.
School	Participants									
Astumbo Middle	0									
Agueda Johnston Middle	0									
Vicente Benavente Middle	0									

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Oceanview Middle	0
Jose Rios Middle	0
Luis Untalan Middle	0

Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028 resulting in the shut-down of GDOE there is no face to face model of learning. PLC teachers have been focusing on making contact with previously assigned PLC students to confirm they are officially registered in a model of learning, actively participating and providing supports to stay on track until the return to the school site.

PLCs are intervention classrooms focusing on addressing the cause of the misbehavior or inappropriate behavior of Tier II students in order to prevent repetitive incidences. PLC teachers and IPAs would also provide academic supports to assist the student raise their skill level in any given class or subject.

The School-wide Information System, student discipline information system was utilized by 20 GDOE school. The specialized data base allowed schools to create detailed reports needed for decision making relative to implementing the necessary intervention and supports for students.

**School Wide Information System (SWIS)
 Subscription:**

- SWIS available to all GDOE schools – 21 schools opting to use subscription.

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Target Performance End of December 2019	Target Performance End of March 2020	Target Performance End of June 2020	Target Performance End of September 2020
7.2 PBIS FRAMEWORK	1. 15% increase in each school site level of implementation of the PBIS Framework	Project Data	Tiered Fidelity Inventory (TFI) results	SY18-19 3rd QTR ES TFI AVG: Tier 1: 92% Tier 2: 78% Tier 3: 73% MS TFI AVG: Tier 1: 87% HS TFI AVG: 61%	Actual: TFI 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: Ongoing PBIS coaching on Implementatio	Actual: TFI 2nd QTR ES TFI AVG: Tier 1: 93% Tier 2: 82% Tier 3: 79% MS TFI AVG: Tier 1: 81% Tier 2: N/A HS TFI AVG: Tier 1: 79% for 3 schools completing the assessment Target: Ongoing PBIS coaching on	Actual: No Data ES rates increased but didn't make 15% increase for last Qtr No Data MS rates decreased for last Qtr No Data HS Target met: 18% increase for last Qtr Target: Ongoing PBIS coaching on	Actual: No Data Assessment conducted in 3 rd quarter No Data Assessment conducted in 3 rd quarter No Data Assessment conducted in 3 rd quarter Target: This marks a new school year.

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	<p>2. 15% annual increase of each schools' School Safety Perception Rate (SAS and SSS): 2020, 2019 and 2018</p>			<p>SY18-19 3rd Qtr SAS AVG: Elem Participati on Avg: 86% Implemen tation Avg: 82% Middle Participati on Avg: 56% Implemen tation Avg: 81% High Participati on Avg: 25% Implemen tation Avg: 70% SSS AVG: Elem Participati on Avg:</p>	<p>n and Expansion</p> <p>Actual: Survey conducted in 3rd quarter.</p>	<p>Implementati on and Expansion</p> <p>Actual: Survey conducted in 3rd quarter.</p>	<p>Implementati on and Expansion</p> <p>Actual: SAS AVG: Elem Participation Avg: 70% Implementati on Avg: 84% Middle Participation Avg: 58% Implementati on Avg: 84% High Participation Avg: 42% Implementati on Avg: 77% SSS AVG: Elem Participation Avg: 72% Risk Ratio Avg: 33% Protective Ratio Avg: 56% Middle Participation Avg: 54% Risk Ratio Avg: 56% Protective</p>	<p>Reporting on new targets will start I 1st quarter of FY'20.</p> <p>Actual: No Data Assessment conducted in 3rd quarter</p> <p>No Data Assessment conducted in 3rd quarter</p>
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				90% Risk Ratio Avg: 33% Protective Ratio Avg: 73% Middle Participati on Avg: 61% Risk Ratio Avg: 59% Protective Ratio Avg: 74% High Participati on Avg: 38% Risk Ratio Avg: 56% Protective Ratio Avg: 68%	Target: Ongoing PBIS coaching on Implementatio n and Expansion	Target: Ongoing PBIS coaching on Implementati on and Expansion	Ratio Avg: 78% High Participation Avg: 36% Risk Ratio Avg: 57% Protective Ratio Avg: 76% Target: 15% annual increase in each school's safety perception rate. No targets met. Participation rate does not meet the required % to validate the results.	Target: This marks a new school year. Reporting on new targets will start I 1 st quarter of FY'20.
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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>7.3 Promoting Positive Behaviors and Safe School Environments</p>	<p>➤ List each Activity implemented for the quarter in <u>bullet form</u>.</p> <p>➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why.</p> <p>7.3 Promoting Positive Behaviors and Safe School Environment PBIS Interventions and Training to school personnel and students</p> <p>Peer Mediation Training (PM):</p> <ul style="list-style-type: none"> ▪ None provide this reporting period. <p>Restorative Justice (RJ) Training:</p> <ul style="list-style-type: none"> ▪ None provide this reporting period. <p>iSAFE Subscription:</p> <ul style="list-style-type: none"> ▪ None provide this reporting period. 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period.</p> <p>➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <ul style="list-style-type: none"> ▪ Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028 resulting in the shut-down of GDOE resulting in the shut-down of GDOE, no activities were conducted.

**FFY 2019 CONSOLIDATED GRANT
 QUARTERLY REPORT
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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)
<p>7.3_PROMOTING PBIS AND SAFE SCHOOL ENVIRONMENTS</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 PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹<i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p> <p>1. School Resource Officers 2. iSAFE</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²<i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p> <ul style="list-style-type: none"> ▪ Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028 resulting in the shut-down of GDOE, no activities were conducted and no data is available. <ol style="list-style-type: none"> 1. No contract was finalized for the SRO Services. The Guam Police Department provided support to the six GDOE high schools during the morning, lunch and prior to dismissal. 2. The iSAFE online internet safety training modules were made available to all GDOE teachers and participating Private Non-Public schools.

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
7.3 Promoting Positive Behavior and Safe School Environments	75% of SPCE and school personnel report more knowledgeable and more confident	Exit survey during training	# of those participating in training who report being more knowledgeable and more confident	Baseline SY16-17: 93% increase in knowledge and practice PBIS Coaching was provided to 37 GDOE schools Implementation Rates are captured on PMT # 7.2	Actual: No survey completed this period. Survey tool will be created in 3rd Qtr Target: 65% of SPCE and school personnel more knowledgeable	Actual: No survey completed this period. Survey tool will be created in 3 rd Qtr PBIS Coaching was provided to 37 GDOE schools Implementation Rates are captured on PMT # 7.2 Target: 70% of SPCE and school personnel more knowledgeable	Actual: No survey conducted due to the early school closure as a result of the COVID-19 pandemic. PBIS Coaching was provided to 37 GDOE schools Implementation Rates are captured on PMT # 7.2 Target: 75% of SPCE and school personnel more knowledgeable	Actual: No survey completed this period. PBIS Coaching was not provided due to COVID-19 Pandemic shut down. Target: This marks a new school year.

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	25% reduction in student internet safety infractions	PULSE Report	Decrease in frequency	Technology infractions: SY18-19 3rd Qtr Total: 11	le and more confident Actual: SY19-20 1 st Qtr: Internet Infractions: ES: 6 MS: 9 HS: 15 TOTAL= 30 Target: Target met from 1st Qtr results. 15% reduction in student internet safety infractions	ble and more confident Actual: SY19-20 2 nd Qtr: Internet Infractions: ES: 0 MS: 6 HS: 2 TOTAL= 8 Target: Target met from 2nd Qtr results. 20% reduction in student safety internet infractions	ble and more confident Actual: No Data Target: 25% reduction in student safety internet infractions	Actual: No Data Target: This marks a new year. Reporting on new targets to start in 1 st quarter of FY'20.
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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>7.4 Health and Safety</p>	<p>➤ List each Activity implemented for the quarter in <u>bullet form</u>.</p> <p>➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why.</p> <p>Teacher Training</p> <ul style="list-style-type: none"> ▪ None conducted during this reporting period <p>Student Training</p> <ul style="list-style-type: none"> ▪ None conducted during this reporting period 	<ul style="list-style-type: none"> ▪ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period. ▪ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) ▪ Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028 resulting in the shut-down of GDOE, no activities were conducted.

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)
<p>7.4 HEALTH AND SAFETY</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 PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p>¹<i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p> <p>Teacher and Student Training: No activities conducted during this reporting period.</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p>²<i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p> <ul style="list-style-type: none"> ▪ Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028 resulting in the shut-down of GDOE, no activities were conducted for the 4th quarter and no data is available.

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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 conducted 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) days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT No travel conducted during this reporting period
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT I. SSOT: Project SWs and CPAs closed 392 referrals (Attendance, Behavior, I/T, Medical, Registration and Support Services) for the period and no Student or Parent Engagement Activities were organized. However, participated in two (2) Staff Development and five (5) Professional Development Sessions in person prior to the shutdown of GDOE schools and offices or via an online platform. PBIS Framework: Project personnel participated in one (1) Staff Development and eight (8) online Professional Development opportunities. II. Positive Behavior Intervention and Support (PBIS) Framework III. Promoting Positive Behaviors and Safe School Environment: No Project personnel directly tied to this component. No activities this reporting period. IV. Health and Safety: No Project personnel directly tied to this component. No activities this reporting period.
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	(What strategies are working, not working?) 100 WORD COUNT Due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028 resulting in the shut-down of GDOE, no activities were conducted and no data is available. Results from assessment are inconclusive.

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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>I. SSOT: Social services support assist at-risk students and families address challenges or barriers that these families face. Team members help families address the challenges and allow students to focus on education and learning. Project personnel’s salaries, benefits, local travel and operational supports are funded through the CG.</p> <p>II. PBIS Framework & III. Promoting Positive Behaviors and Safe School Environments: Coaching and behavior supports provide school with options on addressing continued problematic behaviors and supporting the most challenging students. The PLC support also help the students address weak academic skills and low self-esteem before returning to the regular classroom setting. Project personnel’s salaries, benefits, local travel and operational supports are funded through the CG.</p> <p>IV. Health and Safety: Skills acquired in various trainings provided support efforts to help students understand that making better health choices and habits will result in healthier lives. CG funds training, supplies and equipment needed to complete project activities.</p> <p>However, due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028 resulting in the shut-down of GDOE, no activities were conducted and no data is available. Results from assessment are inconclusive and the remaining planned activities were not completed.</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>I. SSOT:</p> <ul style="list-style-type: none"> ▪ Due to the continued COVID-19 Pandemic safety regulations, providing services as originally intended will need to be restructured. <p>SOLUTION: Continued supports strictly enforcing the established safety protocols as well as conducting support via telephone, emails and social media efforts, until such time it is safe to return to a face to face approach.</p> <p>II. PBIS Framework:</p> <ul style="list-style-type: none"> ▪ Until further notice as a result of the Government of Guam E.O. 2020-28, schools remained closed for the school year, making the completion of planned activities impossible to complete. <p>SOLUTION: Collaborate with distance learning cadre/teams to create home expectations and behavior lessons to build and encourage positive behaviors while in the current enforced social distancing situation. Also assist in the attempts to contact students who have not official registered in a model of learning.</p> <p>III. PBIS Framework & III. Promoting Positive Behaviors And Safe School Environments:</p> <ul style="list-style-type: none"> ▪ Until further notice as a result of the Government of Guam E.O. 2020-28, schools remained closed for the school year, making the completion of planned activities impossible to complete. <p>SOLUTION: Collaborate with distance learning cadre/teams to create home expectations and behavior lessons to build and encourage positive behaviors while in the current enforced social distancing situation.</p> <p>IV. Health and Safety:</p>

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	<ul style="list-style-type: none"> ▪ Until further notice as a result of the Government of Guam E.O. 2020-28, schools remained closed for the school year, making the completion of planned activities impossible to complete. SOLUTION: Teachers can create lessons to support physical fitness and activities while practicing social distancing.
<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"> ▪ All project personnel will assist and support the proposed the three (3) distance learning platforms and all safety protocols to ensure the safety of our students, personnel and families. ▪ All project personnel will remain focused on contacting students/families that have failed to register for a model of leaning.
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>100 WORD COUNT</p> <p>I. SSOT:</p> <ul style="list-style-type: none"> ▪ Activity Data Collection Sheets ▪ Project Evaluation Forms (Perception Surveys) – completed by referring party ▪ Project Student/Parent Survey Forms (Perception Survey) – completed by student/family receiving social support services ▪ Parent Information Workshop (PIW) Evaluation Forms – completed by workshop participants ▪ Daily Attendance Sign In Sheets & Time Certification Forms ▪ Site Visits and Observations <p>II. PBIS and III. Promoting Positive Behaviors And Safe School Environments:</p> <ul style="list-style-type: none"> ▪ Tiered Fidelity Inventory Assessment – completed by school level committees ▪ Safety Perception Surveys – completed by school faculty, staff and admin (conducted annually) <ul style="list-style-type: none"> ➢ School Safety Survey (SSS) ➢ Self-Assessment Survey (SAS) ▪ District Discipline Data (Major Infractions) – PULSE/SWIS Data ▪ Daily Attendance Sign In Sheets & Time Certification Forms <p>IV. Health and Safety: (will be collected during Phase III of pilot)</p> <ul style="list-style-type: none"> ▪ District Health Data ▪ School Health Counselor Reports ▪ Training Agendas, Sign In Sheets and Exit Survey Forms

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #7 Student Parent Community Engagement Project

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named 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)

Doris Bukikosa
PROJECT COORDINATOR NAME (SIGNATURE)

10/30/2020
DATE

Erika R. Cruz
PROJECT MANAGER NAME (PRINT)

E.R.C.
PROJECT MANAGER (SIGNATURE)

10/30/20
DATE

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

October 30, 2020

FEDERAL PROGRAMS DIVISION



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

Project No. 8 Second Chance

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

October 30, 2020

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

Original Submitted Quarterly Report

October 30, 2020

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

656

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

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

PROJECT TITLE: PROJECT #8 SECOND CHANCE

PROJECT COORDINATOR: Jesse R Pendon Jr

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

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

ANNUAL REPORT DUE: 12/28/2020

AMOUNT BUDGETED (FFY 2019): \$ 1,268,248.00	AMOUNT EXPENDED: (Include all expenditures in this quarter) \$ _____ \$771,970.61 _____	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) ____ 61 ____ %	Total Full Time Equivalent Vacant ____ 2 ____ Filled ____ 16 ____	Total Part Time Equivalent Vacant ____ 0 ____ Filled ____ 0 ____
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GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
(Pre) K – 5								
6 – 8								
9 - 12					357		23	7

PART I:

LIST THE PROJECT GOAL(S):

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

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LIST OBJECTIVE(S):	<p>Objective 1.1 On an annual basis graduate a minimum of 85% of Seniors currently enrolled in the project.</p> <p>Objective 1.2 Annually increase by one grade level at least 70% of our Freshmen, Sophomores, and Juniors currently enrolled in the project.</p> <p>Objective 1.3 Annually increase by one grade level 10% of participating students who have been incarcerated during high school.</p> <p>Objective 1.4 Annually increase by one grade level 10% of participating students who are housed at the Youth Shelter.</p> <p>Objective 1.5 The project will quarterly rate at least satisfactory based on a quarterly student perception survey that measures the extent to which they feel safe, positive and supported.</p>
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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>8.1 Provide Credit Recovery</p> <p>Project Coordinator (PC) and Clerk Typists provide direct coordination between the core program and its supplemental parts at the district's High Schools, Youth Correctional Facility, and Youth Shelter.</p> <p>Eleven 2nd Chance teachers to provide students with credit recovery 5 days a week, 7 hours a day during the academic year. 2nd Chance teachers will provide a variety of credit recovery options such as but not limited to face-to-face, course by conference, online, and blended learning.</p>	<ul style="list-style-type: none"> ➤ List each Activity implemented for the quarter in <u>bullet form</u>. ➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why. <ul style="list-style-type: none"> • Recruitment of Project Staff (<i>ongoing, 88% completed</i>) • Vetting of Student Applicants (<i>100% completed</i>) 	<ul style="list-style-type: none"> ➤ In five or less brief sentence(s), describe the work accomplished for each activity group implemented during the period. ➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <p>Recruitment of project staff is almost complete. All positions are filled, except for two teacher/faculty positions:</p> <ul style="list-style-type: none"> • (Ongoing) 9 of the 11 Second Chance Teacher positions • (Completed) 4 Instructional School Aides positions filled • (Completed) PC IV and Clerk Typist III position filled • (Completed) The Clerk Typist I position was vacated and will not be filled <p>Student applications into the Second Chance Project were accepted reviewed and vetted. These students applicants were interviewed by project faculty with the assistance of the project staff.</p> <p>Due to the COVID-19 pandemic, services at the Youth Shelter and Youth Correctional Facility were suspended in during the 3rd quarter. Services to our students at these locations began resumed in the 4th quarter.</p>

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- **Procurement of Supplies and Equipment (ongoing)**

Services in the form of instructional supplies and equipment were procured and provided to the following project locations: *J.P. Torres Success Academy, Youth Correctional Facility and Youth Shelter.*

- Evidence is provided by PowerSchool the online database of record for the district being serviced.
- Personnel sign in sign / sign out log
- Supplies delivered logbook

COMPONENT

PRIMARY DATA GENERATED

NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)

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

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

WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?

- **PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)**

¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.

The project pulled data from PowerSchool March 2020 and our contract school at Asmuyao Community School (ACS). And develop a table to analyze student Achievement. Students are group to their current grade levels and current grades are analyzed. Student achievement (except for ACS) is defined as progressing if they achieve 3 out of the 4 possible credits within the QTR., for student at ACS achievement is defined as progressing in at least 1/2 of the classes attempted.

Project Second Chance: Students being served in SY 20-21				
Location	Total Count			
	1Q	2Q	3Q	4Q
J.P. Torres Success Academy (South)	27	28	25	25
J.P. Torres Success Academy (Central)	146	159	161	110
Youth Shelter	5	7	6	3
Youth Correctional Facility	83	74	87	52

HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?

- **USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.**
- **THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.**

²Secondary data are data derived from primary data. They are calculated or computed using primary data.

Student application into the Second Chance Project were accepted, students were interviewed by project faculty with the assistance of the project staff.

The project began SY 2020-2021 with 135 students at the 2 Credit Recovery locations: *J.P. Torres Success Academy in the Southern area, and Central Success Academy in the central area.*

Additionally, there are 52 student clients at the *Youth Shelter and Youth Correctional Facility at the start of SY 2020-2021.*

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures <i>(Actual vs. Target)</i>			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
8.1 Provide Credit Recovery	<p>Goal 1: By the end of SY 2019-2020, among the 20% population who are 17-21 years of age and two years or more behind in credits to graduate, 70% will recover enough credits to allow them to move to the next grade</p> <p>Objective 1.1 On an annual basis graduate a minimum of 85% of Seniors currently enrolled in the project.</p>	PowerSchool (District's Online Gradebook/ Database of Record)	<p>% of students 17-21 and 2 or more years behind in credits who earn sufficient credits to progress to the next grade level</p> <p>% of students in 12th grade who earn enough credits to graduate</p>	<p>84% of students progressed at least 1 grade SY 2018-2019 (146 Students)</p> <p>12th Grade 100% of Seniors Graduated (Total: 72)</p>	<p>Actual: 65% of the students serviced by the project are progressing.</p> <p>Target: At least 58% of this population on target to earn enough credits to move to the next grade level</p> <p>Actual: 74% of Seniors progressing.</p>	<p>Actual: 73% of the students serviced by the project are progressing.</p> <p>Target: Student grades not monitored at this time. Interventions continuously provided.</p> <p>Actual: 89% of Seniors progressing.</p>	<p>Actual: 81% of the students serviced by the project are progressing.</p> <p>Target: At least 70% of this population earn enough credits to move to the next grade level</p> <p>Actual: 9087% of Seniors progressing.</p>	<p>Actual: This marks the start of a new school year. Reporting on new targets will start in 1st quarter of FY'20.</p> <p>Target: Monitoring of student grades not done at this time. Interventions continuously provided.</p> <p>Actual: This marks the start of a new school year. Reporting on new targets will start in 1st quarter of FY'20.</p>

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	<p>Objective 1.2 Annually increase by one grade level 70% of our Freshmen, Sophomores, and Juniors currently enrolled in the project</p>		<p>% of students in 9th -11th grades who earn credits to progress to the next grade level</p>	<p>11th Grade (53 Students): 100% 10th Grade (21 Students): 95% 9th Grade (4 Students): 100%</p>	<p>Target: At least 50% of Seniors on target to graduate</p> <p>Actual: 11th Grade (62 Students): 63% 10th Grade (44 Students): 48% 9th Grade (9 Students): 67%</p> <p>Target: Minimum of 60% at each grade level on target to progress to next grade</p>	<p>Target: Student grades not monitored at this time. Interventions continuously provided.</p> <p>Actual: 11th Grade (36 Students): 67% 10th Grade (43 Students): 53% 9th Grade (10 Students): 30%</p> <p>Target: Monitoring of student grades not done at this time. Interventions continuously provided.</p>	<p>Target: At least 85% of seniors will graduate</p> <p>Actual: 11th Grade (42 Students): 83% 10th Grade (25 Students): 56% 9th Grade (10 Students): 70%</p> <p>Target: Minimum of 70% at each grade level on target to progress to next grade</p>	<p>Target: Monitoring of student grades not done at this time. Interventions continuously provided.</p> <p>Actual: This marks the start of a new school year. Reporting on new targets will start in 1st quarter of FY'20.</p> <p>Target: Monitoring of student grades not done at this time. Interventions continuously provided.</p> <p>Actual: This marks the start of a new school year. Reporting on new targets will start in 1st quarter of FY'20</p>
	<p>Objective 1.3 Annually increase by one grade level 10% of participating students who have been incarcerated during high school</p>		<p>% of incarcerated students in 9th - 12th grades who earn enough credits to progress to the next grade level</p>	<p>12th Grade N/A 11th Grade: 100% 10thGrade: 100% 9th Grade 94%</p>	<p>Actual: 12th Grade 100% 11th Grade: 70% 10thGrade 69% 9th Grade 31%</p>	<p>Actual: 12th Grade 100% 11th Grade: 70% 10thGrade 69% 9th Grade 81%</p>	<p>Actual: 12th Grade N/A COVID 11th Grade: N/A COVID 10thGrade N/A COVID 9th Grade N/A COVID</p>	<p>Actual: This marks the start of a new school year. Reporting on new targets will start in 1st quarter of FY'20</p>

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	<p>Objective 1.4 Annually increase by one grade level 10% of participating students who are housed at the Youth Shelter.</p>		<p>% of students in 9th -12th grades who have been housed in the Youth Shelter for 3 weeks or more and earn credits to progress to the next grade level</p>	<p>12th Grade: N/A 11th Grade: N/A 10th Grade: 100% 9th Grade: 100%</p>	<p>Target: 5% of students at each grade level on target to complete enough credits to move to next grade</p> <p>Actual: 12th Grade: N/A 11th Grade: N/A 10th Grade: 100% 9th Grade: 100%</p> <p>Target: 5% of students at each grade level on target to complete enough credits to move to next grade</p>	<p>Target: Monitoring of student grades not done at this time. Interventions continuously provided.</p> <p>Actual: 12th Grade: N/A 11th Grade: N/A 10th Grade: 100% 9th Grade: 100%</p> <p>Target: Monitoring of student grades not done at this time. Interventions continuously provided.</p>	<p>Target: 10% of students at each grade level on target to complete enough credits</p> <p>Actual: 12th Grade: N/A COVID 11th Grade: N/A COVID 10th Grade: N/A COVID 9th Grade: N/A COVID</p> <p>Target: 10% of students at each grade level on target to complete enough credits</p> <p>Actual: Very Satisfied 75% Satisfied 15% Neutral 4% Dissatisfied 3% Very Dissatisfied 3%</p>	<p>Target: Monitoring of student grades not done at this time. Interventions continuously provided.</p> <p>Actual: This marks the start of a new school year. Reporting on new targets will start in 1st quarter of FY'20</p> <p>Target: Monitoring of student grades not done at this time. Interventions continuously provided.</p> <p>Actual: Very Satisfied 71% Satisfied 19% Neutral 4% Dissatisfied 3% Very Dissatisfied 3%</p>
	<p>Objective 1.5 80% of project participants will indicate Satisfied or higher that they feel safe, positive and supported based on a quarterly 25 question survey.</p>		<p>% of satisfied students rating the project as satisfied or higher (Based on a 5 point rating of Very satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)</p>	<p>Very Satisfied 13.0% Satisfied 87.0% Neutral 0% Dissatisfied 0% Very Dissatisfied 0%</p>	<p>Actual: Very Satisfied 20% Satisfied 70% Neutral 7% Dissatisfied 2% Very Dissatisfied 1%</p>	<p>Actual: Very Satisfied 75% Satisfied 15% Neutral 4% Dissatisfied 3% Very Dissatisfied 3%</p>	<p>Actual: Very Satisfied 75% Satisfied 15% Neutral 4% Dissatisfied 3% Very Dissatisfied 3%</p>	<p>Actual: Very Satisfied 71% Satisfied 19% Neutral 4% Dissatisfied 3% Very Dissatisfied 3%</p>

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				Target: At least 80% of students will indicate 'Satisfied' or higher	Target: At least 80% of students will indicate 'Satisfied' or higher	Target: At least 80% of students will indicate 'Satisfied' or higher	Target: At least 80% of students will indicate 'Satisfied' or higher

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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>2.2 Alternative Pathways to Earn Credits</p> <p>Funds will be used for the contracting of an accredited, professionally monitored, and self-paced credit recovery service for Second Chance students:</p> <p>To be conducted outside normal school hours, semesters and days in order to provide maximum flexibility in scheduling for students.</p> <p>Students participating in this activity will be provided the opportunity to take High School courses at their own pace which will be facilitated and monitored by certified classroom teachers.</p> <p>Through this activity, students can apply at the Second Chance project and be placed in this independent study pathway to either augment or replace their current school schedule.</p>	<p>➤ List each Activity implemented for the quarter in bullet form.</p> <p>➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why.</p> <ul style="list-style-type: none"> • (Ongoing) Services in the form of credit recovery / Alternative Pathways provided to all district schools. 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period.</p> <p>➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>167 students were provided service under this activity. Of the total number, 97 Student were able to graduate SY 2019-2020 at the 6 Traditional High Schools and 1 Credit Recovery School. 53 students progressed to the next grade level.</p> <ul style="list-style-type: none"> - Evidence is provided by the contract school via student files on weekly progress - Personnel sign in sign / sign out log - Weekly monitoring of activity - Student issued transcripts

COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input checked="" type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</p> <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</p> <p>➤ THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</p>

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The project pulled data from PowerSchool March 2020 and our contract school at Asmuyao Community School (ACS), and developed a table to analyze student achievement. Students were grouped according to their current grade levels and current grades were analyzed. For students at ACS, achievement is defined as progressing in at least ½ of the classes attempted.

²*Secondary data are data derived from primary data. They are calculated or computed using primary data.*

Alternative Pathways is a self-paced independent study activity. Students enrolled in classes had all the necessary study materials to complete their self-paced program given to them at the time of registration. During the Pandemic Shutdown there was very little disruption in service; students were still able to communicate with their teachers via phone calls or emails.

During 4th Quarter there were 23 who still needed to complete the program, 16 of them were surveyed with the following results.

- Very Satisfied 53%
- Satisfied 42%
- Neutral 5%
- Dissatisfied 1%
- Very Dissatisfied 0%

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSwab, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
8.2 Alternative Pathways to Earn Credits	Goal 1: By the end of SY 2019-2020, among the 20% population who are 17-21 years of age and two years or more behind in credits to graduate, 70% will recover enough credits to allow them to move to the next grade	PowerSchool (District's Online Gradebook/ Database of Record)	% of students 17-21 and 2 or more years behind in credits who earn sufficient credits to progress to the next grade level	84% of students progressed at least 1 grade SY 2018-2019 (113 Students)	Actual: 65% of the students serviced by the project are progressing.	Actual: 77% of the students serviced by the project are progressing.	Actual: 96% of the students serviced by the project are progressing.	Actual: This marks the start of a new school year. Reporting on new targets will start in 1 st quarter of FY'20
				% of students in 12th grade who earn enough credits to graduate	12th Grade 100% of Seniors Graduated (Total Seniors: 72)	Target: At least 58% of this population on target to earn enough credits to move to the next grade level	Target: Student grades not monitored at this time. Interventions being continuously provided.	Target: At least 70% of this population on target to earn enough credits to move to the next grade level	Target: Monitoring of student grades not done at this time. Interventions continuously provided.
	Objective 1.1 On an annual basis graduate a minimum of 85% of Seniors currently enrolled in the project.				Actual: 73% (40 Students) of Seniors progressing.	Actual: 80% (56 Students) of Seniors progressing.	Actual: 94% (95 Students) of Seniors progressing.	Actual: This marks the start of a new school year. Reporting on new targets will start in 1 st quarter of

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	<p>Objective 1.2 Annually increase by one grade level 70% of our Freshmen, Sophomores, and Juniors currently enrolled in the project</p>		<p>% of students in 9th -11th grades who earn credits to progress to the next grade level</p>	<p>Target: At least 50% of Seniors on target to graduate</p> <p>Actual: 11th Grade (53 Students): 100% 10th Grade (21 Students): 95% 9th Grade (4 Students): 100%</p> <p>Target: At least 60% at each grade level on target to progress to the next grade</p>	<p>Target: Student grades not monitored at this time.</p> <p>Actual: 11th Grade (28 Students): 75% 10th Grade (21 Students): 53% 9th Grade (8 Students): 30%</p> <p>Target: Student grades not monitored at this time. Interventions being continuously provided.</p>	<p>Target: At least 85% of Seniors will graduate</p> <p>Actual: 11th Grade (32 Students): 100% 10th Grade (15 Students): 100% 9th Grade (7 Students): 100%</p> <p>Target: At least 70% at each grade level on target to progress to the next grade</p>	<p>FY'20</p> <p>Target: Monitoring of student grades not done at this time. Interventions continuously provided.</p> <p>Actual: This marks the start of a new school year. Reporting on new targets will start in 1st quarter of FY'20</p> <p>Target: Monitoring of student grades not done at this time. Interventions continuously provided.</p>
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	<p>Objective 1.5 80% of project participants will indicate Satisfied or higher that they feel safe, positive and supported based on a quarterly 25 question survey.</p>		<p>% of satisfied students rating the project as satisfied or higher (Based on a 5 point rating of Very satisfied, Satisfied, Neutral, Dissatisfied, Very dissatisfied)</p>	<p>Actual: New Activity (Survey not taken)</p> <p>Target: At least 80% of students will indicate Satisfied or higher</p>	<p>Actual: Very Satisfied 69% Satisfied 17% Neutral 4% Dissatisfied 6% Very Dissatisfied 3%</p> <p>Target: At least 80% of students will indicate Satisfied or higher</p>	<p>Actual: Very Satisfied 70% Satisfied 18% Neutral 5% Dissatisfied 4% Very Dissatisfied 3%</p> <p>Target: At least 80% of students will indicate Satisfied or higher</p>	<p>Actual: Very Satisfied 53% Satisfied 42% Neutral 5% Dissatisfied 1% Very Dissatisfied 0%</p> <p>Target: At least 80% of students will indicate Satisfied or higher</p>
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PART II:

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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 was conducted this QTR
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) days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT No Travel was conducted this QTR
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT The safety and well-being of our students, faculty and staff is our top priority during this Pandemic. In coordination with our district, traditional schools, and our partners in the youth facilities we are sharing resources regarding COVID-19 and its impact on our unique community, as well as applied strategies Second Chance were using prior to the pandemic; i.e. course by conference (courses are taken were the student and teacher agree to meet at a commonly agreed schedule over a semester), online, and blended learning. Students are now being serviced at the Youth Correctional Facility as well as the Youth Shelter.
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	(What strategies are working, not working?) 100 WORD COUNT Student grades were not monitored for 4 th quarter due to the overlap in closing SY 2019-2020 and opening SY 2020-2021. Services are still being provided as we start interviewing new students into the program. While most of the school district were not ready to transition smoothly into remote learning full time. The project was equipped with its suite of remote learning tools. Credit Recovery faculty and staff help students navigate the crisis by conveying their expectations through communication.

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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>The COVID-19 health crisis essential pushed all our students out of our physical schools, sending them home as part of measures to slow the pandemic. While these students may be safer from the virus at home, they are at increased risk of not completing their coursework. Responding to the heightened need to keep our students engaged in learning, credit recovery teachers and staff increased interventions and provided students with consistent education throughout the lockdown.</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>With widespread school closures and physical distancing measures put in place this reporting period, working procurement via telework was possible. Unfortunately, several key businesses were not able to provide the needed good to the project, largely due to the fact that their business was crippled due to the COVID Shutdown resulting in committed funds lapsing.</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>None. This is the final Year for the Second Chance Project.</p>
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>100 WORD COUNT</p> <p>Project monitoring will continue to be conducted by direct supervision of the credit recovery methods by the credit recovery teachers. Student attendance, discipline, and academics will be closely monitored on a daily basis and documented. Students that are in need of personalized assistance will be identified and interventions provided to provide them with the opportunity to succeed. Project Lead on a daily basis is present at both project sites and 2 times a week at the contact site.</p>

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named 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:

Jesse Pendon
PROJECT COORDINATOR NAME (PRINT)

Jesse Pendon
PROJECT COORDINATOR NAME (SIGNATURE)

10-29-2020
DATE

Joseph Sanchez
PROJECT MANAGER NAME (PRINT)

Joseph Sanchez
PROJECT MANAGER (SIGNATURE)

10/29/2020
DATE

CS

CHRIS SURLA
SPO-FPD

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

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

October 30, 2020

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QUARTERLY REPORT**
Grant Award #: S403A180002, S403A180002-18A

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

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

PROJECT TITLE: PROJECT #8 SECOND CHANCE

PROJECT COORDINATOR: Jesse R Pendon Jr

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

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

ANNUAL REPORT DUE: 12/28/2020

AMOUNT BUDGETED (FFY 2019): \$ 1,268,248.00	AMOUNT EXPENDED: (Include all expenditures in this quarter) \$ _____ 708,703.23 _____	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) _____ 56 _____ %	Total Full Time Equivalent Vacant ___ 2 ___ Filled ___ 16 ___	Total Part Time Equivalent Vacant ___ 0 ___ Filled ___ 0 ___
AMOUNT BUDGETED (FFY 2018): \$ 1,022,611.74	AMOUNT EXPENDED: (Include all expenditures in this quarter) \$ _____ 974,564.36 _____	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) _____ 95 _____ %		

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						357		23	7

PART I:

LIST THE PROJECT GOAL(S):

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

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

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	<p>Goal 1: By the end of SY 2017-2018, among the 20% population who are 17-21 years of age and two years or more behind in credits to graduate, 43% will recover enough credits to allow them to move to the next grade.</p>	
<p>LIST OBJECTIVE(S):</p>	<p>Objective 1.1 On an annual basis graduate a minimum of 85% of Seniors currently enrolled in the project. Objective 1.2 Annually increase by one grade level at least 70% of our Freshmen, Sophomores, and Juniors currently enrolled in the project. Objective 1.3 Annually increase by one grade level 10% of participating students who have been incarcerated during high school. Objective 1.4 Annually increase by one grade level 10% of participating students who are housed at the Youth Shelter. Objective 1.5 The project will quarterly rate at least satisfactory based on a quarterly student perception survey that measures the extent to which they feel safe, positive and supported.</p>	
<p style="text-align: center;">COMPONENT</p>	<p style="text-align: center;">ACTIVITIES</p>	<p style="text-align: center;">WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION</p>
<p>8.1 Provide Credit Recovery</p> <p>Project Coordinator (PC) and Clerk Typists provide direct coordination between the core program and its supplemental parts at the district's High Schools, Youth Correctional Facility, and Youth Shelter.</p> <p>Eleven 2nd Chance teachers to provide students with credit recovery 5 days a week, 7 hours a day during the academic year. 2nd Chance teachers will provide a variety of credit recovery options such as but not limited to face-to-face, course by conference, online, and blended learning.</p>	<p>➤ List each Activity implemented for the quarter in <u>bullet form</u>.</p> <p>➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why.</p> <ul style="list-style-type: none"> • Recruitment of Project Staff (100% completed) • Vetting of Student Applicants (100% 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period.</p> <p>➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>Recruitment of project staff is almost complete. All positions are filled:</p> <ul style="list-style-type: none"> • (Completed) 9 of the 11 Second Chance Teacher positions. Second Chance will align with Classroom Supports and Academic Interventions. In this new project there are 9 positions for Second Chance Teachers and they have been filled. • (Completed) 4 Instructional School Aides positions filled • (Completed) PC IV and Clerk Typist III position filled • (Completed) The Clerk Typist I position was vacated and will not be filled <p>Student applications into the Second Chance Project were reviewed</p>

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	<p><i>completed)</i></p> <ul style="list-style-type: none"> • Procurement of Supplies and Equipment <i>(ongoing)</i> 	<p>and vetted. These applicants were interviewed by project faculty with the assistance of the project staff.</p> <p>Due to the COVID-19 pandemic, services at the Youth Shelter and Youth Correctional Facility were suspended during the 3rd quarter. Services to our students at these locations resumed in the 4th quarter.</p> <p>Services in the form of instructional supplies and equipment were procured and provided to the following project locations: <i>J.P. Torres Success Academy, Youth Correctional Facility and Youth Shelter.</i></p> <ul style="list-style-type: none"> - Evidence is provided by PowerSchool the online database of record for the district being serviced. - Personnel sign in sign / sign out log - Supplies delivered logbook 																																		
<p align="center">COMPONENT</p>	<p align="center">PRIMARY DATA GENERATED</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)</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 type="checkbox"/> COMPLETED 50% OR MORE <input checked="" type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i> <p>¹<i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p> <table border="1" data-bbox="548 1133 1194 1393"> <thead> <tr> <th colspan="5">Project Second Chance: Students being served in SY 20-21</th> </tr> <tr> <th rowspan="2">Location</th> <th colspan="4">Total Count</th> </tr> <tr> <th>1Q</th> <th>2Q</th> <th>3Q</th> <th>4Q</th> </tr> </thead> <tbody> <tr> <td>J.P. Torres Success Academy (South)</td> <td>27</td> <td>28</td> <td>25</td> <td>25</td> </tr> <tr> <td>J.P. Torres Success Academy (Central)</td> <td>146</td> <td>159</td> <td>161</td> <td>110</td> </tr> <tr> <td>Youth Shelter</td> <td>5</td> <td>7</td> <td>6</td> <td>3</td> </tr> <tr> <td>Youth Correctional Facility</td> <td>83</td> <td>74</td> <td>87</td> <td>52</td> </tr> </tbody> </table>	Project Second Chance: Students being served in SY 20-21					Location	Total Count				1Q	2Q	3Q	4Q	J.P. Torres Success Academy (South)	27	28	25	25	J.P. Torres Success Academy (Central)	146	159	161	110	Youth Shelter	5	7	6	3	Youth Correctional Facility	83	74	87	52	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <ul style="list-style-type: none"> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> ➤ <i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i> <p>²<i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p> <p>The project began SY 2020-2021 with 135 students at the 2 Credit Recovery locations: <i>J.P. Torres Success Academy in the Southern area, and Central Success Academy in the central area.</i></p> <p>Additionally, there are 52 student clients at the <i>Youth Shelter and Youth Correctional Facility at the start of SY 2020-2021.</i></p>
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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
8.1 Provide Credit Recovery	Goal 1: By the end of SY 2019-2020, among the 20% population who are 17-21 years of age and two years or more behind in credits to graduate, 70% will recover enough credits to allow them to move to the next grade	PowerSchool (District's Online Gradebook/ Database of Record)	% of students 17-21 and 2 or more years behind in credits who earn sufficient credits to progress to the next grade level	84% of students progressed at least 1 grade SY 2018-2019 (146 Students)	Actual: 65% of the students serviced by the project are progressing.	Actual: 73% of the students serviced by the project are progressing.	Actual: 81% of the students serviced by the project are progressing.	Actual: This marks the start of a new school year. Reporting on new targets will start in 1 st quarter of FY'20.
					Target: At least 58% of this population on target to earn enough credits to move to the next grade level	Target: Student grades not monitored at this time. Interventions continuously provided.	Target: At least 70% of this population earn enough credits to move to the next grade level	Target: Monitoring of student grades not done at this time. Interventions continuously provided.
	Objective 1.1 On an annual basis graduate a minimum of 85% of Seniors currently enrolled in the project.		% of students in 12th grade who earn enough credits to graduate	12th Grade 100% of Seniors Graduated (Total: 72)	Actual: 74% of Seniors progressing.	Actual: 89% of Seniors progressing.	Actual: 9087% of Seniors progressing.	Actual: This marks the start of a new school year. Reporting on new targets will start in 1 st quarter of FY'20.

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	<p>Objective 1.2 Annually increase by one grade level 70% of our Freshmen, Sophomores, and Juniors currently enrolled in the project</p>		<p>% of students in 9th -11th grades who earn credits to progress to the next grade level</p>	<p>11th Grade (53 Students): 100% 10th Grade (21 Students): 95% 9th Grade (4 Students): 100%</p>	<p>Target: At least 50% of Seniors on target to graduate</p> <p>Actual: 11th Grade (62 Students): 63% 10th Grade (44 Students): 48% 9th Grade (9 Students): 67%</p> <p>Target: Minimum of 60% at each grade level on target to progress to next grade</p>	<p>Target: Student grades not monitored at this time. Interventions continuously provided.</p> <p>Actual: 11th Grade (36 Students): 67% 10th Grade (43 Students): 53% 9th Grade (10 Students): 30%</p> <p>Target: Monitoring of student grades not done at this time. Interventions continuously provided.</p>	<p>Target: At least 85% of seniors will graduate</p> <p>Actual: 11th Grade (42 Students): 83% 10th Grade (25 Students): 56% 9th Grade (10 Students): 70%</p> <p>Target: Minimum of 70% at each grade level on target to progress to next grade</p>	<p>Target: Monitoring of student grades not done at this time. Interventions continuously provided.</p> <p>Actual: This marks the start of a new school year. Reporting on new targets will start in 1st quarter of FY'20.</p> <p>Target: Monitoring of student grades not done at this time. Interventions continuously provided.</p> <p>Actual: This marks the start of a new school year. Reporting on new targets will start in 1st quarter of FY'20</p>
	<p>Objective 1.3 Annually increase by one grade level 10% of participating students who have been incarcerated during high school</p>		<p>% of incarcerated students in 9th - 12th grades who earn enough credits to progress to the next grade level</p>	<p>12th Grade N/A 11th Grade: 100% 10thGrade: 100% 9th Grade: 94%</p>	<p>Actual: 12th Grade: 100% 11th Grade: 70% 10thGrade: 69% 9th Grade: 31%</p>	<p>Actual: 12th Grade: 100% 11th Grade: 70% 10thGrade: 69% 9th Grade: 81%</p>	<p>Actual: 12th Grade N/A COVID 11th Grade: N/A COVID 10thGrade N/A COVID 9th Grade N/A COVID</p>	<p>Actual: This marks the start of a new school year. Reporting on new targets will start in 1st quarter of FY'20</p>

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	<p>Objective 1.4 Annually increase by one grade level 10% of participating students who are housed at the Youth Shelter.</p>		<p>% of students in 9th -12th grades who have been housed in the Youth Shelter for 3 weeks or more and earn credits to progress to the next grade level</p>	<p>12th Grade: N/A 11th Grade: N/A 10th Grade: 100% 9th Grade: 100%</p>	<p>Target: 5% of students at each grade level on target to complete enough credits to move to next grade</p> <p>Actual: 12th Grade: N/A 11th Grade: N/A 10th Grade: 100% 9th Grade: 100%</p> <p>Target: 5% of students at each grade level on target to complete enough credits to move to next grade</p>	<p>Target: Monitoring of student grades not done at this time. Interventions continuously provided.</p> <p>Actual: 12th Grade: N/A 11th Grade: N/A 10th Grade: 100% 9th Grade: 100%</p> <p>Target: Monitoring of student grades not done at this time. Interventions continuously provided.</p>	<p>Target: 10% of students at each grade level on target to complete enough credits</p> <p>Actual: 12th Grade: N/A COVID 11th Grade: N/A COVID 10th Grade: N/A COVID 9th Grade: N/A COVID</p> <p>Target: 10% of students at each grade level on target to complete enough credits</p>	<p>Target: Monitoring of student grades not done at this time. Interventions continuously provided.</p> <p>Actual: This marks the start of a new school year. Reporting on new targets will start in 1st quarter of FY'20</p> <p>Target: Monitoring of student grades not done at this time. Interventions continuously provided.</p>
	<p>Objective 1.5 80% of project participants will indicate Satisfied or higher that they feel safe, positive and supported based on a quarterly 25 question survey.</p>		<p>% of satisfied students rating the project as satisfied or higher (Based on a 5 point rating of Very satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)</p>	<p>Very Satisfied 13.0% Satisfied 87.0% Neutral 0% Dissatisfied 0% Very Dissatisfied 0%</p>	<p>Actual: Very Satisfied 20% Satisfied 70% Neutral 7% Dissatisfied 2% Very Dissatisfied 1%</p>	<p>Actual: Very Satisfied 75% Satisfied 15% Neutral 4% Dissatisfied 3% Very Dissatisfied 3%</p>	<p>Actual: Very Satisfied 75% Satisfied 15% Neutral 4% Dissatisfied 3% Very Dissatisfied 3%</p>	<p>Actual: Very Satisfied 71% Satisfied 19% Neutral 4% Dissatisfied 3% Very Dissatisfied 3%</p>

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					<u>Target:</u> At least 80% of students will indicate 'Satisfied' or higher	<u>Target:</u> At least 80% of students will indicate 'Satisfied' or higher	<u>Target:</u> At least 80% of students will indicate 'Satisfied' or higher	<u>Target:</u> At least 80% of students will indicate 'Satisfied' or higher
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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>8.2 Alternative Pathways to Earn Credits Funds will be used for the contracting of an accredited, professionally monitored, and self-paced credit recovery service for Second Chance students:</p> <ul style="list-style-type: none"> • To be conducted outside normal school hours, semesters and days in order to provide maximum flexibility in scheduling for students. • Students participating in this activity will be provided the opportunity to take High School courses at their own pace which will be facilitated and monitored by certified classroom teachers. • Through this activity, students can apply at the Second Chance project and be placed in this independent study pathway to either augment or replace their current school schedule. 	<ul style="list-style-type: none"> ➤ List each Activity implemented for the quarter in bullet form. ➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why. <ul style="list-style-type: none"> • (Ongoing) Services in the form of credit recovery / Alternative Pathways provided to all district schools. 	<ul style="list-style-type: none"> ➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period. ➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <p>167 students were provided service under this activity. Of the total number, 97 Student were able to graduate SY 2019-2020 at the 6 Traditional High Schools and 1 Credit Recovery School. 53 students progressed to the next grade level.</p> <ul style="list-style-type: none"> - Evidence is provided by the contract school via student files on weekly progress - Personnel sign in sign / sign out log - Weekly monitoring of activity - Student issued transcripts
COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)
<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 type="checkbox"/> COMPLETED 50% OR MORE <input checked="" type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.) <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p>	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <ul style="list-style-type: none"> ➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE. ➤ THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.

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	<p>The project pulled data from PowerSchool March 2020 and our contract school at Asmuyao Community School (ACS), and developed a table to analyze student achievement. Students were grouped according to their current grade levels and current grades were analyzed. For students at ACS, achievement is defined as progressing in at least ½ of the classes attempted.</p>	<p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>Alternative Pathways is a self-paced independent study activity. Students enrolled in classes had all the necessary study materials to complete their self-paced program given to them at the time of registration. During the Pandemic Shutdown there was very little disruption in service; students were still able to communicate with their teachers via phone calls or emails.</p> <p>During 4th Quarter there were 23 who still needed to complete the program, 16 of them were surveyed with the following results.</p> <p>Very Satisfied 53% Satisfied 42% Neutral 5% Dissatisfied 1% Very Dissatisfied 0%</p>
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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test]and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
8.2 Alternative Pathways to Earn Credits	Goal 1: By the end of SY 2019-2020, among the 20% population who are 17-21 years of age and two years or more behind in credits to graduate, 70% will recover enough credits to allow them to move to the next grade	PowerSchool (District's Online Gradebook/ Database of Record)	% of students 17-21 and 2 or more years behind in credits who earn sufficient credits to progress to the next grade level	84% of students progressed at least 1 grade SY 2018-2019 (113 Students)	Actual: 65% of the students serviced by the project are progressing.	Actual: 77% of the students serviced by the project are progressing.	Actual: 96% of the students serviced by the project are progressing.	Actual: This marks the start of a new school year. Reporting on new targets will start in 1 st quarter of FY'20
					Target: At least 58% of this population on target to earn enough credits to move to the next grade level	Target: Student grades not monitored at this time. Interventions being continuously provided.	Target: At least 70% of this population on target to earn enough credits to move to the next grade level	Target: Monitoring of student grades not done at this time. Interventions continuously provided.
	Objective 1.1 On an annual basis graduate a minimum of 85% of Seniors currently enrolled in the project.		% of students in 12th grade who earn enough credits to graduate	12th Grade Seniors Graduated (Total Seniors: 72)	Actual: 73% (40 Students) of Seniors progressing.	Actual: 80% (56 Students) of Seniors progressing.	Actual: 94% (95 Students) of Seniors progressing.	Actual: This marks the start of a new school year. Reporting on new targets will start in 1 st quarter of

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	<p>Objective 1.2 Annually increase by one grade level 70% of our Freshmen, Sophomores, and Juniors currently enrolled in the project</p>		<p>% of students in 9th -11th grades who earn credits to progress to the next grade level</p>	<p>11th Grade (53 Students): 100% 10th Grade (21 Students): 95% 9th Grade (4 Students): 100%</p>	<p><u>Target:</u> At least 50% of Seniors on target to graduate</p> <p><u>Actual:</u> 11th Grade (19 Students): 79% 10th Grade (20 Students): 50% 9th Grade (4 Students): 75%</p> <p><u>Target:</u> At least 60% at each grade level on target to progress to the next grade</p>	<p><u>Target:</u> Student grades not monitored at this time.</p> <p><u>Actual:</u> 11th Grade (28 Students): 75% 10th Grade (21 Students): 53% 9th Grade (8 Students): 30%</p> <p><u>Target:</u> Student grades not monitored at this time. Interventions being continuously provided.</p>	<p><u>Target:</u> At least 85% of Seniors will graduate</p> <p><u>Actual:</u> 11th Grade (32 Students): 100% 10th Grade (15 Students): 100% 9th Grade (7 Students): 100%</p> <p><u>Target:</u> At least 70% at each grade level on target to progress to the next grade</p>	<p>FY'20</p> <p><u>Target:</u> Monitoring of student grades not done at this time. Interventions continuously provided.</p> <p><u>Actual:</u> This marks the start of a new school year. Reporting on new targets will start in 1st quarter of FY'20</p> <p><u>Target:</u> Monitoring of student grades not done at this time. Interventions continuously provided.</p>
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	<p>Objective 1.5 80% of project participants will indicate Satisfied or higher that they feel safe, positive and supported based on a quarterly 25 question survey.</p>		<p>% of satisfied students rating the project as satisfied or higher (Based on a 5 point rating of Very satisfied, Satisfied, Neutral, Dissatisfied, Very dissatisfied)</p>	<p>Actual: New Activity (Survey not taken)</p> <hr style="border-top: 1px dashed black;"/> <p>Target: At least 80% of students will indicate Satisfied or higher</p>	<p>Actual: Very Satisfied 69% Satisfied 17% Neutral 4% Dissatisfied 6% Very Dissatisfied 3%</p> <p>Target: At least 80% of students will indicate Satisfied or higher</p>	<p>Actual: Very Satisfied 70% Satisfied 18% Neutral 5% Dissatisfied 4% Very Dissatisfied 3%</p> <p>Target: At least 80% of students will indicate Satisfied or higher</p>	<p>Actual: Very Satisfied 53% Satisfied 42% Neutral 5% Dissatisfied 1% Very Dissatisfied 0%</p> <p>Target: At least 80% of students will indicate Satisfied or higher</p>
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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 was conducted this QTR
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) days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT No Travel was conducted this QTR
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT The safety and well-being of our students, faculty and staff is our top priority during this Pandemic. In coordination with our district, traditional schools, and our partners in the youth facilities we are sharing resources regarding COVID-19 and its impact on our unique community, as well as applied strategies Second Chance were using prior to the pandemic; i.e. course by conference (courses are taken were the student and teacher agree to meet at a commonly agreed schedule over a semester), online, and blended learning. Students are now being serviced at the Youth Correctional Facility as well as the Youth Shelter.
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	(What strategies are working, not working?) 100 WORD COUNT Student grades were not monitored for 4 th quarter due to the overlap in closing SY 2019-2020 and opening SY 2020-2021. Services are still being provided as we start interviewing new students into the program. While most of the school district were not ready to transition smoothly into remote learning full time. The project was equipped with its suite of remote learning tools. Credit Recovery faculty and staff help students navigate the crisis by conveying their expectations through communication.

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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>The COVID-19 health crisis essential pushed all our students out of our physical schools, sending them home as part of measures to slow the pandemic. While these students may be safer from the virus at home, they are at increased risk of not completing their coursework. Responding to the heightened need to keep our students engaged in learning, credit recovery teachers and staff increased interventions and provided students with consistent education throughout the lockdown.</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>Widespread school closures and physical distancing measures put in place this reporting period, working procurement via telework was possible. Unfortunately, several key businesses were not able to provide the needed services and supplies to the project, largely due to the fact that their business was crippled due to the COVID shutdown resulting in committed funds lapsing.</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>None. This is the final Year for the Second Chance Project. Since receiving the Grant Award Notification for the FY 20 Consolidated Grant, Project 3, ISLA Ayudante’ and Project 8, Second Chance will merge into a new project, Classroom Support and Academic Intervention. This new project merges the two prior projects into one that focusses on improving teaching practices, student’s math and reading proficiency, graduation rates, and reducing dropout rates.</p>
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>100 WORD COUNT</p> <p>Project monitoring will continue to be conducted by direct supervision of the credit recovery methods by the credit recovery teachers. Student attendance, discipline, and academics will be closely monitored on a daily basis and documented. Students that are in need of personalized assistance will be identified and interventions provided to provide them with the opportunity to succeed. Project Lead on a daily basis is present at both project sites and 2 times a week at the contact site.</p>

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #

I certify to the best of my knowledge that all activities reported for the project titled above, is true and correct and in accordance to rules and regulations governing the above-named 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:

Jesse Pendon
PROJECT COORDINATOR NAME (PRINT)

Jesse Pendon
PROJECT COORDINATOR NAME (SIGNATURE)

10-29-2020
DATE

Joseph Sanchez
PROJECT MANAGER NAME (PRINT)

Joseph Sanchez
PROJECT MANAGER (SIGNATURE)

10/29/2020
DATE

CS

CHRIS SURLA
SPO-FPD

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

Correspondences between FPD and Project Lead

October 30, 2020



Christopher B. Surla <cbsurla@gdoe.net>

Second Chance: FY'19 4th Quarter Compliance Report for July 1 - September 30, 2020

10 messages

Jesse R. Pendon <jesse.pendon@gdoe.net>

Mon, Oct 19, 2020 at 8:24 AM

To: Federal Programs <federal-programs@gdoe.net>, "Stephanie N. Chargualaf" <snchargualaf@gdoe.net>

Hafa Adai:

Please see attached.

/r

Jesse R. Pendon Jr., BSM
Project Lead, Second Chance Project
ATL, CASI
Work Phone: 300-1634
jesse.pendon@gdoe.net

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Guam Department of Education

5 attachments



4TH QTR FFY19 SECOND CHANCE US-ED FFY 2019 PROGRAM BUDGET STAFFING jrp 10.10.2020.pdf
186K



4TH QTR FFY19 SECOND CHANCE US-ED FFY 2019 CG QUARTERLY REPORT jrp 10.10.2020.doc
156K



4TH QTR FFY19 SECOND CHANCE US-ED FFY 2019 DATA FILE jrp 10.10.2020.xlsx
213K



4TH QTR FFY19 SECOND CHANCE US-ED FFY 2019 PROGRAM BUDGET STAFFING jrp 10.10.2020.xlsx
231K



4TH QTR FFY19 SECOND CHANCE US-ED FFY 2019 QTR PERSONNEL CERTIFICATION. 10.10.2020.xlsx
368K

Stephanie N. Chargualaf <snchargualaf@gdoe.net>

Mon, Oct 26, 2020 at 10:04 AM

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

Hi Chris,

Please see email below from Ana regarding the Second Chance quarterly report.

Thank you!

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

From: **Ana O. Aguon** <aoaguon@gdoe.net>

Date: Sun, Oct 25, 2020 at 10:02 PM

Subject: Re: Second Chance: FY'19 4th Quarter Compliance Report for July 1 - September 30, 2020

To: Stephanie N. Chargualaf <snchargualaf@gdoe.net>

Cc: Jesse R. Pendon <jesse.pendon@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>, Ignacio C. Santos <icsantos@gdoe.net>

Hafa Adai Stephanie,

Attached is the *reviewed* **4th Quarter Report** for the **Second Chance project**, with my comments and feedback (highlighted in green and red). Please note that the results of the quarterly student survey on safe and positive school climate is missing, and has to be included in the report.

Let me know if there are questions or things that are not clear.

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

--

Stephanie N. Chargualaf
State Program Officer
Federal Programs Division
Guam Department of Education
671-300-1261

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Guam Department of Education



Reviewed 4TH QTR FFY19 SECOND CHANCE US-ED FFY 2019 CG QUARTERLY REPORT jrp

10.10.2020.doc

223K

Christopher B. Surla <cbsurla@gdoe.net>

Mon, Oct 26, 2020 at 10:30 AM

To: "Joshua C. Blas (Curriculum & Instruction)" <jcblas@gdoe.net>, "Jesse R. Pendon" <jesse.pendon@gdoe.net>

Cc: "Stephanie N. Chargualaf" <snchargualaf@gdoe.net>, "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>, "Ana O. Aguon" <aoaguon@gdoe.net>

Thanks Steph.

Hi Jesse, I will add my revisions to this and send back to you soon.

Regards,
Chris

[Quoted text hidden]

--

Christopher Surla
State Program Officer
Federal Programs Division

Guam Department of Education
(671) 300-1372

GDOE SY 2018-2019

Stephanie N. Chargualaf <snchargualaf@gdoe.net>
To: "Christopher B. Surla" <cbsurla@gdoe.net>
Cc: "Ana O. Aguon" <aoaguon@gdoe.net>

Mon, Oct 26, 2020 at 10:44 AM

Hi Chris

Per Ana, Jesse needs to include the results of the quarterly student survey on safe and positive school climate. She said she will call Jesse and remind him.

Thanks!

[Quoted text hidden]

Ana O. Aguon <aoaguon@gdoe.net>
To: "Stephanie N. Chargualaf" <snchargualaf@gdoe.net>
Cc: "Christopher B. Surla" <cbsurla@gdoe.net>

Mon, Oct 26, 2020 at 10:52 AM

Just now gave Jesse the heads-up on the need to administer the survey in the two locations. He said he would, and will provide the results in the performance measures table.

[Quoted text hidden]

Guam Department of Education

Christopher B. Surla <cbsurla@gdoe.net>
To: "Jesse R. Pendon" <jesse.pendon@gdoe.net>, "Joshua C. Blas (Curriculum & Instruction)" <jcblas@gdoe.net>
Cc: "Stephanie N. Chargualaf" <snchargualaf@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "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" <sbukikosa@gdoe.net>

Mon, Oct 26, 2020 at 10:57 AM

Hi Jesse, based on the email conversation. I will wait for your resubmission so that I will include my edits then resend for your confirmation. This way we don't have multiple versions being emailed between us.

Thanks so much
Chris

[Quoted text hidden]

Christopher B. Surla <cbsurla@gdoe.net>
To: "Ana O. Aguon" <aoaguon@gdoe.net>
Cc: "Stephanie N. Chargualaf" <snchargualaf@gdoe.net>

Mon, Oct 26, 2020 at 10:59 AM

thanks team!

On Mon, Oct 26, 2020 at 10:52 AM Ana O. Aguon <aoaguon@gdoe.net> wrote:

[Quoted text hidden]

[Quoted text hidden]

Jesse R. Pendon <jesse.pendon@gdoe.net>
To: "Christopher B. Surla" <cbsurla@gdoe.net>
Cc: "Joshua C. Blas (Curriculum & Instruction)" <jcblas@gdoe.net>, "Stephanie N. Chargualaf" <snchargualaf@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "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" <sbukikosa@gdoe.net>

Tue, Oct 27, 2020 at 9:53 PM

Hafa Adai:

with revisions

Jesse R. Pendon Jr., BSM
Project Lead, Second Chance Project
ATL, CASI
Work Phone: 300-1634
jesse.pendon@gdoe.net


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[Quoted text hidden]

2 attachments

 **4TH QTR FFY19 SECOND CHANCE US-ED FFY 2019 DATA FILE jrp 10.27.2020.xlsx**
234K

 **Reviewed 4TH QTR FFY19 SECOND CHANCE US-ED FFY 2019 CG QUARTERLY REPORT jrp 10.27.2020.doc**
190K

Christopher B. Surla <cbsurla@gdoe.net> Thu, Oct 29, 2020 at 1:53 PM
To: "Jesse R. Pendon" <jesse.pendon@gdoe.net>
Cc: "Joshua C. Blas (Curriculum & Instruction)" <jcblas@gdoe.net>, "Stephanie N. Chargualaf" <snchargualaf@gdoe.net>, "Ana O. Aguon" <aaguon@gdoe.net>, "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" <srrupley@gdoe.net>, "Shannon B. Bukikosa" <sbbukikosa@gdoe.net>

Hi Jesse, please see attached updated information I've included. Please let me know if you are okay with these changes at your earliest convenience, we will need to post no later than COB tomorrow.

Thanks so much
Chris

[Quoted text hidden]

 **Reviewed 4TH QTR FFY19 SECOND CHANCE US-ED FFY 2019 CG QUARTERLY REPORT jrp 10.29.2020 cbs.doc**
193K

Jesse R. Pendon <jesse.pendon@gdoe.net> Thu, Oct 29, 2020 at 2:21 PM
To: "Christopher B. Surla" <cbsurla@gdoe.net>
Cc: "Joshua C. Blas (Curriculum & Instruction)" <jcblas@gdoe.net>, "Stephanie N. Chargualaf" <snchargualaf@gdoe.net>, "Ana O. Aguon" <aaguon@gdoe.net>, "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" <srrupley@gdoe.net>, "Shannon B. Bukikosa" <sbbukikosa@gdoe.net>

Hafa Adai:

its fine with me,, thanks

/r

Jesse R. Pendon Jr., BSM
Project Lead, Second Chance Project
ATL, CASI
Work Phone: 300-1634
jesse.pendon@gdoe.net

The information contained in this e-mail message, and any files transmitted with it, is confidential and may be legally privileged. It is intended only for the use of the individual (s) named above. If you are the intended recipient, be aware that your use of any confidential or personal information may be restricted by local and federal privacy laws. If you, the reader of this message, are not the intended recipient, you are hereby notified that you should not further disseminate, distribute, or forward this e-mail message. If you have received this email message in error, please notify the sender and delete the material from any computer. Thank-you.

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[Quoted text hidden]

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

Quarterly Personnel Certification

October 30, 2020

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: 82670 Second Chance

Fiscal Year 2020
 Reporting Period: 4TH QTR (JUL - SEPT)

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

EIN No.	Employee Name	Employee Position Title	Site Location	Comments
690-00-1681	JOSE L. CEPEDA III	TEACHER III	438 JPTALTS	
690-00-3951	WILLIAM O. SEVILLO	TEACHER IV	438 JPTALTS	
690-00-6792	JESSE R. PENDON JR	PROG COORD IV	438 JPTALTS	
690-00-7068	ROSEMARY T. MANSAPIT	SCH AIDE III	438 JPTALTS	
690-00-7167	DEBRALYNN A. PALACIOS	CLERK TYPIST III	438 JPTALTS	
690-00-7814	CATHY ROSE C. TOPASNA	SCH AIDE III	438 JPTALTS	
690-00-9160	ROSEMARIE J. MUNOZ	TEACHER IV	438 JPTALTS	
690-00-8533	MELISSA J.C. MENO	TEACHER III	438 JPTALTS	
690-00-9634	JOHN G. SAN NICOLAS	TEACHER III	438 JPTALTS	
690-01-0134	ELISA D.C. ORTIZ	SCH AIDE III	438 JPTALTS	
690-01-0462	ROSEMARIE S.N. CRUZ	TEACHER II	438 JPTALTS	
690-01-1257	MELISSA K.P. TAITANO	SCH AIDE I	438 JPTALTS	
690-01-5624	LARRY D. ONEY	TEACHER IV	438 JPTALTS	
17167	DEBRALYNN PALACIOS	CLERK TYPIST III	820 C&I	
15583	ROE-ANNE CRUZ	ADMIN ASSISTANT	820 C&I	
13837	ANA AGUON	PROGRAM COORDINATOR IV	812 FPD	

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: ASHERDEE ROSETE	Date:
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JESSE PENDON	Date:
Project Coordinator Signature: <i>Jesse Pendon</i>	Date: 10-29-2020

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

Project Manager Name: JOSEPH SANCHEZ	Date:
Project Manager Signature: <i>Joseph Sanchez</i>	Date: 10/29/2020

OS

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

Fiscal Monitoring Documents

October 30, 2020

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

10% Monitoring

October 30, 2020

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

FEDERAL ROSTER - FPO
 4th Quarter: FY26 PP5 (8/30/2020 - 9/12/2020)

Project Name: **Second Chance**
 Pay Period Ending: **26**
 Pay Period #: **9/12/2020**

08

Employee #	Employee Name	Group/BU	GDOE Official Position Title	Grant Application (F1860) Position Title	Worksite Location	Worksite Location Description	Obj Class Code	Project Code	Comments	PP Labor Cost	Quarterly Certification	Federal Roster	Attendance Log	Monitoring Comments
7167	DEBRALYNN A PALACIOS	STAF	Clerk Typist III	82670 - CLERK TYPIST III	438	JPTSA - J.P. TOR	11100	82670						
6792	JESSE R PENDON	PROF	Program Coordinator	82670 - PROGRAM COORDINATOR	438	JPTSA - J.P. TOR	11100	82670		X	X	X	X	
13837	ANA MARIA T. O AGUON	PROF	Program Coordinator	82670 - PROGRAM COORDINATOR	812	FED PROG - FED	11100	82670	EMPLOYEE TO BE CHARGED 11% TO ALL CG PROJECTS (82600-82680)					
11257	MELISSA K.P. TAITANO	STAF	School Aide I	82670 - SCHOOL AIDE I	438	JPTSA - J.P. TOR	11100	82670		X	X	X	X	
7814	CATHY ROSE C TOPASNA	STAF	School Aide III	82670 - SCHOOL AIDE III (3)	438	JPTSA - J.P. TOR	11100	82670						
10134	ELISA D.C. ORTIZ	STAF	School Aide III	82670 - SCHOOL AIDE III (3)	438	JPTSA - J.P. TOR	11100	82670						
7068	ROSEMARY T. MANSAPIT	STAF	School Aide III	82670 - SCHOOL AIDE III (3)	438	JPTSA - J.P. TOR	11100	82670						
1681	JOSE L CEPEDA	TCHR	Teacher II	82670 - TEACHER II (3)	438	JPTSA - J.P. TOR	11100	82670						
10462	ROSEMARIE S.N. CRUZ	TCHR	Teacher II	82670 - TEACHER II (3)	438	JPTSA - J.P. TOR	11100	82670						
9634	JOHN G SAN NICOLAS	TCHR	Teacher III	82670 - TEACHER III (1)	438	JPTSA - J.P. TOR	11100	82670						
15624	LARRY ONEY	TCHR	Teacher IV	82670 - TEACHER IV (6)	438	JPTSA - J.P. TOR	11100	82670						
3951	WILLIAM O SEVILLO	TCHR	Teacher IV	82670 - TEACHER IV (6)	438	JPTSA - J.P. TOR	11100	82670						
8533	ROSEMARIE J MUNOZ	TCHR	Teacher IV	82670 - TEACHER IV (6)	438	JPTSA - J.P. TOR	11100	82670						
15392	CARLOS B TOWNSEL	TCHR	Teacher IV	82670 - TEACHER IV (6)	438	JPTSA - J.P. TOR	11100	82670						
9160	MELISSA MENO	TCHR	Teacher III	82670 - TEACHER III (1)	438	JPTSA - J.P. TOR	11100	82670						

This is to certify that the above 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

Stephanie N. Chargualaf, State Program

Rachel Lee S. Duenas, Sr. State Program Officer

Ignacio C. Santos, Federal Programs Administrator

LABOR COST DISTRIBUTION REPORT
PPE : 09/12/2020_PD 09/18/2020_PP26

Sum of Total PROJECTS	Name	Emp #	R-OBJECT 0111
82670	CATHY ROSE C TOPASNA	7814	1,357.19
	DEBRALYNN A PALACIOS	7167	1,185.81
	ELISA D.C. ORTIZ	10134	1,400.27
	JESSE R PENDON	6792	2,311.31
	JOHN G SAN NICOLAS	9634	1,919.67
	JOSE L CEPEDA	1681	1,815.42
	LARRY D ONEY	15624	1,490.85
	MELISSA J.C. MENO	9160	431.81
	MELISSA K.P. TAITANO	11257	977.15
	ROSEMARIE S.N. CRUZ	10462	1,609.23
	ROSEMARY T MANSAPIT	7068	1,357.19
	WILLIAM O SEVILLO	3951	2,318.96
Grand Total			18,174.86
82710	ANA MARIA T. O AGUON	13837	2,226.92
	ROE-ANN JEAN M CRUZ	15583	1,195.23

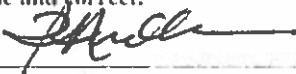
NAME OF SCHOOL/DIVISION: FEDERAL PROGRAMS DIVISION

EMPLOYEE DAILY ATTENDANCE LOG

PAY PERIOD ENDING: SEPTEMBER 12, 2020

NAME OF EMPLOYEE	WEEK 1					WEEK 2				
	MONDAY AUG 31, 2020	TUESDAY SEPT 1, 2020	WEDNESDAY SEPT 2, 2020	THURSDAY SEPT 3, 2020	FRIDAY SEPT 4, 2020	MONDAY SEPT 7, 2020	TUESDAY SEPT 8, 2020	WEDNESDAY SEPT 9, 2020	THURSDAY SEPT 10, 2020	FRIDAY SEPT 11, 2020
1 ANA O. AGUON										
2 BARBARA SA AQUINO										
3 MARIA A. BLAZ										
4 SHANNON B. BUKIKOSA										
5 SHANDICE J.D. CALANO										
6 STEPHANIE N. CHARGUALAF										
7 RACHEL LEE S. DUENAS										
8 ANGELA MENDIOLA	A	A	A	A	A	A	A	A	A	A
9 ROSEMARIE B. MENDIOLA	R	R	R	R	R	R	R	R	R	R
10 SEAN RUPLEY										
11 IGNACIO C. SANTOS										
12 CHRISTOPHER SURLA										
13 RHEA TAITANO										
14 ROQUE J. YAMASHITA								AL		

I certify that the Daily Attendance Log is true and correct.

TIMEKEEPER'S SIGNATURE: 
ROSEMARIE B. MENDIOLA

DATE: 9/11/20

SUPERVISOR'S SIGNATURE: _____
IGNACIO C. SANTOS

DATE: _____

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

100% Monitoring

October 30, 2020

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

FEDERAL ROSTER - FPO
 4th Quarter: FY19 PP22 (7/5/2020 - 7/18/2020)

Project Name: **Second Chance**
 Pay Period Ending: **22**
 Pay Period #: **7/18/2020**

Employee #	Employee Name	Group/BU	GDOE Official Position Title	Grant Application (F1860) Position Title	Worksite Location	Worksite Location Description	Obj Class Code	Project Code	Comments	PP Labor Cost	Quarterly Certification	Federal Roster	Monitoring Comments
7167	DEBRALYNN A PALACIOS	STAF	Clerk Typist III	82670 - CLERK TYPIST III	438	JPTSA - J.P. TOR	11100	82670		X	X	X	
6792	JESSE R PENDON	PROF	Program Coordinator	82670 - PROGRAM COORDIN	438	JPTSA - J.P. TOR	11100	82670		X	X	X	
13837	ANA MARIA T. O AGUON	PROF	Program Coordinator	82670 - PROGRAM COORDIN	812	FED PROG - FED	11100	82670	EMPLOYEE TO BE CHARGED 11% TO ALL CG PROJECTS (82600-82680)		X	X	
11257	MELISSA K.P. TAITANO	STAF	School Aide I	82670 - SCHOOL AIDE I	438	JPTSA - J.P. TOR	11100	82670		X	X	X	
7814	CATHY ROSE C TOPASNA	STAF	School Aide III	82670 - SCHOOL AIDE III (3)	438	JPTSA - J.P. TOR	11100	82670		X	X	X	
10134	ELISA D.C. ORTIZ	STAF	School Aide III	82670 - SCHOOL AIDE III (3)	438	JPTSA - J.P. TOR	11100	82670		X	X	X	
7068	ROSEMARY T. MANSAPIT	STAF	School Aide III	82670 - SCHOOL AIDE III (3)	438	JPTSA - J.P. TOR	11100	82670		X	X	X	
1681	JOSE L CEPEDA	TCHR	Teacher II	82670 - TEACHER II (3)	438	JPTSA - J.P. TOR	11100	82670		X	X	X	
10462	ROSEMARIE S.N. CRUZ	TCHR	Teacher II	82670 - TEACHER II (3)	438	JPTSA - J.P. TOR	11100	82670		X	X	X	
9634	JOHN G SAN NICOLAS	TCHR	Teacher III	82670 - TEACHER III (1)	438	JPTSA - J.P. TOR	11100	82670			X	X	Not on Labor Cost Summer Pay - 21 Pay Periods
15624	LARRY ONEY	TCHR	Teacher IV	82670 - TEACHER IV (6)	438	JPTSA - J.P. TOR	11100	82670			X	X	Not on Labor Cost Summer Pay - 21 Pay Periods
3951	WILLIAM O SEVILLO	TCHR	Teacher IV	82670 - TEACHER IV (6)	438	JPTSA - J.P. TOR	11100	82670		X	X	X	
8533	ROSEMARIE J MUNOZ	TCHR	Teacher IV	82670 - TEACHER IV (6)	438	JPTSA - J.P. TOR	11100	82670		X	X	X	
15392	CARLOS B TOWNSEL	TCHR	Teacher IV	82670 - TEACHER IV (6)	438	JPTSA - J.P. TOR	11100	82670					LTE Appt - No summer pay
9160	MELISSA MENO	TCHR	Teacher III	82670 - TEACHER III (1)	438	JPTSA - J.P. TOR	11100	82670		X	X	X	

This is to certify that the above 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

Stephanie N. Chargualaf, State Program

Rachel Lee S. Duenas, Sr. State Program Officer

Ignacio C. Santos, Federal Programs Administrator

LABOR COST DISTRIBUTION REPORT
PPE : 07/18/2020_PD 07/24/2020_PP22

Sum of TOTAL PROJECTS	Name	Emp #	R-OBJECT		Grand Total
			0111	0121	
82670	CATHY ROSE C TOPASNA	7814	1,357.19	578.65	1,935.84
	DEBRALYNN A PALACIOS	7167	1,185.81	355.00	1,540.81
	ELISA D.C. ORTIZ	10134	1,260.24	440.44	1,700.68
	JESSE R PENDON	6792	2,311.31	667.10	2,978.41
	JOSE L CEPEDA	1681	1,815.42	510.58	2,326.00
	MELISSA J.C. MENO	9160	1,439.35	471.10	1,910.45
	MELISSA K.P. TAITANO	11257	977.15	405.45	1,382.60
	ROSEMARIE J MUNOZ	8533	665.15	328.46	993.61
	ROSEMARIE S.N. CRUZ	10462	1,609.23	617.85	2,227.08
	ROSEMARY T MANSAPIT	7068	1,357.19	578.65	1,935.84
	WILLIAM O SEVILLO	3951	2,318.96	768.05	3,087.01
Grand Total			18,074.39	6,385.82	24,460.21
82710	ANA MARIA T. O AGUON	13837	2,226.92	915.76	3,142.68

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

Fixed Asset Certification

October 30, 2020

PROJECT NAME

REGULAR SALARIES				FY18 Carryover			FY19			PROGRAM TOTAL		
FPR	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Total
9.28.19	16	\$ 33,194.11	100%				\$ 24,644.01	\$ 8,660.10	\$ 33,194.11	\$ 24,644.01	\$ 8,660.10	\$ 33,194.11
10.12.19	16	\$ 33,268.23	100%				\$ 24,696.70	\$ 8,571.53	\$ 33,268.23	\$ 24,696.70	\$ 8,571.53	\$ 33,268.23
10.26.19	16	\$ 34,017.79	100%				\$ 25,429.94	\$ 8,587.85	\$ 34,017.79	\$ 25,429.94	\$ 8,587.85	\$ 34,017.79
11.09.19	15	\$ 31,556.62	100%				\$ 23,574.32	\$ 7,982.30	\$ 31,556.62	\$ 23,574.32	\$ 7,982.30	\$ 31,556.62
11.23.19	15	\$ 32,615.09	100%				\$ 24,403.00	\$ 8,212.09	\$ 32,615.09	\$ 24,403.00	\$ 8,212.09	\$ 32,615.09
12.07.19	16	\$ 33,396.90	100%				\$ 24,943.85	\$ 8,453.05	\$ 33,396.90	\$ 24,943.85	\$ 8,453.05	\$ 33,396.90
Sub Totals	94	\$ 197,958.74		\$ -	\$ -	\$ -	\$ 147,491.82	\$ 50,266.92	\$ 197,958.74	\$ 147,491.82	\$ 50,266.92	\$ 197,958.74
Indirect Cost (9.5%)		\$ 18,806										\$ 18,806
Total 1st Qtr	94	\$ 216,764.82		\$ -	\$ -	\$ -	\$ 147,491.82	\$ 50,266.92	\$ 197,958.74	\$ 147,491.82	\$ 50,266.92	\$ 197,958.74
1.1.20	16	\$ 34,414.50	100%				\$ 25,740.54	\$ 8,673.96	\$ 34,414.50	\$ 25,740.54	\$ 8,673.96	\$ 34,414.50
1.18.20	16	\$ 33,470.31	100%				\$ 25,001.33	\$ 8,468.98	\$ 33,470.31	\$ 25,001.33	\$ 8,468.98	\$ 33,470.31
2.1.20	15	\$ 26,255.68	100%				\$ 26,255.68	\$ 7,760.52	\$ 34,016.20	\$ 26,255.68	\$ 7,760.52	\$ 34,016.20
2.15.20	14	\$ 30,502.39	100%				\$ 22,810.99	\$ 7,691.40	\$ 30,502.39	\$ 22,810.99	\$ 7,691.40	\$ 30,502.39
2.29.20	14	\$ 30,277.68	100%				\$ 22,635.06	\$ 7,642.62	\$ 30,277.68	\$ 22,635.06	\$ 7,642.62	\$ 30,277.68
3.14.20	14	\$ 30,415.64	100%				\$ 22,731.86	\$ 7,683.78	\$ 30,415.64	\$ 22,731.86	\$ 7,683.78	\$ 30,415.64
3.28.20	14	\$ 30,851.61	100%				\$ 23,073.18	\$ 7,778.43	\$ 30,851.61	\$ 23,073.18	\$ 7,778.43	\$ 30,851.61
Sub Totals	103	\$ 183,336.20		\$ -	\$ -	\$ -	\$ 145,175.66	\$ 47,921.26	\$ 193,096.72	\$ 145,175.66	\$ 47,921.26	\$ 193,096.72
Indirect Cost (9.5%)		\$ 17,606.94										\$ 17,607
Total 2nd Qtr	103	\$ 202,943.14		\$ -	\$ -	\$ -	\$ 145,175.66	\$ 47,921.26	\$ 193,096.72	\$ 145,175.66	\$ 47,921.26	\$ 193,096.72
4.11.20	15	\$ 32,738.19	100%				\$ 24,301.15	\$ 8,437.04	\$ 32,738.19	\$ 24,301.15	\$ 8,437.04	\$ 32,738.19
4.24.20	15	\$ 32,476.78	100%				\$ 24,096.49	\$ 8,380.29	\$ 32,476.78	\$ 24,096.49	\$ 8,380.29	\$ 32,476.78
5.9.20	14	\$ 31,067.87	100%				\$ 23,105.58	\$ 7,961.49	\$ 31,067.87	\$ 23,105.58	\$ 7,961.49	\$ 31,067.87
5.23.20	14	\$ 31,192.60	100%				\$ 23,203.87	\$ 7,988.73	\$ 31,192.60	\$ 23,203.87	\$ 7,988.73	\$ 31,192.60
6.6.20	15	\$ 26,737.30	100%				\$ 20,579.64	\$ 6,157.66	\$ 26,737.30	\$ 20,579.64	\$ 6,157.66	\$ 26,737.30
6.20.20	15	\$ 26,737.30	100%				\$ 20,579.64	\$ 6,157.66	\$ 26,737.30	\$ 20,579.64	\$ 6,157.66	\$ 26,737.30
Sub Totals	88	\$ 180,949.24		\$ -	\$ -	\$ -	\$ 138,866.37	\$ 45,082.87	\$ 180,949.24	\$ 138,866.37	\$ 45,082.87	\$ 180,949.24
Indirect Cost (9.5%)		\$ 17,190.18										\$ 17,190
Total 3rd Qtr	88	\$ 198,139.42		\$ -	\$ -	\$ -	\$ 138,866.37	\$ 45,082.87	\$ 180,949.24	\$ 138,866.37	\$ 45,082.87	\$ 180,949.24
7.14.20	11	\$ 7,272.92	100%				\$ 21,179.01	\$ 7,272.92	\$ 28,451.93	\$ 21,179.01	\$ 7,272.92	\$ 28,451.93
7.24.20	11	\$ 6,385.82	100%				\$ 18,074.39	\$ 6,385.82	\$ 24,460.21	\$ 18,074.39	\$ 6,385.82	\$ 24,460.21
8.7.20	10	\$ 6,035.27	100%				\$ 17,329.55	\$ 6,035.27	\$ 23,364.82	\$ 17,329.55	\$ 6,035.27	\$ 23,364.82
8.21.20	13	\$ 6,301.90	100%				\$ 18,252.88	\$ 6,301.90	\$ 24,554.78	\$ 18,252.88	\$ 6,301.90	\$ 24,554.78
9.4.20	12	\$ 6,494.60	100%				\$ 19,182.40	\$ 6,494.60	\$ 25,677.00	\$ 19,182.40	\$ 6,494.60	\$ 25,677.00
9.18.20	12	\$ 6,215.21	100%				\$ 18,174.86	\$ 6,215.21	\$ 24,390.07	\$ 18,174.86	\$ 6,215.21	\$ 24,390.07
9.24.20	11	\$ 6,002.32	100%				\$ 17,666.71	\$ 6,002.32	\$ 23,669.03	\$ 17,666.71	\$ 6,002.32	\$ 23,669.03
Sub Totals	69	\$ 57,435.12		\$ -	\$ -	\$ -	\$ 108,680.79	\$ 37,435.12	\$ 146,115.91	\$ 108,680.79	\$ 37,435.12	\$ 146,115.91
Indirect Cost (9.5%)		\$ 3,556.34										\$ 3,556
Total 4th Qtr	69	\$ 48,991.66		\$ -	\$ -	\$ -	\$ 108,680.79	\$ 37,435.12	\$ 146,115.91	\$ 108,680.79	\$ 37,435.12	\$ 146,115.91
Grand Total	197	\$ 419,708		\$ -	\$ -	\$ -	\$ 537,414.44	\$ 180,706.17	\$ 718,120.61	\$ 537,414.44	\$ 180,706.17	\$ 718,120.61

PART-TIME SALARIES				FY18 Carryover			FY19			PROGRAM TOTAL		
FPE	No. of	Total Salary for	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Totals
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)		-		-	-	-	-	-	-	-	-	-
Total 1st Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)		-		-	-	-	-	-	-	-	-	-
Total 1st Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 1st Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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)

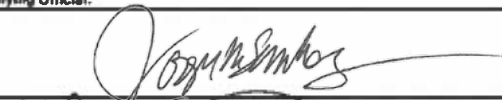
Type or Print Name and Title of Program Manager

JOSEPH L.M. SANCHEZ

Telephone: (area code, number, and extension)

(671) 300-1635/1247

Signature of Authorized Certifying Official:



Email address:

jsanchez@gdoe.net

Date Report Submitted: (Month, Day, Year)

10/29/2020

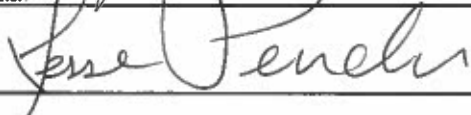
Type or Print Name and Title of Project Coordinator:

JESSE PENDON

Telephone: (area code, number, and extension)

(671) 300-1634

Signature of Project Coordinator:



Email address:

jesse.pendon@gdoe.net

Date Report Submitted: (Month, Day, Year)

10-29-2020

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

Project No. 9

Enhancing Education through Technology (EETT)

October 30, 2020

FEDERAL PROGRAMS DIVISION



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

Project No. 8 Enhancing Education Through Technology (EETT)

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

October 30, 2020

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

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

October 30, 2020

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

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

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

PROJECT TITLE: Enhancing Education through Technology

PROJECT COORDINATOR: Cellini J. Higa

PROJECT MANAGER: Dr. Zenaida Asuncion

STATE PROGRAM OFFICER: Shannon Bukikosa

10/ 01/19- 12/31/19	01/01/20- 03/31/20	04/01/20- 06/30/20	07/01/20- 09/30/20
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
			X
REPORT DUE: 1/10/20	REPORT DUE: 04/22/20	REPORT DUE: 07/10/20	REPORT DUE: 10/16/20

ANNUAL REPORT DUE: 10/29/2020

AMOUNT BUDGETED (FFY 2018): \$2,337,515.41	AMOUNT EXPENDED: (Include all expenditures in this quarter) \$1,971,156.61	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 84%	Total Full Time Equivalent Vacant: 0 (07/01-08/02) 1 (08/03-09/30)	Total Part Time Equivalent Vacant : 0 Filled: 0
AMOUNT BUDGETED (FFY 2019): \$2,255,060.99	AMOUNT EXPENDED: (Include all expenditures in this quarter) \$1,229,714.94	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 55%	Filled: 7 (07/01-08/02) 6 (08/03-09/30)	

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	0	2	N/A	N/A	394	8	
6 – 8	N/A	N/A			N/A	N/A			
9 - 12	N/A	N/A			N/A	N/A			

PART I:

LIST THE PROJECT GOAL(S):	<p>9.1 Improving technology support/IT services End-users will report having access to well-functioning technology and reliable connectivity for teaching; SY17-18: 60%; SY18-19: 70%; SY19-20: 80%</p> <p>9.2 Expanding technology tools/resources for schools/teachers/students (total of 21 school labs and 18 library learning centers</p>
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**FFY 2019 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A180002, S403A180002-18A**

	<p><u>across 3 years)</u> June 2018: Increase access to technology by creating computer labs in 7 schools (did not receive SY 2016-2017); 45% of teachers reporting use of labs June 2019: Increase by 7 schools with 50% teachers report using the labs June 2020: Increase access to technology by 7 schools each year with 60% teachers reporting use of labs</p> <p>Increase access to technology for teaching and learning by creating library learning centers in 6 school libraries SY17-18; and six more annually SY18-19 and SY19-20 that did not have learning centers in the prior year (6 more).</p> <p><u>9.3 Enhancing teacher skills in integrating technology</u></p> <p>Fewer teacher will rate themselves as beginning technology users: SY17-18: 45%; SY18-19: 40%; SY19-20: 35% Add to on-demand professional learning library related to technology including curriculum resources for administrators, teachers, and staff.</p>
<p>LIST OBJECTIVE(S):</p>	<p>9.1 Improving Technology Support/Delivery of IT Services ANNUAL: Teachers/staff report timely, high quality and effective services; SY17-18: 75%; SY18-19: 80%; SY19-20: 80%. Provide annual service and maintenance for 1500 Laptops /computers (3-5yrs old). Reduce Wi-Fi /Connectivity tickets by 15% from 2016-17 helpdesk and reduce by 10% in year 2 and 3.</p> <p>9.2 Expanding Technology Tools and Resources for School, Teacher, and Student Use Year 3: 10% increase each year in students reporting use of technology in courses taught by teachers receiving EETT training.</p> <p>9.3 Enhancing Teacher Skills and Integrating Technology in Teaching and Learning Year 3: 75% of students of teachers receiving training will indicate they see technology used by the teacher 100% of teachers with interactive whiteboards and who have completed level 2 training will submit at least one flip-chart unit for district-wide use 85% of teachers participating in online learning courses will complete at least one online course module By June 2020, 100% of teachers will receive updated GDOE scope and sequence for technology aligned to ISTE Standards and at least 400 will have access to archived webinars (one for each standard). 100% of principals will receive training and access to LDS reports and 50% access regularly</p> <p>9.4 Implementing a Fully Automated Library System in all Public Schools By end of 2020, 100 % librarians use automated library system to generate circulation reports for principals and 25% have developed school library webpages populating them for students and teachers along with monthly themes. Modified: 3 Librarians will create maker spaces in at least three schools (1 elem, 1 middle, 1 high school) by September 2020 Modified: At least 100 teachers annually access PowerTeacher Online.</p>

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

COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>9.1 Improving technology support/ IT Services</p>	<ul style="list-style-type: none"> ➤ List each Activity implemented for the quarter in <u>bullet form</u>. ➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why. • 9.1a CANCELED: Annual Contract for re-imaging laptops 3 years or older purchased through EETT. Contract generated and ready to begin once older assets are eliminated GDOE can meet the minimum. • 9.1b CANCELED: Annual Supplemental Broadband Expansion 400-600mb/sec Broadband is provided to supplement the district’s internet bandwidth for projects using technology to be successful. • 9.1c On-going: Procurement of computer-repair/admin supplies, and PEC conference supplies for presenters, video conferencing software for hosting virtual meetings. No purchases for PEC to date. Support subscriptions have been renewed for the year. • 9.1d Canceled: [NEW] Retro-fit of room to be used as Computer Lab. Soliciting retrofit needs for the 40 computer labs established. Once the scope is identified, project staff will solicit appropriate vendor for cost estimate • 9.1e Ongoing: Provision of technology support to the district. 	<ul style="list-style-type: none"> ➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period. ➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) ➤ 9.1a CANCELED activity per Federal Programs Administrator due to the removal of inventory 5 years and older from federal assets inventory. ➤ 9.1b Purchase Order was canceled due to minimal use of internet at the school as a result of the Governor’s Executive Order 2020-28 “Stay-At-Home-Order” ➤ 9.1c Project continues to receive computer technician supplies that enables them to efficiently and effectively perform their duties. ➤ 9.1d Activity will be implemented in the CGA FY20 CIQD Project. ➤ 9.1e 4 technicians provided ongoing support during COVID-19 lockdown both on-site and remote access.

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

COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)																																																																																																																																																																																																																																
<p>9.1 Improving technology support/ IT Services</p> <ul style="list-style-type: none"> 9.1a Annual Contract for re-imaging laptops 3 years or older purchased through EETT. 9.1b Annual Supplemental Broadband Expansion 400-600mb/sec 9.1c Procurement of computer-repair/admin supplies, and PEC conference supplies for presenters, video conferencing software for hosting virtual meetings. 9.1d [NEW] Retro-fit of room to be used as Computer Lab. <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 COMP</p>	<p>WHAT PRIMARY DATA¹ WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.) <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <ul style="list-style-type: none"> 9.1a Canceled Activity – No Data 9.1b Canceled Activity 9.1c No Primary Data 9.1d No Primary Data 9.1e Categories of Technicians assignments during reporting period: <table border="1"> <caption>4th Quarter Report Assignments by Technician</caption> <thead> <tr> <th>Count of Assigned to</th> <th>Column Labels</th> <th>AUBREY SANTOS</th> <th>ISAAC DAVID</th> <th>NEIL ALAN ROCHELLE</th> <th>PATTERSON AGUSTIN</th> <th>VAN JOSEPH ABIERA</th> <th>Grand Total</th> </tr> </thead> <tbody> <tr><td>DISTANCE LEARNING</td><td></td><td>3</td><td>2</td><td></td><td>6</td><td></td><td>11</td></tr> <tr><td>EMAIL</td><td></td><td></td><td>1</td><td></td><td>4</td><td>2</td><td>7</td></tr> <tr><td>EMPLOYEE CLEARANCE</td><td></td><td>4</td><td>1</td><td></td><td>1</td><td>1</td><td>7</td></tr> <tr><td>FILTERING</td><td></td><td></td><td>1</td><td></td><td></td><td></td><td>1</td></tr> <tr><td>GOOGLE CLASSROOM</td><td></td><td>1</td><td></td><td></td><td>6</td><td></td><td>7</td></tr> <tr><td>HARDWARE INSTALLATION</td><td></td><td>4</td><td>4</td><td></td><td>12</td><td>4</td><td>24</td></tr> <tr><td>INTERNET ACCESS PROBLEM</td><td></td><td>7</td><td>21</td><td></td><td>11</td><td>8</td><td>47</td></tr> <tr><td>LAPTOP</td><td></td><td>57</td><td>57</td><td>1</td><td>50</td><td>24</td><td>189</td></tr> <tr><td>LOGIN</td><td></td><td>2</td><td>5</td><td></td><td>2</td><td>3</td><td>11</td></tr> <tr><td>MOBILE CART</td><td></td><td>4</td><td></td><td></td><td>2</td><td>4</td><td>10</td></tr> <tr><td>NCOMPUTER</td><td></td><td></td><td></td><td></td><td>1</td><td></td><td>1</td></tr> <tr><td>OTHER</td><td></td><td>10</td><td>30</td><td>2</td><td>34</td><td>17</td><td>93</td></tr> <tr><td>OTHER</td><td></td><td></td><td></td><td></td><td>1</td><td></td><td>1</td></tr> <tr><td>PASSWORD RESET</td><td></td><td>31</td><td>11</td><td></td><td>37</td><td>7</td><td>86</td></tr> <tr><td>PROMETHEAN BOARD</td><td></td><td></td><td>1</td><td></td><td>2</td><td>1</td><td>4</td></tr> <tr><td>RE-IMAGE</td><td></td><td></td><td>13</td><td></td><td>5</td><td>1</td><td>19</td></tr> <tr><td>REPORT/FILE</td><td></td><td></td><td></td><td></td><td>2</td><td></td><td>2</td></tr> <tr><td>SECURITY MANAGEMENT FORM</td><td></td><td>17</td><td>14</td><td></td><td>4</td><td>4</td><td>39</td></tr> <tr><td>SOFTWARE INSTALLATION</td><td></td><td>19</td><td>20</td><td></td><td>35</td><td>11</td><td>85</td></tr> <tr><td>SURVEY COMPUTERS</td><td></td><td>4</td><td>1</td><td></td><td>6</td><td>2</td><td>13</td></tr> <tr><td>TEACHER LAPTOP REQUEST</td><td></td><td>150</td><td>16</td><td></td><td>31</td><td>4</td><td>201</td></tr> <tr><td>TELEPHONE PROBLEM</td><td></td><td>3</td><td>4</td><td></td><td></td><td></td><td>7</td></tr> <tr><td>VPN</td><td></td><td>2</td><td>1</td><td></td><td>3</td><td>3</td><td>9</td></tr> <tr><td>WIFI PROBLEM</td><td></td><td>6</td><td>9</td><td></td><td>13</td><td>9</td><td>37</td></tr> <tr><td>XEROX</td><td></td><td>8</td><td>28</td><td></td><td>12</td><td>8</td><td>56</td></tr> <tr><td>ZOOM</td><td></td><td></td><td></td><td></td><td>1</td><td></td><td>1</td></tr> <tr><td>Grand Total</td><td></td><td>332</td><td>240</td><td>3</td><td>280</td><td>113</td><td>968</td></tr> </tbody> </table>	Count of Assigned to	Column Labels	AUBREY SANTOS	ISAAC DAVID	NEIL ALAN ROCHELLE	PATTERSON AGUSTIN	VAN JOSEPH ABIERA	Grand Total	DISTANCE LEARNING		3	2		6		11	EMAIL			1		4	2	7	EMPLOYEE CLEARANCE		4	1		1	1	7	FILTERING			1				1	GOOGLE CLASSROOM		1			6		7	HARDWARE INSTALLATION		4	4		12	4	24	INTERNET ACCESS PROBLEM		7	21		11	8	47	LAPTOP		57	57	1	50	24	189	LOGIN		2	5		2	3	11	MOBILE CART		4			2	4	10	NCOMPUTER					1		1	OTHER		10	30	2	34	17	93	OTHER					1		1	PASSWORD RESET		31	11		37	7	86	PROMETHEAN BOARD			1		2	1	4	RE-IMAGE			13		5	1	19	REPORT/FILE					2		2	SECURITY MANAGEMENT FORM		17	14		4	4	39	SOFTWARE INSTALLATION		19	20		35	11	85	SURVEY COMPUTERS		4	1		6	2	13	TEACHER LAPTOP REQUEST		150	16		31	4	201	TELEPHONE PROBLEM		3	4				7	VPN		2	1		3	3	9	WIFI PROBLEM		6	9		13	9	37	XEROX		8	28		12	8	56	ZOOM					1		1	Grand Total		332	240	3	280	113	968	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <ul style="list-style-type: none"> ➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE. ➤ THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES. <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>Satisfaction with “access to well-functioning technology and reliable Connectivity” is high for the fourth quarter at 83.5%, exceeding the pre-set annual target percentage of 75%. District-wide, this shows a significant improvement over the 46.2% satisfaction level recorded earlier during the second quarter. Consistent with this is the recorded progressive reduction in the number of Wi-fi connectivity tickets.</p> <p>On the other hand, satisfaction level with “technology service” shows a 9.5% dip for the fourth quarter compared to the second quarter (78.7% vs. 88.2%). This may be due to the limited in-person servicing resulting from the COVID-19 pandemic restrictions.</p> <p>9.1a PO Cancelled and funds returned to EETT 8268.</p> <p>9.1b PO Cancelled and funds returned to EETT 8268.</p> <p>9.1c On-going: Project continues to receive supplies that enable the federally funded COMP TECHS to perform tasks.</p> <p>9.1d Activity to be implemented in CGA FY20 CIQD Project.</p> <p>9.1e Ongoing: Technicians worked remotely and on staggered schedules on-site. Based on this limited work continuance, users were still able to submit Helpdesk tickets.</p>
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	helpdesk.		compared to 2018-2019	tickets/9% reduction of helpdesk tickets	in tickets compared to 1 st quarter FY'18. Actual: 38% reduction	reduction in tickets compared to 2 nd quarter FY'18 Actual: 53% reduction	FY18 3 rd QTR Actual: 73% reduction	Actual: Data can not be reported due to school closure.
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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>9.2 Expanding Technology Tools and Resources for School, Teachers, and Student Use</p>	<ul style="list-style-type: none"> ➤ List each Activity implemented for the quarter in bullet form. ➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why. • 9.2a Completed (since 3rd quarter): Equip computer labs for 7 additional GDOE schools, 1 PNP-St. Paul, and 1 Charter School-iLearn • 9.2b Completed (since 3rd quarter): Equip 12 GDOE libraries and 1 PNP-St. Paul with learning centers 	<ul style="list-style-type: none"> ➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period. ➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) ➤ 9.2a Project Records of COMP Labs completed ➤ 9.2b Project Records of Learning Centers completed

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- **9.2c Completed (since 3rd quarter):** Expand pilot from 3 to 6 schools for use of equipment management software to track use of lab equipment
- **9.2d Completed (4th quarter):** Laptop Replacement Program to replace surveyed or unworkable student/teacher laptops
- **9.2e Ongoing:** Equip 41 GDOE Principals with laptops w/Wi-Fi and Bluetooth capability for leading the standards implementation in the schools.

- **9.2c** Tablets provided to school contact for equipment sign-out. Schools beginning to use Booktracks System or digital sign-out. Activity didn't begin due to school closing.
- **9.2d** Distribution Plan and Promissory Notes
- **9.2e** Distribution Plan and Promissory Notes

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)						
<p>9.2 Expanding Technology Tools and Resources for School, Teachers, and Student Use</p> <ul style="list-style-type: none"> ● 9.2a Completed: Equip computer labs ● 9.2b Completed: Equip 12 GDOE libraries and 1 PNP-St. Paul with learning centers ● 9.2c Completed: Expand pilot from 3 to 6 schools for use of equipment management software to track use of lab equipment ● 9.2d On-going: Laptop Replacement Program ● 9.2e Delayed: Equip 41 GDOE Principals with laptops <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% <input type="checkbox"/> COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input checked="" type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.) <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <ul style="list-style-type: none"> ● 9.2a <table border="1" data-bbox="548 667 1194 724"> <tr> <td>Number of GDOE schools with Computer Labs</td> <td>40 (one school declined due to no room available)</td> </tr> </table> <ul style="list-style-type: none"> ● 9.2b <table border="1" data-bbox="548 829 1194 902"> <tr> <td>Number of GDOE schools with Library Learning Cntr.</td> <td>41 (All Libraries are now converted to Learning Centers, pending 4 IWB's)</td> </tr> </table> <ul style="list-style-type: none"> ● 9.2c All 6 pilot schools have equipment to begin implementation of Booktracks ● 9.2d 59 laptops have been distributed. ● 9.2e <table border="1" data-bbox="548 1211 1194 1247"> <tr> <td>Number of Principal Laptops ordered</td> <td>41</td> </tr> </table>	Number of GDOE schools with Computer Labs	40 (one school declined due to no room available)	Number of GDOE schools with Library Learning Cntr.	41 (All Libraries are now converted to Learning Centers, pending 4 IWB's)	Number of Principal Laptops ordered	41	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <ul style="list-style-type: none"> ➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE. ➤ THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES. <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>9.2a – 9.2c As in the previous quarter, the project remains unable to pursue implementing of some activities under this component (e.g. monitoring the use of 40 computer labs, 41 library learning centers) due to schools remaining closed for in-person transaction.</p> <p>9.2d Student laptops were re-purposed and distributed as Teacher Laptops. 59 have been distributed to teachers. Process is still on-going.</p> <p>9.2e Ongoing: To date, 31 Principals have picked up their assigned laptops. Principals who have not picked up their assigned laptops are still working to back-up files to be transferred to their new laptop.</p>
Number of GDOE schools with Computer Labs	40 (one school declined due to no room available)							
Number of GDOE schools with Library Learning Cntr.	41 (All Libraries are now converted to Learning Centers, pending 4 IWB's)							
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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
9.2 Expanding Technology Tools for Schools, Teachers and Student Use	<p>Create computer labs in 7 additional schools and library learning centers in 6 additional libraries</p> <p>At least 60% of teachers report using existing computer labs (21)</p>	<p>Project lead records</p> <p>Quarterly survey of teachers at each school</p>	<p># of labs and learning centers equipped and used by teachers in the school</p> <p>% teachers reporting using lab</p>	<p>7 Computer Labs established in SY16-17/7 labs created SY 2017-2018= 14 Computer Labs</p> <p>13% of teachers report using in Dec. 2018</p>	<p>Target: Equipment ordered by Purchase Order</p> <p>Actual: Completed 40 Computer Labs and 41 Learning Centers established</p> <p>Target: At least 30% teachers report using existing labs</p> <p>Actual: Will report in 2nd QTR</p>	<p>Target: Equipment Received and installed</p> <p>Actual: Activity Completed.</p> <p>Target: At least 40% report using existing labs</p> <p>Actual: unable to report due to Covid-19 closing</p>	<p>Target: 21 Comp-Labs & 18 Learning Centers</p> <p>Actual: 40 schools and 41 Learning Centers have been established</p> <p>Target: At least 60% report using labs</p> <p>Actual: Unable to report due to early school closure as a result of COVID-19</p>	<p>Target: 21 computer labs in schools & 18 library learning centers accessible for use</p> <p>Actual: 40 schools and 41 Learning Centers have been established</p> <p>Target: All 28 labs are accessible for use</p> <p>Actual: All EETT funded laptops have been repurposed to support Distance Learning</p>

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	<p>At least 75% of students will indicate technology being used by the teacher</p>	<p>Bi-annual survey of students</p>	<p>% of students reporting teacher using technology</p>	<p>FY' 18 2nd quarter student survey responses show 95% of teachers are using technology</p>	<p><u>Target:</u> Survey will not be administered at this time</p> <p><u>Actual:</u> Survey results expected Feb 2020</p>	<p><u>Target:</u> Survey will show at least 50% of students report teachers using technology</p> <p><u>Actual:</u> Unable to report due to Covid-19 closing. No training</p>	<p><u>Target:</u> Survey will not be administered at this time</p> <p><u>Actual:</u> Survey not administered</p>	<p><u>Target:</u> Survey will show at least 75% of students report teachers using technology</p> <p><u>Actual:</u> Survey not administered</p>
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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
9.3 Enhancing Teacher Skills and Integrating Technology	<ul style="list-style-type: none"> ➤ List each Activity implemented for the quarter in bullet form. ➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why. • 9.3a Cancelled: Annually request for off-island travel to the International Society in Technology Education (ISTE) for an estimated 1 GDOE, 1 PNP/Charter attendee. • 9.3b Delayed: Annual Professional services for Interactive Whiteboard Board training • 9.3c On-going: Annual PowerSchool Training modules • 9.3d Completed: Annual Professional Development for teachers on classroom technology integration • 9.3e Completed: Longitudinal Data System (LDS) Annual Support • 9.3f Delayed: Cost of tracking and renewal of Online Professional Learning • 9.3g Completed: Continue Online Platform for Professional Learning • 9.3h Cancelled: Event Postponed • 9.3i Delayed: [NEW] Beginner/Advanced training on use of 3D Printers 	<ul style="list-style-type: none"> ➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period. ➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) ➤ 9.3a Activity Conferences and travel cancelled due to Covid-19 pandemic. ➤ 9.3b Contract not executed. Requisition canceled due to TPFM Munis End-of-Year maintenance. ➤ 9.3c Project Records of completion data ➤ 9.3d Activity Report of completed event ➤ 9.3e Subscription of Tyler Pulse LDS ended 09/30/20. ➤ 9.3f Requisition not entered. Budget Mod to increase funds pending FPD approval at this point in time. ➤ 9.3g PO20201121 to renew services was generated 09/23/20. Activity has been transitioned to CGA FY20 CIQD Project. ➤ 9.3h PEC postponed until June 2021. ➤ 9.3i REQ20201659 (formerly REQ20200325) was rejected in the system due to TPFM Munis End-of-Year process. Requisition to be re-entered FY21.

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)														
<p>9.3 Enhancing Teacher Skills and Integrating Technology</p> <ul style="list-style-type: none"> • 9.3a Annually request for off-island travel to the International Society in Technology Education (ISTE) • 9.3b Annual Professional services for Interactive Whiteboard Board training • 9.3c Annual PowerSchool Training modules • 9.3d Annual Professional Development for teachers on classroom technology integration • 9.3e Longitudinal Data System (LDS) Annual Support • 9.3f Cost of tracking and renewal of Online Professional Learning for an estimated 1400 Well-Rounded Educator Courses • 9.3g Continue Online Platform for Professional Learning • 9.3h Registrations/ supplies for the Pacific Educational Conference • 9.3i[NEW]Beginner/Advanced training on use of 3D Printers 	<p>WHAT PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.) <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <p>9.3a No primary data at this time</p> <p>9.3b No primary data at this time</p> <p>9.3c PowerSchool Training</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Access Provided</td> <td style="width: 20%; text-align: center;">200</td> </tr> <tr> <td>Completed Training</td> <td style="text-align: center;">171</td> </tr> <tr> <td>% of completion</td> <td style="text-align: center;">86%</td> </tr> </table> <p>9.3d No primary data at this time</p> <p>9.3e No primary data at this time</p> <p>9.3f No primary data at this time</p> <p>9.3g Platform usage during reporting period:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Teacher</td> <td style="width: 20%; text-align: center;">62</td> </tr> <tr> <td>Admin</td> <td style="text-align: center;">18</td> </tr> <tr> <td>Instructional Coach</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Librarian</td> <td style="text-align: center;">17</td> </tr> </table> <p>9.3h Canceled due to pandemic</p> <p>9.3i No primary data at this time</p>	Access Provided	200	Completed Training	171	% of completion	86%	Teacher	62	Admin	18	Instructional Coach	4	Librarian	17	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <ul style="list-style-type: none"> ➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE. ➤ THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES. <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>9.3a No data due to COVID-19 Pandemic Travel Restrictions</p> <p>9.3b No data – no contract in place</p> <p>9.3c Ongoing: 200 teachers requested for PowerSchool training between July 1– Sept. 30, 2020. 171 of the teachers successfully completed the 3 required trainings in order to obtain a laptop.</p> <p>9.3d Completed: Activity completed during 3rd QTR.</p> <p>9.3e No data – training did not occur. Business Office provides passwords to administrators requesting access. District to determine future use and training.</p> <p>9.3f No data – no Purchase Order in place to procure subscriptions</p> <p>9.3g Ongoing – despite school closure, teachers, admin, Instructional Coaches, and Librarians continued to engage with platform coaches during reporting period.</p> <p>9.3h No data – PEC2020 canceled.</p> <p>9.3i Completed – equipment delivered</p>
Access Provided	200															
Completed Training	171															
% of completion	86%															
Teacher	62															
Admin	18															
Instructional Coach	4															
Librarian	17															

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020

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9.3 Enhancing Teacher Skills and integrating technology in Teaching and Learning	35% or fewer teachers will rate themselves as beginning technology users	Annual Speak Up survey	% of teachers rating themselves beginning technology learners	5% rated themselves beginning users in 2018-2019 Speak Up survey	Target: No date until Speak up results	Target: Speak Up results will show 35% or less teachers rate themselves as beginners	Target: No data to be reported at this time	Target: No measure as Speak Up Survey is annual
	2% increase from 2018-19 in students reporting using technology in courses where teachers have received EETT training	Bi-annual student survey	% of students reporting use of technology in courses of teachers receiving EETT training	2 nd quarter FY' 18, 98% of students (of teachers receiving training) report daily use of technology	Actual: Survey results expected Feb.2020	Actual: 7% rated themselves as beginners	Actual: Survey not administered at this time	Actual: Survey not administered at this time
	100% of teachers, librarians and librarian techs with interactive whiteboards who have completed level II training by June 2020 will have submitted at least one flip chart	Project Records	X # of teachers who completed training /# of flip charts received	5 teachers have completed flip charts from Sept/Dec. 2018 training	Target: Survey will not be administered at this time	Target: 99% of students will report teachers using technology	Target: Survey will not be administered at this time	Target: 100% of students will report teachers using technology
					Actual: Results expected Feb 2020.	Actual: No training therefore students not surveyed.	Actual: Survey not administered at this time	Actual: No need for survey since teachers are using technology for Distance Learning
					Target: 0% will have completed flip charts	Target: 25% will have completed flip charts access will complete training (1 st - 2 nd quarters)	Target: 80% will have completed flip charts	Target: 100% will have completed flip charts
					Actual: No training conducted	Actual: 0	Actual: 0 (contract still in progress)	Actual: No training due to contract not executed

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	<p>100% of teachers requesting access to PowerTeacher online will receive and complete training</p>	<p>PowerTeacher request data base and teachers earning certificates of completion</p>	<p># of teachers requesting access to PowerTeacher # teachers completing training</p>	<p>All who requested access received and completed training</p>	<p>Target: At least 50% of teachers requesting PowerTeacher access will complete training</p> <p>Actual: 28% completed PS training</p>	<p>Target: At least 75% of teachers requesting PowerTeacher access will complete training (1st-2nd qtrs.)</p> <p>Actual: 44% completed PS training (11/25)</p>	<p>Target: At least 80% requesting access will have completed (1st-3rd qtrs.)</p> <p>Actual: 1 teacher has completed training</p>	<p>Target: 100% of teachers requesting PowerTeacher access will complete training (1st-4th quarters)</p> <p>Actual: 86% who requested training completed</p>
	<p>85% of teachers participating in online learning courses will complete at least one online module and provide a reflection paper on changes in their practice</p>	<p>Course participation and completion report from online courses platform</p>	<p>% of teachers completing courses/submittin g reflection papers</p>	<p>32% of registered teachers completed modules and submitted a reflection paper</p>	<p>Target: At least 25% will complete one or more online course module and provide a reflection paper</p> <p>Actual: 70% completed</p>	<p>Target: At least 50% will complete one or more online course module and provide a reflection paper</p> <p>Actual: There were no course request during this period</p>	<p>Target: At least 75% will complete one or more online course module and provide a reflection paper</p> <p>Actual: No course request during reporting period</p>	<p>Target: At least 85% will complete one or more online course module and provide a reflection paper</p> <p>Actual: No new course participation</p>
	<p>100% of teachers will receive updated GDOE scope and sequence for technology aligned to ISTE Standards and 400 will have access to archived webinars (one for each standard)</p>	<p>Email validation from principals and vendor tracking data</p>	<p>% of teachers who receive standards and numbers who access webinars</p>	<p>0% (Planning and developmen t in process)</p>	<p>Target: 100% of teachers to receive updated Scope and Sequence and At least 40 access webinars</p> <p>Actual: Activity begins January 12, 2020</p>	<p>Target: 100% of teachers to receive updated Scope and Sequence and At least 80 access webinars</p> <p>Actual: Zero distributed awaiting GEB approval</p>	<p>Target: 100% receive updated scope & sequence; at least 200 access webinars</p> <p>Actual: 160 attended webinars</p>	<p>Target: 100% of teachers to receive updated Scope and Sequence and At least 400 access webinars</p> <p>Actual: No access during reporting</p>

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	<p>100% of principals will receive training and access to LDS “at risk” report in Tyler Pulse and 50% will access on a monthly basis</p> <p>Access to a Tech related on-demand professional learning library to include online courses and modules for use by teachers, administrators and staff.</p>	<p>Training Logs with participants, Data from system indicating principal log into ‘at risk’ page of the LDS</p> <p>Various Projects have resources and training materials to be shared on a common platform (site)</p>	<p>% of principals receiving training and % accessing the templates and reports monthly</p> <p>Resources and guides to be found on a district site for teachers to easily access</p>	<p>2017-18 is at 0</p> <p>2017-18 Professional Learning library/platform in planning stage.</p>	<p>Target: Planning and preparation for LDS training</p> <p>Actual: No report</p> <p>Target: Tech On-Demand Site, populated with teacher resources</p> <p>Actual: Online Professional Learning Community created and populated with resources.</p>	<p>Target: At least 50% of principals will receive training and 30% will show monthly access</p> <p>Actual: No training due to school closing.</p> <p>Target: Tech On-Demand Site, populated with teacher resources</p> <p>Actual: Platform in active use</p>	<p>Target: At least 80% principals will receive training and 40% show monthly access</p> <p>Actual: No training due to school closing</p> <p>Target: Tech on-demand site will be populated with teacher resources</p> <p>Actual: Platform in active use</p>	<p>period</p> <p>Target: 100% of principals will receive training and 50% will show monthly access</p> <p>Actual: No training during reporting period</p> <p>Target: On-Demand Library shared, public and available</p> <p>Actual: Platform in active use but still requires login to access</p>
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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>9.4 Implementing a Fully Automated Library System in all Public Schools</p>	<ul style="list-style-type: none"> ➤ List each Activity implemented for the quarter in bullet form. ➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why. <ul style="list-style-type: none"> ● 9.4a On-going: Continue implementation of Automated Library System (ALS). ● 9.4b Canceled: 1 traveler to American Library Association ● 9.4c Completed (partial): [NEW] Need kits/supplies/equipment, 3D printers, books to implement Makerspaces 	<ul style="list-style-type: none"> ➤ In five or less brief sentence(s), describe the work accomplished for each activity group implemented during the period. ➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <ul style="list-style-type: none"> ● 9.4a Due to school closures as a result of COVID-19 pandemic, ALS was not in use. ● 9.4b Conference travel cancelled due to Covid-19. ● 9.4c 3D printers delivered to BPCES, ASTMS, SHS Libraries for Makerspaces implementation.

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)								
<p>9.4 Implementing a Fully Automated Library System in all Public Schools</p> <ul style="list-style-type: none"> ● 9.4a Continue implementation of Automated Library System. ● 9.4b 1 traveler to American Library Association ● 9.4c [NEW] Need kits/supplies/equipment, 3D printers, books to implement Makerspaces <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input checked="" type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.) <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <ul style="list-style-type: none"> ● 9.4a No data to report at his time due to school closures as a result of COVID-19 pandemic. ● 9.4b Traveler Selected at December Librarian Monthly Meeting. ALA Conference has been cancelled due to Covid-19 Pandemic. ● 9.4c Schools that received 3D Printers <table border="1" data-bbox="548 971 1194 1112"> <thead> <tr> <th>SCHOOL</th> <th>ITEMS</th> </tr> </thead> <tbody> <tr> <td>BPCES</td> <td>3D Printer, 3 filaments</td> </tr> <tr> <td>ASTMS</td> <td>3D Printer, 3 filaments</td> </tr> <tr> <td>SHS</td> <td>3D Printer, 3 filaments</td> </tr> </tbody> </table>	SCHOOL	ITEMS	BPCES	3D Printer, 3 filaments	ASTMS	3D Printer, 3 filaments	SHS	3D Printer, 3 filaments	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <ul style="list-style-type: none"> ➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE. ➤ THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES. <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>Aside from the delivery of 3D printers to 3 schools and the development of web pages for 98% of the libraries with the Automated Library System (ALS), circulation of books remain unimplemented due to the on-going restrictions against in-person interaction. However, students are able to access their schools ALS via their websites to browse articles and resources remotely.</p>
SCHOOL	ITEMS									
BPCES	3D Printer, 3 filaments									
ASTMS	3D Printer, 3 filaments									
SHS	3D Printer, 3 filaments									

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
9.4 Implementing a Fully Automated Library System in all public schools	<p>All libraries (100%) will be using the Automated Library System for circulation of resources with students.</p> <p>100% librarians will be using the automated library system to generate circulation reports for principals and 25% have developed their school library web pages</p>	<p>History Log in system accessible with admin rights</p> <p>From automated library system administrative dashboard</p>	<p>History log of automated system review of % libraries using ALS</p> <p>% generated reports and % of web pages developed</p>	<p>95% of schools are circulating holdings stored for use in ALS</p> <p>Baseline yet to be established.</p>	<p>Target: Review of logs will show 90% libraries using ALS for circulation of resources with students</p> <p>Actual: 95% of libraries circulating</p> <p>Target: 95% of librarians will be using the automated system to generate reports and 3% will have developed web pages</p> <p>Actual: Data being collected</p>	<p>Target: 95% of libraries will be using the system indicating use of ALS for circulation of resources with students</p> <p>Actual: No data to report due to school closure</p> <p>Target: 95% will be using the automated system to generate reports and 5% will have developed web pages</p> <p>Actual: Data monitored but Webpages delayed due to Covid-19 closing</p>	<p>Target: 100% usage</p> <p>Actual: No data to report due to school closure</p> <p>Target: 95% will be using the automated system to generate reports and 10% will have developed web pages</p> <p>Actual: No data to report due to school closure</p>	<p>Target: Review of logs in ALS, 100% of all libraries successfully using ALS for circulation</p> <p>Actual: No circulation due to school closure</p> <p>Target: 100% using automated system to generate reports and 25% will have developed web pages</p> <p>Actual: No use of ALS due to school closure, 98% have developed web pages</p>

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	At least 3 school libraries will create maker spaces in their library by September 2020.	Observation and survey of librarians	Number of libraries creating maker spaces	FY 18-19 3 have written plans to pilot.	<p><u>Target:</u> PD will be occurring between December and March</p> <p><u>Actual:</u> Planning in progress</p>	<p><u>Target:</u> Begin implementation</p> <p><u>Actual:</u> No Data due to Covid-19 closing</p>	<p><u>Target:</u> 3 libraries will create makerspaces</p> <p><u>Actual:</u> No data to report due to school closure</p>	<p><u>Target:</u> 3 or more libraries will have dedicated maker spaces for students</p> <p><u>Actual:</u> No data due to school closure</p>
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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 during this reporting period due to COVID-19 Pandemic Travel Restrictions.</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) 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 during this reporting period due to COVID-19 Pandemic Travel Restrictions.</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> <ul style="list-style-type: none"> • Preparing distribution of equipment and supplies purchased • Monitoring computer technician support to schools and collaboration regarding challenges or concerns • Providing FPD information as needed for PNP schools and all communication with PNP School liaisons • Report writing • Provided technical assistance to teachers and administrators as needed (email, calls, school visits) • Entering and monitoring requisitions; submitting invoices for payment; • Participated in various distance learning meetings with district personnel and schools leadership teams • Federally funded technicians distribution of teacher laptops • PCIII co-chaired the committee to develop Technology Distribution Plan
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>9.1 Broadband will likely be addressed using Education Stabilization Funds (ESF) due to remote learning in process. Retrofit of rooms not possible due to Governor’s Stay at Home Order. Technicians were busy assisting teachers and staff with device management during the Stay at Home Order.</p>

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<p>APPLICABLE.</p>	<p>9.2 No issues in this component. 9.3 Various EETT contractual requisitions were not converted due to delays in certain areas. Despite project personnel attempts to follow-up and push through, delay occurred in FPD or Procurement queue. 9.4 The Automated Library System is used in all schools and while the system is not tracking Bag n Go books, libraries are beginning to provide books remotely reserved to students when safe to pick up at schools.</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>EETT is providing tools for students and teachers along with resources and professional learning to improve the delivery of instruction, better engage students and improve student achievement. The project’s efforts over the years to expand technology in schools has played a major role during the COVID-19 pandemic resulting in school closures. Devices procured by EETT are being distributed to students to take home to ensure continued learning from home to lessen the achievement gap.</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"> • COVID-19 Pandemic resulting in school closure affected data collection in the usage of equipment and digital systems and the creation of piloted Makerspaces activities in certain libraries. • The SEA requested the following documents Pay Period (PP) 20 for Enhancing Education Through Technology (EETT) personnel: <ul style="list-style-type: none"> ○ Daily Employee Attendance Logs ○ Detailed work plan and supplemental supporting documents, to include (1) evidence of work performed, (2) communication with Project Manager, and (3) any other necessary documentation to support work performed, inclusive of tasks completed and times scheduled for noted ‘telework’ days.
<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"> • EETT is no longer in existence. EETT activities have been transitioned to CGA FY20 CIQD.
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>100 WORD COUNT</p> <p>EETT uses a variety of monitoring techniques:</p> <ul style="list-style-type: none"> • Survey of staff and students • Input from principals, teachers, and all other stakeholders • School Site visits • Data from Helpdesk and Admin Dashboard for Atrium Library System • Distribution Reports, Delivery Receipts, Invoices to track purchases

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QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #9 ENHANCING EDUCATION THROUGH TECHNOLOGY

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:

Cellini J. Higa

PROJECT COORDINATOR NAME (PRINT)



PROJECT COORDINATOR NAME (SIGNATURE)

10/30/20

DATE

Dr. Zenaida Asuncion

PROJECT MANAGER NAME (PRINT)



PROJECT MANAGER (SIGNATURE)

10/31/20

DATE



FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

Original Submitted Quarterly Report

October 30, 2020

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

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

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

PROJECT TITLE: Enhancing Education through Technology

PROJECT COORDINATOR: Cellini J. Higa

PROJECT MANAGER: Dr. Zenaida Asuncion

STATE PROGRAM OFFICER: Shannon Bukikosa

10/01/19-12/31/19	01/01/20-03/31/20	04/01/20-06/30/20	07/01/20-09/30/20
1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
			X
REPORT DUE: 1/10/20	REPORT DUE: 04/22/20	REPORT DUE: 07/10/20	REPORT DUE: 10/16/20

ANNUAL REPORT DUE: 10/29/2020

AMOUNT BUDGETED (FFY 2019): \$2,255,060.99	AMOUNT EXPENDED: (Include all expenditures in this quarter) \$1,229,714.94	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) 55%	Total Full Time Equivalent Vacant: 0 Filled: 6 (07/01-08/02) 5 (08/03-09/30)	Total Part Time Equivalent Vacant : 0 Filled: 0
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GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
(Pre) K – 5	N/A	N/A	0	2	N/A	N/A	394	8
6 – 8	N/A	N/A						
9 - 12	N/A	N/A						

PART I:

LIST THE PROJECT GOAL(S):

9.1 Improving technology support/IT services

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

9.2 Expanding technology tools/resources for schools/teachers/students (total of 21 school labs and 18 library learning centers across 3 years)

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

June 2019: Increase by 7 schools with 50% teachers report using the labs

June 2020: Increase access to technology by 7 schools each year with 60% teachers reporting use of labs

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Increase access to technology for teaching and learning by creating library learning centers in 6 school libraries SY17-18; and six more annually SY18-19 and SY19-20 that did not have learning centers in the prior year (6 more).

9.3 Enhancing teacher skills in integrating technology

Fewer teacher will rate themselves as beginning technology users: SY17-18: 45%; SY18-19: 40%; **SY19-20: 35%**
 Add to on-demand professional learning library related to technology including curriculum resources for administrators, teachers, and staff.

LIST OBJECTIVE(S):

9.1 Improving Technology Support/Delivery of IT Services

ANNUAL: Teachers/staff report timely, high quality and effective services; SY17-18: 75%; SY18-19: 80%; **SY19-20: 80%**. Provide annual service and maintenance for 1500 Laptops /computers (3-5yrs old). Reduce Wi-Fi /Connectivity tickets by 15% from 2016-17 helpdesk and reduce by 10% in year 2 and 3.

9.2 Expanding Technology Tools and Resources for School, Teacher, and Student Use

Year 3: 10% increase each year in students reporting use of technology in courses taught by teachers receiving EETT training.

9.3 Enhancing Teacher Skills and Integrating Technology in Teaching and Learning

Year 3:

- 75% of students of teachers receiving training will indicate they see technology used by the teacher
- 100% of teachers with interactive whiteboards and who have completed level 2 training will submit at least one flip-chart unit for district-wide use
- 85% of teachers participating in online learning courses will complete at least one online course module
- By June 2020, 100% of teachers will receive updated GDOE scope and sequence for technology aligned to ISTE Standards and at least 400 will have access to archived webinars (one for each standard).
- 100% of principals will receive training and access to LDS reports and 50% access regularly

9.4 Implementing a Fully Automated Library System in all Public Schools

- By end of 2020, 100 % librarians use automated library system to generate circulation reports for principals and 25% have developed school library webpages populating them for students and teachers along with monthly themes.
- Modified: 3 Librarians will create maker spaces in at least three schools (1 elem, 1 middle, 1 high school) by September 2020
- Modified: At least 100 teachers annually access PowerTeacher Online.

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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>9.1 Improving technology support/ IT Services</p>	<ul style="list-style-type: none"> ➤ List each Activity implemented for the quarter in bullet form. ➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why. • 9.1a CANCELED: Annual Contract for re-imaging laptops 3 years or older purchased through EETT. Contract generated and ready to begin once older assets are eliminated GDOE can meet the minimum. • 9.1b CANCELED: Annual Supplemental Broadband Expansion 400-600mb/sec Broadband is provided to supplement the district's internet bandwidth for projects using technology to be successful. • 9.1c On-going: Procurement of computer-repair/admin supplies, and PEC conference supplies for presenters, video conferencing software for hosting virtual meetings. No purchases for PEC to date. Support subscriptions have been renewed for the year. • 9.1d Canceled: [NEW] Retro-fit of room to be used as Computer Lab. Soliciting retrofit needs for the 40 computer labs established. Once the scope is identified, project staff will solicit appropriate vendor for cost estimate • 9.1e Ongoing: Provision of technology support to the district. 	<ul style="list-style-type: none"> ➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period. ➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) ➤ 9.1a CANCELED activity per Federal Programs Administrator due to the removal of inventory 5 years and older from federal assets inventory. ➤ 9.1b Purchase Order was canceled due to minimal use of internet at the school as a result of the Governor's Executive Order 2020-28 "Stay-At-Home-Order" ➤ 9.1c Project continues to receive computer technician supplies that enables them to efficiently and effectively perform their duties. ➤ 9.1d Activity will be implemented in the CGA FY20 CIQD Project. ➤ 9.1e 4 technicians provided ongoing support during COVID-19 lockdown both on-site and remote access.

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(Example: Tables, Charts, Graphs, etc.)</p> <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <ul style="list-style-type: none"> 9.1a Canceled Activity – No Data 9.1b Canceled Activity 9.1c No Primary Data 9.1d No Primary Data 9.1e Categories of Technicians assignments during reporting period: <table border="1" data-bbox="546 885 1197 1331"> <caption align="center">4th Quarter Report Assignments by Technician</caption> <thead> <tr> <th>Category of Assigned to</th> <th>Colleen Leblanc</th> <th>AARON SANTON</th> <th>ISAAC DAVID</th> <th>NEEL ALAN</th> <th>ROCHELLE PATTERSON</th> <th>AGUSTIN VAN JOSEPH</th> <th>ANBERA</th> <th>Grand Total</th> </tr> </thead> <tbody> <tr><td>Distance Learning</td><td>9</td><td>2</td><td></td><td></td><td></td><td>6</td><td></td><td>17</td></tr> <tr><td>ES&M</td><td></td><td>2</td><td></td><td></td><td></td><td>4</td><td>2</td><td>7</td></tr> <tr><td>EMPLOYEE CLEARANCE</td><td>4</td><td>1</td><td></td><td></td><td></td><td>1</td><td>1</td><td>7</td></tr> <tr><td>FILTERING</td><td></td><td>1</td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>GEORGIA CLASSROOM</td><td>1</td><td></td><td></td><td></td><td></td><td>6</td><td></td><td>7</td></tr> <tr><td>HARDWARE INSTALLATION</td><td>4</td><td>8</td><td></td><td></td><td></td><td>12</td><td>4</td><td>28</td></tr> <tr><td>INTERNET ACCESS PROBLEM</td><td>7</td><td>23</td><td></td><td></td><td></td><td>11</td><td>6</td><td>47</td></tr> <tr><td>LAPTOP</td><td>57</td><td>57</td><td></td><td>1</td><td></td><td>50</td><td>24</td><td>189</td></tr> <tr><td>LOGIN</td><td>2</td><td>5</td><td></td><td></td><td></td><td>1</td><td>5</td><td>13</td></tr> <tr><td>MOBILE CASE</td><td>4</td><td></td><td></td><td></td><td></td><td>2</td><td>4</td><td>10</td></tr> <tr><td>MOUSE/KEYBOARD</td><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td><td>1</td></tr> <tr><td>OTHER</td><td>10</td><td>30</td><td></td><td>2</td><td></td><td>14</td><td>17</td><td>63</td></tr> <tr><td>OTHER</td><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td><td>1</td></tr> <tr><td>PASSWORD RESET</td><td>31</td><td>11</td><td></td><td></td><td></td><td>17</td><td>7</td><td>66</td></tr> <tr><td>PROJECT/LEAN BOARD</td><td></td><td>1</td><td></td><td></td><td></td><td>2</td><td>1</td><td>4</td></tr> <tr><td>RE-IMAGE</td><td></td><td>13</td><td></td><td></td><td></td><td>5</td><td>2</td><td>19</td></tr> <tr><td>REPORT/FILE</td><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td><td>1</td></tr> <tr><td>SECURITY MANAGEMENT FORUM</td><td>17</td><td>14</td><td></td><td></td><td></td><td>4</td><td>4</td><td>39</td></tr> <tr><td>SOFTWARE INSTALLATION</td><td>19</td><td>30</td><td></td><td></td><td></td><td>25</td><td>13</td><td>87</td></tr> <tr><td>SURVEY COMPUTERS</td><td>4</td><td>1</td><td></td><td></td><td></td><td>6</td><td>2</td><td>13</td></tr> <tr><td>TEACHER LAPTOP REQUEST</td><td>150</td><td>16</td><td></td><td></td><td></td><td>31</td><td>4</td><td>201</td></tr> <tr><td>TELEPHONE PROBLEM</td><td>1</td><td>4</td><td></td><td></td><td></td><td></td><td></td><td>5</td></tr> <tr><td>VPN</td><td>2</td><td>1</td><td></td><td></td><td></td><td>1</td><td>1</td><td>5</td></tr> <tr><td>WiFi PROBLEM</td><td>6</td><td>9</td><td></td><td></td><td></td><td>13</td><td>9</td><td>37</td></tr> <tr><td>XEROX</td><td>3</td><td>28</td><td></td><td></td><td></td><td>12</td><td>8</td><td>51</td></tr> <tr><td>ZOOM</td><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td><td>1</td></tr> <tr><td>Grand Total</td><td>352</td><td>240</td><td>9</td><td>2</td><td>200</td><td>116</td><td>116</td><td>960</td></tr> </tbody> </table>	Category of Assigned to	Colleen Leblanc	AARON SANTON	ISAAC DAVID	NEEL ALAN	ROCHELLE PATTERSON	AGUSTIN VAN JOSEPH	ANBERA	Grand Total	Distance Learning	9	2				6		17	ES&M		2				4	2	7	EMPLOYEE CLEARANCE	4	1				1	1	7	FILTERING		1						1	GEORGIA CLASSROOM	1					6		7	HARDWARE INSTALLATION	4	8				12	4	28	INTERNET ACCESS PROBLEM	7	23				11	6	47	LAPTOP	57	57		1		50	24	189	LOGIN	2	5				1	5	13	MOBILE CASE	4					2	4	10	MOUSE/KEYBOARD						1		1	OTHER	10	30		2		14	17	63	OTHER						1		1	PASSWORD RESET	31	11				17	7	66	PROJECT/LEAN BOARD		1				2	1	4	RE-IMAGE		13				5	2	19	REPORT/FILE						1		1	SECURITY MANAGEMENT FORUM	17	14				4	4	39	SOFTWARE INSTALLATION	19	30				25	13	87	SURVEY COMPUTERS	4	1				6	2	13	TEACHER LAPTOP REQUEST	150	16				31	4	201	TELEPHONE PROBLEM	1	4						5	VPN	2	1				1	1	5	WiFi PROBLEM	6	9				13	9	37	XEROX	3	28				12	8	51	ZOOM						1		1	Grand Total	352	240	9	2	200	116	116	960	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA² ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</p> <p>➤ THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</p> <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>9.1a PO Cancelled and funds returned to EETT 8268.</p> <p>9.1b PO Cancelled and funds returned to EETT 8268.</p> <p>9.1c On-going: Project continues to receive supplies that enable the federally funded COMP TECHS to perform tasks.</p> <p>9.1d Activity to be implemented in CGA FY20 CIQD Project.</p> <p>9.1e Ongoing: Technicians worked remotely and on staggered schedules on-site. Based on this limited work continuance, users were still able to submit Helpdesk tickets.</p>
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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures <i>(Actual vs. Target)</i>			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
9.1 Improving Technology Support and Delivery of IT services	<p>90% teachers/staff report timely, high quality and effective services and 80% will report having access to well-functioning technology and reliable connectivity for teaching</p> <p>At least 1500 laptops 3-5 years old will receive service and maintenance.</p> <p>At least 10% reduction in the number of Wi-Fi/Connectivity tickets from 2018-2019 instructional year helpdesk.</p>	<p>Survey bi-annually.</p> <p>Fixed Assets Report from Tyler Munis, Helpdesk tickets and invoicing from contractor for laptops services</p> <p>Helpdesk tickets</p>	<p>% of teachers reporting timely, high quality and effective resources and reporting access to well-functioning technology and connectivity</p> <p># of laptops serviced</p> <p>% of tickets related to Wi-Fi/connectivity compared to 2018-2019</p>	<p>86% as of March 30, 2019 reporting timely/high quality service and 46% reporting adequate or improved connectivity</p> <p>3300 EETT eligible laptops as of year 2: 1690 laptops out of warranty remain to be refreshed/re-imaged</p> <p>First quarter 2018-2019: 134 tickets/9% reduction of helpdesk tickets</p>	<p>Target: No survey administered at this time.</p> <p>Actual: Users of Helpdesk to receive survey next quarter.</p> <p>Target: At least 150 laptops /computers serviced</p> <p>Actual: No laptops serviced</p> <p>Target: Data will show at least 3% reduction in tickets compared to 1st quarter FY'18.</p> <p>Actual: 38% reduction</p>	<p>Target: At least 88% report high quality service and at least 75% report well-functioning technology and connectivity.</p> <p>Actual: 88.2% excellent service; 46.2% report greatly improved WIFI access</p> <p>Target: At least 300 laptops/computers services</p> <p>Actual: Contract Cancelled</p> <p>Target: Data will show at least 5% reduction in tickets compared to 2nd quarter FY'18</p> <p>Actual: 53% reduction</p>	<p>Target: No survey administered at this time.</p> <p>Actual: No survey administered</p> <p>Target: At least 750 laptops serviced</p> <p>Actual: Contract cancelled</p> <p>Target: 10% reduction compared to FY18 3rd QTR</p> <p>Actual: 73% reduction</p>	<p>TARGET: At least 90% report high quality service and at least 75% report well-functioning technology and connectivity.</p> <p>ACTUAL: 78.7% excellent service; 83.5% report improved WIFI</p> <p>At least 1500 laptops/computers serviced</p> <p>ACTUAL: Contract cancelled</p> <p>Maintain June 2020 reduction</p> <p>ACTUAL: 2% or 47 WIFI issues tickets out of 1,969 helpdesk tickets</p>

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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>9.2 Expanding Technology Tools and Resources for School, Teachers, and Student Use</p>	<ul style="list-style-type: none"> ➤ List each Activity implemented for the quarter in <u>bullet form</u>. ➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why. • 9.2a Completed: Equip computer labs for 7 additional GDOE schools, 1 PNP-St. Paul, and 1 Charter School-iLearn • 9.2b Completed: Equip 12 GDOE libraries and 1 PNP-St. Paul with learning centers • 9.2c Completed: Expand pilot from 3 to 6 schools for use of equipment management software to track use of lab equipment • 9.2d Completed: Laptop Replacement Program to replace surveyed or unworkable student/teacher laptops • 9.2e Ongoing: Equip 41 GDOE Principals with laptops w/WIFI and Bluetooth capability for leading the standards implementation in the schools. 	<ul style="list-style-type: none"> ➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period. ➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) ➤ 9.2a Project Records of COMP Labs completed ➤ 9.2b Project Records of Learning Centers completed ➤ 9.2c Tablets provided to school contact for equipment sign-out. Schools beginning to use Booktracks System or digital sign-out. Activity didn't begin due to school closing. ➤ 9.2d Distribution Plan and Promissory Notes ➤ 9.2e Distribution Plan and Promissory Notes

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)						
<p>9.2 Expanding Technology Tools and Resources for School, Teachers, and Student Use</p> <ul style="list-style-type: none"> • 9.2a Completed: Equip computer labs • 9.2b Completed: Equip 12 GDOE libraries and 1 PNP-St. Paul with learning centers • 9.2c Completed: Expand pilot from 3 to 6 schools for use of equipment management software to track use of lab equipment • 9.2d On-going: Laptop Replacement Program • 9.2e Delayed: Equip 41 GDOE Principals with laptops <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% <input type="checkbox"/> COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input checked="" type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <p>➤ PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</p> <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <ul style="list-style-type: none"> • 9.2a <table border="1" data-bbox="548 675 1194 735"> <tr> <td>Number of GDOE schools with Computer Labs</td> <td>40 (one school declined due to no room available)</td> </tr> </table> <ul style="list-style-type: none"> • 9.2b <table border="1" data-bbox="548 834 1194 911"> <tr> <td>Number of GDOE schools with Library Learning Cntr.</td> <td>41 (All Libraries are now converted to Learning Centers, pending 4 IWB's)</td> </tr> </table> <ul style="list-style-type: none"> • 9.2c All 6 pilot schools have equipment to begin implementation of Booktracks • 9.2d 59 laptops have been distributed. • 9.2e <table border="1" data-bbox="548 1219 1194 1255"> <tr> <td>Number of Principal Laptops ordered</td> <td>41</td> </tr> </table>	Number of GDOE schools with Computer Labs	40 (one school declined due to no room available)	Number of GDOE schools with Library Learning Cntr.	41 (All Libraries are now converted to Learning Centers, pending 4 IWB's)	Number of Principal Laptops ordered	41	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <p>➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</p> <p>➤ THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</p> <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>9.2a – 9.2c The project could not pursue the implementation of some activities under this component (e.g. monitoring the use of 40 computer labs, 41 library learning centers) due to the early school closure as a result of the COVID-19 pandemic.</p> <p>9.2d Student laptops were re-purposed and distributed as Teacher Laptops. 59 have been distributed to teachers. Process is still on-going.</p> <p>9.2e Ongoing: To date, 31 Principals have picked up their assigned laptops. Principals who have not picked up their assigned laptops are still working to back-up files to be transferred to their new laptop.</p>
Number of GDOE schools with Computer Labs	40 (one school declined due to no room available)							
Number of GDOE schools with Library Learning Cntr.	41 (All Libraries are now converted to Learning Centers, pending 4 IWB's)							
Number of Principal Laptops ordered	41							

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures <i>(Actual vs. Target)</i>			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
9.2 Expanding Technology Tools for Schools, Teachers and Student Use	<p>Create computer labs in 7 additional schools and library learning centers in 6 additional libraries</p> <p>At least 60% of teachers report using existing computer labs (21)</p> <p>At least 75% of students will indicate technology being used by the teacher</p>	<p>Project lead records</p> <p>Quarterly survey of teachers at each school</p> <p>Bi-annual survey of students</p>	<p># of labs and learning centers equipped and used by teachers in the school</p> <p>% teachers reporting using lab</p> <p>% of students reporting teacher using technology</p>	<p>7 Computer Labs established in SY16-17/7 labs created SY 2017-2018= 14 Computer Labs</p> <p>13% of teachers report using in Dec. 2018</p> <p>FY'18 2nd quarter student survey responses show 95% of teachers are using technology</p>	<p>Target: Equipment ordered by Purchase Order Actual: Completed 40 Computer Labs and 41 Learning Centers established</p> <p>Target: At least 30% teachers report using existing labs Actual: Will report in 2nd QTR</p> <p>Target: Survey will not be administered at this time Actual: Survey results expected Feb 2020</p>	<p>Target: Equipment Received and installed Actual: Activity Completed.</p> <p>Target: At least 40% report using existing labs Actual: unable to report due to Covid-19 closing</p> <p>Target: Survey will show at least 50% of students report teachers using technology Actual: unable to report due to Covid-19 closing. No training</p>	<p>Target: 21 Comp-Labs & 18 Learning Centers Actual: 40 schools and 41 Learning Centers have been established</p> <p>Target: 60% using labs Actual: Unable to report due to early school closure as a result of COVID-19</p> <p>Target: Survey will not be administered at this time Actual: Survey not administered</p>	<p>21 computer labs in schools & 18 library learning centers accessible for use ACTUAL: 40 schools and 41 Learning Centers have been established</p> <p>All 28 labs are accessible for use ACTUAL: Unable to report due to early school closure as a result of COVID-19</p> <p>Survey will show at least 75% of students report teachers using technology ACTUAL: Survey not administered</p>

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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
9.3 Enhancing Teacher Skills and Integrating Technology	<ul style="list-style-type: none"> ➤ List each Activity implemented for the quarter in bullet form. ➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why. • 9.3a Cancelled: Annually request for off-island travel to the International Society in Technology Education (ISTE) for an estimated 1 GDOE, 1 PNP/Charter attendee. • 9.3b Delayed: Annual Professional services for Interactive Whiteboard Board training • 9.3c On-going: Annual PowerSchool Training modules • 9.3d Completed: Annual Professional Development for teachers on classroom technology integration • 9.3e Completed: Longitudinal Data System (LDS) Annual Support • 9.3f Delayed: Cost of tracking and renewal of Online Professional Learning • 9.3g Completed: Continue Online Platform for Professional Learning • 9.3h Cancelled: Event Postponed • 9.3i Delayed: [NEW] Beginner/Advanced training on use of 3D Printers 	<ul style="list-style-type: none"> ➤ In five or less brief sentence(s), describe the work accomplished for each activity group implemented during the period. ➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) ➤ 9.3a Activity Conferences and travel cancelled due to Covid-19 pandemic. ➤ 9.3b Contract not executed. Requisition canceled due to TPFAs Munis End-of-Year maintenance. ➤ 9.3c Project Records of completion data ➤ 9.3d Activity Report of completed event ➤ 9.3e Subscription of Tyler Pulse LDS ended 09/30/20. ➤ 9.3f Requisition not entered. Budget Mod to increase funds pending FPD approval at this point in time. ➤ 9.3g PO20201121 to renew services was generated 09/23/20. Activity has been transitioned to CGA FY20 CIQD Project. ➤ 9.3h PEC postponed until June 2021. ➤ 9.3i REQ20201659 (formerly REQ20200325) was rejected in the system due to TPFAs Munis End-of-Year process. Requisition to be re-entered FY21.

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)														
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Access Provided	200															
Completed Training	171															
% of completion	86%															
Teacher	62															
Admin	18															
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Librarian	17															

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020

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9.3 Enhancing Teacher Skills and integrating technology in Teaching and Learning	35% or fewer teachers will rate themselves as beginning technology users	Annual Speak Up survey	% of teachers rating themselves beginning technology learners	5% rated themselves beginning users in 2018-2019 Speak Up survey	Target: No date until Speak up results Actual: Survey results expected Feb.2020	Target: Speak Up results will show 35% or less teachers rate themselves as beginners	Target: No data to be reported at this time	Target: No measure as Speak Up Survey is annual
	2% increase from 2018-19 in students reporting using technology in courses where teachers have received EETT training	Bi-annual student survey	% of students reporting use of technology in courses of teachers receiving EETT training	2nd quarter FY'18, 98% of students (of teachers receiving training) report daily use of technology	Target: Survey will not be administered at this time Actual: Results expected Feb 2020.	Actual: 7% Rated themselves as beginners Actual: No training therefore students not surveyed.	Actual: Survey not administered at this time	Target: 100% of students will report teachers using technology 100% will have completed flip charts ACTUAL: Survey not administered
	100% of teachers, librarians and librarian techs with interactive whiteboards who have completed level II training by June 2020 will have submitted at least one flip chart	Project Records	X # of teachers who completed training /# of flip charts received	5 teachers have completed flip charts from Sept/Dec. 2018 training	Target: 0% will have completed flip charts ACTUAL: No training conducted	Target: 25% will have completed flip charts access will complete training (1 st - 2 nd quarters) Actual: 0	Target: 80% will have completed flip charts Actual: 0 (contract still in progress)	Target: 100% will have completed flip charts ACTUAL: No training due to contract not executed
	100% of teachers requesting access to PowerTeacher online will receive and complete training	PowerTeacher request data base and teachers earning certificates of completion	# of teachers requesting access to PowerTeacher # teachers completing training	All who requested access received and completed training	Target: At least 50% of teachers requesting PowerTeacher access will complete training Actual: 28% completed PS training	Actual: 44% completed PS training (11/25)	Target: 80% requesting access will have completed Actual: 1 teacher has completed training	Target: 100% of teachers requesting PowerTeacher access will complete training (1 st - 4 th quarters) ACTUAL: 86% who requested training completed

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<p>85% of teachers participating in online learning courses will complete at least one online module and provide a reflection paper on changes in their practice</p> <p>100% of teachers will receive updated GDOE scope and sequence for technology aligned to ISTE Standards and 400 will have access to archived webinars (one for each standard)</p> <p>100% of principals will receive training and access to LDS "at risk" report in Tyler Pulse and 50% will access on a monthly basis</p> <p>Access to a Tech related on-demand professional learning library to include online courses and modules for use by teachers, administrators and staff.</p>	<p>Course participation and completion report from online courses platform</p> <p>Email validation from principals and vendor tracking data</p> <p>Training Logs with participants, Data from system indicating principal log into 'at risk' page of the LDS</p> <p>Various Projects have resources and training materials to be shared on a common platform (site)</p>	<p>% of teachers completing courses/submittin g reflection papers</p> <p>% of teachers who receive standards and numbers who access webinars</p> <p>% of principals receiving training and % accessing the templates and reports monthly</p> <p>Resources and guides to be found on a district site for teachers to easily access</p>	<p>32% of registered teachers completed modules and submitted a reflection paper</p> <p>0% (Planning and developmen t in process)</p> <p>2017-18 is at 0</p> <p>2017-18 Professional Learning library/platf orm in planning stage.</p>	<p>Target: At least 25% will complete one or more online course module and provide a reflection paper Actual: 70% completed</p> <p>Target: 100% of teachers to receive updated Scope and Sequence and At least 40 access webinars Actual: Activity begins January 12, 2020</p> <p>Target: Planning and preparation for LDS training Actual: No report</p> <p>Target: Tech On-Demand Site, populated with teacher resources Actual: Online Professional Learning Community created and populated with resources.</p>	<p>Target: At least 50% will complete one or more online course module and provide a reflection paper Actual: There were no course request during this period</p> <p>Target: 100% of teachers to receive updated Scope and Sequence and At least 80 access webinars Actual: Zero distributed awaiting GEB approval</p> <p>Target: At least 50% of principals will receive training and 30% will show monthly access Actual: No training due to school closing.</p> <p>Target: Tech On-Demand Site, populated with teacher resources Actual: Platform in active use</p>	<p>Target: 75% will complete at least 1 or more online course module and provide a reflection paper Actual: No course request during reporting period</p> <p>Target: 100% receive updated scope & sequence; at least 200 access webinars Actual: 160 attended webinars</p> <p>Target: 80% principals will receive training and 40% show monthly access Actual: No training due to school closing</p> <p>Target: Tech on-demand site will be populated with teacher resources Actual: Platform in active use</p>	<p>Target: At least 85% will complete one or more online course module and provide a reflection paper ACTUAL: No new course participation</p> <p>100% of teachers to receive updated Scope and Sequence and At least 400 access webinars ACTUAL: NO access during reporting period</p> <p>100% of principals will receive training and 50% will show monthly access ACTUAL: NO training during reporting period</p> <p>On-Demand Library shared, public and available</p>
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COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>9.4 Implementing a Fully Automated Library System in all Public Schools</p>	<ul style="list-style-type: none"> ➤ List each Activity implemented for the quarter in <u>bullet form</u>. ➤ Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why. ● 9.4a On-going: Continue implementation of Automated Library System (ALS). ● 9.4b Canceled: 1 traveler to American Library Association ● 9.4c Completed (partial): [NEW] Need kits/supplies/equipment, 3D printers, books to implement Makerspaces 	<ul style="list-style-type: none"> ➤ <u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period. ➤ List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) ● 9.4a Due to school closures as a result of COVID-19 pandemic, ALS was not in use. ● 9.4b Conference travel cancelled due to Covid-19. ● 9.4c 3D printers delivered to BPCES, ASTMS, SHS Libraries for Makerspaces implementation.

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COMPONENT	PRIMARY DATA GENERATED	NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)								
<p>9.4 Implementing a Fully Automated Library System in all Public Schools</p> <ul style="list-style-type: none"> 9.4a Continue implementation of Automated Library System. 9.4b 1 traveler to American Library Association 9.4c [NEW] Need kits/supplies/equipment, 3D printers, books to implement Makerspaces <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input checked="" type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY DATA WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.) <p>¹Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> <ul style="list-style-type: none"> 9.4a No data to report at his time due to school closures as a result of COVID-19 pandemic. 9.4b Traveler Selected at December Librarian Monthly Meeting. ALA Conference has been cancelled due to Covid-19 Pandemic. 9.4c Schools that received 3D Printers <table border="1" data-bbox="548 980 1194 1122"> <thead> <tr> <th>SCHOOL</th> <th>ITEMS</th> </tr> </thead> <tbody> <tr> <td>BPCES</td> <td>3D Printer, 3 filaments</td> </tr> <tr> <td>ASTMS</td> <td>3D Printer, 3 filaments</td> </tr> <tr> <td>SHS</td> <td>3D Printer, 3 filaments</td> </tr> </tbody> </table>	SCHOOL	ITEMS	BPCES	3D Printer, 3 filaments	ASTMS	3D Printer, 3 filaments	SHS	3D Printer, 3 filaments	<p>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</p> <ul style="list-style-type: none"> ➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE. ➤ THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES. <p>²Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>All activities under this component could not continue being implemented for the period due to early school closure brought about by the COVID-19 pandemic. They were either cancelled, postponed, or ongoing as applicable:</p> <p>9.4a Delayed due to COVID-19</p> <p>9.4b Cancelled due to COVID-19</p> <p>9.4c 3D printers delivered to the 3 schools</p>
SCHOOL	ITEMS									
BPCES	3D Printer, 3 filaments									
ASTMS	3D Printer, 3 filaments									
SHS	3D Printer, 3 filaments									

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Component/Activity <i>(e.g. Professional Development/3rd Grade Math Teaching Strategies; Elementary School Supports/3rd Grade Math Coaches)</i>	Performance Measures <i>Enter the performance measure(s) in the row in this table (e.g. 3rd grade math proficiency = [# of 3rd grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3rd grade students who took the math test] and provide baseline and annual target data in the far right columns</i>	Data Source <i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i>	Unit of Measurement <i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures <i>(Actual vs. Target)</i>			
					Performance Target End of December 2019	Performance Target End of March 2020	Performance Target End of June 2020	Performance Target End of September 2020
9.4 Implementing a Fully Automated Library System in all public schools	All libraries (100%) will be using the Automated Library System for circulation of resources with students.	History Log in system accessible with admin rights	History log of automated system review of % libraries using ALS	95% of schools are circulating holdings stored for use in ALS	Target: Review of logs will show 90% libraries using ALS for circulation of resources with students	Target: 95% of libraries will be using the system indicating use of ALS for circulation of resources with students Actual: No data to report due to school closure	Target: 100% usage Actual: No data to report due to school closure	Review of logs in ALS, 100% of all libraries successfully using ALS for circulation ACTUAL: NO circulation due to school closure
	100% librarians will be using the automated library system to generate circulation reports for principals and 25% have developed their school library web pages	From automated library system administrative dashboard	% generated reports and % of web pages developed	Baseline yet to be established.	Actual: 95% of libraries circulating Target: 95% of librarians will be using the automated system to generate reports and 3% will have developed web pages	Target: 95% will be using the automated system to generate reports and 5% will have developed web pages Actual: Data monitored but Webpages delayed due to Covid-19 closing	Target: 95% usage Actual: No data to report due to school closure	100% using automated system to generate reports and 25% will have developed web pages ACTUAL: NO use of ALS due to school closure, 98% have developed web pages
	At least 3 school libraries will create maker spaces in their library by September 2020.	Observation and survey of librarians	Number of libraries creating maker spaces	FY 18-19 3 have written plans to pilot.	Actual: Data being collected Target: PD will be occurring between December and March Actual: Planning in progress	Target: Begin implementation Actual: No Data due to Covid-19 closing	Target: 3 libraries will create makerspaces Actual: No data to report due to school closure	3 or more libraries will have dedicated maker spaces for students Actual: No data due to school closure

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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 during this reporting period due to COVID-19 Pandemic Travel Restrictions.</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) 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 during this reporting period due to COVID-19 Pandemic Travel Restrictions.</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> <ul style="list-style-type: none"> • Preparing distribution of equipment and supplies purchased • Monitoring computer technician support to schools and collaboration regarding challenges or concerns • Providing FPD information as needed for PNP schools and all communication with PNP School liaisons • Report writing • Provided technical assistance to teachers and administrators as needed (email, calls, school visits) • Entering and monitoring requisitions; submitting invoices for payment; • Participated in various distance learning meetings with district personnel and schools leadership teams • Federally funded technicians distribution of teacher laptops • PCIII co-chaired the committee to develop Technology Distribution Plan
USING PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>9.1 Broadband will likely be addressed using Education Stabilization Funds (ESF) due to remote learning in process. Retrofit of rooms not possible due to Governor's Stay at Home Order. Technicians were busy assisting teachers and staff with device management during the Stay at Home Order.</p>

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

APPLICABLE.	<p>9.2 No issues in this component.</p> <p>9.3 Various EETT contractual requisitions were not converted due to delays in certain areas. Despite project personnel attempts to follow-up and push through, delay occurred in FPD or Procurement queue.</p> <p>9.4 The Automated Library System is used in all schools and while the system is not tracking Bag n Go books, libraries are beginning to provide books remotely reserved to students when safe to pick up at schools.</p>
EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>EETT is providing tools for students and teachers along with resources and professional learning to improve the delivery of instruction, better engage students and improve student achievement. The project’s efforts over the years to expand technology in schools has played a major role during the COVID-19 pandemic resulting in school closures. Devices procured by EETT are being distributed to students to take home to ensure continued learning from home to lessen the achievement gap.</p>
EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.	<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"> • COVID-19 Pandemic resulting in school closure affected data collection in the usage of equipment and digital systems and the creation of piloted Makerspaces activities in certain libraries. • Corrective action was issued to key project personnel for not providing daily log during Payperiod 20 June 7 – June 20, 2020. Project personnel had sought approval from the Project Manager to telework. Daily log was not being signed because personnel continued to telework. It did not make sense to physically report to work to sign-in on the daily log and drive back home to telework. However, due to project personnel not signing in a daily log, corrective action was issued to provide documentation on detailed work done during specified pay period inclusive of evidence of work completed.
WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	<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"> • EETT is no longer in existence. EETT activities have been transitioned to CGA FY20 CIQD.
EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.	<p>100 WORD COUNT</p> <p>EETT uses a variety of monitoring techniques:</p> <ul style="list-style-type: none"> • Survey of staff and students • Input from principals, teachers, and all other stakeholders • School Site visits • Data from Helpdesk and Admin Dashboard for Atrium Library System • Distribution Reports, Delivery Receipts, Invoices to track purchases

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #9 ENHANCING EDUCATION THROUGH TECHNOLOGY

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:

Cellini J. Higa

PROJECT COORDINATOR NAME (PRINT)




PROJECT COORDINATOR NAME (SIGNATURE)

10/13/2020

DATE

Dr. Zenaida Asuncion

PROJECT MANAGER NAME (PRINT)



PROJECT MANAGER (SIGNATURE)

10/13/2020

DATE





JON J.P. FERNANDEZ
Superintendent of Education

**DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY OF FINANCE
AND ADMINISTRATIVE SERVICES**

www.gdoe.net
500 Mariner Avenue
Barrigada, Guam 96913
Telephone: (671)473-0238 or 300-1575



ZENAIDA T. ASUNCION, Ph.D.,
Deputy Superintendent of Finance
and Administrative Services

July 24, 2020

Neil -

MEMORANDUM

To: Superintendent of Education
From: Deputy Superintendent of Finance and Administrative Services
Subject: Transfer - Neil Rochelle, Program Coordinator IV B

*July 31 - Aug 6: 1) Summarize pending items
2) Submit a YTD budget vs actual
3) clean/clear desk & arrange w/ SPED
your logistics for retransferring*

Hafa Adai! This memo serves to recommend the transfer of Neil Rochelle, Program Coordinator IV B from Finance and Administrative Services to Educational Support and Community Learning - Special Education Division (SPED), effective August 3, 2020.

I have confirmed with the HR Administrator that there is a Program Coordinator IV B vacancy (federally funded) within the SPED division. This transfer is necessary in order to cope with the changes to the current structure of GDOE that have highlighted the need for technology in areas impacted by the coronavirus situation. Neil has a background and experience to assist in the projects of the SPED Division.

If you have any questions pertaining to this matter, please let me know.

DR. ZENAIDA T. ASUNCION, CPA

() Approve () Disapprove

[Signature]

JON J.P. FERNANDEZ 7/29/20 Date

Cc: Personnel Services Administrator
Assistant Superintendent, SpEd

GUAM DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT
DATE: 7/28/20 TIME: _____
RECEIVED BY: [Signature] 20072809
PRINT NAME INITIAL

REGULAR SALARIES				FY'18 Carryover			FY'19			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Total
07.04.2020 PD 07.10.2020 PP21	6	\$ 9,355.35	100%				\$ 9,355.35	\$ 3,332.40	\$ 12,687.75	\$ 9,355.35	\$ 3,332.40	\$ 12,687.75
07.18.2020 PD 07.24.2020 PP22	6	\$ 9,312.11	100%				\$ 9,312.11	\$ 3,320.41	\$ 12,632.52	\$ 9,312.11	\$ 3,320.41	\$ 12,632.52
08.01.2020 PD 08.07.2020 PP23	6	\$ 9,350.76	100%				\$ 9,350.76	\$ 3,331.13	\$ 12,681.89	\$ 9,350.76	\$ 3,331.13	\$ 12,681.89
08.15.2020 PD 08.21.2020 PP24	5	\$ 6,963.48	100%				\$ 6,963.48	\$ 2,525.12	\$ 9,488.60	\$ 6,963.48	\$ 2,525.12	\$ 9,488.60
08.29.2020 PD 09.05.2020 PP25	5	\$ 6,951.88	100%				\$ 6,951.88	\$ 2,521.90	\$ 9,473.78	\$ 6,951.88	\$ 2,521.90	\$ 9,473.78
09.12.2020 PD 09.18.2020 PP26	5	\$ 7,056.96	100%				\$ 7,056.96	\$ 2,551.04	\$ 9,608.00	\$ 7,056.96	\$ 2,551.04	\$ 9,608.00
09.26.2020 PD 10.02.2020 PP01	5	\$ 7,056.96	100%				\$ 7,056.96	\$ 2,551.04	\$ 9,608.00	\$ 7,056.96	\$ 2,551.04	\$ 9,608.00
Sub Totals	38	56,048		-	-	-	56,048	20,133	76,181	56,048	20,133	76,181
Indirect Cost (9.5%)		\$ 5,324.51										\$ 5,325
Total 3rd Qtr	38	\$ 61,372.01		\$ -	\$ -	\$ -	\$ 56,047.50	\$ 20,133.04	\$ 76,180.54	\$ 56,047.50	\$ 20,133.04	\$ 76,180.54
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)												\$ -
Total 3rd Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 3rd Qtr	38	\$ 61,372.01	\$ -	\$ -	\$ -	\$ -	\$ 56,047.50	\$ 20,133.04	\$ 76,180.54	\$ 56,047.50	\$ 20,133.04	\$ 76,180.54

PART-TIME SALARIES				FY'18 Carryover			FY'19			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Totals
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)												\$ -
Total 3rd Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)												\$ -
Total 3rd Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 3rd Qtr	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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 Dr. Zenaida T. Asuncion, Deputy Superintendent, FAS	Telephone: (area code, number, and extension) 671-300-1556
	Email address: ztasuncion@gdoe.net
Signature of Authorized Certifying Official:	Date Report Submitted: (Month, Day, Year)
	Telephone: (area code, number, and extension)
Type or Print Name and Title of Project Coordinator: Dr. Zenaida T. Asuncion, Deputy Superintendent, FAS	Telephone: (area code, number, and extension)
	Email address:
Signature of Project Coordinator:	Date Report Submitted: (Month, Day, Year)

FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas
Amendment | Carryover**

Correspondences between FPD and Project Lead

October 30, 2020



Sean R. Rupley <srupley@gdoe.net>

EETT FY19 - 4th Quarter Report

21 messages

Cellini J. Higa <cjhiga@gdoe.net>

Fri, Oct 16, 2020 at 1:48 PM

To: "Christopher B. Surla" <cbsurla@gdoe.net>, "Sean R. Rupley" <srupley@gdoe.net>

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

Hafa Adai!

Please see attachments:

- Signed 4th Quarter Narrative, Financials, and Quarterly Personnel Certification
- E-copy of Narrative
- E-copy of Financials

Should you have any questions, please do not hesitate to let me know.

Thank you.

--

Cellini J. Higa

Program Coordinator

FSAIS- Enhancing Education through Technology

Guam Department of Education

(671) 300-1357

Guam Department of Education

3 attachments **EETT 4th QTR Program Budget Staffing.xlsx**
223K **EETT FY19 Quarterly Report_FINAL_10.13.20.doc**
348K **EETT FY19 Quarterly Report Final_SIGNED 10.13.20.pdf**
1767K

Rosemarie B. Mendiola <rbmendiola@gdoe.net>

Fri, Oct 16, 2020 at 1:51 PM

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

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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information is strictly prohibited. If you received this transmission in error, please notify us immediately by e-mail or telephone to arrange for the return of this email and any files to us or to verify it has been deleted from your system. The information contained in this e-mail from the Guam Department of Education may be privileged, confidential, or otherwise protected from disclosure. Persons who share such information with unauthorized individuals may face penalties under state and federal law. If you are not the intended recipient, please be aware that any disclosure, copying, distribution, or use of the contents of this information is prohibited. If you have received this electronic transmission in error, please immediately notify the sender and delete the copy you received.

Guam Department of Education

3 attachments

-  **EETT 4th QTR Program Budget Staffing.xlsx**
223K
-  **EETT FY19 Quarterly Report_FINAL_10.13.20.doc**
348K
-  **EETT FY19 Quarterly Report Final_SIGNED 10.13.20.pdf**
1767K

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

Mon, Oct 19, 2020 at 11:19 AM

Hi Ana,

Can you verify at what time you will be able to provide data validation and review feedback for the F19 EETT quarterly report? I would like to consolidate my feedback with yours and provide them to Michelle in a timely manner to ensure that we are able to address them. Please note that Michelle will be leaving off-island this week but is still available via email/whatsapp. This will make timely communication more vital.

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)

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

Wed, Oct 21, 2020 at 8:43 AM

Hafa Adai Ana,

Kindly following up. Please note that as discussed, the F20 Project Lead for this F19 project is now off-island and will be for the remainder of this month. Although she will continue to work, timely communication and technical assistance is imperative as I will need to ensure that we can communicate with her in consideration of the time difference.

Thank you,
[Quoted text hidden]

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

Wed, Oct 21, 2020 at 8:52 AM

Noted with thanks.

I am still reviewing the 4th quarter reports, in the order they were emailed to me. Had a scheduled zoom meeting yesterday that I couldn't forgo, and had FSAIS work on installing a software and an app on the new laptop.

Have a 9:00 am zoom today with GATE, but will let you know asap.

[Quoted text hidden]

Kind Regards,

Ana O. Aguon
Program Coordinator IV
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

Sean R. Rupley <srrupley@gdoe.net> Thu, Oct 29, 2020 at 3:16 PM
To: "Zenaida T. Asuncion" <ztasuncion@gdoe.net>
Cc: Rachel Lee Santos Duenas <rlsduenas@gdoe.net>, "Christopher B. Surla" <cbsurla@gdoe.net>, "Cellini J. Higa" <cjhiga@gdoe.net>, "Rosemarie B. Mendiola" <rmbendiola@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>

Hafa Adai Dr. Zenaida Ascucion,

As per Rachel Duenas, kindly see the attached files related to the FY 2019 CGA EETT 4th Quarter Report.

Attached you will find the original PDF submission, provided by Cellini Higa, for the project's quarterly report. Upon review and discussion, the attached revised word document was created. This file includes highlights indicating the revisions based on data validations, programmatic review and feedback from the project.

Kindly requesting your review and acknowledgement of these revisions for final posting for the project.

Thank you and I look forward to your response,

[Quoted text hidden]

--

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

2 attachments



Reviewed EETT FY19 Quarterly Report_REVISED.doc
378K



Pages from EETT FY19 Quarterly Report Final_ORIGINAL.pdf
1254K

Zenaida T. Asuncion <ztasuncion@gdoe.net> Thu, Oct 29, 2020 at 3:41 PM
To: "Sean R. Rupley" <srrupley@gdoe.net>
Cc: "Angela G. Mendiola" <agmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, "Cellini J. Higa" <cjhiga@gdoe.net>, "Christopher B. Surla" <cbsurla@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>, "Rosemarie B. Mendiola" <rmbendiola@gdoe.net>

Got it Sean.

I will go ahead and review in a bit-I am on a Zoom meeting with BBMR.

Zeny

[Quoted text hidden]

~~~~~  
Dr. Zeny T. Asuncion, CPA

GDOE Deputy Superintendent for Finance and Administrative Services

(671) 300-1556

Guam Department of Education

---

**Sean R. Rupley** <[srrupley@gdoe.net](mailto:srrupley@gdoe.net)>

Thu, Oct 29, 2020 at 6:30 PM

To: "Zenaida T. Asuncion" <[ztasuncion@gdoe.net](mailto:ztasuncion@gdoe.net)>

Cc: "Angela G. Mendiola" <[agmendiola@gdoe.net](mailto:agmendiola@gdoe.net)>, "Barbara S.A. Aquino" <[bsaaquino@gdoe.net](mailto:bsaaquino@gdoe.net)>, "Cellini J. Higa" <[cjhiga@gdoe.net](mailto:cjhiga@gdoe.net)>, "Christopher B. Surla" <[cbsurla@gdoe.net](mailto:cbsurla@gdoe.net)>, Rachel Lee Santos Duenas <[rlsduenas@gdoe.net](mailto:rlsduenas@gdoe.net)>, "Rosemarie B. Mendiola" <[rbmendiola@gdoe.net](mailto:rbmendiola@gdoe.net)>

Hafa Adai Dr. Zeny,

Thank you for the update. I look forward to your review for acknowledgement.

Have a good evening and I look forward to your response,

On Oct 29, 2020, at 3:41 PM, Zenaida T. Asuncion <[ztasuncion@gdoe.net](mailto:ztasuncion@gdoe.net)> wrote:

[Quoted text hidden]

---

**Zenaida T. Asuncion** <[ztasuncion@gdoe.net](mailto:ztasuncion@gdoe.net)>

Thu, Oct 29, 2020 at 8:40 PM

To: "Sean R. Rupley" <[srrupley@gdoe.net](mailto:srrupley@gdoe.net)>

Sean-

Does this need to be reviewed today as Oct 29th is deadline?

Or is it something I can look at tomorrow?

Zeny

On Thu, Oct 29, 2020 at 3:16 PM Sean R. Rupley <[srrupley@gdoe.net](mailto:srrupley@gdoe.net)> wrote:

[Quoted text hidden]

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[Quoted text hidden]

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**Sean R. Rupley** <[srrupley@gdoe.net](mailto:srrupley@gdoe.net)>

Thu, Oct 29, 2020 at 9:48 PM

To: "Zenaida T. Asuncion" <[ztasuncion@gdoe.net](mailto:ztasuncion@gdoe.net)>

Hafa Adai Dr. Zeny,

Not a problem. If you're able to review and acknowledge by tomorrow morning or early afternoon. FPD will need to compile all the reports and post by COB tomorrow to comply with our administrative and programmatic monitoring requirements

Thank you and have a good evening,

On Oct 29, 2020, at 8:40 PM, Zenaida T. Asuncion <[ztasuncion@gdoe.net](mailto:ztasuncion@gdoe.net)> wrote:

[Quoted text hidden]

---

**Sean R. Rupley** <srrupley@gdoe.net>

Fri, Oct 30, 2020 at 9:05 AM

To: "Zenaida T. Asuncion" <ztauncion@gdoe.net>

Cc: "Angela G. Mendiola" <agmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, "Cellini J. Higa" <cjhiga@gdoe.net>, "Christopher B. Surla" <cbsurla@gdoe.net>, Rachel Lee Santos Duenas <rlsduenas@gdoe.net>, "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>

Hafa Adai Dr. Zeny,

I hope your morning is going well. Kindly following up.

Have a great day!

[Quoted text hidden]

---

**Zenaida T. Asuncion** <ztauncion@gdoe.net>

Fri, Oct 30, 2020 at 11:51 AM

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

Sean-

Who usually signs the project coordinator?

I know that I sign as the project manager.

Zeny

On Thu, Oct 29, 2020 at 3:16 PM Sean R. Rupley <srrupley@gdoe.net> wrote:

[Quoted text hidden]

--

[Quoted text hidden]

---

**Sean R. Rupley** <srrupley@gdoe.net>

Fri, Oct 30, 2020 at 11:58 AM

To: "Zenaida T. Asuncion" <ztauncion@gdoe.net>

Hafa Adai Dr. Zeny,

Cellini signed the original file as the Project Coordinator and then yourself as the Project Manager.

If you acknowledge the proposed changes. I can route for Cellini to sign as coordinator and then yourself as the project manager.

Thank you,

[Quoted text hidden]

---

**Zenaida T. Asuncion** <ztauncion@gdoe.net>

Fri, Oct 30, 2020 at 12:00 PM

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

I would need to get the form where Cellini signed off

OR

I can sign as the manager but the form you sent me does NOT have cellini's signature.

Pls advise before I put my signature.

Thanks Sean.

Zeny

[Quoted text hidden]

---

**Zenaida T. Asuncion** <ztauncion@gdoe.net>

Fri, Oct 30, 2020 at 12:05 PM

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

Go ahead and have Cellini sign and route this back to me.

I will meanwhile read the report again at a later date.

Do me a favor- send me the report/s to review at least a day before report deadlines to give me reasonable time to review.

Thanks Sean,

Zeny

[Quoted text hidden]

---

**Zenaida T. Asuncion** <ztasuncion@gdoe.net>  
To: "Eloise G. Nagallo" <egnagallo@gdoe.net>, Jason Q Perez <jqperez@gdoe.net>  
Cc: "Sean R. Rupley" <srrupley@gdoe.net>

Fri, Oct 30, 2020 at 1:05 PM

Please ff up from Sean the document with Cellini's signature to be forwarded to either of you for my signature (stamp)

Zeny

[Quoted text hidden]

---

**Sean R. Rupley** <srrupley@gdoe.net>  
To: "Zenaida T. Asuncion" <ztasuncion@gdoe.net>

Fri, Oct 30, 2020 at 1:40 PM

Hafa Adai Dr. Zeny,

Thank you! I will ensure that ample time is provided in the future.

Have a great day,

[Quoted text hidden]

---

**Sean R. Rupley** <srrupley@gdoe.net>  
To: "Cellini J. Higa" <cjhiga@gdoe.net>  
Cc: "Eloise G. Nagallo" <egnagallo@gdoe.net>, Jason Q Perez <jqperez@gdoe.net>, "Zenaida T. Asuncion" <ztasuncion@gdoe.net>

Fri, Oct 30, 2020 at 1:41 PM


Hafa Adai Cellini,

Please see attached file for your signature.

Thank you,

[Quoted text hidden]

---

 **Reviewed EETT FY19 Quarterly Report\_REVISED.pdf**  
1223K

---

**Cellini J. Higa** <cjhiga@gdoe.net>  
To: "Sean R. Rupley" <srrupley@gdoe.net>  
Cc: "Eloise G. Nagallo" <egnagallo@gdoe.net>, Jason Q Perez <jqperez@gdoe.net>, "Zenaida T. Asuncion" <ztasuncion@gdoe.net>

Fri, Oct 30, 2020 at 1:52 PM

Hi Doc,

Signed the quarterly... submitting to you for your signature now.

Thank you and stay safe!

[Quoted text hidden]

---

 **Reviewed EETT FY19 Quarterly Report\_REVISED. cjh150pm.pdf**  
1266K

---

**Sean R. Rupley** <srrupley@gdoe.net>  
To: "Eloise G. Nagallo" <egnagallo@gdoe.net>, Jason Q Perez <jqperez@gdoe.net>  
Cc: "Zenaida T. Asuncion" <ztasuncion@gdoe.net>, "Cellini J. Higa" <cjhiga@gdoe.net>

Fri, Oct 30, 2020 at 3:56 PM

Hafa Adai Eloise and Jason,

Kindly following up on the placement of Dr. Zeny's signature.

Have a great day,

[Quoted text hidden]

---

**Jason Q Perez** <jqperez@gdoe.net>

Sat, Oct 31, 2020 at 8:11 AM

To: "Sean R. Rupley" &lt;srupley@gdoe.net&gt;

Cc: "Eloise G. Nagallo" &lt;egnagallo@gdoe.net&gt;, "Zenaida T. Asuncion" &lt;ztasuncion@gdoe.net&gt;, "Cellini J. Higa" &lt;cjhiga@gdoe.net&gt;

Good Morning Sean:

Attached is the signed report.

Please confirm receipt of this email. Thank you.

Best Regards,  
Jason Q. Perez  
Financial Affairs Office  
Guam Department of Education  
Tel: (671) 300-1569

[Quoted text hidden]

[Quoted text hidden]

Guam Department of Education

Guam Department of Education

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 **Reviewed EETT FY19 Quarterly Report\_REVISED. cjh150pm.pdf**  
1490K



Sean R. Rupley &lt;srrupley@gdoe.net&gt;

---

**Quarterly Reports - TAE & ISLA: Giha'**

12 messages

**Michelle M. Camacho** <mmcamacho@gdoe.net>

Sun, Oct 18, 2020 at 4:37 PM

To: "Sean R. Rupley" &lt;srrupley@gdoe.net&gt;, Rachel Lee Santos &lt;rlsduenas@gdoe.net&gt;

Cc: "Kevin M. Taitague" &lt;kmtaitague@gdoe.net&gt;, "Roe-Ann Jean M. Cruz" &lt;roemcruz@gdoe.net&gt;, CIQD Team &lt;ciqd-team@gdoe.net&gt;, Federal Programs &lt;federal-programs@gdoe.net&gt;

Hi Sean.

Please see attached quarterly reports for TAE and ISLA: Giha'. Thank you.

Stay safe!

Regards,

*Michelle M. Camacho*;

Program Coordinator IV

Department of Education - Division of Curriculum &amp; Instruction

501 Mariner Ave.

Barrigada, Guam 96913

[Office] 671-300-1347



[Cell] 671-686-7973

**"Change is inevitable. Progress is optional." ~Tony Robbins**-----  
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Guam Department of Education

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**6 attachments** **4th Quarter\_Giha.docx**  
43K **FY2019 4th Quarter Program Budget Staffing Giha.xlsx**  
277K **Giha FY2019 Budget Staffing 4thQTR Report.xlsx**  
370K **FY2019 4th Quarter Program Budget Staffing TAE.xlsx**  
231K **TAE Personnel Certification FY19 4th QTR.xlsx**  
395K **FFY2019 TAE 4th Quarter report.docx**  
84K

---

**Sean R. Rupley** <srrupley@gdoe.net>

Mon, Oct 19, 2020 at 10:18 AM

To: "Michelle M. Camacho" &lt;mmcamacho@gdoe.net&gt;

Cc: Rachel Lee Santos &lt;rlsduenas@gdoe.net&gt;, "Ana O. Aguon" &lt;aoaguon@gdoe.net&gt;, "Kevin M. Taitague" &lt;kmtaitague@gdoe.net&gt;, "Roe-Ann Jean M. Cruz" &lt;roemcruz@gdoe.net&gt;, CIQD Team &lt;ciqd-team@gdoe.net&gt;, Federal Programs &lt;federal-programs@gdoe.net&gt;



Hafa Adai Michelle,

Thank you for your submission of the electronic files. Kindly advise if the signed copies are also to be transmitted to GDOE-FPD.

Ana and I will begin our review of these files and will get back to you as soon as possible!

Thanks,

[Quoted text hidden]

--

**Sean R. Rupley**

State Program Officer

Federal Programs Division

Guam Department of Education

(671) 300-1450

(671) 477-4587 (fax)

---

**Michelle M. Camacho** <mmcamacho@gdoe.net>

Mon, Oct 19, 2020 at 11:12 AM

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

Cc: Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Kevin M. Taitague"

<kmtaitague@gdoe.net>, "Roe-Ann Jean M. Cruz" <roemcruz@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>, Federal Programs <federal-programs@gdoe.net>

Hi Sean. Yes. The files have been sent to our office personnel for verification and Mr. Sanchez's signature. Thanks.

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

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

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[Quoted text hidden]

[Quoted text hidden]

Guam Department of Education

Guam Department of Education

---

**Sean R. Rupley** <srupley@gdoe.net>

Mon, Oct 19, 2020 at 11:18 AM

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

Cc: Rachel Lee Santos <rlsduenas@gdoe.net>, Federal Programs <federal-programs@gdoe.net>

Hi Ana,

Can you verify at what time you will be able to provide data validation and review feedback for the F19 TAE and F19 ISLA: Giha quarterly reports? I would like to consolidate my feedback with yours and provide them to Michelle in a timely

manner to ensure that we are able to address them. Please note that Michelle will be leaving off-island this week but is still available via email/whatsapp. This will make timely communication more vital.

Thank you,  
[Quoted text hidden]

---

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

Mon, Oct 19, 2020 at 6:12 PM

To: "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>

Cc: "Sean R. Rupley" <srupley@gdoe.net>, Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Michelle M. Camacho" <mmcachamo@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>, Federal Programs <federal-programs@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>

*Hafa Adai* All,

Please see signed 4th Quarter Report for ISLA: Giha and TAE 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

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#### 6 attachments

-  **FY19 TAE 4th Quarter Report.pdf**  
1153K
-  **FY19 Giha 4th Quarter Report\_with attachment.pdf**  
1137K
-  **FY19 TAE 4th Quarter Program Budget Staffing.pdf**  
1377K
-  **FY19 TAE 4th Quarter Personnel Certification.pdf**  
1682K
-  **FY19 Giha 4th Quarter Program Budget Staffing.pdf**  
1954K
-  **FY19 Giha 4th Quarter Personnel Certification Report.pdf**  
724K

---

**Barbara S.A. Aquino** <bsaaquino@gdoe.net>

Tue, Oct 20, 2020 at 12:42 PM

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

Cc: "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, "Sean R. Rupley" <srupley@gdoe.net>, Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Michelle M. Camacho" <mmcachamo@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>, Federal Programs <federal-programs@gdoe.net>, "Kevin M. Taitague" <kmtaitague@gdoe.net>

Acknowledging receipt. Thanks Ms. Roe-Ann.

[Quoted text hidden]

--

**Barbara SA Aquino**  
**Federal Programs Division**  
**Guam Department of Education**  
**State Agency for US-Ed Grants**  
**501 Mariner Avenue, Barrigada, Guam 96913**  
**(671) 300-1257**

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Guam Department of Education

---

**Sean R. Rupley** <srrupley@gdoe.net>  
To: "Ana O. Aguon" <aogauon@gdoe.net>  
Cc: Rachel Lee Santos <rlsduenas@gdoe.net>, Federal Programs <federal-programs@gdoe.net>

Wed, Oct 21, 2020 at 8:43 AM

Hafa Adai Ana,

Kindly following up. Please note that as discussed, the F20 Project Lead for this F19 projects is now off-island and will be for the remainder of this month. Although she will continue to work, timely communication and technical assistance is imperative as I will need to ensure that we can communicate with her in consideration of the time difference.

Thank you,  
[Quoted text hidden]

---

**Sean R. Rupley** <srrupley@gdoe.net>  
To: "Michelle M. Camacho" <mmcamacho@gdoe.net>  
Cc: "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aogauon@gdoe.net>, "Christopher B. Surla" <chsurla@gdoe.net>, "Shannon B. Bukikosa" <sbbukikosa@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>, "Cellini J. Higa" <cjhiga@gdoe.net>

Mon, Oct 26, 2020 at 4:46 PM

Hafa Adai Michelle,

Please see the attached reports for FY 2019 CGA Projects TAE, ISLA: Giha' and EETT. You will find my feedback for the word file reports highlighted in green with comments and Ana's feedback throughout in different colored fonts. Additionally, please see personnel certifications for the same three (3) projects for the following:

- Shared Positions included
- Stipend-based employees not necessary for personnel certification

Kindly confirm receipt, review feedback, provide necessary revisions and clean files as soon as possible for public posting this week. Please note that you may simply send back the clean word/PDF files on this email thread as the original signed submission alongside this communication will be attached to document revisions.






Additionally, I have cc'd Cellini Higa as she originally submitted the FY 19 EETT report and attachments.

Thank you and have a great day,  
[Quoted text hidden]

---

**6 attachments**

 **EETT Personnel Cert FY19 4QTR.pdf**  
47K

-  **Personnel Cert GIHA F19 4QTR.pdf**  
459K
-  **Personnel Cert TAE F19 4QTR.pdf**  
728K
-  **Reviewed 4th Quarter\_Giha\_aoa\_SRR.docx**  
63K
-  **Reviewed FFY2019 TAE 4th Quarter report\_aoa\_SRR.docx**  
93K
-  **Reviewed EETT FY19 Quarterly Report\_FINAL\_10.13.20\_aoa\_SRR.doc**  
379K

---

**Sean R. Rupley** <srrupley@gdoe.net>

Mon, Oct 26, 2020 at 4:48 PM

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

Cc: "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Christopher B. Surla" <cbsurla@gdoe.net>, "Shannon B. Bukikosa" <sbbukikosa@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>, "Cellini J. Higa" <cjhiga@gdoe.net>

Apologies.

Original EETT personnel certification was emailed in the previous communication. Kindly see the revised as discussed.

Thanks!

[Quoted text hidden]

- 
-  **Personnel Cert EETT F19 4QTR.pdf**  
515K

---

**Sean R. Rupley** <srrupley@gdoe.net>

Wed, Oct 28, 2020 at 10:08 AM

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

Cc: "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Christopher B. Surla" <cbsurla@gdoe.net>, "Shannon B. Bukikosa" <sbbukikosa@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>, "Cellini J. Higa" <cjhiga@gdoe.net>

Hafa Adai Michelle,

Kindly following up to ensure you received my previous emails and are able to make the necessary changes for the files.

Have a great day,

[Quoted text hidden]

---

**Cellini J. Higa** <cjhiga@gdoe.net>

Wed, Oct 28, 2020 at 1:30 PM

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

Cc: "Michelle M. Camacho" <mmcamacho@gdoe.net>, "Rosemarie B. Mendiola" <rbmendiola@gdoe.net>, "Angela G. Mendiola" <agmendiola@gdoe.net>, "Barbara S.A. Aquino" <bsaaquino@gdoe.net>, Rachel Lee Santos <rlsduenas@gdoe.net>, "Ana O. Aguon" <aoaguon@gdoe.net>, "Christopher B. Surla" <cbsurla@gdoe.net>, "Shannon B. Bukikosa" <sbbukikosa@gdoe.net>, CIQD Team <ciqd-team@gdoe.net>

Hi Sean,

Please see attached revised EETT FY19 4th Quarter Report.

Thanks!

[Quoted text hidden]

**Cellini J. Higa**

Program Coordinator

FSAIS- Enhancing Education through Technology  
Guam Department of Education  
(671) 300-1357

Guam Department of Education

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 **Reviewed EETT FY19 Quarterly Report\_FINAL\_10.28.20\_cjh.doc**  
377K

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**Michelle M. Camacho** <mmcamacho@gdoe.net>  
To: "Sean R. Rupley" <srupley@gdoe.net>

Thu, Oct 29, 2020 at 5:42 AM

Hi Sean. Please see attached Giha' report with minor revision (towards the end). All other reports...I concur with the changes. 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

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 **Reviewed 4th Quarter\_Giha\_aoa\_SRR\_updated.docx**  
64K

# **FEDERAL PROGRAMS DIVISION**



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**FY 2019 Title V, Part B: Rural Low Income Schools  
Consolidated Grant to Insular Areas  
Amendment | Carryover**

---

## **Quarterly Personnel Certification**

**October 30, 2020**



# Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: 84.403A Consolidated Grant to the Outlying Areas  
 Project Title: 82680 Enhancing Education Through Technology (EETT)

Fiscal Year 2020  
 Reporting Period: 4th Qtr (July - Sept)

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                                                                                                  |
|---------|-----------------------------|-------------------------|---------------|-----------------------------------------------------------------------------------------------------------|
| 11827   | Rochelle, Nell A.           | PROG COORD IV           | 816 FSAIS     | Transferred to Special Education Program effective August 3, 2020. See transfer memorandum dated 07/24/20 |
| 13520   | Higa, Cellini J.            | PROG COORD III          | 816 FSAIS     |                                                                                                           |
| 13985   | Santos, Aubrey M.           | COMP TECH II            | 816 FSAIS     |                                                                                                           |
| 13987   | Agustin, Patterson James M. | COMP TECH II            | 816 FSAIS     |                                                                                                           |
| 14419   | Abiera, Van Joseph          |                         | 816 FSAIS     |                                                                                                           |
| 15628   | David, Isaac                |                         | 816 FSAIS     |                                                                                                           |
| 13837   | Aguon, Ana                  | PROG COORD IV           | 820 FPD       |                                                                                                           |
|         |                             |                         |               |                                                                                                           |
|         |                             |                         |               |                                                                                                           |
|         |                             |                         |               |                                                                                                           |
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|         |                             |                         |               |                                                                                                           |
|         |                             |                         |               |                                                                                                           |

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, Data Processing Manager  
 Immediate Supervisor's Signature: *Vincent Dela Cruz* Date: 10-06-2020

Project Coordinator Name:  
 Dr. Zenaida Asuncion, FAS Deputy Superintendent  
 Project Coordinator Signature: *[Signature]* Date: 10-13-20 SIGN HERE

Federal Programs Compliance Administrator Name:  
 Ignacio C. Santos  
 Federal Programs Compliance Administrator Signature: *[Signature]* Date: \_\_\_\_\_

Project Manager Name:  
 Dr. Zenaida Asuncion, FAS Deputy Superintendent  
 Project Manager Signature: *[Signature]* Date: 10-13-20 SIGN HERE

SRP

# **FEDERAL PROGRAMS DIVISION**



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**FY 2019 Title V, Part B: Rural Low Income Schools  
Consolidated Grant to Insular Areas  
Amendment | Carryover**

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## **Fiscal Monitoring Documents**

**October 30, 2020**

# **FEDERAL PROGRAMS DIVISION**



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**FY 2019 Title V, Part B: Rural Low Income Schools  
Consolidated Grant to Insular Areas  
Amendment | Carryover**

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**10% Monitoring**

**October 30, 2020**


GDOE - Federal Programs Division Monitoring  
 FY 2019 CG 10% Monitoring

FEDERAL ROSTER - FPO  
 4th Quarter: FY19 PP26 (09/12/2020)

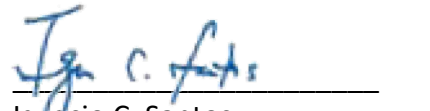
| Employee # | STAFFING PATTERN<br>Employee Name | Group/BU | GDOE Official Position Title | FEDERAL ROSTER<br>Grant Application (F1860) Position Title | Worksite<br>Location # | Worksite Location Description       | Project<br>Code | Federal<br>Roster | Personnel<br>Certification | Labor Cost | Attendance<br>Log | Comments                                                    |
|------------|-----------------------------------|----------|------------------------------|------------------------------------------------------------|------------------------|-------------------------------------|-----------------|-------------------|----------------------------|------------|-------------------|-------------------------------------------------------------|
| 14419      | VAN JOSEPH ABIERA                 | STAF     | Computer Technician I        | 82680 - COMPUTER TECHNICIAN I - (2)                        | 816                    | FSAIS - FIN, STUDENT & ADM INFO SYS | 82680           |                   |                            |            |                   |                                                             |
| 13985      | AUBREY M SANTOS                   | STAF     | Computer Technician II       | 82680 - COMPUTER TECHNICIAN II - (3)                       | 816                    | FSAIS - FIN, STUDENT & ADM INFO SYS | 82680           |                   |                            |            |                   |                                                             |
| 13987      | PATTERSON JAMES M AGUSTIN         | STAF     | Computer Technician II       | 82680 - COMPUTER TECHNICIAN II - (3)                       | 816                    | FSAIS - FIN, STUDENT & ADM INFO SYS | 82680           |                   |                            |            |                   |                                                             |
| 13520      | CELLINI J HIGA                    | PROF     | Program Coordinator III      | 82680 - PROGRAM COORDINATOR III                            | 816                    | FSAIS - FIN, STUDENT & ADM INFO SYS | 82680           |                   |                            |            |                   |                                                             |
| 11827      | NEIL ALAN ROCHELLE                | PROF     | Program Coordinator IV       | 82680 - PROGRAM COORDINATOR IV                             | 816                    | FSAIS - FIN, STUDENT & ADM INFO SYS | 82680           |                   |                            |            |                   | Transferred to SPED program eff 8.3.2020                    |
| 13837      | ANA MARIA T. O AGUON              | PROF     | Program Coordinator IV       | 82680 - PROGRAM COORDINATOR IV (DATA)                      | 812                    | FED PROG - FEDERAL PROGRAMS         | 82680           |                   |                            |            |                   | EMPLOYEE TO BE CHARGED 11% TO ALL CG PROJECTS (82600-82680) |
| 15628      | ISAAC L DAVID                     | STAF     | Computer Technician I        | 82680 - COMPUTER TECHNICIAN I - (2)                        | 816                    | FSAIS - FIN, STUDENT & ADM INFO SYS | 82680           | X                 | X                          | X          | X                 |                                                             |



Sean Rupley  
 State Program Officer



Rachel Duenas  
 Senior State Program Officer



Ignacio C. Santos  
 Federal Programs Administrator



# Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: 84.403A Consolidated Grant to the Outlying Areas  
 Project Title: 82680 Enhancing Education Through Technology (EETT)

Fiscal Year 2020  
 Reporting Period: 4th Qtr (July - Sept)

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                                                                                                  |
|---------|-----------------------------|-------------------------|---------------|-----------------------------------------------------------------------------------------------------------|
| 11827   | Rochelle, Nell A.           | PROG COORD IV           | 816 FSAIS     | Transferred to Special Education Program effective August 3, 2020. See transfer memorandum dated 07/24/20 |
| 13520   | Higa, Cellini J.            | PROG COORD III          | 816 FSAIS     |                                                                                                           |
| 13985   | Santos, Aubrey M.           | COMP TECH II            | 816 FSAIS     |                                                                                                           |
| 13987   | Agustin, Patterson James M. | COMP TECH II            | 816 FSAIS     |                                                                                                           |
| 14419   | Abiera, Van Joseph          |                         | 816 FSAIS     |                                                                                                           |
| 15628   | David, Isaac                |                         | 816 FSAIS     |                                                                                                           |
| 13837   | Aguon, Ana                  | PROG COORD IV           | 820 FPD       |                                                                                                           |
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|         |                             |                         |               |                                                                                                           |

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, Data Processing Manager  
 Immediate Supervisor's Signature: *Vincent Dela Cruz* Date: 10-06-2020

Project Coordinator Name:  
 Dr. Zenaida Asuncion, FAS Deputy Superintendent  
 Project Coordinator Signature: *[Signature]* Date: 10-13-20 SIGN HERE

Federal Programs Compliance Administrator Name:  
 Ignacio C. Santos  
 Federal Programs Compliance Administrator Signature: *[Signature]* Date: \_\_\_\_\_

Project Manager Name:  
 Dr. Zenaida Asuncion, FAS Deputy Superintendent  
 Project Manager Signature: *[Signature]* Date: 10-13-20 SIGN HERE

S22



LABOR COST DISTRIBUTION REPORT  
PPE : 09/12/2020\_PD 09/18/2020\_PP26

| Sum of Total<br>PROJECTS | Name                      | Emp #        | R-OBJECT        |               | Grand Total     |
|--------------------------|---------------------------|--------------|-----------------|---------------|-----------------|
|                          |                           |              | 0111            | 0121          |                 |
| 82680                    | AUBREY M SANTOS           | 13985        | 1,439.50        | 697.41        | 2,136.91        |
|                          | CELLINI J HIGA            | 13520        | 1,935.69        | 643.54        | 2,579.23        |
|                          | <b>ISAAC L DAVID</b>      | <b>15628</b> | <b>1,058.65</b> | <b>384.55</b> | <b>1,443.20</b> |
|                          | PATTERSON JAMES M AGUSTIN | 13987        | 1,439.50        | 425.35        | 1,864.85        |
|                          | VAN JOSEPH ABIERA         | 14419        | 1,183.62        | 400.19        | 1,583.81        |
|                          | ANA MARIA T. O AGUON      | 13837        | 2,226.92        | 915.76        | 3,142.68        |

DEPARTMENT OF EDUCATION  
F.S.A.I.S. DIVISION  
STAFF SIGN-IN SHEET

PPE: 9/12/2020

| WEEK ONE                    |                     |       |          |      |         |                     |       |          |      |         |                       |       |          |      |         |                      |       |          |      |         |                    |       |          |      |         |
|-----------------------------|---------------------|-------|----------|------|---------|---------------------|-------|----------|------|---------|-----------------------|-------|----------|------|---------|----------------------|-------|----------|------|---------|--------------------|-------|----------|------|---------|
| EMPLOYEE NAME               | Monday<br>8/31/2020 |       |          |      |         | Tuesday<br>9/1/2020 |       |          |      |         | Wednesday<br>9/2/2020 |       |          |      |         | Thursday<br>9/3/2020 |       |          |      |         | Friday<br>9/4/2020 |       |          |      |         |
|                             | In                  | Out   | In       | Out  | Initial | In                  | Out   | In       | Out  | Initial | In                    | Out   | In       | Out  | Initial | In                   | Out   | In       | Out  | Initial | In                 | Out   | In       | Out  | Initial |
| ABIERA, Van Joseph R.       |                     |       | SL       |      |         |                     |       | SL       |      |         |                       |       | SL       |      |         |                      |       | SL       |      |         |                    |       | SL       |      |         |
| AGUSTIN, Patterson James M. | 8:00                | 12:00 | 1:00     | 5:00 | PM      | 8:00                | 12:00 | 1:00     | 5:00 | PK      | 8:00                  | 12:00 | 1:00     | 5:00 | PK      | 8:00                 | 12:00 | 1:00     | 5:00 | PK      | 8:00               | 12:00 | 1:00     | 5:00 | PK      |
| DAVID, Isaac L.             |                     |       | TELEWORK |      |         |                     |       | TELEWORK |      |         |                       |       | TELEWORK |      |         |                      |       | TELEWORK |      |         |                    |       | TELEWORK |      |         |
| SANTOS, Aubrey M.           | 0800                | 1200  | 1300     | 1700 | ★       | 0800                | 1200  | 1300     | 1700 | ★       | 0800                  | 1200  | 1300     | 1700 | ★       | 0800                 | 1200  | 1300     | 1700 | ★       | 0800               | 1200  | 1300     | 1700 | ★       |

| WEEK TWO                    |                    |     |    |     |         |                     |     |          |      |         |                       |       |          |       |         |                       |       |          |       |         |                     |       |          |       |         |      |   |
|-----------------------------|--------------------|-----|----|-----|---------|---------------------|-----|----------|------|---------|-----------------------|-------|----------|-------|---------|-----------------------|-------|----------|-------|---------|---------------------|-------|----------|-------|---------|------|---|
| EMPLOYEE NAME               | Monday<br>9/7/2020 |     |    |     |         | Tuesday<br>9/8/2020 |     |          |      |         | Wednesday<br>9/9/2020 |       |          |       |         | Thursday<br>9/10/2020 |       |          |       |         | Friday<br>9/11/2020 |       |          |       |         |      |   |
|                             | In                 | Out | In | Out | Initial | In                  | Out | In       | Out  | Initial | In                    | Out   | In       | Out   | Initial | In                    | Out   | In       | Out   | Initial | In                  | Out   | In       | Out   | Initial |      |   |
| ABIERA, Van Joseph R.       | Labor Day Holiday  |     |    |     |         |                     |     | SL       |      |         |                       |       | SL       |       |         |                       |       | SL       |       |         |                     |       | SL       |       |         |      |   |
| AGUSTIN, Patterson James M. | Labor Day Holiday  |     |    |     |         |                     |     | telework |      |         | 8:00                  | 12:00 | 1:00     | 12:00 | PK      | 8:00                  | 12:00 | 1:00     | 12:00 | PK      | 8:00                | 12:00 | 1:00     | 12:00 | PK      |      |   |
| DAVID, Isaac L.             | Labor Day Holiday  |     |    |     |         |                     |     | TELEWORK |      |         |                       |       | TELEWORK |       |         |                       |       | TELEWORK |       |         |                     |       | TELEWORK |       |         |      |   |
| SANTOS, Aubrey M.           | Labor Day Holiday  |     |    |     |         |                     |     | 0800     | 1200 | 1300    | 1700                  | ★     | 0800     | 1200  | 1300    | 1700                  | ★     | 0800     | 1200  | 1300    | 1700                | ★     | 0800     | 1200  | 1300    | 1700 | ★ |

# **FEDERAL PROGRAMS DIVISION**



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**FY 2019 Title V, Part B: Rural Low Income Schools  
Consolidated Grant to Insular Areas  
Amendment | Carryover**

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**100% Monitoring**

**October 30, 2020**


GDOE - Federal Programs Division Monitoring  
 FY 2019 CG 100% Monitoring

FEDERAL ROSTER - FPO  
 4th Quarter: FY19 PP22 (07/18/2020)


| Employee # | STAFFING PATTERN<br>Employee Name | Group/BU | GDOE Official Position Title | FEDERAL ROSTER<br>Grant Application (F1860) Position Title | Worksite<br>Location # | Worksite Location Description       | Project<br>Code | Federal<br>Roster | Personnel<br>Certification | Labor Cost | Attendance<br>Log | Comments                                                    |
|------------|-----------------------------------|----------|------------------------------|------------------------------------------------------------|------------------------|-------------------------------------|-----------------|-------------------|----------------------------|------------|-------------------|-------------------------------------------------------------|
| 14419      | VAN JOSEPH ABIERA                 | STAF     | Computer Technician I        | 82680 - COMPUTER TECHNICIAN I - (2)                        | 816                    | FSAIS - FIN, STUDENT & ADM INFO SYS | 82680           | X                 | X                          | X          |                   |                                                             |
| 13985      | AUBREY M SANTOS                   | STAF     | Computer Technician II       | 82680 - COMPUTER TECHNICIAN II - (3)                       | 816                    | FSAIS - FIN, STUDENT & ADM INFO SYS | 82680           | X                 | X                          | X          |                   |                                                             |
| 13987      | PATTERSON JAMES M AGUSTIN         | STAF     | Computer Technician II       | 82680 - COMPUTER TECHNICIAN II - (3)                       | 816                    | FSAIS - FIN, STUDENT & ADM INFO SYS | 82680           | X                 | X                          | X          |                   |                                                             |
| 13520      | CELLINI J HIGA                    | PROF     | Program Coordinator III      | 82680 - PROGRAM COORDINATOR III                            | 816                    | FSAIS - FIN, STUDENT & ADM INFO SYS | 82680           | X                 | X                          | X          |                   |                                                             |
| 11827      | NEIL ALAN ROCHELLE                | PROF     | Program Coordinator IV       | 82680 - PROGRAM COORDINATOR IV                             | 816                    | FSAIS - FIN, STUDENT & ADM INFO SYS | 82680           | X                 | X                          | X          |                   | Transferred to SPED program eff 8.3.2020                    |
| 13837      | ANA MARIA T. O AGUON              | PROF     | Program Coordinator IV       | 82680 - PROGRAM COORDINATOR IV (DATA)                      | 812                    | FED PROG - FEDERAL PROGRAMS         | 82680           | X                 | X                          | X          |                   | EMPLOYEE TO BE CHARGED 11% TO ALL CG PROJECTS (82600-82680) |
| 15628      | ISAAC L DAVID                     | STAF     | Computer Technician I        | 82680 - COMPUTER TECHNICIAN I - (2)                        | 816                    | FSAIS - FIN, STUDENT & ADM INFO SYS | 82680           | X                 | X                          | X          |                   |                                                             |



Sean Rupley  
 State Program Officer



Rachel Duenas  
 Senior State Program Officer



Igracio C. Santos  
 Federal Programs Administrator



# Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: 84.403A Consolidated Grant to the Outlying Areas  
 Project Title: 82680 Enhancing Education Through Technology (EETT)

Fiscal Year 2020  
 Reporting Period: 4th Qtr (July - Sept)

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                                                                                                  |
|---------|-----------------------------|-------------------------|---------------|-----------------------------------------------------------------------------------------------------------|
| 11827   | Rochelle, Nell A.           | PROG COORD IV           | 816 FSAIS     | Transferred to Special Education Program effective August 3, 2020. See transfer memorandum dated 07/24/20 |
| 13520   | Higa, Cellini J.            | PROG COORD III          | 816 FSAIS     |                                                                                                           |
| 13985   | Santos, Aubrey M.           | COMP TECH II            | 816 FSAIS     |                                                                                                           |
| 13987   | Agustin, Patterson James M. | COMP TECH II            | 816 FSAIS     |                                                                                                           |
| 14419   | Abiera, Van Joseph          |                         | 816 FSAIS     |                                                                                                           |
| 15628   | David, Isaac                |                         | 816 FSAIS     |                                                                                                           |
| 13837   | Aguon, Ana                  | PROG COORD IV           | 820 FPD       |                                                                                                           |
|         |                             |                         |               |                                                                                                           |
|         |                             |                         |               |                                                                                                           |
|         |                             |                         |               |                                                                                                           |
|         |                             |                         |               |                                                                                                           |
|         |                             |                         |               |                                                                                                           |
|         |                             |                         |               |                                                                                                           |
|         |                             |                         |               |                                                                                                           |
|         |                             |                         |               |                                                                                                           |
|         |                             |                         |               |                                                                                                           |

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, Data Processing Manager  
 Immediate Supervisor's Signature: *Vincent Dela Cruz* Date: 10-06-2020

Project Coordinator Name:  
 Dr. Zenaida Asuncion, FAS Deputy Superintendent  
 Project Coordinator Signature: *Z Asuncion* Date: 10-13-20 SIGN HERE

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

Project Manager Name:  
 Dr. Zenaida Asuncion, FAS Deputy Superintendent  
 Project Manager Signature: *Z Asuncion* Date: 10-13-20 SIGN HERE

521



LABOR COST DISTRIBUTION REPORT  
PPE : 07/18/2020\_PD 07/24/2020\_PP22

| Sum of TOTAL<br>PROJECTS | Name                      | Emp # | R-OBJECT |        | Grand Total |
|--------------------------|---------------------------|-------|----------|--------|-------------|
|                          |                           |       | 0111     | 0121   |             |
| 82680                    | AUBREY M SANTOS           | 13985 | 1,386.96 | 682.84 | 2,069.80    |
|                          | CELLINI J HIGA            | 13520 | 1,935.69 | 643.54 | 2,579.23    |
|                          | ISAAC L DAVID             | 15628 | 1,020.00 | 373.83 | 1,393.83    |
|                          | NEIL ALAN ROCHELLE        | 11827 | 2,398.88 | 809.23 | 3,208.11    |
|                          | PATTERSON JAMES M AGUSTIN | 13987 | 1,386.96 | 410.78 | 1,797.74    |
|                          | VAN JOSEPH ABIERA         | 14419 | 1,183.62 | 400.19 | 1,583.81    |
|                          | ANA MARIA T. O AGUON      | 13837 | 2,226.92 | 915.76 | 3,142.68    |

# **FEDERAL PROGRAMS DIVISION**



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**FY 2019 Title V, Part B: Rural Low Income Schools  
Consolidated Grant to Insular Areas  
Amendment | Carryover**

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## **Fixed Asset Certification**

**October 30, 2020**





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

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

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

**PROJECT TITLE:** State Administration/State Educational Agency (SEA)

**PROJECT COORDINATOR:** Shandice Calano

**PROJECT MANAGER:** Ike C. Santos

**STATE PROGRAM OFFICER:** Rachel Duenas and Shannon Bukikosa

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

ANNUAL REPORT DUE: 12/28/2020

|                                                          |                                                                                             |                                                                                                     |                                                                                    |                                                                                   |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>AMOUNT BUDGETED (FFY 2019):</b><br><br>\$1,571,937.88 | <b>AMOUNT EXPENDED:</b><br>(Include all expenditures in this quarter)<br><br>\$640,845.06   | <b>PERCENTAGE OF EXPENDITURE:</b><br>(Overall Expenditure divided by Amount Budgeted)<br><b>41%</b> | <b>Total Full Time Equivalent</b><br><br><b>Vacant: 6</b><br><br><b>Filled: 13</b> | <b>Total Part Time Equivalent</b><br><br><b>Vacant: 0</b><br><br><b>Filled: 0</b> |
| <b>AMOUNT BUDGETED (FFY 2018):</b><br><br>\$1,328,912.55 | <b>AMOUNT EXPENDED:</b><br>(Include all expenditures in this quarter)<br><br>\$1,229,679.88 | <b>PERCENTAGE OF EXPENDITURE:</b><br>(Overall Expenditure divided by Amount Budgeted)<br><b>93%</b> |                                                                                    |                                                                                   |

**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.                         |
| <b>Project Managers/<br/>Leads/Key Personnel</b> |                            |         |          | <b>40</b> |  |                                      |         |          | <b>GDOE: 39<br/>Charter: 6</b> |
| <b>(Pre) K – 5</b>                               | <b>3040</b>                |         |          | <b>14</b> |  | <b>GDOE: 13,725<br/>Charter: 934</b> |         |          | <b>GDOE: 39<br/>Charter: 3</b> |
| <b>6 – 8</b>                                     | <b>1454</b>                |         |          | <b>11</b> |  | <b>GDOE: 6,458<br/>Charter: 196</b>  |         |          | <b>GDOE: 22<br/>Charter: 5</b> |
| <b>9 - 12</b>                                    | <b>1780</b>                |         |          | <b>7</b>  |  | <b>GDOE: 9,536<br/>Charter: 112</b>  |         |          | <b>GDOE: 25<br/>Charter: 5</b> |
| <b>PreK – 12</b>                                 |                            |         |          | <b>4</b>  |  |                                      |         |          |                                |

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

| <b>PART I:</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LIST THE PROJECT GOAL(S):</b> | <p><b>10.1 Administration/Supervision/Technical Assistance/Workshops:</b></p> <p><b>10.1.1</b> LEAs (public, charter, and PNP) will report improved process handling and implementation of grant requirements, LEAs (public, charter, and PNP) will report improved process handling and implementation of grant requirements, administration, supervision, monitoring, consultation and technical assistance provided by the SEA.<br/> <b>a</b> By August 2018 @ 75%, August 2019 @ 80%, and August 2020 @ 85%</p> <p><b>10.1.2</b> GDOE grant stakeholders will report effective, timely, relevant information received and improved knowledge of pertinent grant information/programs/requirements and receiving high quality support, guidance, consultation and technical assistance during workshops.<br/> <b>a</b> By August 2018 @ 70%, August 2019 @ 75%, and August 2020 @ 80%</p> <p><b>10.2 Grant Meetings, Workshops / Grants Management Certification and Training:</b></p> <p><b>10.2.1</b> GDOE Chief State School Officer, Project Managers, and/or key LEA/SEA personnel will report increased understanding of proper grants management, project design, planning, evaluation, and implementation, and develop/design services/activities to better serve the students/teachers within the district.<br/> <b>a</b> By August 2018 @ 70%, August 2019 @ 75%, and August 2020 @ 80%</p> <p><b>10.2.2</b> SEA Administrator/State Officers will report increased understanding, improved performance, practices, and process administration of updated grant requirements (fiscal and programmatic) upon completion of trainings, workshops, courses.<br/> <b>a</b> By August 2018 @ 60%, August 2019 @ 70%, and August 2020 @ 85%</p> |
| <b>LIST OBJECTIVE(S):</b>        | <p><b>10.1 Administration/Supervision/Technical Assistance/Workshops:</b></p> <p><b>10.1.1</b> A semi-annual survey of LEA to assess quality of SEA services received indicate at least 75% satisfaction by August 2018, and at least 85% by August 2020 report services improved from Year 1 to Year 2 to Year 3 of the grant.</p> <p><b>10.1.2</b> At least 70% of workshop participants will report that activities/information are effective, timely, relevant, provide high quality information and enhanced feelings of efficacy in planning for and providing high quality projects that impact their LEA/schools with an increase of at least 5% annually thereafter.</p> <p><b>10.2 Grant Meetings, Workshops / Grants Management Certification and Training:</b></p> <p><b>10.2.1</b> At least 70% of participants will report increased understanding of grants management, project design, planning, evaluation, implementation, improved stakeholder consultation services, and better aware of developing/designing services/activities to better serve the students/teachers within the district with an increase of at least 5% annually thereafter.</p> <p><b>10.2.2</b> SEA Administrator/State Program Officers/Grants Office team will report increased understanding, improved performance, practices, and processes administration of grants management (fiscal and</p>                                                                                                                                                                                                                                                                                                                                                          |



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

programmatic) upon completion of trainings, workshops, courses with an increase of at least 10% by Year 2, and 15% by Year 3.

| COMPONENT                                                                    | ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>10.1 Administration/Supervision/Technical Assistance/Workshops</b></p> | <p>List each Activity implemented for the quarter in <u>bullet form</u>.</p> <p>Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why.</p> <p><b>10.1.1 <u>Grant Administration/Technical Assistance</u></b></p> <ul style="list-style-type: none"> <li>• August 18 – 19, 2020 – FY2020 Consolidated Grant Application Assurance signing for all public, charter and private, non-public schools (<i>100% completed</i>)</li> <li>• August 21, 2020 – <i>Webinar: Guidance on Constitutionally Protected Prayer</i> was facilitated by the U.S. Department of Education Office of Elementary and Secondary Education. (<i>100% completed</i>)</li> </ul> | <p><b><u>In five or less brief sentence(s)</u>, describe the work accomplished for each activity group implemented during the period.</b></p> <p>List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <ul style="list-style-type: none"> <li>• All 41 public schools, 8 private non-public schools, and 3 charter schools on Guam participated in the signing of assurances for the FY'20 Consolidated Grant Application. This was a two-day event held at the Federal Programs Division (FPD) office on August 18-19, 2020 (<i>see attached sign-in sheet</i>).</li> <li>• This is an external webinar intended for State Education Agencies (SEAs). The Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act, requires the Secretary to issue guidance to State educational agencies (SEAs), local educational agencies (LEAs), and the public on constitutionally protected prayer in public elementary and secondary schools. The webinar informed students and teachers of their constitutionally protected rights to prayer and religious expression in public schools, as outlined in the Guidance. All FPD/SEA/Grants Office staff attended the webinar.</li> </ul> |

**FFY 2019 CONSOLIDATED GRANT  
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|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• September 1, 2020 – Technical Assistance to PNP and Charter Schools Zoom meeting regarding the technology equipment for distance learning.</li> <li>• September 8, 2020 – Technical assistance and collaboration Zoom meeting provided to Facilities and Maintenance regarding the depreciation value of CG acquired fixed assets.</li> <li>• September 9, 2020 – Technical assistance Zoom meeting provided to the College Pathway Project Lead Leah Beth Naholowaa regarding requisition 20201384 AP Summer Institute.</li> <li>• September 11, 2020 – Technical Assistance Zoom meeting with EETT project Lead Cellini Higa regarding the transfer of assets as a result of the switch to online distance learning for continued provision of education amid the COVID-19 pandemic.</li> </ul> | <ul style="list-style-type: none"> <li>• Due to the COVID-19 pandemic, efforts of starting off the School Year 20-21 with the in-person classroom delivery of education was short-lived and had to be quickly modified to an online distance learning platform from the third week of August 2020, up to the present. This adjustment gave rise to the need for provision of technology equipment to both students and teachers who lacked one. As a result, the FPD/SEA/Grants Office reached out to the PNP and Charter schools, assuring them of equitable services in line with federal rules and regulations, to meet the need for continuing education amid the unprecedented global health crisis.</li> <li>• SEA worked with Procurement Office, Project Managers, and Project Leads to complete the Request for Proposal for professional services to implement an Automated Employee Time Tracking System and an Automated Fixed Asset Management System.</li> </ul> <p>SEA continues to work with PNP/Charter School representatives, Project Leads and Project Managers to provide real time technical assistance on an as needed basis regarding Consolidated Grant activities.</p> <p>Evidence Includes Calendar Invitations</p> |
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**FFY 2019 CONSOLIDATED GRANT  
QUARTERLY REPORT  
Grant Award #: S403A180002, S403A180002-18A**

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• September 28, 2020 – Technical Assistance Zoom meeting provided to FY’20 Project #1 <i>College, Career, Civic Engagement and Life Readiness</i> Project Lead Sylvia Calvo regarding Guahan Academy Charter School (GACS) inquiries on activities.</li> <li>• September 29, 2020 – Technical Assistance Zoom meeting with GACS regarding the approved FY20 Consolidated Grant Application.</li> </ul> <p><b>10.1.2 <u>Grant Meetings/Workshops</u></b></p> <ul style="list-style-type: none"> <li>• September 23-25, 2020 - SEA successfully conducted the FFY2020 CG Online stakeholders input presentation, and the FFY2020 GAN &amp; Accountability Workshop virtual presentation and web conference during this reporting period. Work included creating the recordings, hosting and coordinating the online conference calls, and providing pertinent documents to all stakeholders. The workshop was developed in collaboration with CGA Project Managers, and Project Leads.</li> <li>• September 28-29, 2020 - Live Question &amp; Answer Sessions via web-conferencing, held for all workshop participants, allowed attendees to provide feedback and inquire with FPD   Grants Office and Project teams as a follow-up to the virtual workshop.</li> </ul> | <p>The GDOE Federal Programs Division   Grants Office (FPD) held a virtual FFY2020 GAN &amp; Accountability Workshop with stakeholders and all participating GDOE Public, Private Non-Public (PNP) and Charter schools. The goal of the workshop was to provide and inform all participating LEAs and stakeholders of GDOE’s receipt of the FFY2020 CGA Grant Award Notification; Approved activities as outlined within the approved application; Allowable Uses of Funds; and Tools and resources necessary to carry out approved project funded activities.</p> <ul style="list-style-type: none"> <li>• Workshop Topics included the following:             <ul style="list-style-type: none"> <li>○ Grant Award Notification and Budget Allocation</li> <li>○ Allowable Uses of Fund;</li> <li>○ Supplement, Not Supplant and Maintenance of Effort</li> <li>○ Federal Manual Guidance #812-101 Quarterly Compliance Report, Programmatic and Administrative Monitoring;</li> </ul> </li> </ul> |
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**FFY 2019 CONSOLIDATED GRANT  
QUARTERLY REPORT  
Grant Award #: S403A180002, S403A180002-18A**

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <ul style="list-style-type: none"><li>○ Federal Manual Guidance #812-201 Procurement Utilizing U.S. Department of Education Grant Funds;</li><li>○ Federal Manual Guidance #812-202 Invoicing and Drawdown;</li><li>○ Programmatic, Fiscal Monitoring and Risk Factors</li><li>○ Standardized Stipends</li><li>○ Constitutionally Protected Prayer</li><li>○ Employee Time Tracking – Attendance Logs: Standardization</li><li>○ Micro-Purchase and the Simplified Acquisition Thresholds</li><li>○ Comprehensive Presentations of the five (5) Projects</li></ul> <p>Evidence includes memorandum to all stakeholders about the FFY 2020 CG GAN &amp; Accountability Workshop.</p> |
|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

FFY 2019 CONSOLIDATED GRANT  
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| COMPONENT                                                                                                                                                                                                                                                                                                                                                     | PRIMARY DATA GENERATED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | NARRATIVE ON COMPONENT'S EFFECTIVENESS<br>(BASED ON PERFORMANCE MEASURES)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>10.1 Administration/Supervision/Technical Assistance/Workshops</b></p> <p><b>STATUS FOR COMPONENT:<br/>PLEASE CHECK ONE: ✓</b></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><b>WHAT PRIMARY DATA<sup>1</sup> WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</b></p> <p><i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p><sup>1</sup><i>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</i></p> <p>The primary data generated were: (1) “number of SEA personnel indicating successful review of projects, reporting areas for improvements and challenges”; and (2) "number of stakeholders reporting improved services from the State".</p> | <p><b>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</b></p> <p><i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA<sup>2</sup> ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p><b>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</b></p> <p><sup>2</sup><i>Secondary data are data derived from primary data. They are calculated or computed using primary data.</i></p> <p>The target outcomes on two (2) performance measures for component 10.1, were exceeded for the 4<sup>th</sup> quarter.</p> |

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| Component/Activity<br><i>(e.g. Professional Development/3<sup>rd</sup> Grade Math Teaching Strategies; Elementary School Supports/3<sup>rd</sup> Grade Math Coaches)</i> | Performance Measures<br><i>Enter the performance measure(s) in the row in this table (e.g. 3<sup>rd</sup> grade math proficiency = [# of 3<sup>rd</sup> grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3<sup>rd</sup> grade students who took the math test]and provide baseline and annual target data in the far right columns</i> | Data Source<br><i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i> | Unit of Measurement<br><i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i> | Actual Data: Baseline<br><i>(Current school year or most recent)</i>                                                                                            | Quarterly Performance Measures<br><b>(Actual vs. Target)</b>   |                                                              |                                        |                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------|-------------------------------------------------------------|
|                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                    |                                                                                                                                                                |                                                                                                                                                                 | Performance Target<br>End of December 2019                     | Performance Target<br>End of March 2020                      | Performance Target<br>End of June 2020 | Performance Target<br>End of September 2020                 |
| <b>10.1.1 Administration /Supervision/ Technical Assistance</b>                                                                                                          | Improve services to LEAs in need of assistance in improving project management                                                                                                                                                                                                                                                                                                                                | Monitoring/<br>Observation<br>Reports<br>Quarterly Program Reports<br>LEA Surveys                                                  | LEAs indicating successful review of all programs/activities / quarterly reports.                                                                              | 🚩 At least 75% of State Officers have reported successful review of projects; Reporting areas for improvements, of challenges/ successes of project activities. | <b>Target:</b><br>76%                                          | <b>Target:</b><br>78%                                        | <b>Target:</b><br>80%                  | <b>Target:</b><br>85%                                       |
|                                                                                                                                                                          | 85% of LEAs will report successful review of all programs/activities/ quarterly reports.                                                                                                                                                                                                                                                                                                                      |                                                                                                                                    | <b>Actual:</b><br>96.9%                                                                                                                                        |                                                                                                                                                                 | <b>Actual:</b><br>No activity conducted this reporting period. | <b>Actual:</b><br>100%                                       | <b>Actual:</b><br>100%                 |                                                             |
|                                                                                                                                                                          | 80% of LEAs reporting improved services from State.                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                    | LEAs reporting improved services from State.                                                                                                                   | 🚩 At least 70% of public/PNP/ Charter stakeholders have verbally reported increased satisfaction with services and                                              | <b>Target:</b><br>72%                                          | <b>Target:</b><br>73%                                        | <b>Target:</b><br>78%                  | <b>Target:</b><br>80%                                       |
|                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                    |                                                                                                                                                                |                                                                                                                                                                 | <b>Actual:</b><br>92.9%                                        | <b>Actual:</b><br>No survey conducted this reporting period. | <b>Actual:</b><br>90.2%                | <b>Actual:</b><br>No survey conducted this reporting period |



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|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <p><b>10.1.2<br/>Workshops</b></p> | <p>80% of GDOE grant stakeholders will report receiving high quality support, guidance, consultation and technical assistance during workshops (at least 2 per year)</p> | <p>Quarterly monitoring reports<br/>         Observation Reports<br/>         Survey Results</p> | <p>Participants reflecting better understanding of activities and comply with requirements</p> | <p>technical assistance provided by FPD/Grants Office</p> <p>At least 65% of workshop participants/ stakeholders report receiving high quality support, guidance, consultation and technical assistance during workshops</p> | <p><b><u>Target:</u></b><br/>66%</p> <p><b><u>Actual:</u></b><br/>73.3%</p> | <p><b><u>Target:</u></b><br/>70%</p> <p><b><u>Actual:</u></b><br/>No workshop conducted this reporting period.</p> | <p><b><u>Target:</u></b><br/>75%</p> <p><b><u>Actual:</u></b><br/>92.3%</p> | <p><b><u>Target:</u></b><br/>80%</p> <p><b><u>Actual:</u></b><br/>91.1%</p> |
|                                    |                                                                                                                                                                          |                                                                                                  |                                                                                                |                                                                                                                                                                                                                              |                                                                             |                                                                                                                    |                                                                             |                                                                             |

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| COMPONENT                                                                                                                                                                                                                                                                                                                                             | ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                  | WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>10.2 Grant Meetings, Workshops / Grants Management Certification and Training</b>                                                                                                                                                                                                                                                                  | <p>List each Activity implemented for the quarter in <b>bullet form</b>.</p> <p>Specify activity status (<i>completed, ongoing, or delayed</i>). If ongoing, indicate how much was accomplished. If delayed, state the reason why.</p> <p>10.2.1 <b><u>Ongoing.</u></b></p> <p>10.2.2 <b><u>Ongoing.</u></b></p>                                                            | <p><b><u>In five or less brief sentence(s)</u></b>, describe the work accomplished for each activity group implemented during the period.</p> <p>List evidence that activity took place, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>10.2.1 – No activity during this quarter.</p>                                                                                                                                                                                                          |
| COMPONENT                                                                                                                                                                                                                                                                                                                                             | PRIMARY DATA GENERATED                                                                                                                                                                                                                                                                                                                                                      | NARRATIVE ON COMPONENT'S EFFECTIVENESS (BASED ON PERFORMANCE MEASURES)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>10.2 Grant Meetings, Workshops / Grants Management Certification and Training</b><br><br><b>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</b><br><br><input type="checkbox"/> NOT STARTED<br><input type="checkbox"/> LESS THAN 50% COMPLETED<br><input checked="" type="checkbox"/> COMPLETED 50% OR MORE<br><input type="checkbox"/> FULLY COMPLETED | <p><b>WHAT PRIMARY DATA<sup>1</sup> WERE GENERATED FROM THE ACTIVITIES CONDUCTED DURING THE QUARTER?</b></p> <p><i>PROVIDE PRIMARY DATA GENERATED FROM THE IMPLEMENTATION OF ACTIVITIES. (Example: Tables, Charts, Graphs, etc.)</i></p> <p><sup>1</sup>Primary data are data that is a direct output of conducting an activity and usually come in the form of counts.</p> | <p><b>HOW DID THE PROJECT MEASURE ITS COMPONENT'S EFFECTIVENESS?</b></p> <p><i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA<sup>2</sup> ON THE PROJECT'S PERFORMANCE MEASURES (Actual and Target). IF DATA IS/ARE NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p><i>THEN IN THE SPACE BELOW, EXPLAIN WHAT THE PERFORMANCE MEASURES DATA INDICATE RELATIVE TO PROJECT GOALS AND OBJECTIVES.</i></p> <p><sup>2</sup>Secondary data are data derived from primary data. They are calculated or computed using primary data.</p> <p>For State Administration, the target outcome on one (1) performance measures for component 10.2 was exceeded</p> |

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|  | <p>Primary data for 10.2 are: (1) "number of CG project personnel reporting increased understanding of proper grants management, project design, planning, evaluation and implementation"; (2) "number of SEA personnel reporting increased understanding, improved performance, practices, and process of updated grant requirements upon completion of trainings, workshops, courses".</p> | <p>for the 4th quarter.</p> |
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| Component/Activity<br><i>(e.g. Professional Development/3<sup>rd</sup> Grade Math Teaching Strategies; Elementary School Supports/3<sup>rd</sup> Grade Math Coaches)</i> | Performance Measures<br><i>Enter the performance measure(s) in the row in this table (e.g. 3<sup>rd</sup> grade math proficiency = [# of 3<sup>rd</sup> grade students participating in the project who score at or above proficiency level in math] divided by [total # of all 3<sup>rd</sup> grade students who took the math test]and provide baseline and annual target data in the far right columns</i> | Data Source<br><i>Where are the data located (e.g. ACT Aspire website, ASPER, Pulse, PowerSchool, AIMSweb, project data, etc.)</i> | Unit of Measurement<br><i>What is the unit of measurement (e.g. # of students scoring at or above proficiency level in math participating in this project)</i> | Quarterly Performance Measures<br>(Actual vs. Target)      |                                            |                                         |                                        |                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------|-----------------------------------------|----------------------------------------|---------------------------------------------|
|                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                    |                                                                                                                                                                | Actual Data: Baseline (Current school year or most recent) | Performance Target<br>End of December 2019 | Performance Target<br>End of March 2020 | Performance Target<br>End of June 2020 | Performance Target<br>End of September 2020 |
|                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                    |                                                                                                                                                                |                                                            |                                            |                                         |                                        |                                             |

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| <p><b>10.2.1 Grantee Meetings/Workshops/Conferences</b></p> | <p>Improved management and implementation practices of grants.</p> | <p>Quarterly monitoring reports<br/>Observation Reports<br/>Reduction in grant application errors</p> | <p>75% of key LEA/SEA grant/project personnel reflecting better understanding of activities and comply with requirements</p> | <p>At least 65% of key LEA/SEA grant/project personnel report increased understanding of proper grants management, project design, planning, evaluation, and implementation, and develop/design services/activities</p> | <p><b><u>Target:</u></b><br/>67%</p> <p><b><u>Actual:</u></b><br/>92.5%</p> | <p><b><u>Target:</u></b><br/>70%</p> <p><b><u>Actual:</u></b><br/>No survey conducted during this period</p> | <p><b><u>Target:</u></b><br/>72%</p> <p><b><u>Actual:</u></b><br/>100%</p> | <p><b><u>Target:</u></b><br/>75%</p> <p><b><u>Actual:</u></b><br/>No survey conducted during this period</p> |
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|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 10.2.2 Grants Management Certification and Training | Increased efficiency and improved skills, and understanding of effective grants management and updated on federal policies and requirements | <ul style="list-style-type: none"> <li>- Quarterly monitoring reports</li> <li>- Observation Reports</li> <li>- Reduction in grant application errors</li> <li>- Course/trainings completions</li> </ul> | 70% of State personnel acquire certifications/course completions | At least 60% of FPD/Grants Office Administrator/ State Officers report increased understanding, improved performance, practices, and process administration of updated grant requirements (fiscal and programmatic) upon completion of trainings, workshops, courses | <p align="center"><b><u>Target:</u></b><br/>62%</p> <p align="center"><b><u>Actual:</u></b><br/>100%</p> | <p align="center"><b><u>Target:</u></b><br/>65%</p> <p align="center"><b><u>Actual:</u></b><br/>No survey conducted at this time</p> | <p align="center"><b><u>Target:</u></b><br/>68%</p> <p align="center"><b><u>Actual:</u></b><br/>100%</p> | <p align="center"><b><u>Target:</u></b><br/>70%</p> <p align="center"><b><u>Actual:</u></b><br/>100%</p> |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|

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| <b>PART II:</b>                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>LIST TRAVEL ACTIVITIES COMPLETED.</b>                                                                                            | <b>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.)<br/>100 WORD COUNT</b><br><br>No travel conducted during this period.                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</b>                                      | <b>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?)<br/>100 WORD COUNT</b><br><br>N/A                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>PART III:</b>                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.</b>                                                   | <b>(The description needs to align with project components and activities outlined in the approved project application.)<br/>100 WORD COUNT</b><br><br><ol style="list-style-type: none"> <li>1. Monthly technical assistance meetings;</li> <li>2. Quarterly/annual monitoring (fiscal/programmatic) through on-site meetings and observations.</li> <li>3. Regular meeting with Project Managers/Leads. Quarterly review of project data with project personnel.</li> <li>4. Provide feedback based on data related to possible changes in activities.</li> <li>5. Review for compliance requisitions for professional services, equipment, and supplies.</li> </ol> |
| <b>USING PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</b> | <b>(What strategies are working, not working?)<br/>100 WORD COUNT</b><br><br>SEA will continued to provide timely and meaningful consultation and technical assistance to all stakeholders. SEA would need to provide more professional development to State Program Officers in Grants Management, maintaining Policy and Procedures, etc.                                                                                                                                                                                                                                                                                                                            |



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| <p><b>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</b></p> | <p><b>(How did activities implemented contribute to improving student outcomes?)<br/>         100 WORD COUNT</b></p> <p>Consolidated Grant funds were used to fund the State Office personnel, which administers the Consolidated Grant and provides technical assistance to all CG projects and project personnel.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</b></p>                    | <p><b>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned?<br/>         If applicable, cite any proposed solution(s) to address the problem.)<br/>         100 WORD COUNT</b></p> <p>Between March and June 2020, the Governor of Guam had issued numerous Executive Orders (EO) relative to the Novel Coronavirus (COVID-19), including the public health emergency declaration, stay-at-home order extensions and school closures. Due to the consistently evolving situation surrounding the health crisis and its impact on education and the community, schools worked diligently to identify and predict methods and resources needed to continue providing academic instruction to its students. Between June and August 2020, the stay-at-home restriction were lifted due to the reduction of daily COVID-19 cases, thereby allowing the island's educational community to actively plan and prepare for the return of limited modified traditional face-to-face and remote learning models of instruction for the new school year beginning mid-August. However, in response to the alarming rise of daily COVID-19 cases and increased related fatalities, the Governor of Guam issued EO 2020-27 and EO 2020-28 on August 14, 2020 and August 21, 2020, respectively, closing all schools, government offices, nonessential businesses and effectuating a stay-at-home order for the second time this year. Several LEAs, private-non-public (PNP) schools, suspended face-to-face instruction after one week of opening, and all public, charter and remaining PNP schools switched entirely to remote learning models, postponing face-to-face instruction accordingly. To date, normal operations have not resumed as the stay-at-home orders continue.</p> |

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| <p><b>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</b></p>               | <p><b>(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?)</b></p> <p><b>100 WORD COUNT</b></p> <p>Manage and coordinate the planning, implementation and evaluation of grant proposals, budget management, and continue to provide guidance on cooperative agreements, administrative and financial procedures and reporting requirements. Conduct post-award monitoring, program evaluations, and identify recommendations for technology integration/innovation and supplemental activities for students/teachers. Continue to review and maintain grant master files, collect and review statistics. Manage and provide guidance and technical assistance and support for stakeholders, district and LEAs pertaining to internal monitoring, tracking, processes and adhering to current grant requirements.</p> |
| <p><b>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</b></p> | <p><b>100 WORD COUNT</b></p> <p>Monitoring, Observation and Quarterly reports are used to determine the need to improve services to LEAs and to improve project management.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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**QUARTERLY REPORT CERTIFICATION**

**PROJECT TITLE:** Project #10: State Administration/State Education Agency (SEA)

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:**

Shandice D. Calano

PROJECT COORDINATOR NAME (PRINT)



PROJECT COORDINATOR NAME (SIGNATURE)

10/16/2020

DATE

Ike C. Santos

PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGNATURE)

DATE