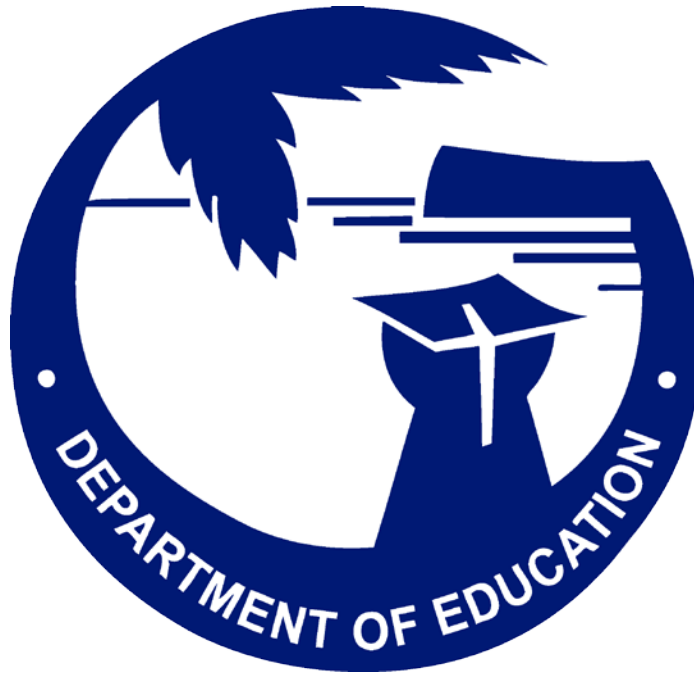


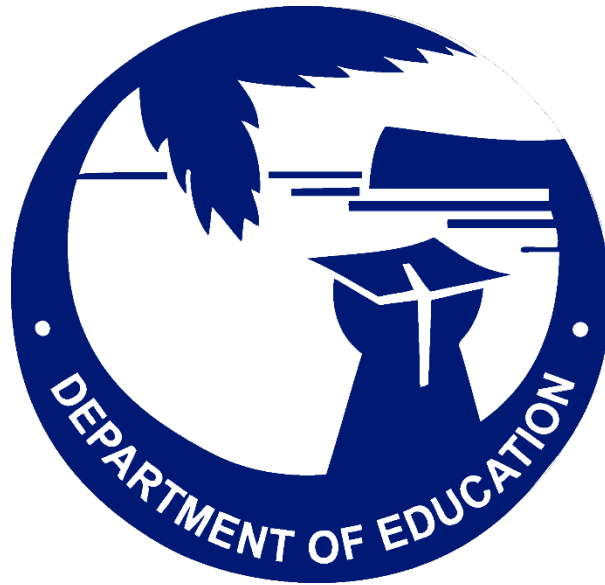
DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

October 29, 2021

FEDERAL PROGRAMS DIVISION



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

Project No. 1 College, Career, Civic Engagement and Life Readiness

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, 2021

FEDERAL PROGRAMS DIVISION



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

Original Submitted Quarterly Report

October 29, 2021

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

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

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

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

PROJECT COORDINATOR: Sylvia T. Calvo

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Shandice Calano

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

AMOUNT BUDGETED (FFY 2020): \$ <u>5,166,472.89</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>718,606.02</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) _____ <u>14</u> %
AMOUNT BUDGETED (FFY 2019): \$ <u>5,374,649.30</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>4,255,878.10</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) _____ <u>79</u> %

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

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

LIST THE PROJECT GOALS:

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

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

**FFY 2020 CONSOLIDATED GRANT
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	<ul style="list-style-type: none"> Year 1: Students scoring into college-level English and Math on the UOG Placement Test will increase by 2% from baseline data of SY18-19 Placement Test Results. Year 2: Students scoring into college-level English and Math on the UOG Placement Test will increase by 4% from baseline data of SY18-19 Placement Test Results. Year 3: Students scoring into college-level English and Math on the UOG Placement Test will increase by 6% from baseline data of SY18-19 Placement Test Results. <p>Goal 5:</p> <ul style="list-style-type: none"> YEAR 1: 30% of students who participate in Academic Special Events, Visual Performing Arts, theater and music programs, STEAM, and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys, and will increase their knowledge and interest in related careers. YEAR 2: 35% of students who participate in Academic Special Events, Visual Performing Arts, theater and music programs, STEAM and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys, and will increase their knowledge and interest in related careers. YEAR 3: 40% of students who participate in Academic Special Events, Visual Performing Arts, theater and music programs, STEAM and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys, and will increase their knowledge and interest in related careers.
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PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>1. Increasing Rigorous Academic and Technical Courses with High Quality Instruction</p> <p>Goal 1: By 2023, 70% of participating teachers will report improved teaching practices and consistent implementation of high-</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p align="center"><i>Provide bullet form listing below:</i></p>	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p>

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quality, rigorous curriculum and relevant strategies in Career Technical Education (CTE), Advanced Placement (AP)/Honors and Science, Technology, Engineering, Arts, and Math (STEAM) courses as evidenced by self-reflections and/or classroom observations.

1.1.1 National Career Academies Training- (100%)
*REQ20215279 was not renewed by the end of the fiscal year.
 Project staff will work on executing a new contract for this activity once Munis is back online.*

1.1.2 Association for Career and Technical Education (ACTE) – 0%

**1.1.3 Projects Based Learning (PBL) Ongoing – 25%
 Req 20210448**

- *REQ 20210448-01 internal contract routing*

1.1.4 Visual Communication/ Video Production & Broadcasting Program with Media Camera Equipment (Visual and Video Production/Broadcasting) – Ongoing (50%)

1.1.1 Professional development training on Career Academies for Tiyan High School administrators and teachers was conducted on August 10, 2021 as part of the school’s professional development day. Two asynchronous 15-hour course/training on National Standards of Practice for Career Academies and Project Based Learning for Career Academies were provided to secondary teachers and administrators, on September 8-29, 2021. Training evaluations showed that participants gained more knowledge about the topics and had a positive experience with the asynchronous method of training. (Attachment 1. Final Report. Career Academies Training)

1.1.2 In-person instruction was suspended again on August 30, 2021 per the Governor’s Executive Order 2021-21 as a result of the spike in positive cases and hospitalizations due to COVID-19, hence the activity did not start. Project personnel will work to implement the activity in the 1st quarter (Attachment 2. Press Release on Suspension of In-person instruction).

1.1.3 Due to updates in standard Federal funding language for contracts, the Office of the Attorney General sent back the contract to be revised and updated. The Project received the revised Internal Contract documents on October 7, 2021 Documents have been reviewed and routed for approval. (Attachment 3. Internal Tracker)

1.1.4 The Project successfully extended the Agreement to complete services by Dec. 31, 2021. The vendor has been meeting with the Project staff to work on securing and confirming final onsite locations for remaining schools. The

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	<ul style="list-style-type: none"> • <i>PO 20211353</i> <p>1.1.5 Computer Science/ Information Technology Program – Ongoing (50%)</p> <ul style="list-style-type: none"> • <i>PO20211640 – Planning phase with the vendor.</i> <p>1.1.6 Engineering/Robotics – Ongoing (25%)</p> <ul style="list-style-type: none"> • <i>RFP 010-2021 P20213312 and Agreement sent to vendor 09/29/2021</i> <p>1.1.7 Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP) Summer Institute (APSI) – Ongoing (75%)</p> <p>1.1.8 Career and Technical Education (CTE) Workshop - Career Exploration – Completed (100%)</p>	<p>vendor has also created the curriculum, project training timeline, and asynchronous instructional videos for training. High school administrators have been contacted and are in the process of choosing representatives from their schools to attend training sessions. (Attachment 4. Training schedule)</p> <p>1.1.5 Project has begun the planning process with the vendor. List of Computer Science and course descriptions were sent to the vendor. Project is working on recruiting teachers to implement this activity.</p> <p>1.1.6 Project personnel will begin the implementation planning process with the vendor. (Attachment 5. PO20213312 STEM Engineering Professional Development)</p> <p>1.1.7 Thirty four (34) teachers and counselors from the public and private schools participated in Advanced Placement workshops on <i>AP Coordinator & College Counseling Workshop (for Counselors and AP Coordinators); AP Biology; AP Calculus AB and BC (Combined); AP Statistics; AP English Language and Literature (Combined); AP US Government and Politic; AP US History; and AP Psychology</i>. The number of individual AP courses offered at the public schools ranged from 1 course offered at Southern High School to 7 courses offered at John F. Kennedy High School. Advanced Placement training for teachers and counselors are provided by the Project to increase content knowledge and pedagogical skills to deliver quality instruction for the students’ academic success.</p> <p>1.1.8 Career Exploration Resource Books for elementary and secondary level teachers in the core content areas of math, science, social studies and English/Language Arts were created and delivered to all the schools for teachers’ use. The Resource Book contains lesson plans to provide awareness on the different careers, identify the necessary</p>
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	<p>1.1.9 STEAM - Ongoing (25%) <i>Requisition was rejected due to year-end closing. New requisition will be re-entered for PO conversion.</i></p>	<p>skills needed and the roles and responsibilities of individuals in various careers. Videos of interviews conducted with a local person in that career are also included to support the lesson. (Attachment 6. Career Exploration Final Report)</p> <p>1.1.9 As of September 30, 2021, the Agreement was at the Governor’s office for review. Once the Munis system is back online, project will re-enter a new requisition to generate a Purchase Order.</p>
<p>33</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT’S EFFECTIVENESS</p>
<p>GOAL/COMPONENT</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT’S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a ‘count’. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p><i>Insert Primary Data Here:</i></p> <p>Data on impact of implementing the resources and/or skills in the classroom will be provided in the 2nd quarter to allow participants time to use them for instruction.</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT’S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i> <p>1.1.8 Training on implementing the Teacher Resource Guides in November 2021– January 2022 is being coordinated by the Project Staff and the workshop consultant and teachers who developed the lessons.</p>

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Component 1. Increasing Rigorous Academic and Technical Courses with High Quality Instruction A. By the end of SY2020-21, 60% of teacher participants in PD activities will indicate they are more knowledgeable and feel better prepared to teach a. CTE b. AP/Honors c. STEAM B. By the end of SY2020-21, 50% of CTE, AP/Honors, and STEAM students will earn a “C” or better	Web-based survey from post PD on change in teaching practices District data on CTE and AP student grades	Percentage of teachers who self-report as feeling “well prepared” and “more than well prepared” to teach the content Percentage of “C” Grades or better reported in PowerSchool	Yes Yes	60% of teacher self-reported feeling “well prepared” to teach the content 50% of students earn a “C” or better	Target: 50% (If survey administered at this time.) Actual: Training not held so survey was not administered	Target: 50% (If survey administered at this time.) Actual: CTE Training is ongoing and AP & STEAM Training will be held in the 3 rd quarter so the survey was not administered	Target: 50% (If survey administered at this time.) Actual: CTE Training is ongoing and AP & STEAM Training will be held in the 4 th quarter so the survey was not administered	Target: 50% (If survey administered at this time.) Actual: CTE Training implementation survey will be administered in the 2 nd quarter. AP & STEAM Training has not been held so the survey was not administered
					Target: Ongoing instruction. Actual: Ongoing instruction	Target: Ongoing instruction. Actual: Ongoing	Target: 50% of students earn a “C” or better Actual: 78% or 1703	Target: 50% of students earn a “C” or better Actual: Grades are not given during

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<p>C. By the end of SY2020-21, there will be a 2% increase of AP test takers who score a 3 or better from baseline of SY18-19 AP Test Results</p>	<p>AP Test Results</p>	<p>Percentage of AP test takers who score a 3 or better</p>	<p>Yes</p>	<p>Baseline % of AP test takers who score a 3 or higher in SY18-19</p>	<p>Target: AP Test not administered at this time.</p> <p>Actual: AP Test not administered at this time.</p>	<p>instruction</p> <p>Target: AP Test not administered at this time.</p> <p>Actual: AP Test not administered at this time. Will take place in April 2021.</p>	<p>of 2814 CTE students earned a C or better at the end of the 2nd semester.</p> <p>Target: AP Tests were administered in April 2021 .</p> <p>Actual: AP Test results are expected in August 2021</p>	<p>this reporting period as the semester does not end until January 2022</p> <p>Target: AP Tests were administered in April 2021 .</p> <p>Actual: Nine different AP courses were offered and the average percent of students who scored a 3 or better ranged from 1% in AP Stats to 38% in AP Biology</p>
<p>D. By the end of SY2020-21, GDOE students who test into college-level English and Math on UOG Placement Test will increase by 2% from baseline of SY18-19 Placement Test Results</p>	<p>UOG data on Placement Test</p>	<p>Percentage of test takers who score into college-level Math and English courses</p>	<p>Yes</p>	<p>In Fall SY18-19 61.1% placed in EN110, 0.9% placed in EN111. 22.2% placed in MA110, MA151 and 2.1%</p>	<p>Target: UOG Placement Tests not given at this time.</p> <p>Actual: UOG Placement Tests not given at this time.</p>	<p>Target: UOG Placement Tests not given at this time.</p> <p>Actual: UOG Placement Tests not given at this time.</p>	<p>Target: UOG Placement Tests not given at this time.</p> <p>Actual: UOG Placement Tests not given at</p>	<p>Target: UOG Placement Tests available for Fall 2021</p> <p>Actual: 499/505 (98.8%) freshmen who took English Placement placed into EN110; 6/505</p>

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				placed in MA161 A,MA16 5				(1.2%) placed into EN111. 143/505 (35.0%) freshmen who took Math Placement placed into MA110/151; 27/505 (6.6%) placed into MA161A/MA 165
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>2. Career Oriented Programs and Assessments</p> <p>Goal 2: By 2023, 70% of students will earn a “C” or better in the CTE, AP/Honors, and STEAM classes taken, and students who earn a passing score of 3 or better in AP exams will increase by 6% from baseline data of SY18-19 AP Results.</p> <p>Goal 3: By 2023, 70% of seniors from GDOE schools will have the basic job-entry knowledge and skills as evidenced by a score of Bronze or higher in the WorkKeys assessments and achieve a NRC certificate.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p style="text-align: center;"><i>Provide bullet form listing below:</i></p> <p>1.2.1 Career, Technical Education (CTE) Academies – Ongoing (50%)</p> <ul style="list-style-type: none"> • <i>Guam Community College Continuing Education & Workforce Development (CEWD) Personnel work with public and PNP schools to establish accounts for Choices 360 and WorkKeys Curriculum & Assessment and provide technical support to facilitate the implementation at the schools.</i> <p>1.2.2 Skilled Labor and Trades Academy – (100%)</p> <p>1.2.3 Specialized Trainings and Career, Technical Education (CTE) Courses – Ongoing (25%) <i>Specialized Training in Cosmetology, Allied Health, and Business</i></p>	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>1.2.1 During this reporting period, 284 DOE and PNP students actively used the WorkKeys curriculum. (Attachment 7. Jul-Sep ‘21 Choices 360 & WorkKeys Activities Report)</p> <p>1.2.2 Forty eight (48) students who participated in the Trades Academy Summer Program Core Curriculum completed the course and received a National Center for Construction Education and Research (NCCER) certification. Twenty eight (28) of the students who completed the Core Curriculum also completed the Construction Craft Laborer I course giving them greater skills in construction. (Attachment 8. Guam Trades Academy Summer Roster)</p> <p>1.2.3 Contractual requisitions for these activities did not make it to contract formation due to the overwhelming volume of contracts being processed by the Procurement</p>

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Technology RFP process in requisition workflow. Requisitions were rejected due to year-end closing. New requisitions will be re-entered for PO conversion.

1.2.4 Career Interest Inventory Management & Assessment System – Ongoing – (25%)
Requisition # 20211782

Office. These will be re-entered once Munis is back online.

1.2.4 Contractual requisitions for these activities did not make it to contract formation due to the overwhelming volume of contracts being processed by the Procurement Office. These will be re-entered once Munis is back online.

GOAL/COMPONENT

DATA GENERATED FROM ACTIVITIES

NARRATIVE ON COMPONENT'S EFFECTIVENESS

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

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

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

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

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

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

Table 1. Number of NCRCs Earned by School During the 4th Quarter

SCHOOL	Assessed	Bronze	Silver	Gold	Platinum
GWHS	0	0	0	0	0
JPTSA	0	0	0	0	0
JFKHS	2	0	0	1	1
OHS	1	0	0	1	0
SSHS	2	0	0	1	0
SHS	0	0	0	0	0
THS	1	0	1	0	0
GHS	1	0	0	0	0
SPCS	0	0	0	0	0
GACS	0	0	0	0	0
Total	6	0	1	3	1

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

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

As the SY20-21 Summer School Program concluded in July only 6 students were eligible to take the WorkKeys Assessment. Of those who were assessed, 1 (17%) earned a Silver, 3 (50%) earned a Gold, and 1(17%) earned a Platinum. One (1) student did not earn a NCRC.

For the first month and a half of SY21-22, there were 284 Public School and PNP School students who engaged in the WorkKeys Curriculum to prepare to take the Assessment.

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Component 2. Career-oriented Programs and Assessments A. By the end of SY2020-21, 50% of WorkKeys testers will score a Bronze or higher	District data on WorkKeys assessment results	Percentage of test takers who score "Bronze" or higher	Yes	50% of test takers score a Bronze or higher	Target: Students practice on WorkKeys curriculum at this time, in preparation for the assessment. Actual: WorkKeys practice and assessment could not be administered as schools were prohibited from onsite instruction.	Target: Students practice on WorkKeys curriculum at this time, in preparation for the assessment. Actual: 12 out of 15 (80%) students who took the WorkKeys Assessment scored a Bronze or higher	Target: Students practice on WorkKeys curriculum at this time, in preparation for the assessment. Actual: 69 out of 78 (88%) students who took the WorkKeys Assessment scored a Bronze or higher	Target: Students practice on WorkKeys curriculum at this time, in preparation for the assessment. Actual: 5 out of 6 (83%) students who took the WorkKeys Assessment scored a Bronze or higher, exceeding the target goal.

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3.Specialized Events and Opportunities</p> <p>Goal 4: By 2023 Students scoring into college-level English and Math on the UOG Placement Test will increase by 6% from baseline data of SY18-19 Placement Test Results.</p> <p>Goal 5: By 2023, 40% of students participating in specialized events (academic and non-academic) and sports opportunities will indicate being more engaged in learning and feeling more confident in their academic work as evidenced by self-reflection surveys, and report an increase in their knowledge and interest in pursuing related careers.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p style="text-align: center;"><i>Provide bullet form listing below:</i></p> <p>1.3.1 STEAM Enrichment Kits – Ongoing (25%)</p> <ul style="list-style-type: none"> • <i>LEGO EV3</i> • <i>iPads, iPads Pen and Keyboards</i> • <i>LEGO Spike</i> <p>1.3.2 STEAM Engineering Robotics – Ongoing (100%) PO 20210827</p> <ul style="list-style-type: none"> • <i>Weekly planning meetings for the MATE Robotics Competition were held</i> • <i>Planning meetings were held for the Texas Computer Education Association (TCEA) Robotics Competition in April 2021</i> <p>1.3.3 STEAM Engineering Robotics Arena Drones – 0%</p>	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants, etc.</i></p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>1.3.1 Project staff are developing the distribution plan for 100 pcs of LEGO Spike and 65 iPads (PO 20211347).</p> <p>1.3.2 TCEA Competition was held in March and competition fees were paid for 30 teams.</p> <p>1.3.3. Supply requisitions for these activities did not make it to purchase order formation due to the overwhelming volume of supplies & equipment being processed by the Procurement Office. These will be re-entered once Munis is back online.</p>

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	<p>1.3.4 E-sports - Ongoing (25%) <i>Requisition was rejected at year-end closing.</i></p> <p>1.3.5 Academic Special Events-Ongoing (25%)</p> <ul style="list-style-type: none"> • <i>Planning is ongoing to conduct the Academic Special Events (ASE) e.g. Academic Challenge Bowl, National Forensic League, in May 2021</i> <p>1.3.6 National Forensic League (NFL) – Ongoing (25%)</p> <p>1.3.7 Visual Performing Arts (VPA) – Ongoing (25%)</p> <ul style="list-style-type: none"> ○ <u>Theatre:</u> <i>GATE Production: Little Shop of Horror – Postponed due to COVID 19 Pandemic.</i> ○ <u>Music (Choir):</u> <i>GATE Music continues to work with selected students for GATE All-Star Virtual Honor Choir from Carbullido elementary schools.</i> ○ <u>Art:</u> <i>GATE Art Teachers providing services to 2 schools.</i> ○ <u>Dance:</u> <i>Dance workshops were held for students from 3 schools.</i> <p><i>Note: Schools covered for Music/Art program are limited due to number of instructional days.</i></p>	<p>1.3.4 Requisition was cancelled due to the need to change pertinent info in the scope of work. (Attachment 9. Notice of Cancellation letter to the vendor)</p> <p>1.3.5 Contractual Service Agreements have been reviewed and are in the process of rewrites. Contracts for coaches have been consolidated by Federal Programs Office. Upon approval, contracts will be sent to teachers and coaches to facilitate the commencement of practices for these competitions.</p> <p>1.3.6 Stipend Deliverables for judges are being reviewed for compliance by the Federal Programs Office Contractual Service Agreement for NFL Coach – status remains the same for 3rd quarter.</p> <p>1.3.7 Stipend Deliverables for VPA part-time teachers, ASE coaches are being reviewed for compliance by the Federal Programs Office</p> <ul style="list-style-type: none"> • <u>Theatre:</u> Project staff took inventory of and organized Theater props and costumes to prepare for future productions. • <u>Music (Choir):</u> Music Teacher provided services to 54 students from Carbullido elementary school. • <u>Art:</u> Art Teachers provided services to 2 elementary schools; Astumbo (23), Machananao (17) (Attachments 10 & 11. VPA. Art) The Virtual Art Room has had 1,500 + site visits since its launch a year ago. Virtual art room/shows: https://sites.google.com/gdoe.net/gdoe-vpa-art-club/home • <u>Dance:</u> Virtual/Face to Face dance workshops were provided to 11 students from Simon Sanchez HS, 48 from <u>Benavente MS</u> and 22 from <u>MU Lujan elementary school.</u> (Attachment 12. VPA Dance)
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	<p>1.3.8 Interscholastic Sports – Ongoing (25%) <i>Interscholastic Sports Professional Development – PO20212244</i> <i>Interscholastic Sports Uniforms and Supplies – PO20212178</i></p>	<p>1.3.8 Requisition 20211743 was converted to Purchase Order 20212244 for professional development training of coaches and athletics directors. PO 20212178 for the procurement of team uniforms is pending delivery.</p>								
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS</p>								
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p>Insert Primary Data Here:</p> <table border="1" data-bbox="617 1068 1262 1291"> <thead> <tr> <th align="center">GATE Activity (Visual Arts/Theatre/Music)</th> <th align="center"># of Student Participants</th> </tr> </thead> <tbody> <tr> <td>1. GATE Honor Choir at 8 Elementary Schools</td> <td>35 participated</td> </tr> <tr> <td>2. Art Program 2 Elementary Schools</td> <td>67 participants</td> </tr> <tr> <td>3. Dance Workshops</td> <td>123 participants</td> </tr> </tbody> </table>	GATE Activity (Visual Arts/Theatre/Music)	# of Student Participants	1. GATE Honor Choir at 8 Elementary Schools	35 participated	2. Art Program 2 Elementary Schools	67 participants	3. Dance Workshops	123 participants	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <p>➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p> <p>Activities under the Visual Arts/Theatre/Music Program foster creativity, self-expression, and talent development. Cultivating and supporting these types of undertaking may help enhance student engagement & confidence in their academic work.</p>
GATE Activity (Visual Arts/Theatre/Music)	# of Student Participants									
1. GATE Honor Choir at 8 Elementary Schools	35 participated									
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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Component 3. Specialized Events and Opportunities A. By the end of SY2020-21, 30% of students who participate in ASE, VPA, STEAM programs and sports opportunities will indicate being more engaged in learning and confident in their academic work.	Web-based survey on post ASE, VPA, STEAM events and sports opportunities	Percentage of student participants who indicate being “more engaged” and “confident” in their work	Yes	40% of students indicate being more engaged in learning and confident in their work	<u>Target:</u> Ongoing activities <u>Actual:</u> Events delayed due to health pandemic that prohibited in-person instruction	<u>Target:</u> Ongoing activities <u>Actual:</u> Events delayed due to health pandemic that prohibited in-person instruction	<u>Target:</u> Ongoing activities <u>Actual:</u> The VPA survey analysis is pending the organizing and inputting of filled-out survey forms, and will be reported in the 4 th quarter	<u>Target:</u> Ongoing activities <u>Actual:</u> The VPA survey analysis is pending the organizing and inputting of filled-out survey forms, and will be reported in the 1st quarter

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>4. Academic, College and Career Readiness</p> <p>Goal 4: By 2023 Students scoring into college-level English and Math on the UOG Placement Test will increase by 6% from baseline data of SY18-19 Placement Test Results.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <p>1.4.1 Pre-Advanced Placement Advanced Placement – Ongoing (25%)</p> <p>1.4.2 College Exploration and Readiness Opportunities:</p> <p>1.4.2.1 College Fair – 0%</p> <p>1.4.2.2 STEAM Mentoring – 25%</p> <ul style="list-style-type: none"> ● <i>Requisition # 20211863</i> <p>1.4.2.3 College Readiness Math and English Camp – Ongoing (50%)</p> <ul style="list-style-type: none"> ● <i>Requisition # 20210170 became Purchase Order 20200174</i> 	<p>➤ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>1.4.1 AP exams were administered during April 2021. Results are being gathered from each school and will be reported in the 1st Quarter Report. (Attachment 13.AP Test Results Spring 2021)</p> <p>1.4.2.1 Due to the modifications on the instructional formats for SY20-21 that limited in-person instruction as a result of the COVID-19 pandemic, this activity was delayed. Project personnel will work to implement it in the 4th quarter.</p> <p>1.4.2.2. Project personnel will re-enter STEAM Mentoring requisition for contractual services once Munis is back online.</p> <p>1.4.2.3 Thirty two (32) students participated in the College Readiness Program from June 14-August 7, 2021.</p>

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1.4.2.4 SAT/ACT Preparation (ongoing-25%)

- *Requisition # 20211749 was successfully renewed on 09/29/2021. Once Munis is back online, PO will be sent to the vendor.*

1.4.2.5 National Technical Honor Society – 0%

1.4.2.6 Career Fairs – 0%

1.4.2.7 National Career Academy Coalition (NCAC) Certification – 0%

1.4.2.8 Skills USA – 0%

1.4.2.9 Health Certifications – Ongoing (25%)

- *PO20201372 was canceled due to school closure on Aug. 27, prompting all students to online learning on Sep. 7. A new requisition will be entered for training to take place in the Spring of SY21-22.*
- *PO20213020 was converted to pay for health certificates once students pass the exam.*

1.4.2.4 Project will work on disseminating information out to the high schools to inform students of the preparation dates and anticipated test dates. (Attachment 14. Renewal Agreement)

1.4.2.5 Contractual requisitions for this activity did not make it to contract formation due to the overwhelming volume of contracts being processed by the Procurement Office. These will be re-entered once Munis is back online.

1.4.2.6 Due to the modifications on the instructional formats for SY20-21 as a result of the COVID-19 pandemic, this activity was delayed. Project personnel will enter requisitions in the 1st quarter.

1.4.2.7 Contractual requisitions for this activity did not make it to contract formation due to the overwhelming volume of contracts being processed by the Procurement Office. These will be re-entered once Munis is back online.

1.4.2.8 Contractual requisitions for this activity did not make it to contract formation due to the overwhelming volume of contracts being processed by the Procurement Office. These will be re-entered once Munis is back online.

1.4.2.9 The project and vendor had dates scheduled for on-site training in the month of September. However, due to the suspension of in-person learning, the PO was canceled. Project will re-enter a new requisition once Munis is back online. (Attachment 15. PO20213020)

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	AP Bio	AP Calc	AP Chem	AP Lang & Comp	AP Lit & Comp	AP Psych	AP Stats	AP US Govt & Pol	AP US Hist																																																																									
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					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Component 4. Academic & Career Planning								
A. By the end of SY2020-21, 30% of participating students will indicate an interest in pursuing STEAM for college degree.	Web-based survey on post ASE, VPA and STEAM events	Percentage of participating students indicating an “increased interest” or “strong interest” in pursuing STEAM path in college	Yes	40% of students indicate an interest in STEAM for college	Target: Survey not administered at this time. Actual: Survey not administered at this time	Target: Survey not administered at this time. Actual: Survey not administered at this time	Target: Survey not administered at this time. Actual: Survey not administered at this time	Target: Survey not administered at this time. Actual: Survey not administered at this time
B. By the end of SY2020-21, 30% of participating students will indicate an interest in pursuing a CTE path or a sports career	Web-based survey on post ASE, VPA, STEAM events and sports opportunities	Percentage of participating students indicating an “increased interest” or “strong interest” in pursuing CTE path	Yes	40% of students indicate an interest in pursuing CTE	Target: 30% (If Career Fair held at this time.) Actual: Career Fair was delayed and Survey not administered at this time	Target: 30% (If Career Fair held at this time.) Actual: Career Fair was delayed and Survey not administered at this time	Target: 30% (If Career Fair held at this time.) Actual: Career Fair was delayed and Survey not administered at this time	Target: 30% (If Career Fair held at this time.) Actual: Career Fair was delayed and Survey not administered at this time

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PART II:	
LIST TRAVEL ACTIVITIES COMPLETED.	<p>(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT</p> <p>Not applicable. The Project does not have any off-island travel budgeted in the FY20 Application.</p>
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p>Not applicable. The Project does not have any off-island travel budgeted in the FY20 Application.</p>
PART III:	
DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.	<p>(The description needs to align with project components and activities outlined in the approved project application.) 100 WORD COUNT</p> <p>Project personnel continued to work with procurement office to convert contractual, supplies and equipment requisitions to purchase orders and execute contracts. Instructional supplies and equipment for Career & Technical Education (CTE) classes were procured and distributed to the classrooms as they arrived. Project staff were successful in changing the available funding period to allow activities to be carried out until 2022. Purchase Orders and/or contract for professional development training for Projects Based Learning (PBL), STEAM Engineering, Computer Science Curriculum Development, Interscholastic sports and Audio Visual Broadcasting were executed.</p> <p>Project staff also collaborated with contracted vendors (Guam Community College and Guam Trades Academy) to implement programs in the new school year. Meetings to develop the course schedule and program design were held with Project staff and vendor representatives.</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>Professional Development activities in Component 1 are on-going, or in the planning stages of implementation. As such, Project data is unavailable as of this reporting period.</p> <p>Under Component 2, schools continue to administer <i>Choices 360</i> and <i>WorkKeys</i> Curriculum despite the challenges of operating with limited in-person instructional time under the alternating Cohort A-B schedule. During this period, schools continue to establish student accounts and provide as much time for students to work on the curriculum.</p>

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	<p>The Project has been working to execute the activities in Components 3 and 4 but most of them are still in various stages of the procurement process. The Project anticipates carrying out the activities during the 4th quarter.</p>
<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>Funds from CCCLR Project support activities that provide students with opportunities to explore and gain knowledge and skills that will help them make more informed decisions about what they want to pursue after graduation. The online curriculum and assessment tools help to measure the foundational skills required to be successful in a career. Technology equipment help make information & resources more accessible to students and enables them to become confident in their ability to use information to make decisions and solve problems. In addition, the professional development for teachers help build their content knowledge in Career & Technical Education (CTE), Science, Technology, Engineering, Art and Math (STEAM) so that lessons are relevant and meaningful and can help build student competencies necessary for the college or career.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <p>Challenges with processing procurement items in a timely manner continue as the Department manages Consolidated Grant activities in addition to the Education Stabilization Fund (ESF) I and ESF II and American Recovery Plan grant activities with budgets amounting to over \$400 million. These challenges are compounded by the delays in the procurement process and with the restrictions of in-person instruction caused by the COVID-19 pandemic. Although Project personnel meet weekly with the Superintendent, procurement buyers, Project Leads & Managers, Federal Programs staff and Legal Counsel to help track priority procurement items and address issues that are causing delays there is just a tremendous amount of requisitions for the large amount of funds from these 3 grants with multiple steps that require time to process. Project personnel will continue to work closely with the Procurement Office to ensure that all requisitions are addressed.</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 RD COUNT</p> <p>The Project Staff will continue to collaborate with GCC for WorkKeys and Choices 360 program implementation strategies for the new school year 2021-2022, including increasing the numbers of proctors trained, providing additional technical assistance and tutorial videos to facilitate distance learning access and providing access to the WorkKeys curriculum & assessments for students who graduated. Project staff will continue to meet monthly with vendors and the CTE teachers and counselors to strengthen the outreach efforts with administrators, teachers and students to increase participation.</p> <p>Project staff will continue to work closely with the State Program Officer to finalize the Standard Service Agreements for the</p>

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

	<p>academic special events and the VPA part-time teacher positions by the end of the Summer to ensure a smooth implementation of activities at the onset when the new school year begins. Relatedly, VPA Teachers (Music (Choir), Art, Dance and Theater) will update lessons and gather necessary supplies and materials to prepare for the school year.</p> <p>Project staff will continue to follow up on requisitions, budget modifications, and contract development and execution of pending procurement items.</p>
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>100 WORD COUNT</p> <p>Email correspondences with CTE, STEAM and VPA teachers provide updates on the status of program activities, obtain information about the implementation of these activities or programs in their classrooms, collect data and get feedback about the usefulness and effectiveness of the programs and disseminate information and collaborate and plan for upcoming events.</p> <p>Program contractors for CTE also continue to provide monthly reports on progress being made on the implementation of activities. Information will be used at meetings with CTE teachers and administrators to help improve implementation practices.</p>

QUARTERLY REPORT CERTIFICATION

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

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Sylvia T. Calvo
 PROJECT COORDINATOR NAME (PRINT)

 PROJECT COORDINATOR NAME (SIGNATURE)

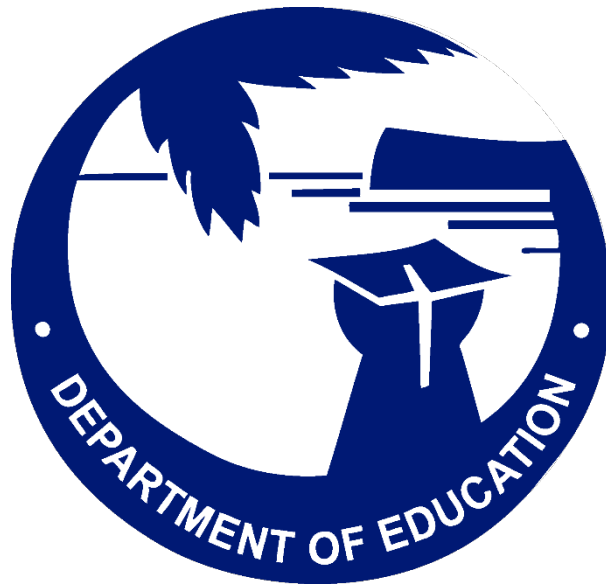
 DATE

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

 PROJECT MANAGER (SIGNATURE)

 DATE

FEDERAL PROGRAMS DIVISION



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

Quarterly Personnel Certification

October 29, 2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
 Project Title: 82800 COLLEGE CAREER CIVIC ENGAGEMENT AND LIFE READINESS

Fiscal Year 2021

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
690-01-1835	Leon P.C. Bamba	PROG COORD IV	820 C&I	
690-00-9353	Adelle Dimalanta	TEACHER IV	820 C&I	
690-01-3520	Cellini Higa	PROG COORD III	820 C&I	
690-01-3142	Leah Beth Naholowaa	PROG COORD IV	820 C&I	Last day of employment at GDOE was on 7/26/21
690-00-7239	Ernest Ochoco	PROG COORD III	820 C&I	
16236	David Camacho	PROG COORD II	820 C&I	
13985	Aubrey Santos	COMP TECH II	816 FSAIS	Shared with 5 projects
13987	Patterson James Agustin	COMP TECH II	816 FSAIS	Shared with 5 projects
15628	Isaac David		816 FSAIS	Comp Tech I; shared with 5 projects; last day of employment at GDOE on 9/24/21
14419	Van Joseph Abiera		816 FSAIS	Comp Tech I; shared with 5 projects
13837	Ana Aguon	PROG COORD IV	812 FP	State Data Officer; shared with 5 projects
14978	Nely Punzalan	ADMIN OFCR	820 C&I	Shared with 3 projects
8412	Maximo Ronquillo, Jr.	TEACHER IV	820 C&I	Effective Date 9/30/21; On Military Orders

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:	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name:	
Project Coordinator Signature:	Date:

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

Project Manager Name:	
Project Manager Signature:	Date:

FEDERAL PROGRAMS DIVISION



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


Fixed Asset Certification

October 29, 2021

REGULAR SALARIES				FY'19 Carryover			FY'20			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Total
07/03/2021_PD 07/09/2021_PP21	12	\$ 14,133.16					\$ 14,133.16	\$ 5,160.37	\$ 19,293.53	\$ 14,133.16	\$ 5,160.37	\$ 19,293.53
07/17/2021_PD 07/23/2021_PP22	12	\$ 14,384.94		\$ -	\$ -	\$ -	\$ 14,384.94	\$ 5,261.07	\$ 19,646.01	\$ 14,384.94	\$ 5,261.07	\$ 19,646.01
07/31/2021_PD 08/06/2021_PP23	12	\$ 13,394.94		\$ -	\$ -	\$ -	\$ 13,394.94	\$ 4,978.86	\$ 18,373.80	\$ 13,394.94	\$ 4,978.86	\$ 18,373.80
08/14/2021_PD 08/20/2021_PP24	12	\$ 22,093.32		\$ -	\$ -	\$ -	\$ 22,093.32	\$ 4,407.99	\$ 26,501.31	\$ 22,093.32	\$ 4,407.99	\$ 26,501.31
08/15/2021_PD 09/03-08/2021_PP25	11	\$ 12,382.24		\$ -	\$ -	\$ -	\$ 12,382.24	\$ 4,318.13	\$ 16,700.37	\$ 12,382.24	\$ 4,318.13	\$ 16,700.37
09/11/21_PD09/17/21_PP26	12	\$ 14,814.10		\$ -	\$ -	\$ -	\$ 14,814.10	\$ 5,113.68	\$ 19,927.78	\$ 14,814.10	\$ 5,113.68	\$ 19,927.78
09/25/21_PD 10/01/21_PP01	11	\$ 12,382.24		\$ -	\$ -	\$ -	\$ 12,382.24	\$ 4,318.13	\$ 16,700.37	\$ 12,382.24	\$ 4,318.13	\$ 16,700.37
Sub Totals	82	103,585		-	-	-	103,585	33,558	137,143	103,585	33,558	137,143
Indirect Cost (9.5%)		9,841										\$ 9,841
Total 4th Qtr	82	\$ 113,425.51		\$ -	\$ -	\$ -	\$ 103,584.94	\$ 33,558.23	\$ 137,143.17	\$ 103,584.94	\$ 33,558.23	\$ 137,143.17
N/A				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)		-										\$ -
Total 4th Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 4th Qtr	82	\$ 113,425.51	\$ -	\$ -	\$ -	\$ -	\$ 103,584.94	\$ 33,558.23	\$ 137,143.17	\$ 103,584.94	\$ 33,558.23	\$ 137,143.17

PART-TIME SALARIES				FY'19 Carryover			FY'20			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Totals
N/A				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)		-										\$ -
Total 4th Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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 1001)

Type or Print Name and Title of Program Manager <p style="text-align: center;">Joseph L.M. Sanchez, Deputy of Curriculum & Instructional Improvement</p> Signature of Authorized Certifying Official: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	Telephone: (area code, number, and extension) <p style="text-align: center;">671-300-1653</p> Email address: <p style="text-align: center;">jsanchez@gdoe.net</p> Date Report Submitted: (Month, Day, Year)
Type or Print Name and Title of Project Coordinator: <p style="text-align: center;">Sylvia T. Calvo, School Program Consultant</p> Signature of Project Coordinator: <div style="text-align: center;">  </div>	Telephone: (area code, number, and extension) <p style="text-align: center;">671-300-1388</p> Email address: <p style="text-align: center;">stcalvo@gdoe.net</p> Date Report Submitted: (Month, Day, Year)

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

Inventory Date:				
		<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
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No Fixed Assets \$5,000 and above for this reporting period

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 Signature of Authorized Certifying Official:	Telephone: (area code, number, and extension) (671) 300-1635 Email address: jsanchez@gdoe.net Date Report Submitted: (Month, Day, Year)
Type or Print Name and Title of Project Coordinator: Signature of Project Coordinator:	Telephone: (area code, number, and extension) (671) 300-1388 Email address: stcalvo@gdoe.net Date Report Submitted: (Month, Day, Year)



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


Inventory Date:													
				Cellini J. Higa <i>Name</i>					<i>Signature</i>				10/14/2021 <i>Date</i>

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
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See attached A14 Distribution Plans for \$4,999.99 and Below fixed assets for the reporting period:

- 20210272 - 200 Student Laptops (GATE)
- 20211124 - 11 qty. Ergotron Mobile Carts (CTE)
- 20211202 - 330 qty. Student Laptops (CTE)
- 20211203 - 10 qty. Promethean Boards & Mobile Stands (CTE)
- 20211296 - 31 qty. Promethean Boards & Mobile Stands (CTE)
- 20211347 - 65 qty. iPads & Accessories (STEAM/STEM)
- 20211532 - 15 qty. Refrigerators, 28 qty. Electric Rangers (CTE)
- 20210751 - 3 qty. Washers, 11 qty. Dryers (CTE)
- 20211586 - 40 qty. 3D Printers (STEAM/STEM)
- 20211999 - 20 qty. Laser Jet Printers (AP)
- 20211232 - 1 qty. Keyboard Amp (VPA)

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 of Curriculum & Instructional Improvement Signature of Authorized Certifying Official:	Telephone: (area code, number, and extension)
	(671) 300-1635
	Email address: jsanchez@gdoe.net
Type or Print Name and Title of Project Lead: Sylvia T. Calvo, School Program Consultant Signature of Project Coordinator:	Date Report Submitted: (Month, Day, Year)
	Telephone: (area code, number, and extension)
	(671) 300-1388
	Email address: stcalvo@gdoe.net
	Date Report Submitted: (Month, Day, Year)

PURCHASER ORDER NO:

20210272

DIVISION/PROGRAM:

8265 GATE LEON BAMBA

PREPARED BY:

DATE:

Item No.	Description, Title, Name of Publisher, Latest Copyright Date	New Asset Tag (Red)	Serial #	Make	Model N	School/Division	Location/Room	Assigned Employee(Location Memo)	QTY	Unit Price	✓
1	LENOVO LAPTOP	59241	R913C2E0	LENOVO	L13		Adacao ES, C107	Duarosan, Ceferino Jr.	1	\$ 847.77	
2	LENOVO LAPTOP	59242	R913C2B0	LENOVO	L13		Adacao ES, C107	Duarosan, Ceferino Jr.	1	\$ 847.77	
3	LENOVO LAPTOP	59243	R913C2BC	LENOVO	L13		Adacao ES, C107	Duarosan, Ceferino Jr.	1	\$ 847.77	
4	LENOVO LAPTOP	59244	R913C2FF	LENOVO	L13		Adacao ES, C107	Duarosan, Ceferino Jr.	1	\$ 847.77	
5	LENOVO LAPTOP	59245	R913A0MC	LENOVO	L13		Adacao ES, C107	Duarosan, Ceferino Jr.	1	\$ 847.77	
6	LENOVO LAPTOP	59246	R913A0GW	LENOVO	L13		Adacao ES, C107	Duarosan, Ceferino Jr.	1	\$ 847.77	
7	LENOVO LAPTOP	59247	R913DJGA	LENOVO	L13		Adacao ES, C107	Duarosan, Ceferino Jr.	1	\$ 847.77	
8	LENOVO LAPTOP	59248	R913DJD8	LENOVO	L13		Adacao ES, C107	Duarosan, Ceferino Jr.	1	\$ 847.77	
9	LENOVO LAPTOP	59249	R913DJYZ	LENOVO	L13		Adacao ES, C107	Duarosan, Ceferino Jr.	1	\$ 847.77	
10	LENOVO LAPTOP	59250	R913DJKQ	LENOVO	L13		Adacao ES, C107	Duarosan, Ceferino Jr.	1	\$ 847.77	
11	LENOVO LAPTOP	59251	R913C2BH	LENOVO	L13		AsTumbo ES, B101	Patubo, Lizel	1	\$ 847.77	
12	LENOVO LAPTOP	59252	R913C2C5	LENOVO	L13		AsTumbo ES, B101	Patubo, Lizel	1	\$ 847.77	
13	LENOVO LAPTOP	59253	R913C2FX	LENOVO	L13		AsTumbo ES, B101	Patubo, Lizel	1	\$ 847.77	
14	LENOVO LAPTOP	59254	R913C2H7	LENOVO	L13		AsTumbo ES, B101	Patubo, Lizel	1	\$ 847.77	
15	LENOVO LAPTOP	59255	R913DJS1	LENOVO	L13		AsTumbo ES, B101	Patubo, Lizel	1	\$ 847.77	
16	LENOVO LAPTOP	59256	R913DJEK	LENOVO	L13		AsTumbo ES, B101	Patubo, Lizel	1	\$ 847.77	
17	LENOVO LAPTOP	59257	R913DK4A	LENOVO	L13		AsTumbo ES, B101	Patubo, Lizel	1	\$ 847.77	
18	LENOVO LAPTOP	59258	R913DJE8	LENOVO	L13		AsTumbo ES, B101	Patubo, Lizel	1	\$ 847.77	
19	LENOVO LAPTOP	59259	R913DJGC	LENOVO	L13		AsTumbo ES, B101	Patubo, Lizel	1	\$ 847.77	
20	LENOVO LAPTOP	59260	R913DJEX	LENOVO	L13		AsTumbo ES, B101	Patubo, Lizel	1	\$ 847.77	
21	LENOVO LAPTOP	59261	R913DJEZ	LENOVO	L13		Inarajan ES, A102	Powers, Amber	1	\$ 847.77	
22	LENOVO LAPTOP	59262	R913DJEW	LENOVO	L13		Inarajan ES, A102	Powers, Amber	1	\$ 847.77	
23	LENOVO LAPTOP	59263	R913DK10	LENOVO	L13		Inarajan ES, A102	Powers, Amber	1	\$ 847.77	
24	LENOVO LAPTOP	59264	R913DJEV	LENOVO	L13		Inarajan ES, A102	Powers, Amber	1	\$ 847.77	
25	LENOVO LAPTOP	59265	R913DK4J	LENOVO	L13		Inarajan ES, A102	Powers, Amber	1	\$ 847.77	
26	LENOVO LAPTOP	59266	R913C29S	LENOVO	L13		Inarajan ES, A102	Powers, Amber	1	\$ 847.77	
27	LENOVO LAPTOP	59267	R913C27N	LENOVO	L13		Inarajan ES, A102	Powers, Amber	1	\$ 847.77	
28	LENOVO LAPTOP	59268	R913C27W	LENOVO	L13		Inarajan ES, A102	Powers, Amber	1	\$ 847.77	
29	LENOVO LAPTOP	59269	R913C28M	LENOVO	L13		Inarajan ES, A102	Powers, Amber	1	\$ 847.77	
30	LENOVO LAPTOP	59270	R913C2AB	LENOVO	L13		Inarajan ES, A102	Powers, Amber	1	\$ 847.77	

31	LENOVO LAPTOP	59271	R913DJWK	LENOVO	L13		Liguan ES, C116	Tumanda, Catherine	1	\$ 847.77	
32	LENOVO LAPTOP	59272	R913DJC4	LENOVO	L13		Liguan ES, C116	Tumanda, Catherine	1	\$ 847.77	
33	LENOVO LAPTOP	59273	R913DJXL	LENOVO	L13		Liguan ES, C116	Tumanda, Catherine	1	\$ 847.77	
34	LENOVO LAPTOP	59274	R913DK32	LENOVO	L13		Liguan ES, C116	Tumanda, Catherine	1	\$ 847.77	
35	LENOVO LAPTOP	59275	R913DJBD	LENOVO	L13		Liguan ES, C116	Tumanda, Catherine	1	\$ 847.77	
36	LENOVO LAPTOP	59276	R913DJ9K	LENOVO	L13		Liguan ES, C116	Tumanda, Catherine	1	\$ 847.77	
37	LENOVO LAPTOP	59277	R913DJY0	LENOVO	L13		Liguan ES, C116	Tumanda, Catherine	1	\$ 847.77	
38	LENOVO LAPTOP	59278	R913C2AE	LENOVO	L13		Liguan ES, C116	Tumanda, Catherine	1	\$ 847.77	
39	LENOVO LAPTOP	59279	R913C2DH	LENOVO	L13		Liguan ES, C116	Tumanda, Catherine	1	\$ 847.77	
40	LENOVO LAPTOP	59280	R913C29E	LENOVO	L13		Liguan ES, C116	Tumanda, Catherine	1	\$ 847.77	
41	LENOVO LAPTOP	59281	R913DJMG	LENOVO	L13		Machananao ES, D101	Rivera, Cielito	1	\$ 847.77	
42	LENOVO LAPTOP	59282	R913DJDP	LENOVO	L13		Machananao ES, D101	Rivera, Cielito	1	\$ 847.77	
43	LENOVO LAPTOP	59283	R913DJW4	LENOVO	L13		Machananao ES, D101	Rivera, Cielito	1	\$ 847.77	
44	LENOVO LAPTOP	59284	R913DJKE	LENOVO	L13		Machananao ES, D101	Rivera, Cielito	1	\$ 847.77	
45	LENOVO LAPTOP	59285	R913C2DB	LENOVO	L13		Machananao ES, D101	Rivera, Cielito	1	\$ 847.77	
46	LENOVO LAPTOP	59286	R913DFWZ	LENOVO	L13		Machananao ES, D101	Rivera, Cielito	1	\$ 847.77	
47	LENOVO LAPTOP	59287	R913C2DW	LENOVO	L13		Machananao ES, D101	Rivera, Cielito	1	\$ 847.77	
48	LENOVO LAPTOP	59288	R913DJFD	LENOVO	L13		Machananao ES, D101	Rivera, Cielito	1	\$ 847.77	
49	LENOVO LAPTOP	59289	R913A0K5	LENOVO	L13		Machananao ES, D101	Rivera, Cielito	1	\$ 847.77	
50	LENOVO LAPTOP	59290	R913A0KW	LENOVO	L13		Machananao ES, D101	Rivera, Cielito	1	\$ 847.77	
51	LENOVO LAPTOP	59291	R913C2DV	LENOVO	L13		OCP ES, Rm 27	Cepeda, Monica	1	\$ 847.77	
52	LENOVO LAPTOP	59292	R913C2D5	LENOVO	L13		OCP ES, Rm 27	Cepeda, Monica	1	\$ 847.77	
53	LENOVO LAPTOP	59293	R913C2AN	LENOVO	L13		OCP ES, Rm 27	Cepeda, Monica	1	\$ 847.77	
54	LENOVO LAPTOP	59294	R913C2FC	LENOVO	L13		OCP ES, Rm 27	Cepeda, Monica	1	\$ 847.77	
55	LENOVO LAPTOP	59295	R913C2BK	LENOVO	L13		OCP ES, Rm 27	Cepeda, Monica	1	\$ 847.77	
56	LENOVO LAPTOP	59296	R913DJF6	LENOVO	L13		OCP ES, Rm 27	Cepeda, Monica	1	\$ 847.77	
57	LENOVO LAPTOP	59297	R913DJFG	LENOVO	L13		OCP ES, Rm 27	Cepeda, Monica	1	\$ 847.77	
58	LENOVO LAPTOP	59298	R913DJEE	LENOVO	L13		OCP ES, Rm 27	Cepeda, Monica	1	\$ 847.77	
59	LENOVO LAPTOP	59299	R913DJWG	LENOVO	L13		OCP ES, Rm 27	Cepeda, Monica	1	\$ 847.77	
60	LENOVO LAPTOP	59300	R913C2EJ	LENOVO	L13		OCP ES, Rm 27	Cepeda, Monica	1	\$ 847.77	
61	LENOVO LAPTOP	59301	R913C29V	LENOVO	L13		Tamuning ES, A106	Arevalo, Annie	1	\$ 847.77	
62	LENOVO LAPTOP	59302	R913C2G0	LENOVO	L13		Tamuning ES, A106	Arevalo, Annie	1	\$ 847.77	
63	LENOVO LAPTOP	59303	R913C2F0	LENOVO	L13		Tamuning ES, A106	Arevalo, Annie	1	\$ 847.77	

64	LENOVO LAPTOP	59304	R913DK4K	LENOVO	L13		Tamuning ES, A106	Arevalo, Annie	1	\$ 847.77	
65	LENOVO LAPTOP	59305	R913DJGN	LENOVO	L13		Tamuning ES, A106	Arevalo, Annie	1	\$ 847.77	
66	LENOVO LAPTOP	59306	R913DJEY	LENOVO	L13		Tamuning ES, A106	Arevalo, Annie	1	\$ 847.77	
67	LENOVO LAPTOP	59307	R913DJWY	LENOVO	L13		Tamuning ES, A106	Arevalo, Annie	1	\$ 847.77	
68	LENOVO LAPTOP	59308	R913DJD9	LENOVO	L13		Tamuning ES, A106	Arevalo, Annie	1	\$ 847.77	
69	LENOVO LAPTOP	59309	R913DJJL	LENOVO	L13		Tamuning ES, A106	Arevalo, Annie	1	\$ 847.77	
70	LENOVO LAPTOP	59310	R913DJWX	LENOVO	L13		Tamuning ES, A106	Arevalo, Annie	1	\$ 847.77	
71	LENOVO LAPTOP	59311	R913DK16	LENOVO	L13		Tamuning ES, C214	Lolita Chan	1	\$ 847.77	
72	LENOVO LAPTOP	59312	R913DJCJ	LENOVO	L13		Tamuning ES, C214	Lolita Chan	1	\$ 847.77	
73	LENOVO LAPTOP	59313	R913DJJG	LENOVO	L13		Tamuning ES, C214	Lolita Chan	1	\$ 847.77	
74	LENOVO LAPTOP	59314	R913DJWD	LENOVO	L13		Tamuning ES, C214	Lolita Chan	1	\$ 847.77	
75	LENOVO LAPTOP	59315	R913DJXD	LENOVO	L13		Tamuning ES, C214	Lolita Chan	1	\$ 847.77	
76	LENOVO LAPTOP	59316	R913DJZQ	LENOVO	L13		Tamuning ES, C214	Lolita Chan	1	\$ 847.77	
77	LENOVO LAPTOP	59317	R913DJAB	LENOVO	L13		Tamuning ES, C214	Lolita Chan	1	\$ 847.77	
78	LENOVO LAPTOP	59318	R913DJZL	LENOVO	L13		Tamuning ES, C214	Lolita Chan	1	\$ 847.77	
79	LENOVO LAPTOP	59319	R913DJHL	LENOVO	L13		Tamuning ES, C214	Lolita Chan	1	\$ 847.77	
80	LENOVO LAPTOP	59320	R913DJX7	LENOVO	L13		Tamuning ES, C214	Lolita Chan	1	\$ 847.77	
81	LENOVO LAPTOP	59321	R913DK50	LENOVO	L13		M.A. Ulloa ES, Rm101	Perez, Maridel	1	\$ 847.77	
82	LENOVO LAPTOP	59322	R913DJEA	LENOVO	L13		M.A. Ulloa ES, Rm101	Perez, Maridel	1	\$ 847.77	
83	LENOVO LAPTOP	59323	R913DJE9	LENOVO	L13		M.A. Ulloa ES, Rm101	Perez, Maridel	1	\$ 847.77	
84	LENOVO LAPTOP	59324	R913DJ98	LENOVO	L13		M.A. Ulloa ES, Rm101	Perez, Maridel	1	\$ 847.77	
85	LENOVO LAPTOP	59325	R913DK2Y	LENOVO	L13		M.A. Ulloa ES, Rm101	Perez, Maridel	1	\$ 847.77	
86	LENOVO LAPTOP	59326	R913C2B8	LENOVO	L13		M.A. Ulloa ES, Rm101	Perez, Maridel	1	\$ 847.77	
87	LENOVO LAPTOP	59327	R913DJZY	LENOVO	L13		M.A. Ulloa ES, Rm101	Perez, Maridel	1	\$ 847.77	
88	LENOVO LAPTOP	59328	R913DJWH	LENOVO	L13		M.A. Ulloa ES, Rm101	Perez, Maridel	1	\$ 847.77	
89	LENOVO LAPTOP	59329	R913DK2Z	LENOVO	L13		M.A. Ulloa ES, Rm101	Perez, Maridel	1	\$ 847.77	
90	LENOVO LAPTOP	59330	R913DJA1	LENOVO	L13		M.A. Ulloa ES, Rm101	Perez, Maridel	1	\$ 847.77	
91	LENOVO LAPTOP	59331	R913C2AA	LENOVO	L13		LBJ ES, K8	Aguon, Carmel	1	\$ 847.77	
92	LENOVO LAPTOP	59332	R913DJFK	LENOVO	L13		LBJ ES, K8	Aguon, Carmel	1	\$ 847.77	
93	LENOVO LAPTOP	59333	R913C2DX	LENOVO	L13		LBJ ES, K8	Aguon, Carmel	1	\$ 847.77	
94	LENOVO LAPTOP	59334	R913DJVJ	LENOVO	L13		LBJ ES, K8	Aguon, Carmel	1	\$ 847.77	
95	LENOVO LAPTOP	59335	R913DJMV	LENOVO	L13		LBJ ES, K8	Aguon, Carmel	1	\$ 847.77	
96	LENOVO LAPTOP	59336	R913DJFP	LENOVO	L13		LBJ ES, K8	Aguon, Carmel	1	\$ 847.77	

97	LENOVO LAPTOP	59337	R913DJGE	LENOVO	L13		LBJ ES, K8	Aguon, Carmel	1	\$ 847.77	
98	LENOVO LAPTOP	59338	R913DK2S	LENOVO	L13		LBJ ES, K8	Aguon, Carmel	1	\$ 847.77	
99	LENOVO LAPTOP	59339	R913DJZF	LENOVO	L13		LBJ ES, K8	Aguon, Carmel	1	\$ 847.77	
100	LENOVO LAPTOP	59340	R913DJMD	LENOVO	L13		LBJ ES, K8	Aguon, Carmel	1	\$ 847.77	
101	LENOVO LAPTOP	59341	R913DG1Q	LENOVO	L13		DL Perez ES, RM 24	Rowland, Cynthia	1	\$ 847.77	
102	LENOVO LAPTOP	59342	R913DJH4	LENOVO	L13		DL Perez ES, RM 24	Rowland, Cynthia	1	\$ 847.77	
103	LENOVO LAPTOP	59343	R913DJ9J	LENOVO	L13		DL Perez ES, RM 24	Rowland, Cynthia	1	\$ 847.77	
104	LENOVO LAPTOP	59344	R913DJPM	LENOVO	L13		DL Perez ES, RM 24	Rowland, Cynthia	1	\$ 847.77	
105	LENOVO LAPTOP	59345	R913DJQW	LENOVO	L13		DL Perez ES, RM 24	Rowland, Cynthia	1	\$ 847.77	
106	LENOVO LAPTOP	59346	R913DK55	LENOVO	L13		DL Perez ES, RM 24	Rowland, Cynthia	1	\$ 847.77	
107	LENOVO LAPTOP	59347	R913DJZ6	LENOVO	L13		DL Perez ES, RM 24	Rowland, Cynthia	1	\$ 847.77	
108	LENOVO LAPTOP	59348	R913DJTN	LENOVO	L13		DL Perez ES, RM 24	Rowland, Cynthia	1	\$ 847.77	
109	LENOVO LAPTOP	59349	R913DJTB	LENOVO	L13		DL Perez ES, RM 24	Rowland, Cynthia	1	\$ 847.77	
110	LENOVO LAPTOP	59350	R913DJZZ	LENOVO	L13		DL Perez ES, RM 24	Rowland, Cynthia	1	\$ 847.77	
111	LENOVO LAPTOP	59351	R913A0HC	LENOVO	L13		DL Perez ES, RM 9	Medler, Josephine	1	\$ 847.77	
112	LENOVO LAPTOP	59352	R913A0N3	LENOVO	L13		DL Peres ES, RM 9	Medler, Josephine	1	\$ 847.77	
113	LENOVO LAPTOP	59353	R913A0ML	LENOVO	L13		DL Peres ES, RM 9	Medler, Josephine	1	\$ 847.77	
114	LENOVO LAPTOP	59354	R913A0NL	LENOVO	L13		DL Peres ES, RM 9	Medler, Josephine	1	\$ 847.77	
115	LENOVO LAPTOP	59355	R913DG0K	LENOVO	L13		DL Peres ES, RM 9	Medler, Josephine	1	\$ 847.77	
116	LENOVO LAPTOP	59356	R913C2DY	LENOVO	L13		DL Peres ES, RM 9	Medler, Josephine	1	\$ 847.77	
117	LENOVO LAPTOP	59357	R913DK1E	LENOVO	L13		DL Peres ES, RM 9	Medler, Josephine	1	\$ 847.77	
118	LENOVO LAPTOP	59358	R913DG15	LENOVO	L13		DL Peres ES, RM 9	Medler, Josephine	1	\$ 847.77	
119	LENOVO LAPTOP	59359	R913DK2G	LENOVO	L13		DL Peres ES, RM 9	Medler, Josephine	1	\$ 847.77	
120	LENOVO LAPTOP	59360	R913DK1C	LENOVO	L13		DL Peres ES, RM 9	Medler, Josephine	1	\$ 847.77	
121	LENOVO LAPTOP	59361	R913A0NM	LENOVO	L13		Finegayan ES	Malinao, Jeffrey	1	\$ 847.77	
122	LENOVO LAPTOP	59362	R913A0HG	LENOVO	L13		Finegayan ES	Malinao, Jeffrey	1	\$ 847.77	
123	LENOVO LAPTOP	59363	R913DJJA	LENOVO	L13		Finegayan ES	Malinao, Jeffrey	1	\$ 847.77	
124	LENOVO LAPTOP	59364	R913DK0X	LENOVO	L13		Finegayan ES	Malinao, Jeffrey	1	\$ 847.77	
125	LENOVO LAPTOP	59365	R913DK0V	LENOVO	L13		Finegayan ES	Malinao, Jeffrey	1	\$ 847.77	
126	LENOVO LAPTOP	59366	R913DFWN	LENOVO	L13		Finegayan ES	Malinao, Jeffrey	1	\$ 847.77	
127	LENOVO LAPTOP	59367	R913DFVX	LENOVO	L13		Finegayan ES	Malinao, Jeffrey	1	\$ 847.77	
128	LENOVO LAPTOP	59368	R913DFW3	LENOVO	L13		Finegayan ES	Malinao, Jeffrey	1	\$ 847.77	
129	LENOVO LAPTOP	59369	R913DK3F	LENOVO	L13		Finegayan ES	Malinao, Jeffrey	1	\$ 847.77	

130	LENOVO LAPTOP	59370	R913DJPS	LENOVO	L13		Finegayan ES	Malinao, Jeffrey	1	\$ 847.77	
131	LENOVO LAPTOP	59371	R913DK1K	LENOVO	L13		HS Truman ES, 22C	Ritter, Amber	1	\$ 847.77	
132	LENOVO LAPTOP	59372	R913DJZ2	LENOVO	L13		HS Truman ES, 22C	Ritter, Amber	1	\$ 847.77	
133	LENOVO LAPTOP	59373	R913DJYJ	LENOVO	L13		HS Truman ES, 22C	Ritter, Amber	1	\$ 847.77	
134	LENOVO LAPTOP	59374	R913DJT0	LENOVO	L13		HS Truman ES, 22C	Ritter, Amber	1	\$ 847.77	
135	LENOVO LAPTOP	59375	R913DFWF	LENOVO	L13		HS Truman ES, 22C	Ritter, Amber	1	\$ 847.77	
136	LENOVO LAPTOP	59376	R913DFWQ	LENOVO	L13		HS Truman ES, 22C	Ritter, Amber	1	\$ 847.77	
137	LENOVO LAPTOP	59377	R913DJ9G	LENOVO	L13		HS Truman ES, 22C	Ritter, Amber	1	\$ 847.77	
138	LENOVO LAPTOP	59378	R913DJV8	LENOVO	L13		HS Truman ES, 22C	Ritter, Amber	1	\$ 847.77	
139	LENOVO LAPTOP	59379	R913DFW7	LENOVO	L13		HS Truman ES, 22C	Ritter, Amber	1	\$ 847.77	
140	LENOVO LAPTOP	59380	R913DJER	LENOVO	L13		HS Truman ES, 22C	Ritter, Amber	1	\$ 847.77	
141	LENOVO LAPTOP	59381	R913TV14	LENOVO	L13		JM Guerrero ES, R34	Salas, Valene	1	\$ 847.77	
142	LENOVO LAPTOP	59382	R913TTZJ	LENOVO	L13		JM Guerrero ES, R34	Salas, Valene	1	\$ 847.77	
143	LENOVO LAPTOP	59383	R913TPSH	LENOVO	L13		JM Guerrero ES, R34	Salas, Valene	1	\$ 847.77	
144	LENOVO LAPTOP	59384	R913TV1W	LENOVO	L13		JM Guerrero ES, R34	Salas, Valene	1	\$ 847.77	
145	LENOVO LAPTOP	59385	R913TQBN	LENOVO	L13		JM Guerrero ES, R34	Salas, Valene	1	\$ 847.77	
146	LENOVO LAPTOP	59386	R913TPR6	LENOVO	L13		JM Guerrero ES, R34	Salas, Valene	1	\$ 847.77	
147	LENOVO LAPTOP	59387	R913TRBB	LENOVO	L13		JM Guerrero ES, R34	Salas, Valene	1	\$ 847.77	
148	LENOVO LAPTOP	59388	R913TTZN	LENOVO	L13		JM Guerrero ES, R34	Salas, Valene	1	\$ 847.77	
149	LENOVO LAPTOP	59389	R913TV34	LENOVO	L13		JM Guerrero ES, R34	Salas, Valene	1	\$ 847.77	
150	LENOVO LAPTOP	59390	R913TQTN	LENOVO	L13		JM Guerrero ES, R34	Salas, Valene	1	\$ 847.77	
151	LENOVO LAPTOP	59391	R913C2BF	LENOVO	L13		Marcial Sablan ES, R25	Buendicho, Tina	1	\$ 847.77	
152	LENOVO LAPTOP	59392	R913C2EN	LENOVO	L13		Marcial Sablan ES, R25	Buendicho, Tina	1	\$ 847.77	
153	LENOVO LAPTOP	59393	R913C2CN	LENOVO	L13		Marcial Sablan ES, R25	Buendicho, Tina	1	\$ 847.77	
154	LENOVO LAPTOP	59394	R913C28F	LENOVO	L13		Marcial Sablan ES, R25	Buendicho, Tina	1	\$ 847.77	
155	LENOVO LAPTOP	59395	R913C2FE	LENOVO	L13		Marcial Sablan ES, R25	Buendicho, Tina	1	\$ 847.77	
156	LENOVO LAPTOP	59396	R913C2FN	LENOVO	L13		Marcial Sablan ES, R25	Buendicho, Tina	1	\$ 847.77	
157	LENOVO LAPTOP	59397	R913C29K	LENOVO	L13		Marcial Sablan ES, R25	Buendicho, Tina	1	\$ 847.77	
158	LENOVO LAPTOP	59398	R913C2FZ	LENOVO	L13		Marcial Sablan ES, R25	Buendicho, Tina	1	\$ 847.77	
159	LENOVO LAPTOP	59399	R913C2A8	LENOVO	L13		Marcial Sablan ES, R25	Buendicho, Tina	1	\$ 847.77	
160	LENOVO LAPTOP	59400	R913C28R	LENOVO	L13		Marcial Sablan ES, R25	Buendicho, Tina	1	\$ 847.77	
161	LENOVO LAPTOP	59401	R913DFTQ	LENOVO	L13		Merizo ES	Childs, Christina	1	\$ 847.77	
162	LENOVO LAPTOP	59402	R913DJHA	LENOVO	L13		Merizo ES	Childs, Christina	1	\$ 847.77	

163	LENOVO LAPTOP	59403	R913DJQ8	LENOVO	L13		Merizo ES	Childs, Christina	1	\$	847.77	
164	LENOVO LAPTOP	59404	R913DJ8X	LENOVO	L13		Merizo ES	Childs, Christina	1	\$	847.77	
165	LENOVO LAPTOP	59405	R913DK0H	LENOVO	L13		Merizo ES	Childs, Christina	1	\$	847.77	
166	LENOVO LAPTOP	59406	R913DJWM	LENOVO	L13		Merizo ES	Childs, Christina	1	\$	847.77	
167	LENOVO LAPTOP	59407	R913DJNK	LENOVO	L13		Merizo ES	Childs, Christina	1	\$	847.77	
168	LENOVO LAPTOP	59408	R913DK3M	LENOVO	L13		Merizo ES	Childs, Christina	1	\$	847.77	
169	LENOVO LAPTOP	59409	R913A0HZ	LENOVO	L13		Merizo ES	Childs, Christina	1	\$	847.77	
170	LENOVO LAPTOP	59410	R913A0HL	LENOVO	L13		Merizo ES	Childs, Christina	1	\$	847.77	
171	LENOVO LAPTOP	59411	R913C2G2	LENOVO	L13		Wettengel ES, R11	Mafnas, Maria	1	\$	847.77	
172	LENOVO LAPTOP	59412	R913C2FH	LENOVO	L13		Wettengel ES, R11	Mafnas, Maria	1	\$	847.77	
173	LENOVO LAPTOP	59413	R913C29X	LENOVO	L13		Wettengel ES, R11	Mafnas, Maria	1	\$	847.77	
174	LENOVO LAPTOP	59414	R913C2GK	LENOVO	L13		Wettengel ES, R11	Mafnas, Maria	1	\$	847.77	
175	LENOVO LAPTOP	59415	R913C280	LENOVO	L13		Wettengel ES, R11	Mafnas, Maria	1	\$	847.77	
176	LENOVO LAPTOP	59416	R913C2E7	LENOVO	L13		Wettengel ES, R11	Mafnas, Maria	1	\$	847.77	
177	LENOVO LAPTOP	59417	R913C2FR	LENOVO	L13		Wettengel ES, R11	Mafnas, Maria	1	\$	847.77	
178	LENOVO LAPTOP	59418	R913C2AT	LENOVO	L13		Wettengel ES, R11	Mafnas, Maria	1	\$	847.77	
179	LENOVO LAPTOP	59419	R913C2CP	LENOVO	L13		Wettengel ES, R11	Mafnas, Maria	1	\$	847.77	
180	LENOVO LAPTOP	59420	R913C293	LENOVO	L13		Wettengel ES, R11	Mafnas, Maria	1	\$	847.77	
181	LENOVO LAPTOP	59421	R913C2EB	LENOVO	L13		Carbullido ES, R14	Euh, BoRa	1	\$	847.77	
182	LENOVO LAPTOP	59422	R913C28W	LENOVO	L13		Carbullido ES, R14	Euh, BoRa	1	\$	847.77	
183	LENOVO LAPTOP	59423	R913A0NC	LENOVO	L13		Carbullido ES, R14	Euh, BoRa	1	\$	847.77	
184	LENOVO LAPTOP	59424	R913A0LA	LENOVO	L13		Carbullido ES, R14	Euh, BoRa	1	\$	847.77	
185	LENOVO LAPTOP	59425	R913A0H2	LENOVO	L13		Carbullido ES, R14	Euh, BoRa	1	\$	847.77	
186	LENOVO LAPTOP	59426	R913A0LB	LENOVO	L13		Carbullido ES, R14	Euh, BoRa	1	\$	847.77	
187	LENOVO LAPTOP	59427	R913A0MR	LENOVO	L13		Carbullido ES, R14	Euh, BoRa	1	\$	847.77	
188	LENOVO LAPTOP	59428	R913A0M1	LENOVO	L13		Carbullido ES, R14	Euh, BoRa	1	\$	847.77	
189	LENOVO LAPTOP	59429	R913A0HM	LENOVO	L13		Carbullido ES, R14	Euh, BoRa	1	\$	847.77	
190	LENOVO LAPTOP	59430	R913A0MH	LENOVO	L13		Carbullido ES, R14	Euh, BoRa	1	\$	847.77	
191	LENOVO LAPTOP	59431	R913C2AC	LENOVO	L13		Price ES, C5A	Lizama, Kelsey	1	\$	847.77	
192	LENOVO LAPTOP	59432	R913C29W	LENOVO	L13		Price ES, C5A	Lizama, Aimee	1	\$	847.77	
193	LENOVO LAPTOP	59433	R913C2GT	LENOVO	L13		Price ES, C5A	Lizama, Aimee	1	\$	847.77	
194	LENOVO LAPTOP	59434	R913C298	LENOVO	L13		Price ES, C5A	Lizama, Aimee	1	\$	847.77	
195	LENOVO LAPTOP	59435	R913C2BM	LENOVO	L13		Price ES, C5A	Lizama, Aimee	1	\$	847.77	

196	LENOVO LAPTOP	59436	R913C2FV	LENOVO	L13		Price ES, C5A	Lizama, Aimee	1	\$ 847.77	
197	LENOVO LAPTOP	59437	R913C2A9	LENOVO	L13		Price ES, C5A	Lizama, Aimee	1	\$ 847.77	
198	LENOVO LAPTOP	59438	R913C2GC	LENOVO	L13		Price ES, C5A	Lizama, Aimee	1	\$ 847.77	
199	LENOVO LAPTOP	59439	R913C2D2	LENOVO	L13		Price ES, C5A	Lizama, Aimee	1	\$ 847.77	
200	LENOVO LAPTOP	59440	R913C2CE	LENOVO	L13		Price ES, C5A	Lizama, Aimee	1	\$ 847.77	

PURCHASER ORDER NO: 20211202

DIVISION/PROGRAM: 8264 & 8265: LEON BAMBA

PREPARED BY: LEON BAMBA

DATE: 06022021

Item No.	Description, Title, Name of Publisher, Latest Copyright Date	New Asset Tag (Red)	Serial #	Make	Model No.	School/Division	Location/Room	Assigned Employee(Location Memo)	QTY	Unit Price	✓
1	LENOVO LAPTOP	75278	R911PEGM	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
2	LENOVO LAPTOP	75279	R911NSE0	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
3	LENOVO LAPTOP	75280	R911PF5F	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
4	LENOVO LAPTOP	75281	R911PF5V	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
5	LENOVO LAPTOP	75282	R911PEDX	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
6	LENOVO LAPTOP	75283	R911NSHY	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
7	LENOVO LAPTOP	75284	R911NSH7	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
8	LENOVO LAPTOP	75285	R911NSE8	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
9	LENOVO LAPTOP	75286	R911PEFP	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
10	LENOVO LAPTOP	75287	R911NSCY	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
11	LENOVO LAPTOP	75288	R911NT06	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
12	LENOVO LAPTOP	75289	R911NSAJ	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
13	LENOVO LAPTOP	75290	R911NSFL	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
14	LENOVO LAPTOP	75291	R911NT0M	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
15	LENOVO LAPTOP	75292	R911NT65	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
16	LENOVO LAPTOP	75293	R911NT42	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
17	LENOVO LAPTOP	75294	R911NSVE	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
18	LENOVO LAPTOP	75295	R911NT69	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
19	LENOVO LAPTOP	75296	R911NT38	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
20	LENOVO LAPTOP	75297	R911NSPK	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
21	LENOVO LAPTOP	75298	R911NSLQ	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
22	LENOVO LAPTOP	75299	R911PF66	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
23	LENOVO LAPTOP	75300	R911NSTP	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
24	LENOVO LAPTOP	75301	R911NT1G	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
25	LENOVO LAPTOP	75302	R911NT8R	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
26	LENOVO LAPTOP	75303	R911NSH5	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
27	LENOVO LAPTOP	75304	R911NSMZ	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
28	LENOVO LAPTOP	75305	R911NSME	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
29	LENOVO LAPTOP	75306	R911NT9L	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
30	LENOVO LAPTOP	75307	R911NT8B	LENOVO	L13 YOGA	George Washington HS	D106	Jacqueline Muna	1	\$ 847.77	
31	LENOVO LAPTOP	75308	R911NS80	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
32	LENOVO LAPTOP	75309	R911NSVK	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
33	LENOVO LAPTOP	75310	R911NS9B	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
34	LENOVO LAPTOP	75311	R911PF2B	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
35	LENOVO LAPTOP	75312	R911PF1Q	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	

36	LENOVO LAPTOP	75313	R911PENL	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
37	LENOVO LAPTOP	75314	R911PEGR	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
38	LENOVO LAPTOP	75315	R911PELO	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
39	LENOVO LAPTOP	75316	R911PF2V	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
40	LENOVO LAPTOP	75317	R911PEET	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
41	LENOVO LAPTOP	75318	R911PEJ1	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
42	LENOVO LAPTOP	75319	R911PEGQ	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
43	LENOVO LAPTOP	75320	R911NRKV	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
44	LENOVO LAPTOP	75321	R911NS9S	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
45	LENOVO LAPTOP	75322	R911PEHM	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
46	LENOVO LAPTOP	75323	R911NS9Q	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
47	LENOVO LAPTOP	75324	R911NSA6	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
48	LENOVO LAPTOP	75325	R911PEFD	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
49	LENOVO LAPTOP	75326	R911NT64	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
50	LENOVO LAPTOP	75327	R911NSM8	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
51	LENOVO LAPTOP	75328	R911NSHD	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
52	LENOVO LAPTOP	75329	R911NSMJ	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
53	LENOVO LAPTOP	75330	R911NRGB	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
54	LENOVO LAPTOP	75331	R911NT4F	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
55	LENOVO LAPTOP	75332	R911PF2M	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
56	LENOVO LAPTOP	75333	R911NSK2	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
57	LENOVO LAPTOP	75334	R911PF5S	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
58	LENOVO LAPTOP	75335	R911NSQN	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
59	LENOVO LAPTOP	75336	R911NT72	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
60	LENOVO LAPTOP	75337	R911NSJP	LENOVO	L13 YOGA	John F. Kennedy HS	D103	Devi Barcinas	1	\$ 847.77	
61	LENOVO LAPTOP	75338	R911NSZ9	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
62	LENOVO LAPTOP	75339	R911NSM9	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
63	LENOVO LAPTOP	75340	R911NSKD	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
64	LENOVO LAPTOP	75341	R911NSLA	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
65	LENOVO LAPTOP	75342	R911NT55	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
66	LENOVO LAPTOP	75343	R911NSHT	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
67	LENOVO LAPTOP	75344	R911NSRL	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
68	LENOVO LAPTOP	75345	R911NSJM	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
69	LENOVO LAPTOP	75346	R911H00S	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
70	LENOVO LAPTOP	75347	R911NSEJ	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
71	LENOVO LAPTOP	75348	R911NSX3	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
72	LENOVO LAPTOP	75349	R911NSMA	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
73	LENOVO LAPTOP	75350	R911NSYS	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	

74	LENOVO LAPTOP	75351	R911NT4X	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
75	LENOVO LAPTOP	75352	R911PF6Y	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
76	LENOVO LAPTOP	75353	R911PF7M	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
77	LENOVO LAPTOP	75354	R911PERV	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
78	LENOVO LAPTOP	75355	R911PEG8	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
79	LENOVO LAPTOP	75356	R911PECH	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
80	LENOVO LAPTOP	75357	R911PF5Z	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
81	LENOVO LAPTOP	75358	R911PF1B	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
82	LENOVO LAPTOP	75359	R911NRM9	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
83	LENOVO LAPTOP	75360	R911PF2A	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
84	LENOVO LAPTOP	75361	R911NS9Z	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
85	LENOVO LAPTOP	75362	R911PESS	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
86	LENOVO LAPTOP	75363	R911PEG2	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
87	LENOVO LAPTOP	75364	R911PEKD	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
88	LENOVO LAPTOP	75365	R911NRHA	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
89	LENOVO LAPTOP	75366	R911NRKD	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
90	LENOVO LAPTOP	75367	R911NT04	LENOVO	L13 YOGA	John F. Kennedy HS	C206	Leah Delgado	1	\$ 847.77	
91	LENOVO LAPTOP	75368	R911NSH3	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
92	LENOVO LAPTOP	75369	R911NSFR	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
93	LENOVO LAPTOP	75370	R911NSJT	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
94	LENOVO LAPTOP	75371	R911NSJR	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
95	LENOVO LAPTOP	75372	R911NSN6	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
96	LENOVO LAPTOP	75373	R911NSEM	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
97	LENOVO LAPTOP	75374	R911H00M	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
98	LENOVO LAPTOP	75375	R911NT7T	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
99	LENOVO LAPTOP	75376	R911H02Q	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
100	LENOVO LAPTOP	75377	R911NSD7	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
101	LENOVO LAPTOP	75378	R911NT7N	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
102	LENOVO LAPTOP	75379	R911H03L	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
103	LENOVO LAPTOP	75380	R911NSL0	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
104	LENOVO LAPTOP	75381	R911NSEV	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
105	LENOVO LAPTOP	75382	R911NSBG	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
106	LENOVO LAPTOP	75383	R911H03P	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
107	LENOVO LAPTOP	75384	R911H03J	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
108	LENOVO LAPTOP	75385	R911NSPW	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
109	LENOVO LAPTOP	75386	R911NSNE	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
110	LENOVO LAPTOP	75387	R911H00E	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
111	LENOVO LAPTOP	75388	R911GZSB	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	

112	LENOVO LAPTOP	75389	R911PF6D	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
113	LENOVO LAPTOP	75390	R911PEGX	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
114	LENOVO LAPTOP	75391	R911NS9W	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
115	LENOVO LAPTOP	75392	R911NSC0	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
116	LENOVO LAPTOP	75393	R911NSSG	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
117	LENOVO LAPTOP	75394	R911NTAS	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
118	LENOVO LAPTOP	75395	R911NSCH	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
119	LENOVO LAPTOP	75396	R911NT5Z	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
120	LENOVO LAPTOP	75397	R911NSG7	LENOVO	L13 YOGA	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 847.77	
121	LENOVO LAPTOP	75398	R911PEJQ	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
122	LENOVO LAPTOP	75399	R911PEL3	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
123	LENOVO LAPTOP	75400	R911PEHK	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
124	LENOVO LAPTOP	75401	R911NT6G	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
125	LENOVO LAPTOP	75402	R911NSKV	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
126	LENOVO LAPTOP	75403	R911NSJG	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
127	LENOVO LAPTOP	75404	R911NSF3	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
128	LENOVO LAPTOP	75405	R911NT6H	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
129	LENOVO LAPTOP	75406	R911NSHJ	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
130	LENOVO LAPTOP	75407	R911NSCD	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
131	LENOVO LAPTOP	75408	R911NSSZ	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
132	LENOVO LAPTOP	75409	R911NSBE	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
133	LENOVO LAPTOP	75410	R911NT99	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
134	LENOVO LAPTOP	75411	R911NSE4	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
135	LENOVO LAPTOP	75412	R911NSBH	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
136	LENOVO LAPTOP	75413	R911NT7H	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
137	LENOVO LAPTOP	75414	R911NSGF	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
138	LENOVO LAPTOP	75415	R911NSM2	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
139	LENOVO LAPTOP	75416	R911NT5A	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
140	LENOVO LAPTOP	75417	R911NSFH	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
141	LENOVO LAPTOP	75418	R911NS8K	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
142	LENOVO LAPTOP	75419	R911NSW9	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
143	LENOVO LAPTOP	75420	R911PEER	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
144	LENOVO LAPTOP	75421	R911NSW7	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
145	LENOVO LAPTOP	75422	R911NS7W	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
146	LENOVO LAPTOP	75423	R911NT3Q	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
147	LENOVO LAPTOP	75424	R911PEGP	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
148	LENOVO LAPTOP	75425	R911NRNS	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
149	LENOVO LAPTOP	75426	R911PEFB	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	

150	LENOVO LAPTOP	75427	R911NSK0	LENOVO	L13 YOGA	Okkodo HS	G6	Denise Carlos	1	\$ 847.77	
151	LENOVO LAPTOP	75428	R911PF97	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
152	LENOVO LAPTOP	75429	R911NST4	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
153	LENOVO LAPTOP	75430	R911PF7X	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
154	LENOVO LAPTOP	75431	R911NV55	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
155	LENOVO LAPTOP	75432	R911PEZR	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
156	LENOVO LAPTOP	75433	R911NRRF	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
157	LENOVO LAPTOP	75434	R911NSVC	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
158	LENOVO LAPTOP	75435	R911NT9S	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
159	LENOVO LAPTOP	75436	R911NRVQ	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
160	LENOVO LAPTOP	75437	R911NSF2	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
161	LENOVO LAPTOP	75438	R911NSF1	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
162	LENOVO LAPTOP	75439	R911NS2L	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
163	LENOVO LAPTOP	75440	R911NRNT	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
164	LENOVO LAPTOP	75441	R911NSEN	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
165	LENOVO LAPTOP	75442	R911NSD0	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
166	LENOVO LAPTOP	75443	R911NSJS	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
167	LENOVO LAPTOP	75444	R911NTAX	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
168	LENOVO LAPTOP	75445	R911GZY7	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
169	LENOVO LAPTOP	75446	R911NSE3	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
170	LENOVO LAPTOP	75447	R911NT5K	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
171	LENOVO LAPTOP	75448	R911H00N	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
172	LENOVO LAPTOP	75449	R911GZTW	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
173	LENOVO LAPTOP	75450	R911GZWM	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
174	LENOVO LAPTOP	75451	R911NT7L	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
175	LENOVO LAPTOP	75452	R911H02V	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
176	LENOVO LAPTOP	75453	R911NSJY	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
177	LENOVO LAPTOP	75454	R911H00H	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
178	LENOVO LAPTOP	75455	R911NSHE	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
179	LENOVO LAPTOP	75456	R911NT6A	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
180	LENOVO LAPTOP	75457	R911PES6	LENOVO	L13 YOGA	Okkodo HS	G3	Chona Esperon	1	\$ 847.77	
181	LENOVO LAPTOP	75458	R911PF1K	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
182	LENOVO LAPTOP	75459	R911N SSR	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
183	LENOVO LAPTOP	75460	R911NSVL	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
184	LENOVO LAPTOP	75461	R911PEG7	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
185	LENOVO LAPTOP	75462	R911PEF3	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
186	LENOVO LAPTOP	75463	R911NRLL	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
187	LENOVO LAPTOP	75464	R911PEHE	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	

188	LENOVO LAPTOP	75465	R911PEJJ	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
189	LENOVO LAPTOP	75466	R911PEHB	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
190	LENOVO LAPTOP	75467	R911PEGT	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
191	LENOVO LAPTOP	75468	R911PEGV	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
192	LENOVO LAPTOP	75469	R911PEES	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
193	LENOVO LAPTOP	75470	R911NRJ4	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
194	LENOVO LAPTOP	75471	R911PEFQ	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
195	LENOVO LAPTOP	75472	R911PEGH	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
196	LENOVO LAPTOP	75473	R911PF3L	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
197	LENOVO LAPTOP	75474	R911PEJ5	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
198	LENOVO LAPTOP	75475	R911NS9E	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
199	LENOVO LAPTOP	75476	R911NRLH	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
200	LENOVO LAPTOP	75477	R911NTA6	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
201	LENOVO LAPTOP	75478	R911NTA9	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
202	LENOVO LAPTOP	75479	R911NSLP	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
203	LENOVO LAPTOP	75480	R911PF8K	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
204	LENOVO LAPTOP	75481	R911PEH5	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
205	LENOVO LAPTOP	75482	R911PEJ3	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
206	LENOVO LAPTOP	75483	R911NRNY	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
207	LENOVO LAPTOP	75484	R911PF75	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
208	LENOVO LAPTOP	75485	R911NRPN	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
209	LENOVO LAPTOP	75486	R911NS8A	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
210	LENOVO LAPTOP	75487	R911PF28	LENOVO	L13 YOGA	Okkodo HS	G2	Lynn Reyes	1	\$ 847.77	
211	LENOVO LAPTOP	75488	R911NSMC	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
212	LENOVO LAPTOP	75489	R911H024	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
213	LENOVO LAPTOP	75490	R911NSKL	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
214	LENOVO LAPTOP	75491	R911NSDY	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
215	LENOVO LAPTOP	75492	R911NSJ9	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
216	LENOVO LAPTOP	75493	R911NSP3	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
217	LENOVO LAPTOP	75494	R911NSJ4	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
218	LENOVO LAPTOP	75495	R911NSJE	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
219	LENOVO LAPTOP	75496	R911NSHH	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
220	LENOVO LAPTOP	75497	R911PF52	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
221	LENOVO LAPTOP	75498	R911PF4Y	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
222	LENOVO LAPTOP	75499	R911NSEA	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
223	LENOVO LAPTOP	75500	R911NSMF	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
224	LENOVO LAPTOP	75501	R911NRJT	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
225	LENOVO LAPTOP	75502	R911NSVT	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	

226	LENOVO LAPTOP	75503	R911PF46	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
227	LENOVO LAPTOP	75504	R911NSLS	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
228	LENOVO LAPTOP	75505	R911NT44	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
229	LENOVO LAPTOP	75506	R911PF5B	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
230	LENOVO LAPTOP	75507	R911PF49	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
231	LENOVO LAPTOP	75508	R911PF51	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
232	LENOVO LAPTOP	75509	R911PF7C	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
233	LENOVO LAPTOP	75510	R911PEZ1	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
234	LENOVO LAPTOP	75511	R911PEJY	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
235	LENOVO LAPTOP	75512	R911PF1A	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
236	LENOVO LAPTOP	75513	R911PED7	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
237	LENOVO LAPTOP	75514	R911NS9Y	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
238	LENOVO LAPTOP	75515	R911PEKN	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
239	LENOVO LAPTOP	75516	R911PF1L	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
240	LENOVO LAPTOP	75517	R911NT6T	LENOVO	L13 YOGA	Southern HS	1202	Emily S. Marquez	1	\$ 847.77	
241	LENOVO LAPTOP	75518	R911NT8M	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
242	LENOVO LAPTOP	75519	R911PEFA	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
243	LENOVO LAPTOP	75520	R911NSWB	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
244	LENOVO LAPTOP	75521	R911NTAT	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
245	LENOVO LAPTOP	75522	R911NSKP	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
246	LENOVO LAPTOP	75523	R911NTWA	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
247	LENOVO LAPTOP	75524	R911NT6D	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
248	LENOVO LAPTOP	75525	R911NT29	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
249	LENOVO LAPTOP	75526	R911NSJ6	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
250	LENOVO LAPTOP	75527	R911GZS8	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
251	LENOVO LAPTOP	75528	R911NSHC	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
252	LENOVO LAPTOP	75529	R911GZ1X	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
253	LENOVO LAPTOP	75530	R911GZR1	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
254	LENOVO LAPTOP	75531	R911GZ6A	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
255	LENOVO LAPTOP	75532	R911NSKG	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
256	LENOVO LAPTOP	75533	R911PEFJ	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
257	LENOVO LAPTOP	75534	R911GZ27	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
258	LENOVO LAPTOP	75535	R911NT0K	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
259	LENOVO LAPTOP	75536	R911LLQV	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
260	LENOVO LAPTOP	75537	R911NRYB	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
261	LENOVO LAPTOP	75538	R911NV4J	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
262	LENOVO LAPTOP	75539	R911NTVW	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
263	LENOVO LAPTOP	75540	R911NV2M	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	

264	LENOVO LAPTOP	75541	R911PEFZ	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
265	LENOVO LAPTOP	75542	R911PEF5	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
266	LENOVO LAPTOP	75543	R911PEG3	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
267	LENOVO LAPTOP	75544	R911NRNZ	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
268	LENOVO LAPTOP	75545	R911NSHB	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
269	LENOVO LAPTOP	75546	R911NSAP	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
270	LENOVO LAPTOP	75547	R911NRHJ	LENOVO	L13 YOGA	Southern HS	1101	Ana Sgambelluri	1	\$ 847.77	
271	LENOVO LAPTOP	75548	R911H029	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
272	LENOVO LAPTOP	75549	R911NT0R	LENOVO	L13 YOGA	Southern HS	3	Angel Blas	1	\$ 847.77	
273	LENOVO LAPTOP	75550	R911PERN	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
274	LENOVO LAPTOP	75551	R911PEJB	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
275	LENOVO LAPTOP	75552	R911PEFL	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
276	LENOVO LAPTOP	75553	R911PEJR	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
277	LENOVO LAPTOP	75554	R911PEFX	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
278	LENOVO LAPTOP	75555	R911PECZ	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
279	LENOVO LAPTOP	75556	R911PEFF	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
280	LENOVO LAPTOP	75557	R911PF87	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
281	LENOVO LAPTOP	75558	R911NT93	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
282	LENOVO LAPTOP	75559	R911PF8L	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
283	LENOVO LAPTOP	75560	R911H025	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
284	LENOVO LAPTOP	75561	R911PEZH	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
285	LENOVO LAPTOP	75562	R911NTYL	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
286	LENOVO LAPTOP	75563	R911NSXT	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
287	LENOVO LAPTOP	75564	R911NSKQ	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
288	LENOVO LAPTOP	75565	R911NSSN	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
289	LENOVO LAPTOP	75566	R911NSQK	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
290	LENOVO LAPTOP	75567	R911NT76	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
291	LENOVO LAPTOP	75568	R911NSM1	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
292	LENOVO LAPTOP	75569	R911NT0D	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
293	LENOVO LAPTOP	75570	R911NT2Y	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
294	LENOVO LAPTOP	75571	R911NSSH	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
295	LENOVO LAPTOP	75572	R911NT0C	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
296	LENOVO LAPTOP	75573	R911NT86	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
297	LENOVO LAPTOP	75574	R911NSVZ	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
298	LENOVO LAPTOP	75575	R911NT2B	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
299	LENOVO LAPTOP	75576	R911PEHT	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
300	LENOVO LAPTOP	75577	R911NSR1	LENOVO	L13 YOGA	Southern HS	1203	Angel Blas	1	\$ 847.77	
301	LENOVO LAPTOP	75578	R911GZ2Q	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	

302	LENOVO LAPTOP	75579	R911NTAV	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
303	LENOVO LAPTOP	75580	R911NSBD	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
304	LENOVO LAPTOP	75581	R911NT71	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
305	LENOVO LAPTOP	75582	R911NS8R	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
306	LENOVO LAPTOP	75583	R911NT8P	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
307	LENOVO LAPTOP	75584	R911PEJ7	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
308	LENOVO LAPTOP	75585	R911PEG4	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
309	LENOVO LAPTOP	75586	R911PEVY	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
310	LENOVO LAPTOP	75587	R911PEVA	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
311	LENOVO LAPTOP	75588	R911PEF8	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
312	LENOVO LAPTOP	75589	R911NSHG	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
313	LENOVO LAPTOP	75590	R911NSCS	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
314	LENOVO LAPTOP	75591	R911NSB8	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
315	LENOVO LAPTOP	75592	R911NT8X	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
316	LENOVO LAPTOP	75593	R911PEK2	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
317	LENOVO LAPTOP	75594	R911NSGV	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
318	LENOVO LAPTOP	75595	R911NSWA	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
319	LENOVO LAPTOP	75596	R911NSKM	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
320	LENOVO LAPTOP	75597	R911NT58	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
321	LENOVO LAPTOP	75598	R911NSPG	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
322	LENOVO LAPTOP	75599	R911NT10	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
323	LENOVO LAPTOP	75600	R911PEK9	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
324	LENOVO LAPTOP	75601	R911PEEL	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
325	LENOVO LAPTOP	75602	R911PEC6	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
326	LENOVO LAPTOP	75603	R911PEGS	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
327	LENOVO LAPTOP	75604	R911PESH	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
328	LENOVO LAPTOP	75605	R911PEF4	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
329	LENOVO LAPTOP	75606	R911PEFT	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	
330	LENOVO LAPTOP	75607	R911PEES	LENOVO	L13 YOGA	Tiyan HS	J105	Aira Millanes	1	\$ 847.77	

PURCHASER ORDER NO:

20211203

DIVISION/PROGRAM:

8264 CAREER PATHWAY LEON BAMBA/LPCBAMBA@GDOE.NET

PREPARED BY:

DATE:

Item No.	Description, Title, Name of Publisher, Latest Copyright Date	New Asset Tag (Red)	Serial #	Make	Model No.	School/Division	Location/Room	Assigned Employee(Location Memo)	QTY	Unit Price	✓
1	PROMETHEAN WHITEBOARD TOUCHSCREEN (STAND# 59581)	59571	75W26-L5HL4N2730019	PROMETHEAN	AP7-U75-EU-1	Al Johnston MS	26	James Berry	1	\$ 4,879.00	
2	PROMETHEAN WHITEBOARD TOUCHSCREEN (STAND# 59582)	59572	75W26-L5HL4N2730020	PROMETHEAN	AP7-U75-EU-1	Inarajan MS	21	Yvonne Tyquiengco	1	\$ 4,879.00	
3	PROMETHEAN WHITEBOARD TOUCHSCREEN (STAND# 59583)	59573	75W26-L5HL4N2730021	PROMETHEAN	AP7-U75-EU-1	LP Untalan MS	B109	Melinda Rolinski	1	\$ 4,879.00	
4	PROMETHEAN WHITEBOARD TOUCHSCREEN (STAND# 59584)	59574	75W26-L5HL4N2730007	PROMETHEAN	AP7-U75-EU-1	LP Untalan MS	A111	Diana Weger	1	\$ 4,879.00	
5	PROMETHEAN WHITEBOARD TOUCHSCREEN (STAND# 59585)	59575	75W26-L5HL4N2730016	PROMETHEAN	AP7-U75-EU-1	V Benavente MS	49	Robert Quindara	1	\$ 4,879.00	
6	PROMETHEAN WHITEBOARD TOUCHSCREEN (STAND# 59586)	59576	75W26-L5HL4N2730017	PROMETHEAN	AP7-U75-EU-1	George Washington HS	B200	George-Anthony Borja	1	\$ 4,879.00	
7	PROMETHEAN WHITEBOARD TOUCHSCREEN (STAND# 59587)	59577	75W26-L5HL4N2730073	PROMETHEAN	AP7-U75-EU-1	Simon Sanchez HS	111	Elaine Cortez	1	\$ 4,879.00	
8	PROMETHEAN WHITEBOARD TOUCHSCREEN (STAND# 59588)	59578	75W26-L5HL4N2730014	PROMETHEAN	AP7-U75-EU-1	Southern HS	3106	Jude Mesa	1	\$ 4,879.00	
9	PROMETHEAN WHITEBOARD TOUCHSCREEN (STAND# 59589)	59579	75W26-L5HL4N2730072	PROMETHEAN	AP7-U75-EU-1	ILearn Charter School	H1	Florence Formoso	1	\$ 4,879.00	
10	PROMETHEAN WHITEBOARD TOUCHSCREEN (STAND# 59590)	59580	75W26-L5HL4N2730008	PROMETHEAN	AP7-U75-EU-1	ILearn Charter School	H2	Julie Aguon	1	\$ 4,879.00	
11	PROMETHEN MOBILE STAND W/SPEAKER (BOARD# 59571)	59581	N/A	PROMETHEAN	APTMS-3	Al Johnston MS	26	James Berry	1	\$ 1,348.00	
12	PROMETHEN MOBILE STAND W/SPEAKER (BOARD# 59572)	59582	N/A	PROMETHEAN	APTMS-3	Inarajan MS	21	Yvonne Tyquiengco	1	\$ 1,348.00	
13	PROMETHEN MOBILE STAND W/SPEAKER (BOARD# 59573)	59583	N/A	PROMETHEAN	APTMS-3	LP Untalan MS	B109	Melinda Rolinski	1	\$ 1,348.00	
14	PROMETHEN MOBILE STAND W/SPEAKER (BOARD# 59574)	59584	N/A	PROMETHEAN	APTMS-3	LP Untalan MS	A111	Diana Weger	1	\$ 1,348.00	
15	PROMETHEN MOBILE STAND W/SPEAKER (BOARD# 59575)	59585	N/A	PROMETHEAN	APTMS-3	V Benavente MS	49	Robert Quindara	1	\$ 1,348.00	
16	PROMETHEN MOBILE STAND W/SPEAKER (BOARD# 59576)	59586	N/A	PROMETHEAN	APTMS-3	George Washington HS	B200	George-Anthony Borja	1	\$ 1,348.00	
17	PROMETHEN MOBILE STAND W/SPEAKER (BOARD# 59577)	59587	N/A	PROMETHEAN	APTMS-3	Simon Sanchez HS	111	Elaine Cortez	1	\$ 1,348.00	

PURCHASER ORDER NO:	20211296
DIVISION/PROGRAM:	8264 LEON BAMBA
PREPARED BY:	Leon Bamba
DATE:	05/13/21

Item No.	Description, Title, Name of Publisher, Latest C	New Asset Tag #	Serial #	Make	Model No.	School/Division	Location/Room	Assigned Employee(Location Memo)	QTY	Unit Price	✓
1	PROMETHEAN WHITEBOARD TOUCHSCREEN	59501	75W26-L3HB3N2440203	PROMETHEAN	AP7-U75-02	Agueda I. Johnston MS	11	Serena Duenas	1	\$ 4,879.00	
2	PROMETHEAN WHITEBOARD TOUCHSCREEN	59502	75W26-L3HB3N2440198	PROMETHEAN	AP7-U75-02	Agueda I. Johnston MS	E106	Mica Perez	1	\$ 4,879.00	
3	PROMETHEAN WHITEBOARD TOUCHSCREEN	59503	75W26-L3HB3N2440209	PROMETHEAN	AP7-U75-02	Agueda I. Johnston MS	B9	Wyne Salas	1	\$ 4,879.00	
4	PROMETHEAN WHITEBOARD TOUCHSCREEN	59504	75W26-L3HB3N2440212	PROMETHEAN	AP7-U75-02	Agueda I. Johnston MS	7	Gloria Obias	1	\$ 4,879.00	
5	PROMETHEAN WHITEBOARD TOUCHSCREEN	59505	75W26-L3HB3N2440213	PROMETHEAN	AP7-U75-02	Agueda I. Johnston MS	A29	Rhohne Javinal	1	\$ 4,879.00	
6	PROMETHEAN WHITEBOARD TOUCHSCREEN	59506	75W26-L3HB3N2440200	PROMETHEAN	AP7-U75-02	Simon Sanchez HS	318	Mariane Movida	1	\$ 4,879.00	
7	PROMETHEAN WHITEBOARD TOUCHSCREEN	59507	75W26-L3HB3N2440239	PROMETHEAN	AP7-U75-02	Astumbo MS	C105	Jonathan Perez	1	\$ 4,879.00	
8	PROMETHEAN WHITEBOARD TOUCHSCREEN	59508	75W26-L3HB3N2440238	PROMETHEAN	AP7-U75-02	Astumbo MS	F101	Armin Flores	1	\$ 4,879.00	
9	PROMETHEAN WHITEBOARD TOUCHSCREEN	59509	75W26-L3HB3N2440237	PROMETHEAN	AP7-U75-02	Astumbo MS	E118	Angelo Cruz	1	\$ 4,879.00	
10	PROMETHEAN WHITEBOARD TOUCHSCREEN	59510	75W26-L3HB3N2440244	PROMETHEAN	AP7-U75-02	F.B. Leon Guerrero MS	E11	Mark Mcmanus	1	\$ 4,879.00	

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Item No.	Description, Title, Name of Publisher, Latest C	New Asset Tag #	Serial #	Make	Model No.	School/Division	Location/Room	Assigned Employee(Location Memo)	QTY	Unit Price	✓
11	PROMETHEAN WHITEBOARD TOUCHSCREEN	59511	75W26-L3HB3N2440245	PROMETHEAN	AP7-U75-02	Inarajan MS	26	Joseph Flores	1	\$ 4,879.00	
12	PROMETHEAN WHITEBOARD TOUCHSCREEN	59512	75W26-L3HB3N2440201	PROMETHEAN	AP7-U75-02	Inarajan MS	3	Michelle Kikku	1	\$ 4,879.00	
13	PROMETHEAN WHITEBOARD TOUCHSCREEN	59513	75W26-L3HB3N2440210	PROMETHEAN	AP7-U75-02	Inarajan MS	25	Steve Paulino	1	\$ 4,879.00	
14	PROMETHEAN WHITEBOARD TOUCHSCREEN	59514	75W26-L5HL4N2730038	PROMETHEAN	AP7-U75-02	Inarajan MS	46	Jucinta Dydasco	1	\$ 4,879.00	
15	PROMETHEAN WHITEBOARD TOUCHSCREEN	59515	75W26-L5HL4N2730037	PROMETHEAN	AP7-U75-02	Jose Rios MS	25	Joy Baza	1	\$ 4,879.00	
16	PROMETHEAN WHITEBOARD TOUCHSCREEN	59516	75W26-L3HB3N2440246	PROMETHEAN	AP7-U75-02	Jose Rios MS	T2	Bonifacio Urbano	1	\$ 4,879.00	
17	PROMETHEAN WHITEBOARD TOUCHSCREEN	59517	75W26-L3HB3N2440274	PROMETHEAN	AP7-U75-02	L.P. Untalan MS	E103	Joseph Palomo	1	\$ 4,879.00	
18	PROMETHEAN WHITEBOARD TOUCHSCREEN	59518	75W26-L3HB3N2440214	PROMETHEAN	AP7-U75-02	Oceanview MS	318	Sherylyn Tablan	1	\$ 4,879.00	
19	PROMETHEAN WHITEBOARD TOUCHSCREEN	59519	75W26-L3HB3N2440247	PROMETHEAN	AP7-U75-02	V. Benavente MS	E106	Vilma Gogue	1	\$ 4,879.00	
20	PROMETHEAN WHITEBOARD TOUCHSCREEN	59520	75W26-L3HB3N2440275	PROMETHEAN	AP7-U75-02	George Washington HS	C202	Jennifer Valencia	1	\$ 4,879.00	

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Item No.	Description, Title, Name of Publisher, Latest C	New Asset Tag #	Serial #	Make	Model No.	School/Division	Location/Room	Assigned Employee(Location Memo)	QTY	Unit Price	✓
21	PROMETHEAN WHITEBOARD TOUCHSCREEN	59521	75W26-L3HB3N2440204	PROMETHEAN	AP7-U75-02	George Washington HS	D106	Jacqueline Muna	1	\$ 4,879.00	
22	PROMETHEAN WHITEBOARD TOUCHSCREEN	59522	75W26-L3HB3N2440205	PROMETHEAN	AP7-U75-02	John F. Kennedy HS	A207	Amanda Wooley	1	\$ 4,879.00	
23	PROMETHEAN WHITEBOARD TOUCHSCREEN	59523	75W26-L3HB3N2440273	PROMETHEAN	AP7-U75-02	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 4,879.00	
24	PROMETHEAN WHITEBOARD TOUCHSCREEN	59524	75W26-L3HB3N2440236	PROMETHEAN	AP7-U75-02	Okkodo HS	G3	Chona Esperon	1	\$ 4,879.00	
25	PROMETHEAN WHITEBOARD TOUCHSCREEN	59525	75W26-L3HB3N2440202	PROMETHEAN	AP7-U75-02	Simon Sanchez HS	114	Victoria Sapinoso	1	\$ 4,879.00	
26	PROMETHEAN WHITEBOARD TOUCHSCREEN	59526	75W26-L3HB3N2440197	PROMETHEAN	AP7-U75-02	Simon Sanchez HS	108	Giselle Somera	1	\$ 4,879.00	
27	PROMETHEAN WHITEBOARD TOUCHSCREEN	59527	75W26-L3HB3N2440207	PROMETHEAN	AP7-U75-02	Southern HS	1202	Emily Marquez	1	\$ 4,879.00	
28	PROMETHEAN WHITEBOARD TOUCHSCREEN	59528	75W26-L3HB3N2440206	PROMETHEAN	AP7-U75-02	Southern HS	2203	Dora Jean Ferris	1	\$ 4,879.00	
29	PROMETHEAN WHITEBOARD TOUCHSCREEN	59529	75W26-L3HB3N2440272	PROMETHEAN	AP7-U75-02	Tiyan HS	I203	Maribeth Betito	1	\$ 4,879.00	
30	PROMETHEAN WHITEBOARD TOUCHSCREEN	59530	75W26-L5HL4N2730039	PROMETHEAN	AP7-U75-02	Tiyan HS	J205	Aira Millanes	1	\$ 4,879.00	

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31	PROMETHEAN WHITEBOARD TOUCHSCREEN	59531	75W26-L3HB3N2440199	PROMETHEAN	AP7-U75-02	Tiyan HS	I112	Rachel Pocaigue	1	\$ 4,879.00	
32	PROMETHEN MOBILE STAND W/SPEAKER	59532	N/A - BOARD#59501	PROMETHEAN	APTMS-3	Agueda I. Johnston MS	11	Serena Duenas	1	\$ 1,348.00	
33	PROMETHEAN MOBILE STAND W/SPEAKER	59533	N/A - BOARD#59502	PROMETHEAN	APTMS-3	Agueda I. Johnston MS	E106	Mica Perez	1	\$ 1,348.00	
34	PROMETHEAN MOBILE STAND W/SPEAKER	59534	N/A - BOARD#59503	PROMETHEAN	APTMS-3	Agueda I. Johnston MS	B9	Wyne Salas	1	\$ 1,348.00	
35	PROMETHEAN MOBILE STAND W/SPEAKER	59535	N/A - BOARD#59504	PROMETHEAN	APTMS-3	Agueda I. Johnston MS	7	Gloria Obias	1	\$ 1,348.00	
36	PROMETHEAN MOBILE STAND W/SPEAKER	59536	N/A - BOARD#59505	PROMETHEAN	APTMS-3	Agueda I. Johnston MS	A29	Rhojine Javinal	1	\$ 1,348.00	
37	PROMETHEAN MOBILE STAND W/SPEAKER	59537	N/A - BOARD#59506	PROMETHEAN	APTMS-3	Simon Sanchez HS	318	Mariane Movida	1	\$ 1,348.00	
38	PROMETHEAN MOBILE STAND W/SPEAKER	59538	N/A - BOARD#59507	PROMETHEAN	APTMS-3	Astumbo MS	C105	Jonathan Perez	1	\$ 1,348.00	
39	PROMETHEAN MOBILE STAND W/SPEAKER	59539	N/A - BOARD#59508	PROMETHEAN	APTMS-3	Astumbo MS	F101	Armin Flores	1	\$ 1,348.00	
40	PROMETHEAN MOBILE STAND W/SPEAKER	59540	N/A - BOARD#59509	PROMETHEAN	APTMS-3	Astumbo MS	E118	Angelo Cruz	1	\$ 1,348.00	
41	PROMETHEAN MOBILE STAND W/SPEAKER	59541	N/A - BOARD#59510	PROMETHEAN	APTMS-3	F.B. Leon Guerrero MS	E11	Mark Mcmanus	1	\$ 1,348.00	
42	PROMETHEAN MOBILE STAND W/SPEAKER	59542	N/A - BOARD#59511	PROMETHEAN	APTMS-3	Inarajan MS	26	Joseph Flores	1	\$ 1,348.00	
43	PROMETHEAN MOBILE STAND W/SPEAKER	59543	N/A - BOARD#59512	PROMETHEAN	APTMS-3	Inarajan MS	3	Michelle Kikku	1	\$ 1,348.00	
44	PROMETHEAN MOBILE STAND W/SPEAKER	59544	N/A - BOARD#59513	PROMETHEAN	APTMS-3	Inarajan MS	25	Steve Paulino	1	\$ 1,348.00	

PURCHASER ORDER NO:	20211296
DIVISION/PROGRAM:	8264 LEON BAMBA
PREPARED BY:	Leon Bamba
DATE:	05/13/21

Item No.	Description, Title, Name of Publisher, Latest C	New Asset Tag #	Serial #	Make	Model No.	School/Division	Location/Room	Assigned Employee(Location Memo)	QTY	Unit Price	✓
45	PROMETHEAN MOBILE STAND W/SPEAKER	59545	N/A - BOARD#59514	PROMETHEAN	APTMS-3	Inarajan MS	46	Jucinta Dydasco	1	\$ 1,348.00	
46	PROMETHEAN MOBILE STAND W/SPEAKER	59546	N/A - BOARD#59515	PROMETHEAN	APTMS-3	Jose Rios MS	25	Joy Baza	1	\$ 1,348.00	
47	PROMETHEAN MOBILE STAND W/SPEAKER	59547	N/A - BOARD#59516	PROMETHEAN	APTMS-3	Jose Rios MS	T2	Bonifacio Urbano	1	\$ 1,348.00	
48	PROMETHEAN MOBILE STAND W/SPEAKER	59548	N/A - BOARD#59517	PROMETHEAN	APTMS-3	L.P. Untalan MS	E103	Joseph Palomo	1	\$ 1,348.00	
49	PROMETHEAN MOBILE STAND W/SPEAKER	59549	N/A - BOARD#59518	PROMETHEAN	APTMS-3	Oceanview MS	318	Sherylyn Tablan	1	\$ 1,348.00	
50	PROMETHEAN MOBILE STAND W/SPEAKER	59550	N/A - BOARD#59519	PROMETHEAN	APTMS-3	V. Benavente MS	E106	Vilma Gogue	1	\$ 1,348.00	
51	PROMETHEAN MOBILE STAND W/SPEAKER	59551	N/A - BOARD#59520	PROMETHEAN	APTMS-3	George Washington HS	C202	Jennifer Valencia	1	\$ 1,348.00	
52	PROMETHEAN MOBILE STAND W/SPEAKER	59552	N/A - BOARD#59521	PROMETHEAN	APTMS-3	George Washington HS	D106	Jacqueline Muna	1	\$ 1,348.00	
53	PROMETHEAN MOBILE STAND W/SPEAKER	59553	N/A - BOARD#59522	PROMETHEAN	APTMS-3	John F. Kennedy HS	A207	Amanda Wooley	1	\$ 1,348.00	
54	PROMETHEAN MOBILE STAND W/SPEAKER	59554	N/A - BOARD#59523	PROMETHEAN	APTMS-3	John F. Kennedy HS	D203	Darienne Rasco	1	\$ 1,348.00	
55	PROMETHEAN MOBILE STAND W/SPEAKER	59555	N/A - BOARD#59524	PROMETHEAN	APTMS-3	Okkodo HS	G3	Chona Esperon	1	\$ 1,348.00	
56	PROMETHEAN MOBILE STAND W/SPEAKER	59556	N/A - BOARD#59525	PROMETHEAN	APTMS-3	Simon Sanchez HS	114	Victoria Sapinoso	1	\$ 1,348.00	
57	PROMETHEAN MOBILE STAND W/SPEAKER	59557	N/A - BOARD#59526	PROMETHEAN	APTMS-3	Simon Sanchez HS	108	Giselle Somera	1	\$ 1,348.00	
58	PROMETHEAN MOBILE STAND W/SPEAKER	59558	N/A - BOARD#59527	PROMETHEAN	APTMS-3	Southern HS	1202	Emily Marquez	1	\$ 1,348.00	
59	PROMETHEAN MOBILE STAND W/SPEAKER	59559	N/A - BOARD#59528	PROMETHEAN	APTMS-3	Southern HS	2203	Dora Jean Ferris	1	\$ 1,348.00	

PURCHASER ORDER NO:	20211296
DIVISION/PROGRAM:	8264 LEON BAMBA
PREPARED BY:	Leon Bamba
DATE:	05/13/21

Item No.	Description, Title, Name of Publisher, Latest C	New Asset Tag #	Serial #	Make	Model No.	School/Division	Location/Room	Assigned Employee(Location Memo)	QTY	Unit Price	✓
60	PROMETHEAN MOBILE STAND W/SPEAKER	59560	N/A - BOARD#59529	PROMETHEAN	APTMS-3	Tiyan HS	I203	Maribeth Betito	1	\$ 1,348.00	
61	PROMETHEAN MOBILE STAND W/SPEAKER	59561	N/A - BOARD#59530	PROMETHEAN	APTMS-3	Tiyan HS	J205	Aira Millanes	1	\$ 1,348.00	
62	PROMETHEAN MOBILE STAND W/SPEAKER	59562	N/A - BOARD#59531	PROMETHEAN	APTMS-3	Tiyan HS	I112	Rachel Pocaigue	1	\$ 1,348.00	

PURCHASER ORDER NO:	20211347
DIVISION/PROGRAM:	8280 - CCCLR LEAH BETH NAHOLOWAA
PREPARED BY:	LEAH BETH NAHOLOWA
DATE:	06/07/2021

Item No.	Description, Title, Name of Publisher, Latest Copyright Date	New Asset Tag (Red)	Serial #	Make	Model No.	School/Division	Location/Room	Assigned Employee(Location Memo)	QTY	Unit Price	✓
1	IPAD 128GB 10.2"	58108	GG7FN06ZQ1GG	APPLE	MYLD2LL/A	iLearn		Helen Nishihara	1	\$ 499.00	
2	IPAD 128GB 10.2"	58109	GG7FN09XQ1GG	APPLE	MYLD2LL/A	iLearn		Helen Nishihara	1	\$ 499.00	
3	IPAD 128GB 10.2"	58110	GG7FN0FAQ1GG	APPLE	MYLD2LL/A	iLearn		Helen Nishihara	1	\$ 499.00	
4	IPAD 128GB 10.2"	58111	GG7FN55CQ1GG	APPLE	MYLD2LL/A	iLearn		Helen Nishihara	1	\$ 499.00	
5	IPAD 128GB 10.2"	58112	GG7FN0BVQ1GG	APPLE	MYLD2LL/A	iLearn		Helen Nishihara	1	\$ 499.00	
6	IPAD 128GB 10.2"	58113	GG7FN0XRQ1GG	APPLE	MYLD2LL/A	SIFA		Joel Ollet	1	\$ 499.00	
7	IPAD 128GB 10.2"	58114	GG7FN4LPQ1GG	APPLE	MYLD2LL/A	SIFA		Joel Ollet	1	\$ 499.00	
8	IPAD 128GB 10.2"	58115	GG7FN4V7Q1GG	APPLE	MYLD2LL/A	SIFA		Joel Ollet	1	\$ 499.00	
9	IPAD 128GB 10.2"	58116	GG7FN5WWQ1GG	APPLE	MYLD2LL/A	SIFA		Joel Ollet	1	\$ 499.00	
10	IPAD 128GB 10.2"	58117	GG7FN0Z3Q1GG	APPLE	MYLD2LL/A	SIFA		Joel Ollet	1	\$ 499.00	
11	IPAD 128GB 10.2"	58118	GG7FN232Q1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
12	IPAD 128GB 10.2"	58119	GG7FN7RWQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
13	IPAD 128GB 10.2"	58120	GG7FN0T9Q1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
14	IPAD 128GB 10.2"	58121	GG7FN747Q1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
15	IPAD 128GB 10.2"	58122	GG7FN55RQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
16	IPAD 128GB 10.2"	58123	GG7FN6GJQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
17	IPAD 128GB 10.2"	58124	GG7FN4SVQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
18	IPAD 128GB 10.2"	58125	GG7FN0ZVQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
19	IPAD 128GB 10.2"	58126	GG7FN17NQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
20	IPAD 128GB 10.2"	58127	GG7FN7L1Q1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
21	IPAD 128GB 10.2"	58128	GG7FN74AQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
22	IPAD 128GB 10.2"	58129	GG7FN1B5Q1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
23	IPAD 128GB 10.2"	58130	GG7FN1L9Q1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
24	IPAD 128GB 10.2"	58131	GG7FN4WCQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
25	IPAD 128GB 10.2"	58132	GG7FN0RUQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
26	IPAD 128GB 10.2"	58133	GG7FN5G2Q1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
27	IPAD 128GB 10.2"	58134	GG7FN5AHQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
28	IPAD 128GB 10.2"	58135	GG7FN437Q1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
29	IPAD 128GB 10.2"	58136	GG7FN52UQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
30	IPAD 128GB 10.2"	58137	GG7FN48XQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
31	IPAD 128GB 10.2"	58138	GG7FN4QSQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
32	IPAD 128GB 10.2"	58139	GG7FN0Z4Q1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
33	IPAD 128GB 10.2"	58140	GG7FN4L7Q1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
34	IPAD 128GB 10.2"	58141	GG7FN1ETQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
35	IPAD 128GB 10.2"	58142	GG7FN7S5Q1GG	APPLE	MYLD2LL/A				1	\$ 499.00	

36	IPAD 128GB 10.2"	58143	GG7FN1LPQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
37	IPAD 128GB 10.2"	58144	GG7FN10BQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
38	IPAD 128GB 10.2"	58145	GG7FN3F6Q1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
39	IPAD 128GB 10.2"	58146	GG7FN407Q1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
40	IPAD 128GB 10.2"	58147	GG7FN10FQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
41	IPAD 128GB 10.2"	58148	GG7FNFRKQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
42	IPAD 128GB 10.2"	58149	GG7FNAXJQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
43	IPAD 128GB 10.2"	58150	GG7FN7CAQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
44	IPAD 128GB 10.2"	58151	GG7FNF0MQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
45	IPAD 128GB 10.2"	58152	GG7FN0N4Q1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
46	IPAD 128GB 10.2"	58153	GG7FN0RWQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
47	IPAD 128GB 10.2"	58154	GG7FN0BMQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
48	IPAD 128GB 10.2"	58155	GG7FN3XWQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
49	IPAD 128GB 10.2"	58156	GG7FN2Y1Q1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
50	IPAD 128GB 10.2"	58157	GG7FNBW6Q1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
51	IPAD 128GB 10.2"	58158	GG7FN1FEQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
52	IPAD 128GB 10.2"	58159	GG7FN16WQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
53	IPAD 128GB 10.2"	58160	GG7FN032Q1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
54	IPAD 128GB 10.2"	58161	GG7FN4K0Q1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
55	IPAD 128GB 10.2"	58162	GG7FN556Q1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
56	IPAD 128GB 10.2"	58163	GG7FN169Q1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
57	IPAD 128GB 10.2"	58164	GG7FN55TQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
58	IPAD 128GB 10.2"	58165	GG7FN47KQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
59	IPAD 128GB 10.2"	58166	GG7FN091Q1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
60	IPAD 128GB 10.2"	58167	GG7FN4XUQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
61	IPAD 128GB 10.2"	58168	GG7FN299Q1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
62	IPAD 128GB 10.2"	58169	GG7FN4QPQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
63	IPAD 128GB 10.2"	58170	GG7FN2GDQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
64	IPAD 128GB 10.2"	58171	GG7FN51EQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	
65	IPAD 128GB 10.2"	58172	GG7FN72LQ1GG	APPLE	MYLD2LL/A				1	\$ 499.00	

PURCHASER ORDER NO:

20211532

DIVISION/PROGRAM:

8264: LEON BAMBA

PREPARED BY:

DATE:

Item No.	Description, Title, Name of Publisher, Latest Copyright Date	New Asset Tag (Red)	Serial #	Make	Model No.	School/Division	Location/ Room	Assigned Employee(Location Memo)	QTY	Unit Price	✓
1	AMANA REFRIGERATOR 18 CU	57957	VSX4657551	AMANA	ART308FFDW	Geroge Washington High School	D106	Jacqueline Munoz	1	\$ 699.00	
2	AMANA REFRIGERATOR 18 CU	57958	VSX4657567	AMANA	ART308FFDW	Geroge Washington High School	D106	Jacqueline Munoz	1	\$ 699.00	
3	AMANA REFRIGERATOR 18 CU	57959	VSX4737713	AMANA	ART308FFDW	Geroge Washington High School	D106	Jacqueline Munoz	1	\$ 699.00	
4	AMANA REFRIGERATOR 18 CU	57960	VSX4657561	AMANA	ART308FFDW	Geroge Washington High School	D106	Jacqueline Munoz	1	\$ 699.00	
5	AMANA REFRIGERATOR 18 CU	57961	VSX4737760	AMANA	ART308FFDW	JP Torres Success Academy	Band Room	Rose Marie Munoz	1	\$ 699.00	
6	AMANA REFRIGERATOR 18 CU	57962	VSX4657706	AMANA	ART308FFDW	Okkodo High School	G wing work station	Denise Carlos	1	\$ 699.00	
7	AMANA REFRIGERATOR 18 CU	57963	VSX4657674	AMANA	ART308FFDW	Southern High School	1101	Ana Sgambelluri	1	\$ 699.00	
8	AMANA REFRIGERATOR 18 CU	57964	V8X4657546	AMANA	ART308FFDW	Tiyan High School	J105	Aira Millanes	1	\$ 699.00	
9	AMANA REFRIGERATOR 18 CU	57965	VSX4737714	AMANA	ART308FFDW	FB Leon Guerrero Middle School	G4	Patrick Calilung	1	\$ 699.00	
10	AMANA REFRIGERATOR 18 CU	57966	VSX4657673	AMANA	ART308FFDW	Inarajan Middle School	46	Jucinta Dydasco	1	\$ 699.00	
11	AMANA REFRIGERATOR 18 CU	57967	VXS4737745	AMANA	ART308FFDW	Jose Rios Middle School	19	Marie Rojas	1	\$ 699.00	
12	AMANA REFRIGERATOR 18 CU	57968	VSX4737641	AMANA	ART308FFDW	LP Untalan Middle School	C102	Lisa Barcinas	1	\$ 699.00	
13	AMANA REFRIGERATOR 18 CU	57969	VSX4737763	AMANA	ART308FFDW	LP Untalan Middle School	C102	Lisa Barcinas	1	\$ 699.00	
14	AMANA REFRIGERATOR 18 CU	57970	VSX4737704	AMANA	ART308FFDW	Oceanview Middle School	B-202	VACANT; Cheryl Gumab	1	\$ 699.00	
15	AMANA REFRIGERATOR 18 CU	57971	VSX4737691	AMANA	ART308FFDW	Oceanview Middle School	B-202	VACANT; Cheryl Gumab	1	\$ 699.00	
16	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57972	RA1941543	AMANA	AER6303MFW	Geroge Washington High School	D106	Jacqueline Munoz	1	\$ 699.00	
17	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57973	RA1941577	AMANA	AER6303MFW	Geroge Washington High School	D106	Jacqueline Munoz	1	\$ 699.00	
18	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57974	RA1941539	AMANA	AER6303MFW	Geroge Washington High School	D106	Jacqueline Munoz	1	\$ 699.00	
19	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57975	RA1941523	AMANA	AER6303MFW	Geroge Washington High School	D106	Jacqueline Munoz	1	\$ 699.00	
20	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57976	RA1941575	AMANA	AER6303MFW	JP Torres Success Academy	Band Room	Rose Marie Munoz	1	\$ 699.00	

PURCHASER ORDER NO:

20211532

DIVISION/PROGRAM:

8264: LEON BAMBA

PREPARED BY:

DATE:

Item No.	Description, Title, Name of Publisher, Latest Copyright Date	New Asset Tag (Red)	Serial #	Make	Model No.	School/Division	Location/ Room	Assigned Employee(Location Memo)	QTY	Unit Price	✓
21	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57977	RA1741295	AMANA	AER6303MFW	Okkodo High School	G wing work station	Denise Carlos	1	\$ 699.00	
22	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57978	RA1941529	AMANA	AER6303MFW	Okkodo High School	G wing work station	Denise Carlos	1	\$ 699.00	
23	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57979	RA1941533	AMANA	AER6303MFW	Southern High School	1101	Ana Sgambelluri	1	\$ 699.00	
24	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57980	RA1941522	AMANA	AER6303MFW	Southern High School	1101	Ana Sgambelluri	1	\$ 699.00	
25	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57981	RA1941538	AMANA	AER6303MFW	Southern High School	1101	Ana Sgambelluri	1	\$ 699.00	
26	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57982	RA1941537	AMANA	AER6303MFW	Southern High School	1101	Ana Sgambelluri	1	\$ 699.00	
27	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57983	RA1941536	AMANA	AER6303MFW	Tiyan High School	J105	Aira Millanes	1	\$ 699.00	
28	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57984	RA1941530	AMANA	AER6303MFW	FB Leon Guerrero Middle School	G4	Patrick Calilung	1	\$ 699.00	
29	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57985	RA1941528	AMANA	AER6303MFW	Inarajan Middle School	46	Jucinta Dydasco	1	\$ 699.00	
30	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57986	RA1941512	AMANA	AER6303MFW	Inarajan Middle School	46	Jucinta Dydasco	1	\$ 699.00	
31	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57987	RA1941513	AMANA	AER6303MFW	Inarajan Middle School	46	Jucinta Dydasco	1	\$ 699.00	
32	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57988	RA1941508	AMANA	AER6303MFW	Inarajan Middle School	46	Jucinta Dydasco	1	\$ 699.00	
33	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57989	RA1941573	AMANA	AER6303MFW	Jose Rios Middle School	19	Marie Rojas	1	\$ 699.00	
34	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57990	RA1941534	AMANA	AER6303MFW	Jose Rios Middle School	19	Marie Rojas	1	\$ 699.00	
35	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57991	RA1941507	AMANA	AER6303MFW	LP Untalan Middle School	C102	Lisa Barcinas	1	\$ 699.00	
36	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57992	RA1941510	AMANA	AER6303MFW	Oceanview Middle School	B-202	VACANT; Cheryl Gumab	1	\$ 699.00	
37	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57993	RA1941526	AMANA	AER6303MFW	Oceanview Middle School	B-202	VACANT; Cheryl Gumab	1	\$ 699.00	
38	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57994	RA1941486	AMANA	AER6303MFW	Oceanview Middle School	B-202	VACANT; Cheryl Gumab	1	\$ 699.00	
39	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57995	RA1941559	AMANA	AER6303MFW	V Benavente Middle School	20	Buena Lacno	1	\$ 699.00	
40	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57996	RA1941557	AMANA	AER6303MFW	V Benavente Middle School	20	Buena Lacno	1	\$ 699.00	
41	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57997	RA1941525	AMANA	AER6303MFW	V Benavente Middle School	20	Buena Lacno	1	\$ 699.00	
42	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57998	RA1941555	AMANA	AER6303MFW	V Benavente Middle School	20	Buena Lacno	1	\$ 699.00	
43	AMANA ELECTRIC GLASS TOP RANGE 4.8 CU	57999	RA1941561	AMANA	AER6303MFW	V Benavente Middle School	20	Buena Lacno	1	\$ 699.00	

PURCHASER ORDER NO:

20211586

DIVISION/PROGRAM:

8263: COLLEGE PATHWAY STEM PROGRAM

PREPARED BY:

DATE:

Item No.	Description, Title, Name of Publisher, Latest	New Asset Tag (Red)	Serial #	Make	Model No.	School/Division	Location/Room	Assigned Employee(Location Memo)	QTY	Unit Price	✓
1	SINDOH 3D PRINTER	69901	903510300042	SINDOH	3DWOX	Talofofa Elem School		Gavin Diego	1	\$ 1,485.00	
2	SINDOH 3D PRINTER	69902	903510300031	SINDOH	3DWOX	Talofofa Elem School		Gavin Diego	1	\$ 1,485.00	
3	SINDOH 3D PRINTER	69903	903510300040	SINDOH	3DWOX	Jose Rios Middle School		Joy Baza	1	\$ 1,485.00	
4	SINDOH 3D PRINTER	69904	903510300003	SINDOH	3DWOX	Jose Rios Middle School		Joy Baza	1	\$ 1,485.00	
5	SINDOH 3D PRINTER	69905	903510300006	SINDOH	3DWOX	Jose Rios Middle School		Joy Baza	1	\$ 1,485.00	
6	SINDOH 3D PRINTER	69906	903510300005	SINDOH	3DWOX	D. I. Perez Elem School		Jaime Fegurur	1	\$ 1,485.00	
7	SINDOH 3D PRINTER	69907	903510300010	SINDOH	3DWOX	D. I. Perez Elem School		Jaime Fegurur	1	\$ 1,485.00	
8	SINDOH 3D PRINTER	69908	903510300016	SINDOH	3DWOX	D. I. Perez Elem School		Jaime Fegurur	1	\$ 1,485.00	
9	SINDOH 3D PRINTER	69909	903510300008	SINDOH	3DWOX	Adacao Elem School		Tillie Blas	1	\$ 1,485.00	
10	SINDOH 3D PRINTER	69910	903510300011	SINDOH	3DWOX	Adacao Elem School		Tillie Blas	1	\$ 1,485.00	
11	SINDOH 3D PRINTER	69911	903510300020	SINDOH	3DWOX	Adacao Elem School		Tillie Blas	1	\$ 1,485.00	
12	SINDOH 3D PRINTER	69912	903510300009	SINDOH	3DWOX	GWHS		Ha'ani Sabangan	1	\$ 1,485.00	
13	SINDOH 3D PRINTER	69913	903510300002	SINDOH	3DWOX	GWHS		Ha'ani Sabangan	1	\$ 1,485.00	
14	SINDOH 3D PRINTER	69914	903510300007	SINDOH	3DWOX	GWHS		Ha'ani Sabangan	1	\$ 1,485.00	
15	SINDOH 3D PRINTER	69915	903510300013	SINDOH	3DWOX	Tiyan High School		Patrick Borja	1	\$ 1,485.00	
16	SINDOH 3D PRINTER	69916	903510300014	SINDOH	3DWOX	Tiyan High School		Patrick Borja	1	\$ 1,485.00	
17	SINDOH 3D PRINTER	69917	903510300044	SINDOH	3DWOX	Tiyan High School		Patrick Borja	1	\$ 1,485.00	
18	SINDOH 3D PRINTER	69918	903510300043	SINDOH	3DWOX	FBLG		April Cosico/Charina Va	1	\$ 1,485.00	
19	SINDOH 3D PRINTER	69919	903510300045	SINDOH	3DWOX	FBLG		April Cosico/Charina Va	1	\$ 1,485.00	
20	SINDOH 3D PRINTER	69920	903510300033	SINDOH	3DWOX	FBLG		April Cosico/Charina Va	1	\$ 1,485.00	
21	SINDOH 3D PRINTER	69921	903510300048	SINDOH	3DWOX	FBLG		April Cosico/Charina Va	1	\$ 1,485.00	
22	SINDOH 3D PRINTER	69922	903510300034	SINDOH	3DWOX	Southen High School		Diedre O'Donnel	1	\$ 1,485.00	
23	SINDOH 3D PRINTER	69923	903510300047	SINDOH	3DWOX	Southen High School		Diedre O'Donnel	1	\$ 1,485.00	
24	SINDOH 3D PRINTER	69924	903510300041	SINDOH	3DWOX	Southen High School		Diedre O'Donnel	1	\$ 1,485.00	
25	SINDOH 3D PRINTER	69925	903510300026	SINDOH	3DWOX	Southen High School		Diedre O'Donnel	1	\$ 1,485.00	
26	SINDOH 3D PRINTER	69926	903510300046	SINDOH	3DWOX	Simon Sanchez HS		Mariane Movida	1	\$ 1,485.00	
27	SINDOH 3D PRINTER	69927	903510300038	SINDOH	3DWOX	Simon Sanchez HS		Mariane Movida	1	\$ 1,485.00	
28	SINDOH 3D PRINTER	69928	903510300025	SINDOH	3DWOX	Simon Sanchez HS		Mariane Movida	1	\$ 1,485.00	
29	SINDOH 3D PRINTER	69929	903510300018	SINDOH	3DWOX	Simon Sanchez HS		Mariane Movida	1	\$ 1,485.00	
30	SINDOH 3D PRINTER	69930	903510300029	SINDOH	3DWOX	Astumbo Middle School			1	\$ 1,485.00	
31	SINDOH 3D PRINTER	69931	903510300015	SINDOH	3DWOX	Astumbo Middle School			1	\$ 1,485.00	

32	SINDOH 3D PRINTER	69932	903510300023	SINDOH	3DWOX	Astumbo Middle School			1	\$ 1,485.00	
33	SINDOH 3D PRINTER	69933	903510300032	SINDOH	3DWOX	Tamuning Elementary			1	\$ 1,485.00	
34	SINDOH 3D PRINTER	69934	903510300021	SINDOH	3DWOX	Tamuning Elementary			1	\$ 1,485.00	
35	SINDOH 3D PRINTER	69935	903510300001	SINDOH	3DWOX	Tamuning Elementary			1	\$ 1,485.00	
36	SINDOH 3D PRINTER	69936	903510300022	SINDOH	3DWOX	Inarajan Elementary		Amber Powers	1	\$ 1,485.00	
37	SINDOH 3D PRINTER	69937	903510300028	SINDOH	3DWOX	Inarajan Elementary		Amber Powers	1	\$ 1,485.00	
38	SINDOH 3D PRINTER	69938	903510300012	SINDOH	3DWOX	Inarajan Middle School			1	\$ 1,485.00	
39	SINDOH 3D PRINTER	69939	903510300004	SINDOH	3DWOX	Inarajan Middle School			1	\$ 1,485.00	
40	SINDOH 3D PRINTER	69940	903510300027	SINDOH	3DWOX	Inarajan Middle School			1	\$ 1,485.00	

ASSET	DESCRIPTION	STATUS	MASTER	TYPE	TAG #	SERIAL/PARCEL	CLASS CD	SUBCLASS	LOCATION	LOCATION DESC	LOCATION MEMO	DEPARTMENT	CUSTODIAN	STORG. LOC	FLOOR	ROOM	DATE ACQ	ACQ COST	MANUFACTURER
88472	ROLAND KEYBOARD AMP	A		G	88472	Z3M9590	MU	03	430	A I JOHNSTON MIDDLE		430	AJMS				08/25/21	649.99	OTHER



GreenLight Media Productions
 Professional Development and Training Schedule
 GDOE AV Production Program
 September 20, 2021
 Prepared by: Dr Jacqui Cyrus & Therese A. Matanane



DATE	VIDEO	CONTENT	INDIVIDUAL LEARNING OUTCOMES	COMMENTS	ASSIGNED TO	STATUS
Saturday, Nov 6	Video #1	Video #1: Introductory and Overview Time Allotment: Video length 5 minutes Face-to-Face: No TOTAL TIME = 0.5 hours	Teachers-Learners will be introduced to: best practices for creating all of the videos for these tutorials	Teachers-Learners will be sent the link to the video. Viewing this introductory video is a prerequisite to the subsequent videos and classes. Teachers-Learners will be requested to complete the 'Technology Survey' prior to accessing the subsequent video materials. This 5-minute 'Introductory and Overview' video will cover an introduction to the tutorials, and an overview of what the videos will cover, and what are the best practices for creating the instructional videos. Viewing this introductory video is a prerequisite to the subsequent videos and classes.	Dr Jacqui Cyrus	
Wednesday, Nov 8	Video #2	Video #2: Simply Getting Started Time Allotment: Video viewing = 7 to 8 minutes Offline: 30 — 60 minutes Face-to-Face: No time scheduled: TOTAL TIME= 3.0 hours	Teachers-Learners will be able to produce their own DRAFT 2- to 3- minute instructional video .	The video will show you the simplest way to get started by using a whiteboard and whatever camera you have available. Apply best practices by creating a 'rough draft' instructional video.		
Wednesday, Nov 17	Video #3	Using Slides and/or Digital Whiteboard Time Allotment: Video viewing = 7 to 8 minutes Offline: 30 — 60 minutes Face-to-face video creation class: 3 hours Total Time = 4.0 hours	Teachers-Learners will: Discuss copyright issues for educators, Create and edit slides from 'rough draft' video, Create video using Google Jamboard, Screencastify, or Loom Edit existing video Share video Upload video	Introductions Group creations Copyright issues, discussions, and resources Using prototype video content, create content slides Choose whiteboard app: Google Jamboard, Screencastify, or Loom With the use of digital whiteboard apps, create a 2- to 3-minute video lesson. Resources: • Creative Commons-licensed- http://search.creativecommons.org • Fair Use - Stanford University Library has great resources about Fair Use fairuse.stanford.edu/ • Google Jamboard - • Screencastify https://www.screencastify.com/products/video-editor • Loom https://www.loom.com		
Saturday, Nov 20	Video #4	Training Videos Time Allotment: Video viewing = 7 to 8 minutes Offline: 30 — 90 minutes Face-to-face video creation class: 3 hours Total Time = 4.5 hours	Teachers-Learners will be able to: Create a script Complete minor video editing Use EdPuzzle Use Flipgrid	Audio Slideshows: These can be a good way to provide a general overview or recap of a topic, event, or theme in your course. Create/edit video using EdPuzzle and Flipgrid. Resources: Flipgrid is a great tool for creating videos, sharing videos with students, and for having students create short videos of their own.		
Wednesday, Nov 23	Video #5	Explanatory Videos Time Allotment: Video viewing = 7 to 8 minutes Offline: 30 — 90 minutes Face-to-face video creation class: 3 hours Total Time = 4.5 hours	Teachers-Learners will be able to: Share and/or upload instructional videos, Final project might be: Individually created instructional video	This might be as advanced as recording PowerPoint slides, a webcam and a separate microphone all at once. Decide: Barebones — What you need and what you can do without Create preparations within a script: • External microphones placements • Set Up (lights, rehearsals) • Record • Review • Edit • Upload Create a "B-roll" media library = Google Photos album, a Google Drive folder, OneDrive folder, or Dropbox folder. Resources: YouTube Teacher Tube Vimeo Google Drive MS One Drive		
Wednesday, December 1	Video #6: Intro to Educational Video Production: 1:23 https://www.youtube.com/watch?v=TC3ABUjvTWk&list=PLzEHsvByN7KSR79eVb0-84133fVn31lv&index=1 Video #7: How to Define a video concept: :58 secs https://www.youtube.com/watch?v=qGhgVw3_5s&list=PLzEHsvByN7KSR79eVb0-84133fVn31lv&index=3 Video #8: Why do I need a script: 1:59 https://www.youtube.com/watch?v=mmUCVpBB14&list=PLzEHsvByN7KSR79eVb0-84133fVn31lv&index=4 Video #9: How to write a script: 2:04 https://www.youtube.com/watch?v=qStoD2AVCGA&list=PLzEHsvByN7KSR79eVb0-84133fVn31lv&index=6 Video #10: How to operate your camera Video #11: How to operate your lights Video #12: Basic 3 point light system & Basic Audio Video #13: How to Prepare for video shooting: 2:04 https://www.youtube.com/watch?v=l9_TaoG7pPM	Explanatory Videos Time Allotment: Video viewing = 11, 15 minutes Offline: 30-90 minutes Face-to-face video creation class: 3 hours Total Time = 3.5 hours	Teachers-Learners will be able to draft their own 5-10 minute script, use the camera and lights		GLMP Team	
Wednesday, December 7	Video #14: Post Production Video #15: Storage & Archive Video #16: Common mistakes: Run time 2:22 https://www.youtube.com/watch?v=32NCmCwwaVw&list=PLzEHsvByN7KSR79eVb0-84133fVn31lv&index=13	Explanatory Videos Time Allotment: Video viewing = 4 to 5 minutes Offline: 30 — 90 minutes Face-to-face video creation class: 1.5 hours Total Time = 3 hours	Teachers-Learners will be able to edit, store and archive their final product		GLMP Team	

Friday, December 10	Video #17 & 18: Journalism&Broadcast Final Project Presentations	Explanatory Videos Time Allotment: Video viewing = 4 to 5 minutes Offline: 30 – 90 minutes Face-to-face video creation class: 1.5 hours Total Time = 2.5 hours	Teachers-Learners will be able to present a 5 to 10 minute video product for the final assignment.		GLMP Team	
Time dedicated to Professional Development (approx.)	Video viewing & Face to Face		Support Hours	Approx Total Hours		
	approx 30 hours+		10	40		

Alvarez & Marsal Public Sector Services, LLC
 Guam Department of Education Third Party Fiduciary
 P.O. Box 4322
 Hagatna, GU 96932

Purchase Order

Fiscal Year 2021 Page 1 of 1

THIS NUMBER MUST APPEAR ON ALL INVOICES,
 PACKAGES AND SHIPPING PAPERS.
 Purchase Order # **20213312-00**

BILL TO

Guam Department of Education
 Third Party Fiduciary
 Alvarez & Marsal Public Sector Services, LLC
 PO Box 4322
 Hagatna, GU 96932
 (671) 300-1262

**SUBJECT TO TERMS & CONDITIONS
 ON REVERSE SIDE**

VENDOR

TEXAS COMPUTER EDUCATION ASSOCIATION
 3100 ALVIN DEVANE BLDG B
 AUSTIN TX 78741

SHIP TO

CURRICULUM & INSTRUCTIONAL
 501 MARINER AVENUE
 BUILDING B, TIYAN
 BARRIGADA GU 96913

Date Ordered	Vendor Number	Date Required	Req. Number	Delivery Reference		
09/27/2021	80487		20210298			
Item#	Description/Part No.	Qty	UOM	Unit Price	Extended Price	
1	RFP 010-2021 RFP 010-2021 Professional Development on Implementation of Science, Technology, Engineering and Math (STEM) Engineering for Teachers. THIS PURCHASE ORDER SHALL INCORPORATE ALL THE TERMS AND CONDITIONS, SPECIFICATIONS, AND SCOPE OF WORK AS IN THE ORIGINAL RFP, ITS AMENDMENTS AND THE EXECUTED AGREEMENT. <i>To ensure prompt processing and payment, p lease route your invoices to P.O. BOX 4322 Hagatna, GU 96932 (This remittance is als o indicated on the purchase order.) How is our service? Visit our website at W WW.GDOE.NET/PROCUREMENT to fill out our ve ndor satisfaction survey!</i> 82800000 - 0230 - F2060	1.0	EACH	\$182,200.000	\$182,200.00	
					182,200.00	

By 
 Purchasing Authority/Certifying Officer

VENDOR COPY

PO Total **\$182,200.00**

Alvarez & Marsal Public Sector Services, LLC

Guam Department of Education Third Party Fiduciary
 P.O. Box 4322
 Hagatna, GU 96932

Purchase Order

Fiscal Year 2021 Page 1 of 1

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 Purchase Order # **20213312-00**

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 PO Box 4322
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 (671) 300-1262

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 ON REVERSE SIDE**

VENDOR

TEXAS COMPUTER EDUCATION ASSOCIATION
 3100 ALVIN DEVANE BLDG B
 AUSTIN TX 78741

SHIP TO

CURRICULUM & INSTRUCTIONAL
 501 MARINER AVENUE
 BUILDING B, TIYAN
 BARRIGADA GU 96913

Date Ordered	Vendor Number	Date Required	Req. Number	Delivery Reference
09/27/2021	80487		20210298	

Item#	Description/Part No.	Qty	UOM	Unit Price	Extended Price
1	RFP 010-2021 Professional Development on Implementation of Science, Technology, Engineering and Math (STEM) Engineering for Teachers. THIS PURCHASE ORDER SHALL INCORPORATE ALL THE TERMS AND CONDITIONS, SPECIFICATIONS, AND SCOPE OF WORK AS IN THE ORIGINAL RFP, ITS AMENDMENTS AND THE EXECUTED AGREEMENT. To ensure prompt processing and payment, please route your invoices to P.O. BOX 4322 Hagatna, GU 96932 (This remittance is also indicated on the purchase order.) How is our service? Visit our website at WWW.GDOE.NET/PROCUREMENT to fill out our vendor satisfaction survey! 82800000 - 0230 - F2060	1.0	EACH	\$182,200.000	\$182,200.00
					182,200.00

WAREHOUSE COPY

PO Total	\$182,200.00
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Alvarez & Marsal Public Sector Services, LLC

Guam Department of Education Third Party Fiduciary
 P.O. Box 4322
 Hagatna, GU 96932

Purchase Order

Fiscal Year 2021 Page 1 of 1

THIS NUMBER MUST APPEAR ON ALL INVOICES,
 PACKAGES AND SHIPPING PAPERS.

Purchase Order # **20213312-00**

**SUBJECT TO TERMS & CONDITIONS
 ON REVERSE SIDE**

BILL TO

Guam Department of Education
 Third Party Fiduciary
 Alvarez & Marsal Public Sector Services, LLC
 PO Box 4322
 Hagatna, GU 96932
 (671) 300-1262

VENDOR

TEXAS COMPUTER EDUCATION ASSOCIATION
 3100 ALVIN DEVANE BLDG B
 AUSTIN TX 78741

SHIP TO

CURRICULUM & INSTRUCTIONAL
 501 MARINER AVENUE
 BUILDING B, TIYAN
 BARRIGADA GU 96913

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					182,200.00

RECEIVING COPY

PO Total

\$182,200.00

DATE: July 23, 2021
TO: Guam Department of Education

FINAL REPORT & INVOICE
Project Title: Career Exploration for Content Area Teachers
(RFP004-2020)

Invoice (see attached)

Purchase Order #: 20201120-00
Total Amount: \$229,806

The University of Guam Global Learning and Engagement Office worked collaboratively and in consultation with the Guam Department of Education (GDOE) to develop a management plan that outlined the activities, timelines, resources needed, responsible persons for implementing the project, indicators of completion, and the parameters of the content of the resource for this project. UOG also worked with GDOE in recruiting teachers and outline expectations for their stipends. An orientation was held March 10, 2021 for interested teachers.

Once the plan was established, the UOG team developed the training guidelines and processes for the project. Participants also had the opportunity to earn three professional graduate credits for their work. The attendance sheets and course syllabus are attached. A combination of asynchronous and synchronous activities was used to meet the objectives of this project. Virtual training was held March 20, 27, and April 10, 17. During the training, requirements and deadlines were outlined for the lessons and resource guides, and asynchronous work was outlined with due dates. Participants chose the careers for their lesson and developed a career template to provide a framework. Participants also chose priority standards related to the chosen career. Content of the training included: history and growth of career-technical education (CTE), project background, fair use doctrine and copyright, writing strategies, use of google documents, providing feedback within the peer review process, career clusters and pathways, and apprenticeship, with a highlight on the apprenticeship program at Guam Power Authority. Lesson plans were submitted electronically by teachers to assigned peer reviewers and facilitators.

Use of Google Docs allowed for collaborative writing and editing. The documents were edited, laid out, printed, and distributed. Schools and participants also received a USB drive that contained all K-12 lessons. The distribution sheet of the resource guides and USB drives is attached. Additional books not provided to schools are provided to GDOE Curriculum and Instruction Office. Stipends were provided to all teachers who completed the requirements, such as attending the training, completing the lesson, and creating and editing the video.

Part of the requirements for the lesson was to create and edit a video that features an interview with a local person related to the career lesson plan. During the second virtual day, training was provided on video creation and editing using a free app that could be downloaded to a phone or tablet. Participants were provided with one-to-one support as needed for the editing of their videos. On the last virtual day, Ms. Catherine Castro, the President of the Guam Chamber of Commerce, was a guest speaker. Ms. Castro's presentation focused on: 1) what is the Guam Chamber of Commerce, (2), what do members think about our young people entering the workforce, (3) what can our educators do to best prepare our students for the world of work, and (4) how has COVID-19 changed things for employers and employment. Ms. Castro also spent significant time answering questions from the teachers.

Copies of the PPT presentations are attached. Teachers were also given handouts that covered editing tips, style and proofreading guides, and video creation and editing guides. All handouts and PPT presentations were uploaded into Google Docs for access by all teachers. Evaluations were extremely positive for this professional development activity and the comments from the evaluations are attached.

UOG also provided a train-the-trainers session for GDOE teachers. This training provided adult education practices and teaching strategies. The purpose was to provide support so that GDOE teachers who were part of this project can effectively share the lessons and resources with their colleagues at the schools. The PPT presentation for that training is attached as well.

Thank you for the wonderful opportunity to implement this worthwhile project. The CTE Resource Guide books and USB drives provide valuable resources for our K-12 classroom teachers.

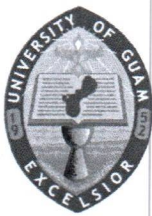
Respectfully submitted,



Carlos R. Taitano, Director
Global Learning and Engagement, UOG

T: +1 671.735.2501 F: +1 671.734.2296 W: www.uog.edu
Mailing Address: 303 University Drive UOG Station Mangilao, Guam 96913

The University of Guam is a U.S. Land Grant Institution accredited by the Western Association of Schools and Colleges Senior College and University Commission and is an equal opportunity employer and provider.



UNIVERSITY OF GUAM
UNIBETSEDÁT GUAHAN

Office of the President
Global Learning & Engagement

INVOICE

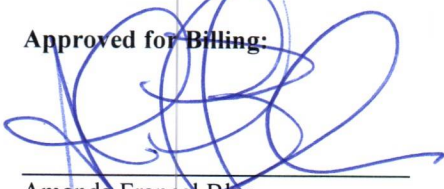
Bill To:
Guam Department of Education Third Party Fiduciary Alvarez & Marsal Public Sector Services LLC PO Box 4322 Hagatna, Guam 96932

Invoice Information	
Date	May 17, 2021
Invoice #	2021-246R
Account #	42-00-824010-0-4603030

Please state invoice number when making remittance and make payable to the address below.

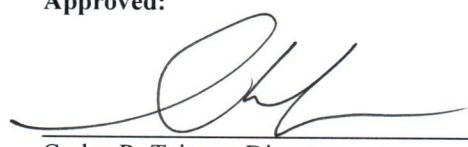
Description	Price
Payment due for the following: Purchase Order #20201120-00 Professional Development Training for Career Exploration for Content Area Teachers	\$229,806.00
TOTAL:	\$229,806.00

Approved for Billing:



 Amanda Francel Blas
 Administrative Supervisor

Approved:



 Carlos R. Taitano, Director
 Global Learning & Engagement

Certification of Funds

I certify that the above bill is correct and that just payment therefore has not been received.

rca
 Certifying Officer *nld*

Distribution: [1] Original – Vendor; [1] Copy – Business Office; [1] Copy – File; [1] Copy – Program Records

CTE EXPLORATION ATTENDANCE

SCHOOL	TEACHER	3/20/21	3/27/21	4/10/21	4/17/21	Comments	
AHES	Afaisen, Mildred			Withdrew			
LPUMS	Aguon, Vincent					Withdrew	
JFKHS	Anderson, Angelica						
SSHS	Apao, Marinette	Did not join					
AMS	Araos, Zaira						
AMS	Arnaiz, Gail Sanchez						
Upi	Avilez, Sandie						
MA Ulloa	Badajos, Marlou						
JFKHS	Berry, Joyce						
AIJMS	Bisalen, AJ						
SHS	Borja, Meghan			Withdrew			
Adacao	Calilung, Norina	Did not join					
MU Lujan	Candaso, Frank						
AMS	Cardines-Finch, Caroline						
VBMS	Carrera, Claire	Did not join					
JRMS	Castro, Elianna						
FBLGS	Charfauros, Tamalin						
	Chargualaf, JoAnn						
MA Ulloa	Conner, Amabel						
FBLGS	Cortez, Russell						
FBLGS	Cosico, April						
ICs, DMs	Cruz, Orlando						
	Cruz, Paul						
JPTSA	Cruz, Rosemarie						
	Cruz, Veronica						
AIJMS	Cruz, Thamala	Did not join					
VBMS	Cuenco, Ruth						
SSHS	Damian, Sara	Did not join					
JPTSA	de Lemos-Loyola, Ruth						
SHS	Devenecia, Joseph						
SHS	DeVera, Estrella						
Talofofa	Diaz, Luwaina						
ICs, DMs	Duenas, Melissa						
JRMS	Duenas, Quintin	Did not join					
DLPerez	Duran, Meravelle						
Wettengel	Francisco, Alison						
LPUMS	Gallego, Jose						
SSHS	Guerrero, Lorette	Did not join					
AHES	Gumataotao, Ignacia			Withdrew			
AIJMS	Horgan, Melissa	Did not join					
Carbullido	Kaai, Ann Mariel						

CTE EXPLORATION ATTENDANCE

FBLGS	Kakigi, Raisa					
AIJMS	Kenealy, John	Did not join				
GWHS	Kidd, Christina					Withdrew
Mach	Laniyo, Kathielynn	Did not join				
ICs, DMs	Christopher					
Price	Lizama, Victoria					
FBLGS	Lubrani, Tara	Did not join				
JRMS	Lujan, Tonisha					
Wettengel	Mafnas, Maria S.					
Finegayan	Malinao, Jeffrey					
Finegayan	Malinao, Jennifer					
	Martin, Ednalyna	Did not join				
Price	Mariano, Angel	Did not join				
DLPerez	Matanguihan, Mike					
OHS	Mercado Jr., David					
Price	Mesa, Leilani					
Wettengel	Muna, Romina	Did not join				
Finegayan	Muth, Tarsila					
Merizo	Nelson, Jodie					
LB Johnson	Nelson, Lorelei					
FBLGS	Palomo, Christian					
JPTSA	Pendon, Neil	Withdrew				
Guerrero	Perez, Aurelia					
GWHS	Portacio, Alymark					
FBLGS	Quiambao, Kate					
GWHS	Quichocho, Darlene	Withdrew				
FBLGS	Rodriguez, Cheysser					
o	Rosario, Carmen					
VBMS	Sanchez, Zyra					
Upi	Santiago, Lester					
Adacao	Taitague, Stella					
SHS	Techaira-Santos, Doris					
OHS	Togawa, Tricia					
	Toves, Katrina	Did not join				
FBLGS	Valencia, Charina					
JFKHS	Villaverde, Mark					
JRMS	Yanger, Charleena					

UNIVERSITY OF GUAM
Center for Global Learning and Engagement

Course Title: Career-Technical Education: Learning Resource Development
Credit Hours: Three (3) professional graduate credits – PD894
Instructor of Record: Clare Camacho, Ph.D.
Contact Information: ccamacho@triton.uog.edu; 735-2600 (GLE Office)
gdoe.facilitator1@gmail.com (temporary email for this project only)

Course Content

This course provides best practices and training for developing locally-based lessons related to career-technical education (CTE). Participants will explore career clusters and pathways, and curriculum writing principles as they create accessible, high-quality lessons. Participants will also learn video creation and editing techniques.

Rationale for the Course

This course will improve the abilities of current K-12 teachers to develop locally-based lessons related to career-technical education and provide awareness, exploration, and preparation for students.

Skills and Background Required or Expected

Teachers are expected to participate in all activities. They must have access to a computer with internet, video, speaker, and microphone capabilities. They must also have access to a phone or tablet to create and edit videos using app(s).

Teaching Methodologies & Anticipated Class Size

The course will be delivered using a combination of asynchronous (A) and synchronous (S) online activities. Anticipated class size is not more than 100 teachers.

Participants will complete a series of asynchronous activities to prepare for the next class. Asynchronous activities will include (but are not limited to) observation, readings, creating and editing instructional videos, writing lessons, reviewing peers' lessons, revising lessons, completing checks for understanding of course content, reflections, designing curriculum, and communicating about revisions.

During synchronous class meetings, participants will engage in activities that allow them to apply the content learned during the asynchronous activities, such as discussions of course content and peer feedback, designing curriculum using course content, planning content, designing lessons, collaborative writing of lessons, and collaborative revision of lessons.

Lesson Objectives

Participants will be able to:

- Develop locally-based lessons on career-technical education that include relevant activities and digital resources.

- Explain best practices in teaching and learning.
- Apply the Fair Use Act in obtaining resources.
- Explain the importance of feedback and provide constructive feedback on lessons.
- Provide critical reflection and improvement after lesson implementation.

Methods of Evaluation

Evaluation will be based on participation in course activities.

Grading

- A Does not miss any days of online course (Saturdays)
 Completes all lessons
 Does not miss more than one deadline (not more than 24 hours late) for written assignments (all drafts) and peer reviews
- B Misses not more than two hours of course
 Completes all lessons
 Does not miss more than two deadlines (not more than 24 hours late) for written assignments and peer reviews
- F Misses more than two hours of courses (Saturdays) deadlines or any missed deadline over 24 hours late or misses more than one day of online course

References

Anderson, T., & Dron, J. (2011). Three generations of distance education pedagogy.

International Review of Research in Open and Distributed Learning, 12.3

<https://doi.org/10.19173/irrodl.v12i3.890>

Anderson, T. (2003). [Getting the mix right again: An updated and theoretical rationale for interaction](#). *International Review of Research in Open and Distributed Learning*, 4, 1-14.

<https://doi.org/10.19173/irrodl.v4i2.149>

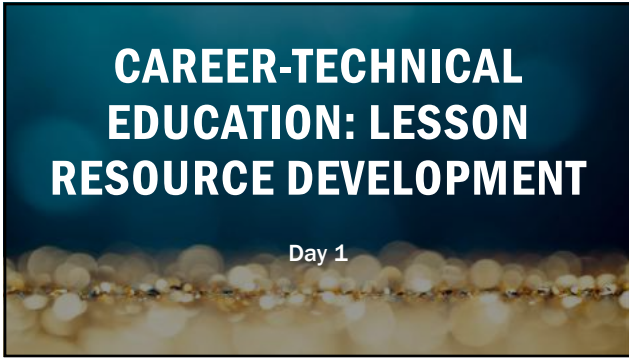
Cooper, T. (2017). Curriculum renewal: barriers to successful curriculum change and suggestions for improvement. *Journal of Education and Training Studies*, 5(11), 115-128

CRDG Learning Center. (2020). *The crosscutting concepts*. <https://youtu.be/EhLwKcO5PKU>

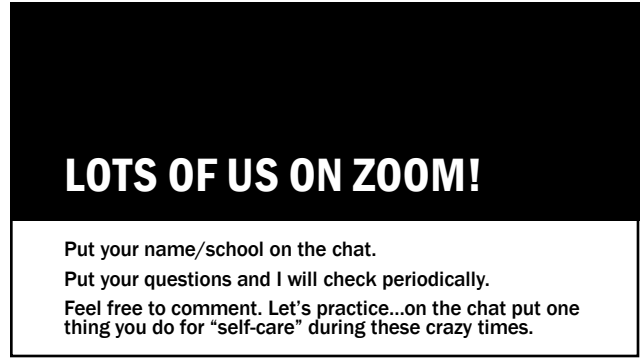
Gurleyik, S., & Akdemir, E. (2018). Guiding curriculum development: Student perceptions for the second language learning in technology-enhanced learning environments. *Journal of Education and Training Studies*, 6(4), 131-138.

Lage, M. J., Plat, G., & Treglia, M. (2000). Inverting the classroom: A gateway to creating an inclusive learning environment. *The Journal of Economic Education*, 31(1), 30-43.

<https://doi.10.1080/00220480009596759>



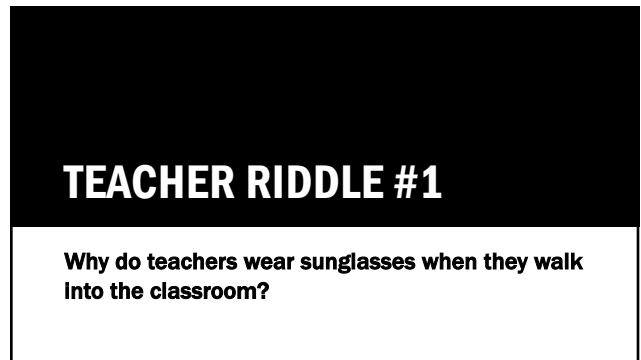
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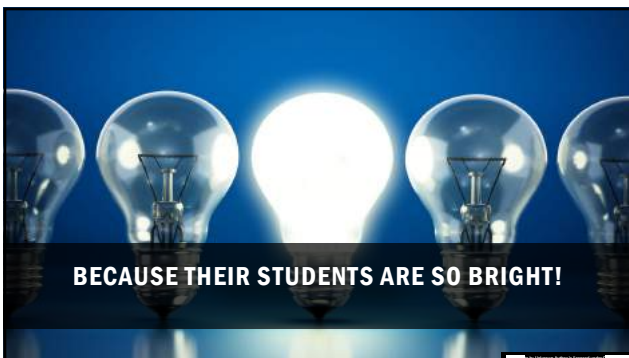
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3




4



5



6



HOUSEKEEPING

- x Registration forms and W9s need to be turned in by April 1 at the latest. I will send these TODAY.
- x **PD894 - 3 professional graduate credits REQUIREMENTS: please review the syllabus for this**

7

AGENDA

- History and Growth of CTE
- Project Background
- Fair Use Doctrine
- Writing Strategies and Tips
- Use of Google Docs
- Homework



8

WHAT IS CAREER-TECHNICAL EDUCATION?

Career Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners...CTE prepares these learners for the world of work by introducing them to workplace competencies and makes academic content accessible to students by providing it in a hands-on context.




9

CAREER-TECHNICAL EDUCATION (CONT.)

- Elementary: awareness
- Middle School: exploration
- High school: preparation

High school has gotten a lot of the CTE focus but now it is trickling down to the lower grades.



10

HISTORY & GROWTH OF CAREER-TECHNICAL EDUCATION



11

THINK ABOUT THIS

- On Guam, who historically has provided "vocational education"?
- What was the perception of vocational education on Guam?
- Historically, who did vocational education serve?
- What historical events promoted vocational education?
- Why is vocational education separate from academic education? How did this develop?

12

EUROPEAN INFLUENCE

During 1800s schools divided by social class

Manual training ~ lower classes

Apprenticeships were used as training

13

APPRENTICESHIP IN AMERICA

Oldest type of CTE in U.S.

Main form of industrial training

For poor, only educational opportunity

Not part of curriculum

14

CTE ON GUAM

Guam Vocational -Technical High School

- Opened in 1966 – around the same time as GW
- When GCC was established, Voc-Tech High School still existed on campus
- Last Voc-Tech high school class graduated from the Mangilao campus in 2000

Guam Community College

- Established in 1977 by P.L. 14-77
- From 1977 to 1982, GCC absorbed the police academy, DOL's apprenticeship program, and DOE's Adult Basic Ed Program
- Now, GCC has programs in all public high schools (over 2,700 students)
- Postsecondary enrollment is at nearly 2,300
- Articulation between high school and college courses (DCAPS)

15

CTE TODAY

- Prepare students for work and further education
- Combine preparation for both college and careers
- Integrate academic and vocational programs

16

PROJECT DESCRIPTION

Create a Resource Guide which contains K-12 lesson plans for English, Math, Science, and Social Studies. The Resource Guide will provide effective career awareness, exploration, and preparation lessons for teachers to use in their classrooms – and connect with their current standards.


17

YOUR TASK

18

1. Develop a lesson on a career following the format provided.
2. Create this lesson using google docs.
3. Provide a locally-produced video about that career.
4. Review a lesson from your colleague/peer. (If you want to work with someone in particular let me know)
5. Make changes to your document based on feedback from your peer reviewer
6. Try out the lesson in your classroom and improve the lesson.
7. Submit draft to Clare. Make changes based on feedback from Clare and/or editor.

19



SUPPORT

YOU

- Other teachers
- Community contacts
- Facilitators
- Websites
- [MaLe'/Pari'](#)

20



COPYRIGHT AND FAIR USE ACT

Guidelines, NOT legal advice

21

COPYRIGHT ACT

Fair use is a legal doctrine that promotes freedom of expression by permitting the unlicensed use of copyright-protected works in certain circumstances. [Section 107 of the Copyright Act](#) provides the statutory framework for determining whether something is a fair use and identifies certain types of uses—such as **criticism, comment, news reporting, teaching, scholarship, and research**.

According to a United States legislation (17 U.S. Code § 107), Fair Use is a 1st amendment right.

22

FOUR FACTORS: #1 PURPOSE

1. Purpose How do you intend to use it?

- Fair Use
 - **Education (In a transformative way)**

Criticism	Scholarship	Teaching
Research	News reporting	Commentary
- Not Fair Use
 - **Entertainment or reward**
 - e.g. Showing a movie that was illegally obtained as reward for good behavior.

23

FOUR FACTORS: #2 NATURE

2. Nature of the material (What was it intended for?)

- Fair Use
 - **Commercial work (youtube)* NOT to download**
 - **Factual information (encyclopedia)**
- Not Fair Use
 - **Education (workbooks, textbooks)**
 - Unless you have the approval from the publisher.
 - *Note: many copyright holders who intend for their work to be freely used will indicate that on the website or document.*

24

FOUR FACTORS: #3 AMOUNT

3. Amount (How much you intend to use)

- Fair Use
 - **The 10% rule**
 - In many cases using 10% or less would fall under Fair Use.
 - Small clip (3 min) from a 30min video.
- Not Fair Use
 - **Using the entire content**
 - **The 10% rule**
 - In rare cases, this rule may not apply if the portion being taken from the work is considered to be the "heart" of the work.

25

FOUR FACTORS: #4 MARKET

4. Impact on the market (will your product hurt the copyright holder's ability to sell and market their work)

- Fair Use
 - **Legitimately, legally acquired**
 - **No harm (economically) to the copyright holder**
 - **Youtube video (look for indications that it is to be shared)**
- Not Fair Use
 - **Diminishing the commercial value of the work**
 - **Obtaining it through questionable sites or places (black market)**

26

THE 5TH FACTOR



5. Public domain

- [LibriVox \(Free audio books\)](#)
- [The Internet Archive \(Non-profit library\)](#)
- [Wikimedia Commons \(Free media files\)](#)
- [Project Gutenberg \(Free ebooks\)](#)
- [Openly Licensed Educational Resources](#)
 - [Creative Commons](#)
 - [Ck12](#)
 - [Openstax](#)

27

INTERNET RESOURCES

- A common myth about the Internet is that anything posted online can be copied or downloaded.
- Anything you see on the Internet has the same potential of being protected by copyright as anything you see in the library or bookstore.
- Currently the most notorious use of copyright infringement is peer-to-peer file sharing. Which includes downloading..



28

BREAK

Try to blink one eye while snapping on the opposite side's hand 15 times in a row alternating eyes. In other words, blink you left eye while simultaneously snapping with your right hand and then blinking your right eye while snapping with your left hand

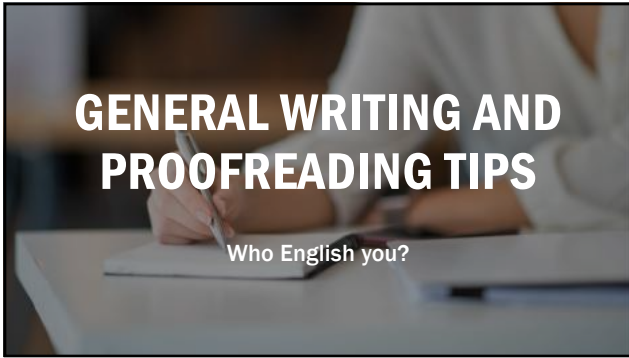


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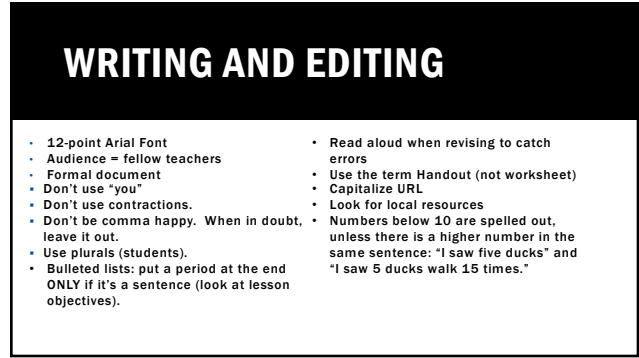
SIGN-IN TIME!

Put your full name on the chat!

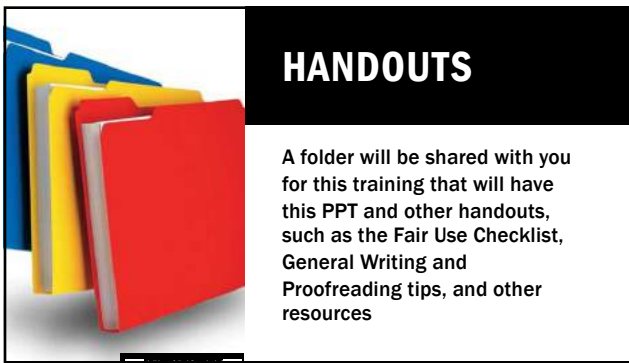
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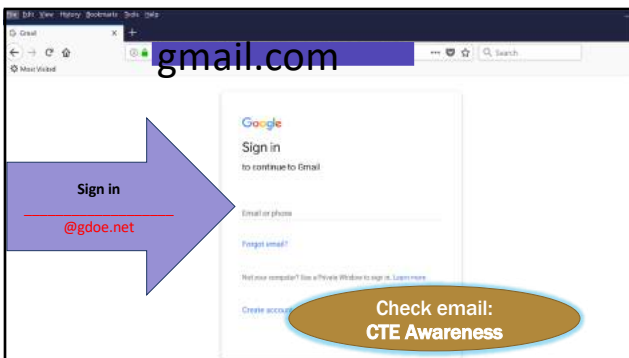
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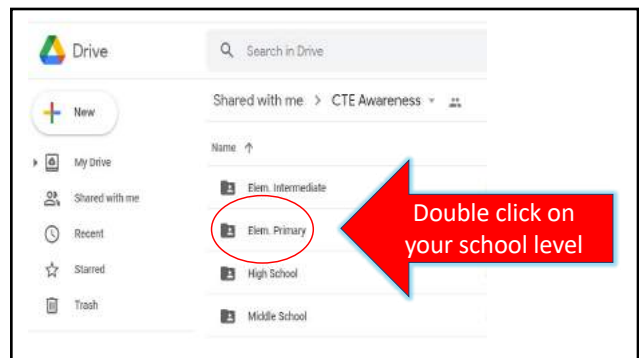
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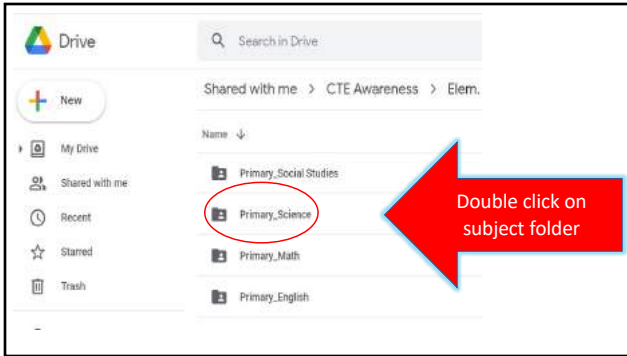
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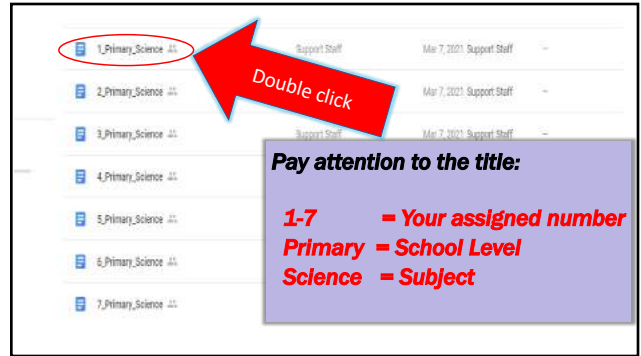
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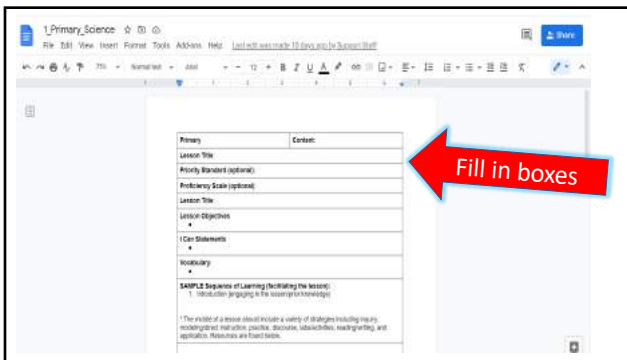
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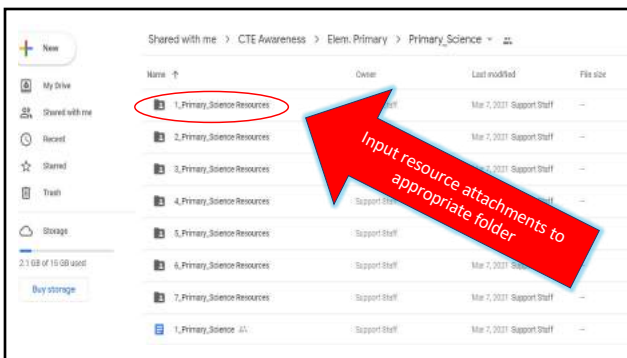
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41



42

HOMEWORK #1

Download InShot app on phone or tablet

Take a 3-minute video (of anything) and 3 regular photos with the same phone/tablet

Release your Unlimited Creativity with InShot

43

HOMEWORK #2

Complete the Career Template that will be emailed to you once you decide on your career.

44

Name:	Grade/Content:
Career	
Career Cluster/Pathway	
Nature of the Work	
U.S. Median Pay (2019)	
Required Work Experience	
Required On-the-Job Training	
Job Outlook	
Guam Employers	
Notes:	

Resources to completing this:

<https://www.bls.gov/soh/>

<https://dol.guam.gov/employment-and-training/>

45

ANY QUESTIONS?

46

NEXT STEPS

By Monday, I will assign you a # for inputting your lesson.

I will also email today's PPT and other resources, including the 16 Career Clusters.

As soon as you know the career you might want to do, let me know and I can input that to "save" your seat. First come, first serve.

47

DUE DATES

I changed the first 2 since the orientation!

CTE Exploration Lessons	DUE DATES (7pm)
1 st Draft Due to Facilitator & Peer Reviewer	April 2
Peer Review Due	April 5
Pilot in Classroom	April 14
2nd Draft Due to Facilitator WITH VIDEO	April 19
Facilitator returns Draft	April 23
3 rd Draft Due to Facilitator	April 25
Final Edits by Editor	May 2

48

AGENDA FOR NEXT TIME

- x Due Dates Review
- x Providing Feedback
- x Editing on Google Docs
- x Best Practices in Teaching and Learning
- x 10AM: Video editing

49

DISVOWELLED QUIZ

1. NTRDCTNS
2. GND
3. FR S
4. GGL
5. LSSN
6. CLR

50

LAST RIDDLE

I have holes on the top and bottom. I have holes on my left and on my right. And I have holes in the middle, yet I still hold water. What am I?



51

CAREER-TECHNICAL EDUCATION: LESSON RESOURCE DEVELOPMENT

Day 2

1

LOTS OF US ON ZOOM!

Put your name/school on the chat.
Put your questions and I will check periodically.
Feel free to comment. On the chat, complete this sentence: If I weren't a teacher right now, the job/career I would choose would be _____.

2

LET'S REVIEW FROM LAST TIME

Icebreaker
Review Questions

3

TEACHER RIDDLE #1

I look at you, you look at me, I raise my right, you raise your left. What is this object?

4



MIRROR

5



HOUSEKEEPING

- × Reminder: Complete and submit PD894 Registration forms and W9s by April 1.
- × Send me your "career template." Due today!

6

AGENDA

- Career Pathways
- Apprenticeships
- Best Practices in Teaching and Learning
- Feedback and Editing
- Due Dates



7


BEST PRACTICES IN TEACHING AND LEARNING



8

ARTICULATE CLEAR GOALS


- These are your "I can" statements. Remember words like "know, learn, understand" are not measurable.
- Students need to know what the "goals" are and where they are heading.
- Should connect to some type of formative assessment at the end of the lesson.



9

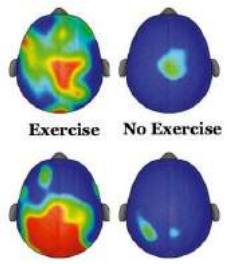
SHOW & TELL & MOVE

- Use different modalities to teach and for students to express what they learn.
- Forget about individual learning styles, use different types of activities throughout the lesson.
- Brain research indicates that students need to move to learn best.



10

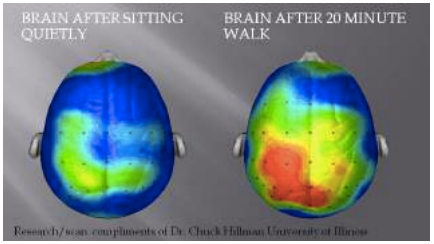
THE MORE THEY BURN, THE MORE THEY LEARN



11

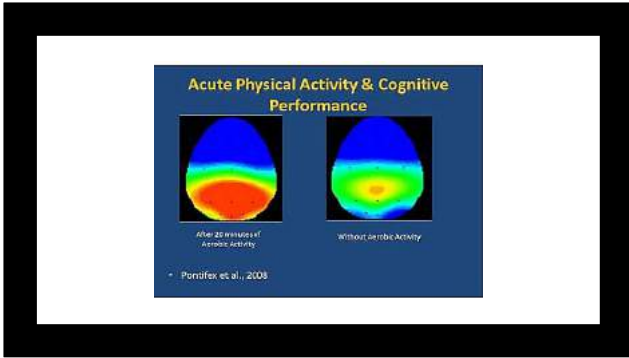
BRAIN AFTER SITTING QUIETLY

BRAIN AFTER 20 MINUTE WALK



Research/scan compliments of Dr. Chuck Hillman, University of Illinois

12



13

HERE'S A RESOURCE

gonoodle.com

14

CHECK FOR UNDERSTANDING

- This should be done frequently.
- Avoid yes/no questions.
- This is **FORMATIVE ASSESSMENT** (a process not a test!)
 - Obtrusive
 - Unobtrusive
 - Student generated

15

SUMMARIZE LEARNING IN A GRAPHICAL WAY

Graphic organizers, such as Venn diagrams, mind maps, flow charts

16

PROVIDE PLENTY OF PRACTICE

- Space them over time.
- Use different ways.
- **NOT** endless worksheets.


17

PROVIDE DOLLOPS & DOLLOPS OF FEEDBACK

1	Provide feedback that is criterion-referenced.
2	Provide feedback appropriately in time to meet students' needs.
3	Provide feedback that addresses what is correct and elaborates on what students need to do next.
4	Engage students in the feedback process.

18

A QUOTE..



“The most powerful single innovation that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops’ of feedback.” *John Hattie*

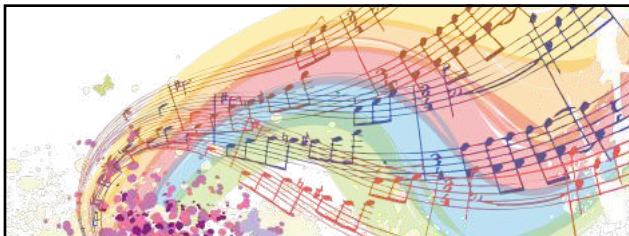
19

USE COOPERATIVE LEARNING



- Positive interdependence
- Individual accountability

20



INTEGRATE & DON'T FORGET THE ARTS!

21

PLACED-BASED EDUCATION

Place-Based Education is an approach that connects **learning** and communities with the primary goals of increasing student engagement, boosting academic outcomes, impacting communities and promoting understanding of the world around us. ... These benefits can impact students, teachers, families, communities and society.

22



PLACE-BASED EDUCATION

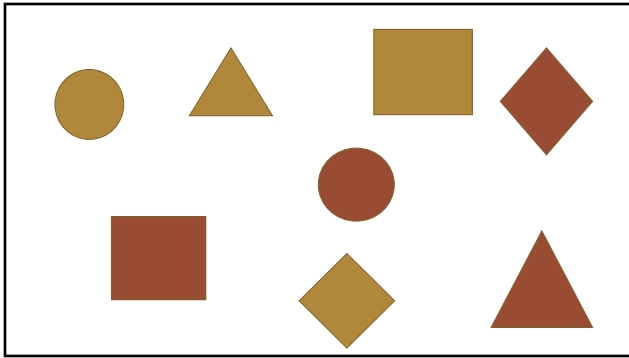
Think LOCAL!
 Connect with your students.
 Consider cultural and linguistic factors

23

FEEDBACK EXERCISE

If your last name begins with a C, close your eyes until I tell you to open them.

24

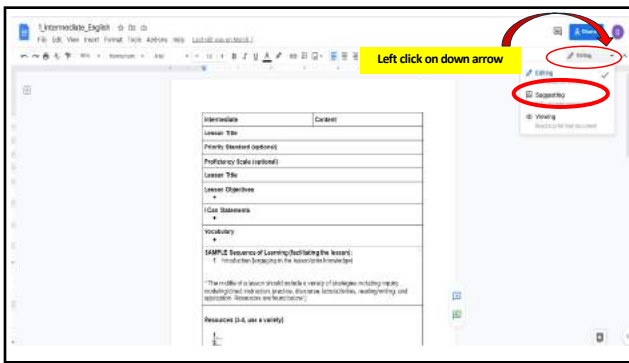


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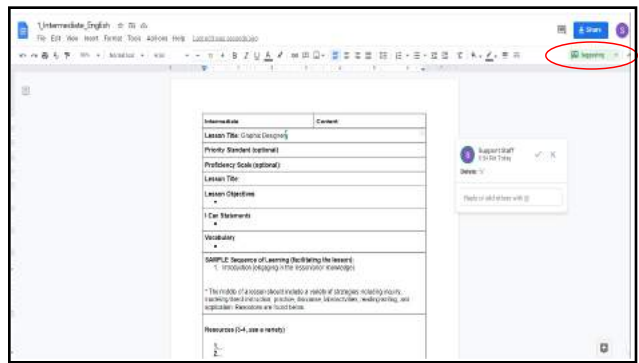


PEER EDITING

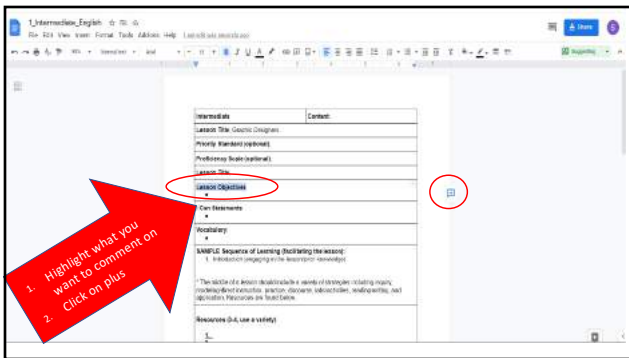
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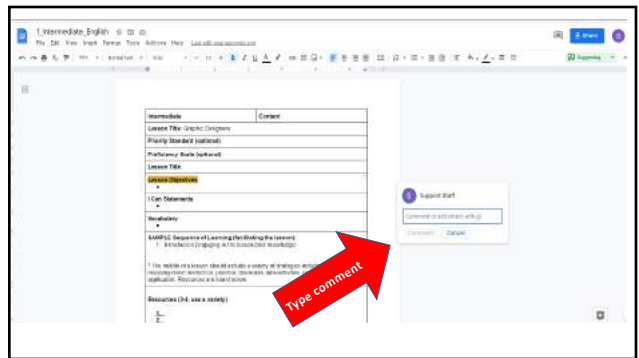
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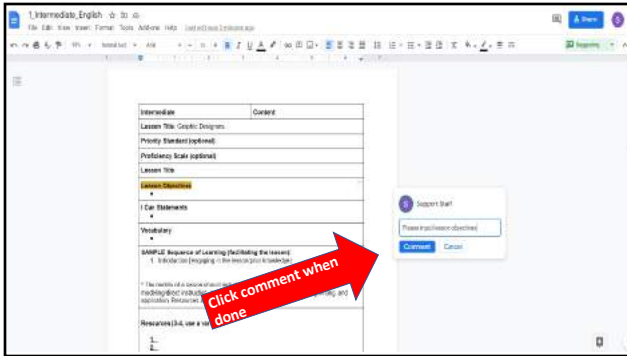
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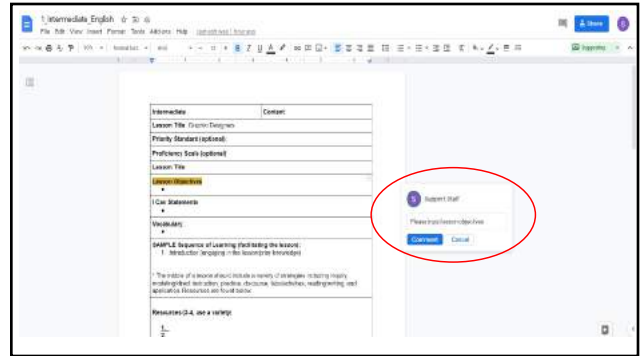
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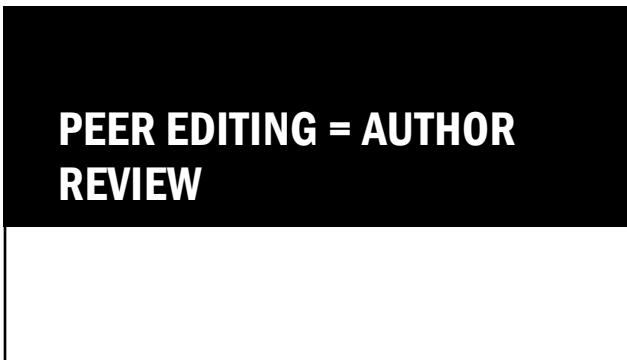
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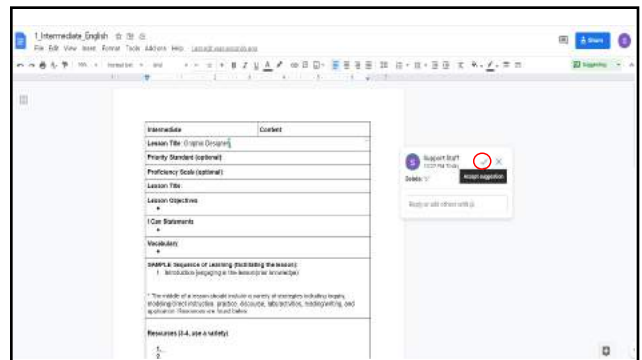
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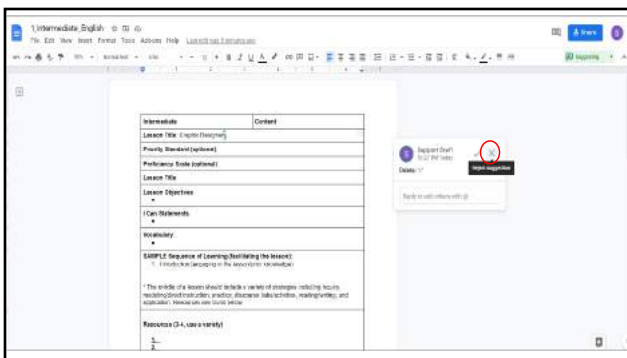
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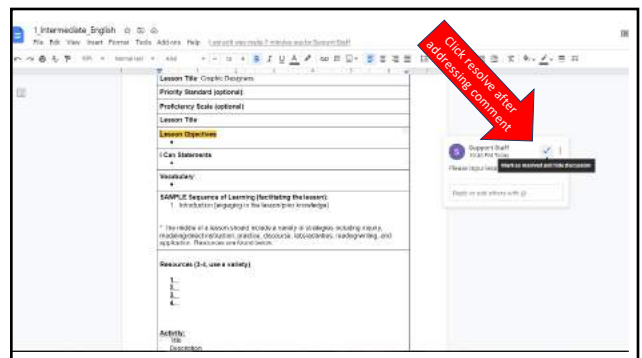
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35



36

STEPS

1. Once you are done (even if it's early), email your reviewer and Clare to let them know that you are done. Provide the link.
2. Peer reviewer will review for grammar, flow, and content.
3. Peer reviewer will email author and Clare to let them know that review is complete.
4. Author makes edits based on feedback.
5. Author tries out the lesson and edits document. Emails Clare a link to let her know it is done.
6. Clare reviews and emails author to let her know.
7. Author edits based on Clare's feedback.
8. There may be FINAL edits from editor.




37



ANY QUESTIONS?

38



NEXT STEPS

I will email today's PPTs, including the Career Pathways.

Finalize your careers

Complete Career Template (due at midnight today)

First **DUE DATE: Friday, April 2.**

39

DUE DATES

CTE Exploration Lessons	DUE DATES (7pm)
1 st Draft Due to Peer Reviewer & Clare	April 2
Peer Review Due	April 5
Pilot in Classroom	April 14
2nd Draft Due to Facilitator WITH VIDEO	April 19
Facilitator returns Draft	April 23
3 rd Draft Due to Facilitator	April 25
Final Edits by Editor	May 2

40



Not quite ready, but I'll give it a shot.

I'm ready to ROCK!

WHERE ARE YOU NOW?

41

DISVOWELLED QUIZ

1. CRR PTHWYS
2. PPRNTCSHPS
3. PLC BSD
4. DTNG
5. PR
6. CMCH

42


SIGN-OUT TIME!

Put your full name on the chat!

43

LAST RIDDLE

The more you take, the more you leave behind.



44



FOOTSTEPS

45

VIDEO TIPS & INTERVIEW QUESTIONS

46

**CAREER-TECHNICAL
EDUCATION: LESSON
RESOURCE DEVELOPMENT**

Day 3

1

LOTS OF US ON JOOM!

Put your name (first/last) on the chat.
Put your questions and I will check periodically.
Feel free to comment.
On the chat, answer this question: what is one of the best pieces of CAREER advice you have ever been given?

2

LET'S REVIEW FROM LAST TIME

Icebreaker
Review Questions

3

TEACHER RIDDLE #1

A teacher is yelling, she closes the door, the window, and a book. What did she forget to close?

4



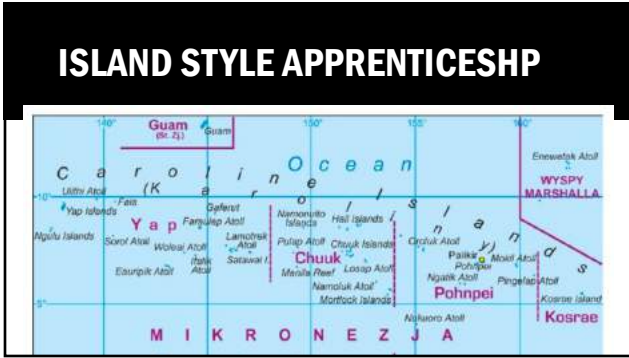
MOUTH

5

TEACHER RIDDLE #2

Give it food and it will live; give it water and it will die

6



13

Mau Piailug is from the island of Satawal. Satawal is a mile-and-a-half-long and a mile wide. Population is around 600. Navigation is not about cultural revival, it is about survival. Not enough food can be produced on a small island like that. Their navigators have to go out to sea to catch fish so they can eat.

14



15

NEXT STEPS

- Finalize your lessons.
- Work on your videos and send to me, I will upload into a youtube channel.
- Send in your talent release forms.

16

DUE DATES

CTE Exploration Lessons	DUE DATES (7pm)
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Final Edits by Editor	May 2

17

LAST RIDDLE

What is the most useful instrument in a math teacher's tool kit?

18



19

EXCITING NEWS

Look up the spreadsheet "CTE Careers/Reviewers." On the bottom, there are TWO tabs, go to the 2nd tab.

For those of you who are interested, you can do a 2nd career, for \$500!

Email me which "slot" you want and your career by **Monday April 12, 7pm**, no extensions (first come, first serve).

Lesson due (without video) to assigned reviewer by **April 17 7pm**. NO extensions.

Reviewer has until **April 19 7pm** to make comments. No extensions.

Final lesson WITH video due **April 25** to Clare.

20

SIGN-OUT TIME!

Put your full name on the chat!

21

**CAREER-TECHNICAL
EDUCATION: LESSON
RESOURCE DEVELOPMENT**

Day 4: WE WILL BEGIN AT 8:30
Last day! Woot woot! Enjoy the music!

1

LOTS OF US ON JOOM!

Put your name (first/last) on the chat.
We have a guest speaker today: Ms. Cathy Castro, President of the Chamber of Commerce.
Please put any questions or comments on the chat for her and I will monitor.

2

LET'S REVIEW FROM LAST TIME


Icebreaker
Review Questions

3

TEACHER RIDDLE #1

Why did King Kong get in trouble at school?

4



**HE WAS
ALWAYS
MONKEYING
AROUND**

5

TEACHER RIDDLE #2

What are the mummies favorite kind of music?

6



7

DUE DATES

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8

HOUSEKEEPING

- x Most of you are 90% done!
- x Video part is next, due 4/19!
- x Let me know if you need help with your video!
- x Let me know if major changes or if you upload your video.

9

AGENDA

Guest Speaker

Questions

Grades will be posted 5/1

I will submit verification of work for your payment 5/1.

Expect to be paid before the end of May.

10

MY FRIEND RENEE....


We do work together on Guam and in the FSM.

When things don't go her way, she says "he/she has ONE job...and

11



12




NEXT STEPS

Finalize your lessons.
Work on your videos and send to me, I will upload into a youtube channel.
Send in your talent release forms.

13

LAST RIDDLE

Why are police officers so strong?



14



THEY CAN HOLD UP TRAFFIC

15

SIGN-OUT TIME!


Put your full name on the chat!

16

The 16 Career Clusters

A Career Cluster is a grouping of occupations and broad industries based on commonalities

The slides will give you an understanding of each Career Cluster.



1

Agriculture, Food & Natural Resources

The production, processing, marketing, distribution, financing and development of agricultural products and resources including food, fiber, wood products, natural resources, farm and animal products.



Interests

- Enjoy working outdoors and being physically active
- Enjoy nature, taking care of pets, identifying environmental hazards and caring deeply about protecting the environment

Careers

- Agricultural Science Teachers
- Veterinarians
- Forest Fire Fighter
- Biochemists and Biophysicists
- Food Inspectors and Scientists
- Cartographers
- Game Warden and Animal Breeders
- Farm workers and laborers, farms and animals
- Nursery and greenhouse workers


Suggested High School Courses

Biology, Chemistry, Agricultural Courses (Floriculture, Landscaping/Turf Management), Statistics, Digital Literacy

2

Architecture & Construction

Careers in designing, planning, managing, building and maintaining the construction industry.



Interests

- Enjoy working with their hands, using tools
- Have an aptitude for math and science
- Like solving or analyzing problems
- Building homes or other structures
- Building bridges and roadways

Careers

- Architect
- Brick mason or Cement Mason
- Electrician or Plumber
- Carpenter
- Structural Steel Workers
- Construction Inspector
- Elevator Installer/Repairer
- Roofer


Suggested High School Courses

Algebra, Geometry, Science, Carpentry Technology, Welding Technology, Digital Literacy, Machinist Technician, Electrical Technician

3

Arts, A/V Tech & Communications

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing art and journalism and entertainment services



Interests

- Drawing pictures or cartoons to amuse people
- Performing music, drama and or dance
- Creating an original video or film
- Sketching or painting pictures
- Taking photographs
- Making jewelry, sculpture or ceramics
- Designing a newspaper layout

Careers

- Graphic Artist
- Art, Theatre or Music Teacher
- Newspaper Reporter
- Photojournalist
- Author or Writer or Director
- Musician


Suggested High School Courses

Art, 2D/3D Art, Drama, Journalism, English, Music, History & Appreciation of Visual & Performing Arts, Digital Literacy

4

Business, Management & Administration

Planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. These opportunities are available in every sector of the economy.



Interests

- Running your own business
- Developing web pages
- Preparing reports
- Analyzing data
- Being a club officer
- Organizing a school event or fund-raiser
- Managing tasks for a group

Careers

- Accountant or CPA
- Financial Manager
- Company Executive (CEO, CFO)
- Office Manager
- Public Relations Specialist
- Management Analyst
- Billing Clerk


Suggested High School Courses

Math, English, Business Management, Marketing, Sports Management, Digital Literacy

5

Education & Training

Planning, managing and providing education and training services, and related learning support services.



Interests

- Tutoring or babysitting young children
- Creating lesson plans
- Attending a summer camp
- Help others draw, write or read
- Create crafts, art or bulletin boards
- Play games with spelling, reading or math
- Coaching sports

Careers

- School Counselor or School Psychologist
- Teacher or Teacher's Aide
- College Advisor
- Day Care Center Director
- Librarian
- Vice Principal or Principal


Suggested High School Courses

English, Math, Science, History, Peer Tutor, Sociology, Psychology, Human Development, Relationships, Parenting, Early Childhood Ed., Digital Literacy

6

FINANCE \$\$\$\$\$\$\$

Planning, service for financial and investment planning, banking, insurance and business financial management.



Interests

- Investing money
- Developing a budget
- Using spreadsheets and financial computer programs
- Balancing a checkbook
- Being a treasurer of a club
- Organizing a fund-raiser
- Planning a mock stock market game
- Studying investments and the stock market

Careers

- Actuary
- Appraiser
- Financial Institution Manager (Banker)
- Loan Officer (Mortgage or others)
- Securities Trader
- Tax Preparer or Auditor
- Claim Examiner or Adjuster


Suggested High School Courses

Algebra, Accounting, English, Marketing, Digital Literacy

7

Government & Public Adm.

Executing governmental functions to include governance, national security, foreign service, planning, revenue and taxation, regulation, management and administration at the local, state and federal levels.



Interests

- Participating in a debate or on a debate team
- Researching and writing grants
- Learning and speaking a foreign language
- Making speeches
- Running for class or club office
- Volunteering as a legislative aide
- Volunteering for school board/town board position
- Campaigning for political candidates

Careers

- Government Investigator (FBI, CIA, ATF)
- Public Works Director
- City or Town Manager
- Congressional Aide
- Legislative Assistant
- State Department Official


Suggested High School Courses

Accounting, Business Law, Business Management, Law & Justice, Foreign Languages, Sociology, Psychology, English, Statistics, Digital Literacy

8

Health Science

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services and biotechnology research and development.



Interests

- Learning First Aid or CPR
- Volunteering at a retirement home
- Learning how the body/mind work
- Watching medical shows on TV
- Being a team manager on a school athletic team
- Volunteering at a rescue squad

Careers

- Dietician
- Athletic Trainer
- Pharmacist
- Physician Assistant, Nurse, Radiologic Tech
- Music or Art Therapist
- Dentist or Physician or Surgeon
- Recreational, Occupational Therapists
- Physical Therapist
- Dental Lab Technician


Suggested High School Courses

Biology, Anatomy, English, Math, Chemistry, Psychology, Health and PE, Music and Art, Digital Literacy, Health Science

9

Hospitality and Tourism

Management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.



Interests

- Planning vacations or school trips
- Cooking and baking
- Participating in sports
- Exercising and working out
- Planning school functions
- Recreational activities
- Being a lifeguard
- Reading about other countries and cultures

Careers

- Recreational Leader
- Camp Counselor
- Travel Agent
- Hospitality Manager
- Hotel Manager
- Chief Baker/Server/Cook
- Tour Director

Suggested High School Courses

English, Foreign Languages, Geography, History, Child Care Studies, Physical Education, Health, Sociology and Psychology, Digital Literacy

10

Human Services

Preparing individuals for employment in career pathways that relate to families and human needs.



Interests

- Listening and helping friends with problems
- Working with the elderly
- Shopping and comparing prices
- Volunteering
- Delivering food and clothes to people in need
- Serving home at a homeless shelter
- Working with the elderly
- Making family menus

Careers

- Child Care Worker
- Recreational Worker
- Rehabilitation or Substance Abuse Director
- Deaf Interpreter Associate
- Nutrition Counselor
- Psychologist
- Funeral Director or Clergy
- Mental Health Technician


Suggested High School Courses

Relationships and Parenting, Life Skills, Sociology, Psychology, Foreign Languages, English, History, Early Child Ed., Human Development, Digital Literacy

11

IT Information Technology

Design, development, support and management of hardware, software, multimedia and systems integration services.



Interests

- Playing video games
- Assembling computer parts or repair systems
- Writing software programs
- Developing web pages
- Surfing the Internet
- Analyzing data or information
- Documenting and recording information
- Learning or installing software programs

Careers

- Computer System Engineers, Analysts or Architects
- Database Administrators
- Network Systems Analysts
- Web Administrators
- Business Intelligence Analysts
- Computer Security Specialists


Suggested High School Courses

Advanced Math courses, Web Development/Administration, Network Administration, Digital Literacy

12

Public Safety, Corrections & Security

Planning, managing and providing legal, public safety, protective services and homeland security, including professional and technical support.



Interests

- Reading mystery novels or watching mystery movies
- Following court cases in the news
- Listening to a police scanner
- Volunteering to search for missing pets or children
- Participating in a search and/or rescue training
- Volunteering for the local fire department

Careers

- Attorney or District Attorney
- Corrections Officer
- Court Reporter or Clerk
- Police Officer or Detective
- Polygraph Examiner
- Fire Fighter or Inspector
- Forensic Artist
- Paralegal
- Probation and Parole Officer


Suggested High School Courses

Law & Justice, History, Psychology, Sociology, Digital Literacy, Health & PE, Relationships

13

Manufacturing

Planning, managing and performing the procession of materials in into intermediate or final products and related professional and technical support activities as production planning and the control, maintenance and engineering of products.



Interests

- Sewing, weaving, knitting or other projects
- Building things such as wood projects
- Taking machine shop classes
- Repairing machinery
- Stalling and repairing home stereo equipment
- Working with leather goods
- Operating a printing press

Careers

- Machine Operator
- Welder
- Cabinetmaker or Furniture maker
- Textile Inspector, Tester
- Health and Safety Specialist
- Industrial Psychologist
- Operations Research Analyst
- Laborer

Suggested High School Courses

Math, Machinist Technician, Electrical Technician, Automotive Maintenance and Light Repair, Maintenance Mechanic, Digital Literacy

14

Marketing, Sales & Service

Planning, managing and performing marketing activities to reach organization objectives.



Interests

- Give people advice on products they buy
- Sell products for fundraisers
- Take tours of houses for sale
- Design and model clothes
- Decorate homes or rearrange furniture
- Likes working with numbers
- Enjoys shopping
- Setting up a fashion show

Careers

- Real Estate Agent or manager
- Real Estate Appraiser
- Fashion or Floral Designer
- Retail Store Manager or Clerk
- Customer Service Representative
- Sales manager
- Fashion Model


Suggested High School Courses

Marketing, Art, English, Fashion Marketing, Digital Literacy

15

Science Technology, Engineering & Math

Planning, managing, and providing scientific research and professional and technical services including (e.g. physical science, social science, engineering) laboratory and testing services and research and development services.



Interests

- Collecting rocks or fossils
- Identifying plants and animals
- Conducting science experiments
- Watching the weather
- Designing and test vehicles or planes
- Developing new products or machinery
- Stargazing
- Designing experiments

Careers

- Anthropologist
- Physicist
- Environmental Scientist
- Engineer (Nuclear, Industrial, Chemical, Civil, Petroleum)
- Aerospace Engineer
- Computer Hardware Engineer


Suggested High School Courses

Biology, Chemistry, Physics, Anatomy & Physiology, Digital Literacy, Statistics, Aerospace Science (ROTC)

16

Transportation, Distribution & Logistics

Planning, management and movement of people, materials and goods by road, pipeline, rail, air, and water and related services such as transportation, infrastructure planning and management, logistics services, mobile equipment and facility maintenance.



Interests

- Playing with automobiles or trains
- Loves flying
- Loves boating
- Interested in knowing how machines work
- Interested in fixing all types of machines
- Interested in the distribution of goods

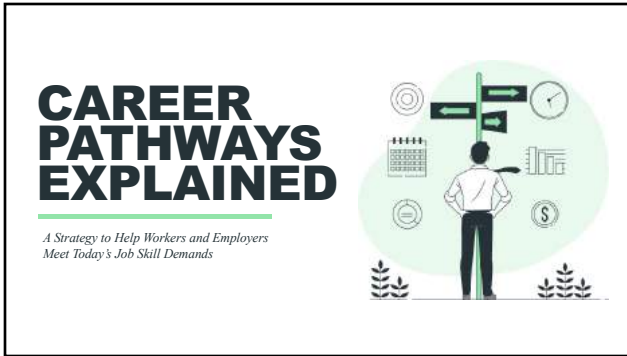
Careers

- Commercial Pilots
- Traffic Technicians
- Transportation Specialist
- Aerospace technicians
- Air Cargo Handlers
- Bus and Auto Mechanics
- Motorboat Mechanics
- Electrical Equipment Installers

Suggested High School Courses

Math, Science, Maintenance Mechanic, Electrical Technician, Automotive Maintenance and Light Repair

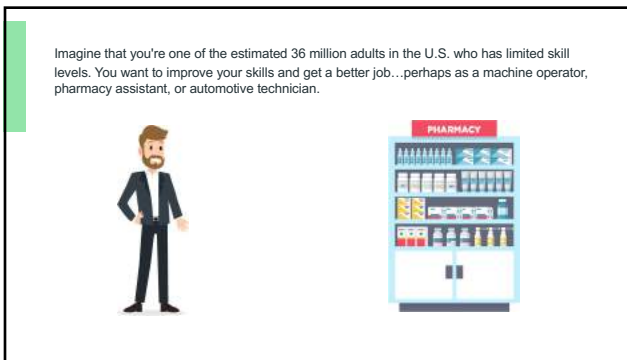
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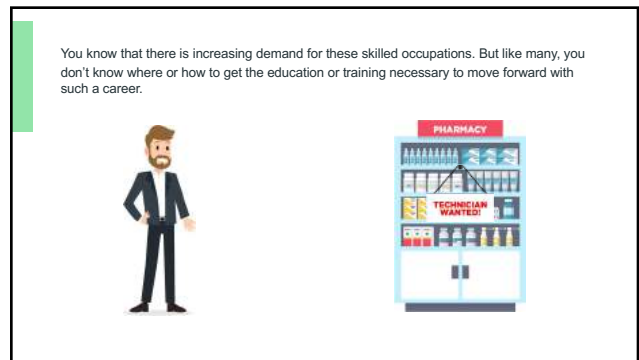
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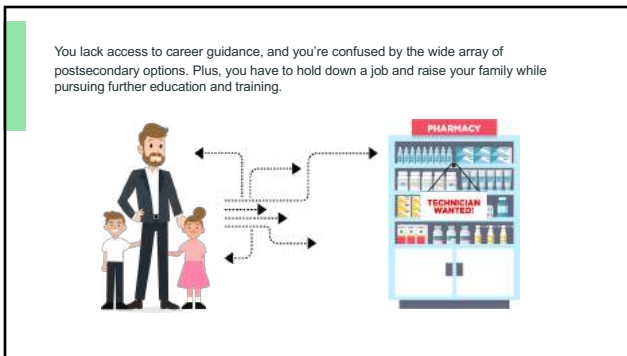
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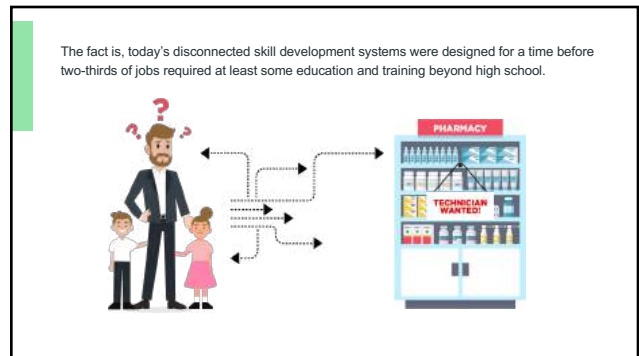
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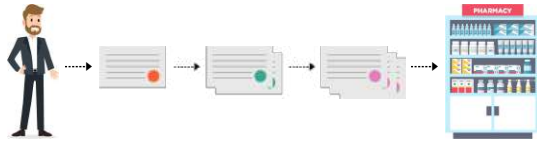


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6

One promising solution to this challenge is the career pathway approach.



7

Career pathways offer routes to skilled professions and support individuals along the way, coordinating with employers and providing crucial guidance.

Each step allows the participant to gain a marketable skillset and credential, preparing them for the next job on the career path.



8

Career pathways received a major endorsement when Congress passed—and President Obama signed—the Workforce Innovation and Opportunity Act. The new law includes strong support for this approach and related innovations in youth and adult education.



President Obama signs the Workforce Innovation and Opportunity Act in 2014.

9

In this explainer, we'll cover what's required to establish quality career pathways and systems and give a few examples of how they work on the ground.



10

KEY COMPONENTS OF CAREER PATHWAYS

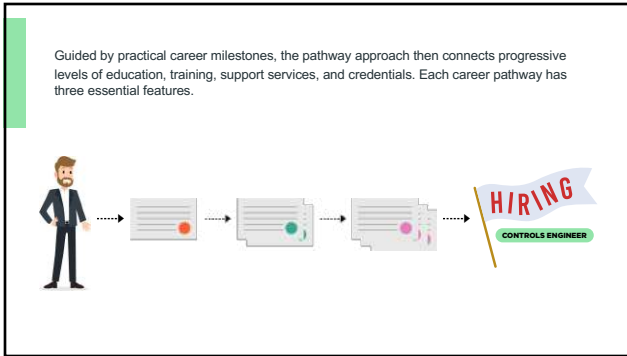


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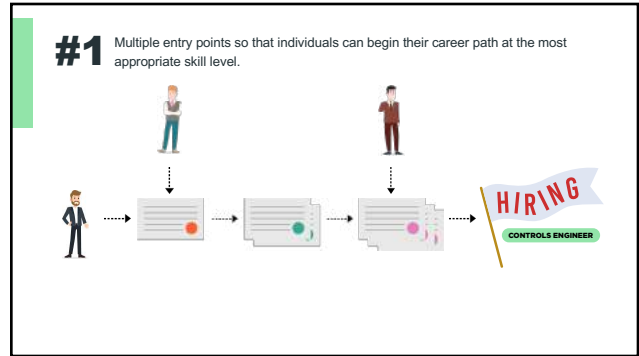
The career pathway approach targets occupations with a lot of job openings and works with employers to grow a pipeline of skilled workers.



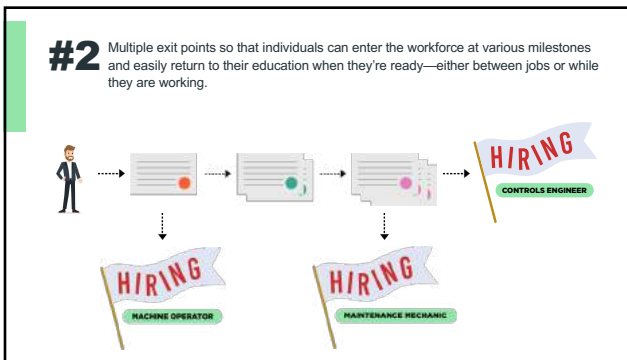
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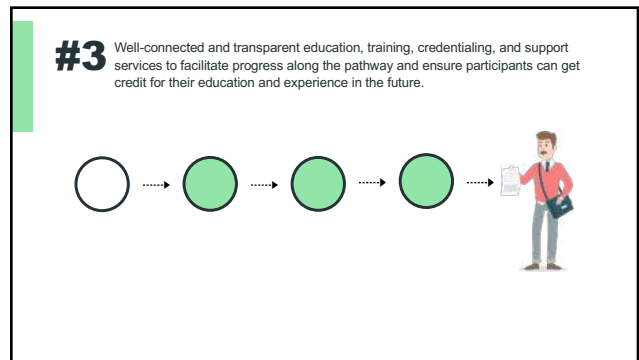
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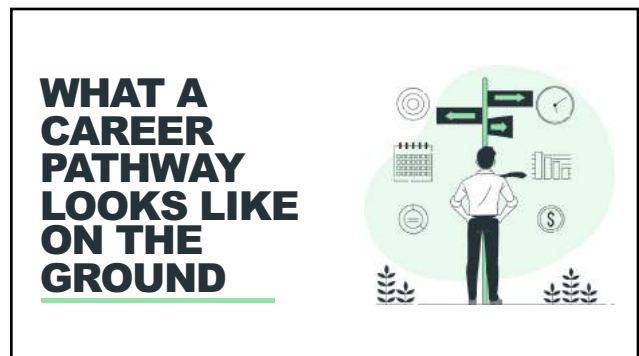


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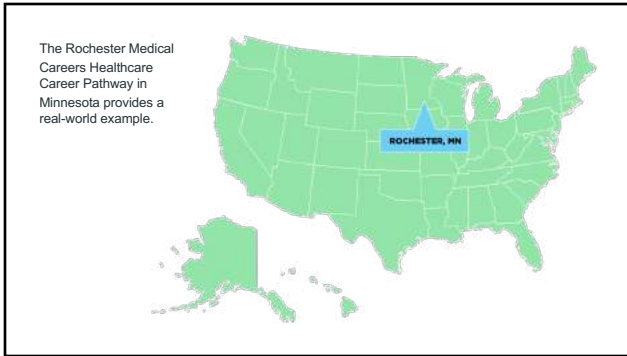
It's also important for career pathways to integrate four key functions:

- #1** Quality education and training
- #2** Consistent and non-duplicative assessments of participants' assets and needs
- #3** Support services and career navigation assistance
- #4** Employment services and work experiences

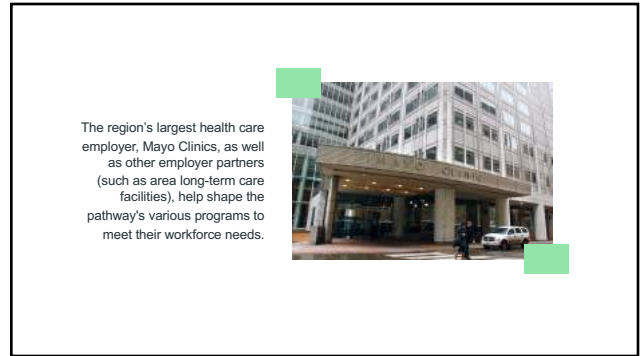
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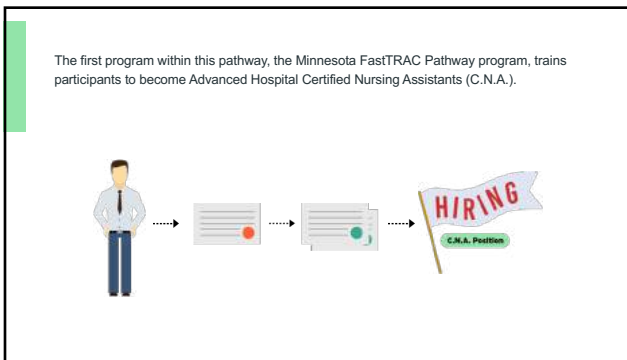
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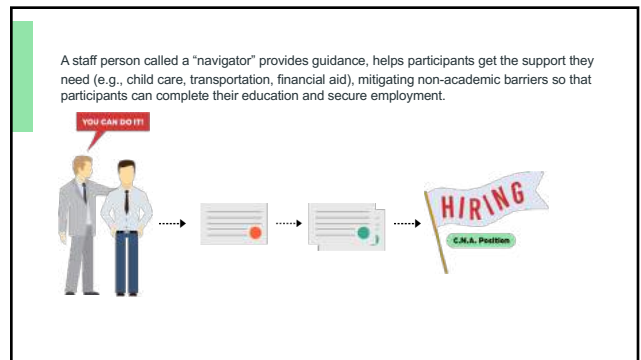
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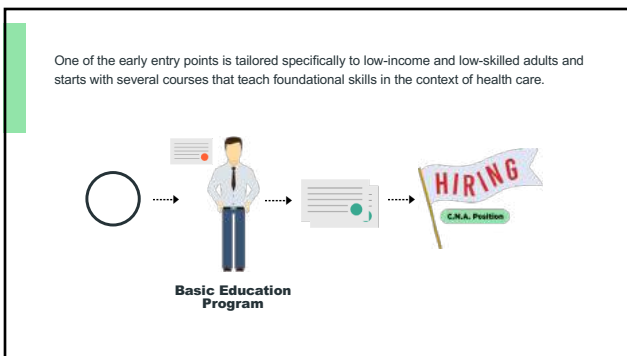
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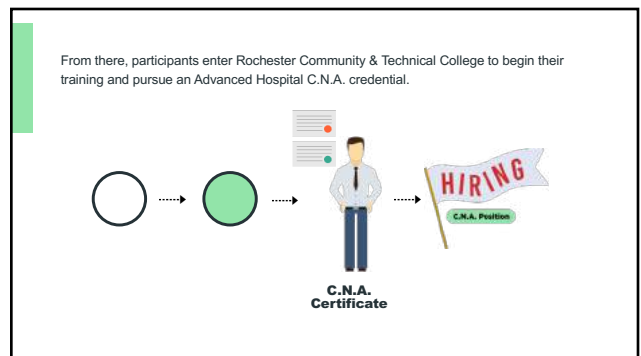
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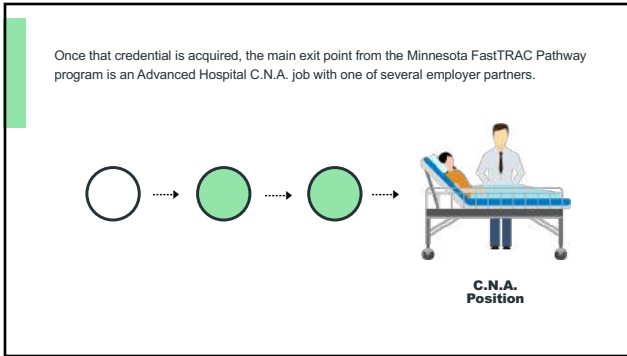
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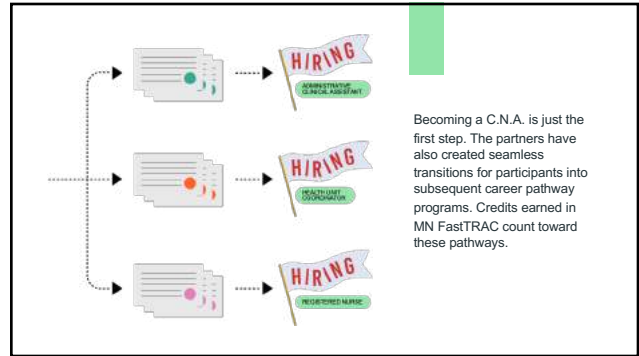
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26

“There was a point in my life I didn’t know what direction to go and there weren’t many resources for me. Now I have everything I need to be successful.”

Antoinette McCarthy
*Certified Nursing Assistant
 Minnesota FastTRAC Grad*

27

The Rochester pathway is one example among many in Minnesota.

From 2009-2012, MN FastTRAC programs received funding from multiple federal, state, and philanthropic sources and served 3,385 individuals, achieving superior results and outcomes compared to other education and training programs.

Out of the 3,385 people entering into the Minnesota FastTRAC Program

88% completed industry-recognized credentials and/or credits toward those credentials

69% attained employment and/or continued education in the career pathway

28

HOW WE SUSTAIN AND SCALE CAREER PATHWAYS


29

To help improve, scale, and sustain career pathway systems, the 10 states in the Alliance for Quality Career Pathways (AQCP) created a consensus framework that provides a clear set of criteria and indicators.

- Arkansas
- California
- Illinois
- Kentucky
- Massachusetts
- Oregon
- Minnesota
- Virginia
- Washington
- Wisconsin


30

These quality standards will make it easier for funders, practitioners, and participants to identify and support strong career pathways.



31

The framework also establishes a set of participant metrics, which includes credential and labor market outcomes, as well as interim metrics designed to measure the progress of participants along pathways. Many of the AQCP metrics are similar to those in the new federal workforce law.



32

Utah Career and Technical Education Career Pathway 2019-2020 School Year

Career Cluster: Human Services
Career Pathway: Community, Family & Social Services

Year	12th Grade	1-Year Certificate	2-Year Associate or Advanced Certificate	4-Year Bachelor's Degree	More than 4 Years Postsecondary Education
12th Grade	12th Grade	1-Year Certificate	2-Year Associate or Advanced Certificate	4-Year Bachelor's Degree	More than 4 Years Postsecondary Education

Student Testimonial: I am proud to be a graduate of the Utah Career and Technical Education Career Pathway. I have gained valuable skills and knowledge that will help me succeed in my career.

High School to Postsecondary Education and Training: This pathway provides a clear path from high school to postsecondary education and training, ensuring students are prepared for the workforce.

33

Community, Family and Social Services II - In-demand

Sample Occupations Requiring:

- High School Diploma
- Childcare Worker
- Community Health Worker
- Social and Human Service Assistant

Certificate:

- NA
- Human Services

Associate or Technical Degree:

- Foster Care Social Worker
- Mental Health Technician

Bachelor's Degree:

- Child and Adolescent Social Worker
- Community Health Worker
- Family Social Worker
- Human Services
- Human Services Manager
- Social Worker

Graduate or Post-Degree:

- Clinical, Counseling and School Psychologist
- Community and Social Services Specialist
- Marriage and Family Therapist
- Mental Health Counselor

34

APPRENTICESHIP	APPRENTICESHIP A closer look
-----------------------	--

1



2

Europe and America	
	<p>Oldest type of "vocational education"</p> <p>Lower class, poor</p> <p>Not part of the school system</p> <p>Main form of industrial training</p> <p>Decline see after the Industrial Revolution: free public schools, wages kept low, trades were overcrowded, industries became centralized</p>

3

Apprenticeship Process	
	<p>Formal agreement</p> <p>Covers definite period of time</p> <p>Binds employer to provide training</p> <p>Gains work of apprentice</p>


4

Apprenticeship Today	
	<p>Government credential system</p> <p>Developing and recognizing specific skills, competencies, and accomplishments</p> <p>Registration is documented</p> <p>Progress is recorded</p> <p>Approved, written training outline describes functions to be learned, how long, and where</p> <p>Earn a certificate of completion</p>

5

	Apprenticeship Today (Cont)
	<p>Usually high school graduates</p> <p>About 2/3 in construction and manufacturing</p> <p>Minimum term is one year</p> <p>Training with skilled craft worker</p> <p>Wages are half of full trained workers</p> <p>Different groups must coordinate programs</p>

6



CTE Leaders
 Booker T. Washington, educator
 David Snedden, administrator
 Charles Prosser, lawyer
 John Dewey, philosopher

7




Apprenticeship on Guam
 The Registered Apprenticeship system provides the opportunity for workers seeking high-skilled, high-paying jobs and for employers seeking to build a qualified workforce. In this regard, the Registered Apprenticeship system effectively meets the needs of both employers and workers. Registered Apprenticeship is highly active in traditional industries such as construction and manufacturing, but it is also instrumental in the training and development of emerging industries such as healthcare, energy, and homeland security.

8

Guam Registered Apprenticeship Program

Benefits to the apprentice:

- A paycheck
- Hands-on career training
- Education
- Career
- National industry certification
- Recognizable partners




9

Guam Registered Apprenticeship Program

Benefits to the employer:

- Tax credits: eligible businesses are entitled to tax credits against their gross receipts tax liability to 50% of the eligible training costs incurred by the business
- Reduces shortage of highly skilled workers
- Encourages employers to hire/train
- Apprenticeships pay income tax



10

SO I DID SOME DIGGING....



1	ASIA PACIFIC FINANCIAL MANAGEMENT GROUP	72,720.33
2	CABRAS MARINE CORPORATION	264,616.17
3	DOCONO PACIFIC INC.	2,940,446.15
4	GREEN ENERGY SOLUTIONS INC.	58,527.36
5	GTA TELLEGUAM, LLC	417,398.06
6	MARIANAS PROPERTIES DBA: PACIFIC STAR RESORT & SPA	240,988.02
7	PACIFIC HUMAN RESOURCE SERVICES (PHRS),INC.	33,785.81
8	PACIFIC UNLIMITED INC.	44,113.29
9	PHOENIX PACIFIC (GUAM), INC.	171,820.15
10	PFI PACIFICA DBA: ITRE	281,721.23
11	SANDRA MCKEEVER INC.	53,127.76
Total FY 2020 Tax Credits		\$ 4,579,264.33

11

GPA Apprenticeship Program

Started in 2003 upon approval by US DOL, 6 cycles
 Difficulties in hiring highly skilled positions
 GPA hires all apprenticeships who successfully complete the program
 Hardest class: MA161 College Algebra & Trig
 Jobs: Heavy Equipment Mechanic, Electricians (Meter/Plant/Substation), Electric Relay Technician, Plant Operator, Machinist
 Inspired employees as mentors, created higher performance standards and pride in work

12

**From GPA
HR Office**

Specialized industries on Guam, like GPA, often encounter difficulty in recruiting qualified and experienced job applicants. This program allows GPA the opportunity and ability to invest and build a trained workforce to meet current and future needs. We accept applicants right out of high school and favor those with a strong work ethic, good problem-solving skills, listening skills, and an eagerness to learn. Those that succeed are the ones who can pass math and are not lazy.

UNIVERSITY OF GUAM
Global Learning and Engagement

Course Title: CTE Learning Resources: Train the Trainers
Credit Hours: One (1) professional graduate credit – PD894
Instructor: Clare Camacho, Ph.D.
Contact Information: ccamacho@triton.uog.edu; 735-2600

Course Content

This course will provide in-service teachers with basic foundation of adult education, including adult learning theories, motivation, and presentation and facilitation skills. Students will be able to use training aides and tools to facilitate training sessions, specifically in the area of developing and utilizing place-based lessons related to career-technical education. In addition, participants will show case video editing techniques.

Rationale for the Course

This course will improve the abilities of current teachers to provide curricular training sessions to other educational professionals, mainly teacher colleagues.

Skills and Background Required or Expected

Students are expected to read assigned materials and to participate in all sessions through attending, participating in all activities, and conducting presentations.

Teaching Methodologies & Anticipated Class Size

Lecture, questioning, group participation and other activities will be used to help participants acquire the objectives of the course. The class size will be limited to 100 participants.

Learning Objectives

Participants will be able to:

- Distinguish between andragogy and pedagogy;
- Discuss adult learning theories;
- Provide a list of adult motivational techniques;
- Select and use training aids and tools; and
- Conduct a presentation on CTE learning resources.

Methods of Evaluation

Evaluation will be based on participation in course activities and a presentation.

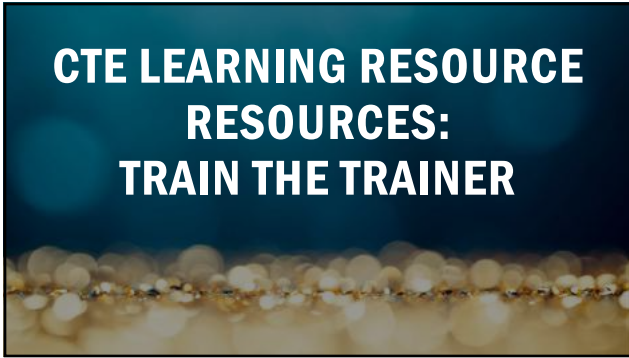
Points System

Course Activities	10
Presentation*	90
Total points possible:	100

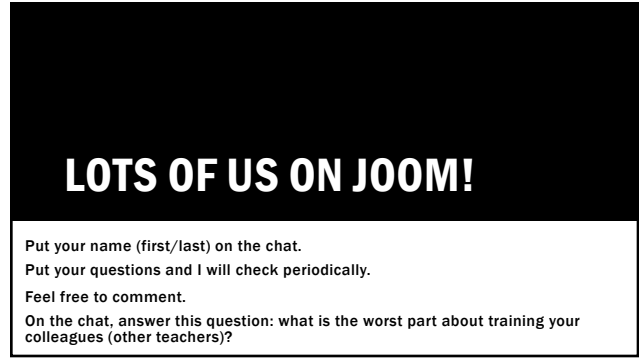
*Must submit ppt. presentation and sign-in sheet of those attending the presentation.

References

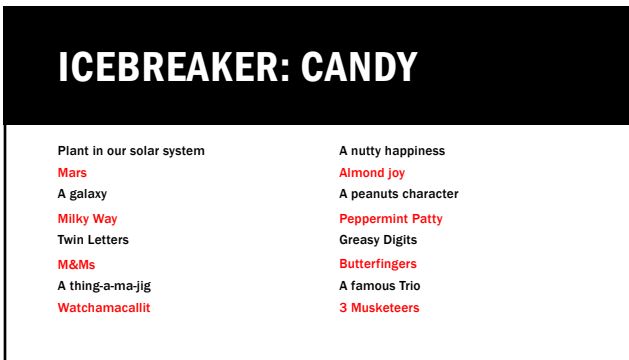
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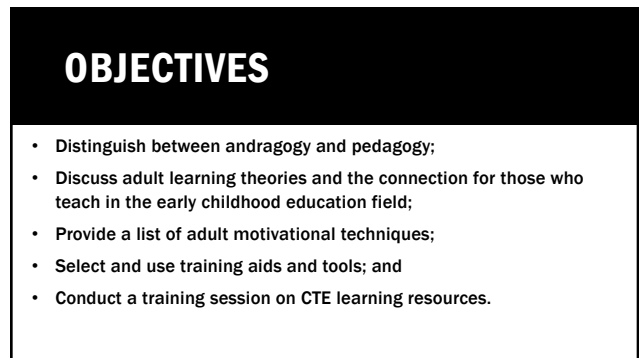
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4



5



6

1. I will place you into pairs; decide which of you will be the teacher and which of you will be the learner.

2. Do NOT talk to each other as you complete the following:

1. Teachers: Write out the first two steps you will take in order to teach the learner how to drive a car (person has never driven a car). Indicate where you will be when you take each step.
2. Learners: Write out the first two steps you would like your teacher to take in order to help you learn this task (to drive a car) most effectively. Indicate where you will be as you take each step.

7

PEDAGOGY

- Pedagogy is a term derived from the Greek words paid (meaning "child") and agogus (meaning "leading").
- So "pedagogy" means, literally, the art and science of teaching children (Knowles, 1973)

8

ANDRAGOGY

- The term andragogy was coined in 1833 by the German teacher Alexander Kapp.
- Andragogy is based on the Greek word aner with the stem andra meaning "man, not boy" or adult, and agogus meaning "leader of."
- Andragogy was first introduced to the United States in 1927 by Martha Anderson and Eduard Linderman, but they did not attempt to develop the concept.

9

WHAT IS THE DIFFERENCE BETWEEN ADULT LEARNING AND CHILD LEARNING?

LET ME KNOW YOUR THOUGHTS ON THE CHAT.

10

THE LEARNER

PEDAGOGICAL	ANDRAGOGICAL
<p>The learner is dependent upon the instructor for all learning</p> <p>The teacher/instructor assumes full responsibility</p> <p>The teacher/instructor evaluates learning</p>	<p>The learner is self-directed</p> <p>The learner is responsible for his/her own learning</p> <p>Self-evaluation is characteristic of this approach</p>

11

ROLE OF THE LEARNER'S EXPERIENCE

PEDAGOGICAL	ANDRAGOGICAL
<p>The learner comes to the activity with less experience that could be tapped as a resource for learning</p> <p>The experience of the instructor is most influential</p>	<p>The learner brings a greater volume and quality of experience</p> <p>Adults are a rich resources for one another</p> <p>Different experiences assure diversity in groups</p> <p>Experience becomes the source of self-identity</p>

12

READINESS TO LEARN

PEDAGOGICAL	ANDRAGOGICAL
Students are told what they have to learn in order to advance to the next level of mastery	<p>Any change is likely to trigger a readiness to learn</p> <p>The need to perform more effectively in some aspect of one's life is important</p> <p>Ability to assess gaps between where one is now and where one wants and needs to be</p>

13

ORIENTATION TO LEARNING

PEDAGOGICAL	ANDRAGOGICAL
<p>Learning is a process of acquiring prescribed subject matter</p> <p>Content units are sequenced according to the logic of the subject matter</p>	<p>Learners want to perform a task, solve a problem, live in a more satisfying way</p> <p>Learning must have relevance to real-life tasks</p> <p>Learning is organized around life/work situations rather than subject matter units</p>

14

ADULT LEARNING

BARRIERS	WAYS TO OVERCOME BARRIERS
<ul style="list-style-type: none"> ▪ The time to devote to learning ▪ The money for training ▪ The ability to use what they learn (relevancy) 	

15

FUN THEORY VIDEO

Watch this video:
<https://www.youtube.com/watch?v=2IXh2n0aPyw>

What motivated these people to use the stairs?
What motivates YOU?
What are some other sources of adult motivation to learn?

16

MOTIVATION FOR LEARNING

PEDAGOGICAL	ANDRAGOGICAL
Primarily motivated by external pressures, competition for grades, and the consequences of failure	Internal motivators: self-esteem, recognition, better quality of life, self-confidence, self-actualization

17

6 EFFECTIVE STRATEGIES FOR TEACHING ADULTS

18

6 EFFECTIVE STRATEGIES FOR TEACHING ADULTS

19

#1: KEEP IT RELEVANT

Adult students truly latch onto lessons they feel are relevant. They have to understand how the skills they learn will improve their daily lives. If they believe a lesson will have a measurable impact, they will be far more likely to be engaged and internalize the lesson.

20

#2: REMEMBER STUDENT BACKGROUNDS

Adult education has to draw on the fact that students have far more life experience. This means that your educational content must reflect the level of education they have completed, what their daily lives are like and what they are looking for out of a course.

21

#3: INTEGRATE EMOTION INTO LESSONS

Successfully teaching adults means remembering that these learners often identify more with content that is emotionally driven. This can be achieved through storytelling. Draw on real-life experience, whether your own or your students' experience. Use humor.

22

#4: ENCOURAGE EXPLORATION

Adult learners prefer to explore a topic on their own. Activities and assignments are designed to give students the chance to learn on their own. The central theme of a lesson is a question or problem that needs to be answered or solved. This lets students integrate their own personal experience into what they are learning.

23

#5: MAKE ASSIGNMENTS CONVENIENT

Adult learners are much busier than traditional students. They have jobs, families and countless other commitments to manage. That means assignments should be convenient to complete. Small blocks of text, bullet points and numbered lists can help make content far more digestible than long readings.

24

#6 ALWAYS OFFER FEEDBACK

If students make an error, offering immediate feedback can make the lesson much more effective. When students are unable to grasp a concept, offer an alternative approach or explanation. This gives students the chance to make mistakes, but learn from them quickly.

25

CLASSROOM ACTIVITIES FOR THE ADULT LEARNER

- **USE ICEBREAKERS:** PEOPLE BINGO, GROUP RESUME, NAME GAME (CRAZY CLARE), TRUTH/LIE, NON-OBVIOUS TRAIT, AUTOBIOGRAPHICAL POEM
- **USE "EVERGREEN" GAMES:** Pictionary, TABOO, SCRABBLE
- **VARY HOW STUDENTS RESPOND:** STAND/SIT TO INDICATE TRUE/FALSE, STUDENT POLLING, GUESS, SELF-ASSESS, PARTIAL OUTLINES, BACKGROUND KNOWLEDGE PROBE (QUESTIONNAIRES),
- **STUDENT WRITING:** 1-MINUTE PAPERS, MUDDIEST POINT (MOST CONFUSING), HAIKU, REAL WORLD, CONCEPT MAPPING, BUMPER STICKERS, ONE SENTENCE SUMMARY, TABLOID TITLES, ADVICE LETTER, CHAIN NOTES, PROFILES

26

CLASSROOM ACTIVITIES FOR THE ADULT LEARNER

- **STUDENT ACTION:** DRAWING FOR UNDERSTANDING, ASK THE EXPERT, TPS THEN PAIR-SHARE-REPEAT, INVENTED DIALOGUE (WEAVE REAL QUOTES FROM PRIMARY SOURCES), GIFTS/OBJECTS (TELL HOW IT RELATES TO CONCEPT), LEARNING THROUGH CONSTRUCTION OF 3D STRUCTURES
- **GROUP WORK:** JIGSAW, BOARD/CHART ROTATION, LAYERED CAKE DISCUSSION, MOVIE APPLICATION, TV COMMERCIAL, PRINT AD, PROJECT BASED LEARNING,
- **TECHNOLOGY:** FACEBOOK, TWITTER, YOUTUBE, BLOGS, ONLINE CHATS
- **CREATING GROUPS:** COLORS, CATEGORIES.....

27

CLASSROOM ACTIVITIES FOR THE ADULT LEARNER

- **STORYTELLING:** FROM YOUR EXPERIENCE OR USE AN ACTUAL STORY
- **QUEST (QUIZZES/TESTS):** ASSESS FOR KNOWLEDGE USING DIFFERENT METHODS: CROSSWORD PUZZLES, SCRAMBLE, DISVOWELLED QUIZ, PASS THE BALL/APPLE, YARN
- **STUDENT MOVING:** GONOODLE.COM, TONY CHESTNUT, SONGS, CHOOSE A SIDE, BRAIN BREAKS
- **READING ALOUD:** CHORALE READING, SMALL GROUP READING, ALLOW TO PASS
- **ROLE PLAYS:** BACK-IN-TIME, SCRIPTED, ROLE REVERSAL
- **EVALUATION:** SELF-EVALS, AND EVAL OF COURSE CONTENT, INSTRUCTOR, QUESTS,
- **OTHERS:** DEBATES, JURY TRIAL, PRESS CONFERENCE, GUEST SPEAKERS, PANELS, BRAINSTORMING, CASE STUDIES, IMAGINARY SHOW AND TELL

28

REVIEW



29

REQUIREMENTS

Methods of Evaluation

Evaluation will be based on participation in course activities and a presentation.

Points System

Course Activities	10
Presentation*	90
Total points possible:	100

*Must submit sign-in sheet of those attending the presentation (2 or more colleagues).

30

BUT WAIT THERE'S MORE

I DRAFTED A POWERPOINT SLIDE FOR YOU TO USE (IF YOU WANT) WHEN YOU TRAIN YOUR COLLEAGUES

31

TRAIL MIX

TRAIL
TARIL
RIALT
AIRTL
TLRIA

32

ONCE IN A BLUE MOON

MOONCEON

33

LONG GOODBYE

goodbye

34

JUST IN CASE

CAJUSTSE

35

WALK IN THE PARK

PAWALKRRK

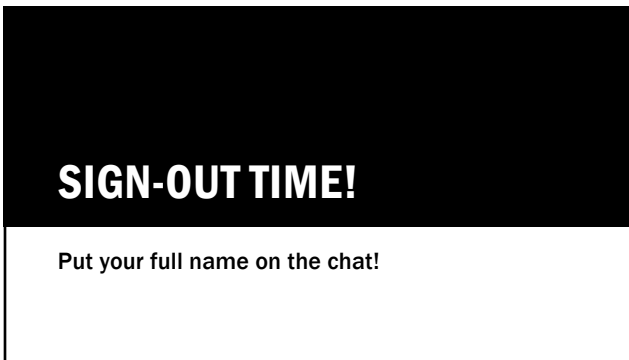
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EVAL: Career-Technical Education: Learning Resource Development

March 18 – May 1, 2021

INSTRUCTOR: Dr. Clare Camacho

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
The instructor made the subject matter interesting.	45	8				
The instructor's speaking style was clear enough to be understood.	45	8				
The instructor seemed interested in what he/she was teaching.	46	7				
The instructor knows the course material well.	47	6				
The instructor answered students' questions.	49	4				
The instructor's syllabus clearly stated the learning objectives, requirements, and grading procedures for the course.	45	8				
The instructor was well prepared for each class.	46	7				
The instructor used class time well.	47	6				
The instructor encouraged students to do their best work.	49	4				
The instructor was fair to the students.	47	6				
The instructor made himself/herself available for help in and out of class.	49	4				
I spent two hours studying for this class for every hour of actual in-class time.	23	9		1		20
I feel I've learned a great deal in this course.	39	14				
The instructor followed his/her syllabus.	41	12				
The instructor encouraged me to think.	44	9				
The instructor has done an effective job in this course.	48	5				
I would like to acknowledge this instructor for excellence.	49	3				1
The instructor related the course material to my previous learning experiences.	45	6				2
The instructor stressed important points in lecture.	48	5				

The instructor encouraged class discussion.	40	9		1		3
The instructor returned examinations and assignments promptly.	26	7				20
Course objectives were reflected in the exams.	15	6				32
My grades reflected my performance in the course.	33	8				12

Strengths of this instructor
The instructor used class time well and her speaking/lecture style was was engaging. I loved that there was always a recap from the previous lesson and she was always interested in what we had to say.
Great leader, very relatable, engaging with students
Dr. Clare and this project really allowed me the opportunity to learn more about the different jobs available here on Guam. If I was able to learn so much, I'm excited for students to experience these lessons. Also glad we were introduced to InShot.
Instructor made herself available and answered all my questions.
She is very knowledgeable and is always seeking to encourage everyone to participate in some way or another. She goes beyond to provide help both in the form of oral and written feedback.
Emphasizes main points such as task at hand and the importance of being part of this program. The strength of this program is that it serves as a strong transition for students to move into the task force in a way that allows them room to take a glimpse of which field to pursue base on their interest/skill.
Personable Offers help outside class time Prompt response to questions
Dr. Clare Camacho has a great sense of humor and the course taught me a lot of things I didn't know about career awareness, video creation and editing (via inShot app), and writing more effective lesson plans. We need more courses like this! And the incentives are great (stipend and grad credits), especially since teachers do a lot of extra work responsibilities outside the regular duties of teaching. I think it would be great if the next course had to do with video resource development on the history of Guam. I was responsible for creating the lesson plans and slides for 4th grade social studies this school year, and as I was doing this, I realized there weren't many (hardly any) educational videos about the history of Guam (ancient Chamorro society, Spanish colonization era, Japanese occupation era, American occupation, etc.) on YouTube or even on Guampedia.com (I was searching for them for my lessons). I really hope someday there will be such educational videos on the history of Guam, for elementary students.
Grabs my attention
Makes things exciting. Keeps the audiences' attention!
*Prepared *created an atmosphere of making learning fun *guest speakers were relevant: —how to create and edit a video —getting the point of view of what companies are looking for in the current and future job market
Very personable and knowledgeable.
Straight to the point and clear
Dr. Camacho is an excellent instructor who always manages to make whatever she is teaching fun and engaging. She is well versed in the topics she covers and is passionate about what she does. She is also quick to respond to

emails and is extremely helpful with her feedback.
Dr. Camacho is an excellent instructor. She did a wonderful job presenting this course. She is very energetic, clear, and engaging. She has managed to make every class that I've taken with her fun and enjoyable.
Clare is probably one of my favorite instructors ever. I appreciate that Clare was straight to the point and not fluffy. She was well-spoken, detailed, knowledgeable, sharp, and even included humor! :) This combination made this class enjoyable to be part of. I would gladly take another course taken by her again. Thank you so much, Clare! :) :) :) What a great project. I look forward to seeing the end result and everyone else's lessons.
Firm with deadlines... kept training interesting... reviewed lessons and important points... very approachable
Witty, down to earth, and very motivating
Dr. Camacho was insightful and made class enjoyable.
Dr. Clare was very engaging and informative. She provided resources and assistance, when needed, to complete our project. Being a novice in video editing, I was very appreciative of the training in this area. It gave me confidence that this was something I could add to my teaching toolkit.
As far as the project, I believe this was an excellent idea. Our island needs to continue to build capacity in order to meet the growing needs of our community. Building awareness with our students of the different types of careers options may help them to determine at an earlier stage what they would like to be as adults. Knowing this ahead of time, may also help them become more efficient when pursuing their goals.
I also liked the idea that we highlighted experts in our community for the videos. We need to do more placed based education.
She is easy to talk with and available to assist me during most hours throughout the course.
She keeps the course really interesting. Her love for teaching runs in her blood and is visible in ALL she does! Thank you Dr. Clare. May God glory continue to be manifested in you
Dr. Clare was very thorough with all instructions and assistance was offered and very much appreciated.
Dr. Camacho was always full of energy! The language she used in class and experiences she shared were applicable to our course. Thank you for the opportunity!
Dr. Camacho made the class interesting and engaging. She made the class relevant to us and purposeful.
Very approachable. Makes what could possibly a boring, online class interesting and at the very least, tolerable. Dr. Camacho really did a great job of keeping teachers (!) engaged!
Awesome and engaging! Always enjoy Dr. Clare's classes.
Doc Clare is amazing! What I liked best was there was never a dumb question for her. She is professional and always we made herself available for any questions and clarifications.
Helpful, encouraging, dedicated, effective.
Doctor Camacho made the class relevant and stimulating for every grade level. She is animated and enjoyable to listen to and keeps the class engaged.
Great sense of humor!
Dr. Camacho has such a positive attitude that translates so well even in an online class setting.
Very interesting and she conveyed information intelligently and entertainingly.
Direct but understanding as well.
Lively and enthusiastic
She was very friendly and made the class time interesting. She gave realistic goals for us to achieve and didn't waste our time.
Effective communication Flexibility

<p>Adaptability Creative Provides critical thinking opportunities - question surveys Very resourceful- InShot</p>
<p>strangely, unique, one-of-kind, presenter</p>
<p>Ms. Clare always comes prepared for each class. She makes the class interesting and fun for everyone. Emails are always sent out about reminders and due dates.</p>
<p>Always a pleasure to have as a coordinator for workshops. Always so encouraging which is nice too.</p>
<p>Great job keeping us interested</p>

<p>Areas in which this instructor needs improvement.</p>
<p>Decrease the email thread. Some information was lost within the email because the thread was too long. Thank you!</p>
<p>Database of careers for people to interview. That way you already have release forms and there's no excuse as to why there couldn't be an interview. More speakers with resources to point our students to.</p>
<p>More time to have this program run through.</p>
<p>Perhaps create a virtual class with Moodle or Google Classroom for class announcements and resource examples.</p>
<p>I recommend increased organization in emails and Google Drive. I found it tricky to find information and documents when needing to go back within emails or Google Drive. I recommend sending shorter emails, each email with a clearly defined subject line, so that when students have to go back to search for a document or information, it's a quicker. I recommend organizing drive with clearly defined folders. Sometimes, "student" documents were all over accessible folders, and I found that confusing.</p>
<p>Also, I recommend the instructor ask students who 'Reply All' "Thanks" or "Got it" to every email sent to please stop doing that. It becomes time consuming to check and clear emails that one student decides to Reply All to. Clare did address this, but some people did not get the hint.</p>
<p>Not necessarily an improvement for this course but I just hope that this resource reaches its intended audience, namely, the GDOE teachers. This is such a good resource!</p>
<p>Play more music!</p>
<p>None that I can think of. I would love to have Dr. Camacho as my instructor again for future classes/trainings</p>
<p>Offer more classes like this one!</p>
<p>I do not think instructor needs any improvement.</p>

Career Exploration Resource Books - DISTRIBUTION

No.	School										
		K	1st	2nd	3rd	4th	5th	ESL	SpeED	Library	TOTAL
1	Adacao ES (Primary)	4	4	4				2	1	2	17
	Adacao ES (Intermediate)				4	4	4	2	1	2	17
2	Agana Heights ES (Primary)	3	3	3				1	1	2	13
	Agana Heights ES (Intermediate)				3	3	3	1	1	2	13
3	Astumbo ES (Primary)	5	4	4				3	2	2	20
	Astumbo ES (Intermediate)				4	4	4	3	2	2	19
4	B.P. Carbullido ES (Primary)	4	4	4				2	1	2	17
	B.P. Carbullido ES (Intermediate)				4	4	4	2	1	2	17
5	C.L. Taitano ES (Primary)	5	5	5				2	2	2	21
	C.L. Taitano ES (Intermediate)				5	5	5	2	2	2	21
6	Chief Brodie ES (Primary)	3	3	3				2	1	2	14
	Chief Brodie ES (Intermediate)				3	3	3	2	1	2	14
7	D.L. Perez ES (Primary)	6	6	6				3	1	2	24
	D.L. Perez ES (Intermediate)				6	6	6	3	1	2	24
8	Finegayan ES (Primary)	7	7	7				3	2	2	28
	Finegayan ES (Intermediate)				7	7	7	3	2	2	28
9	H.S. Truman ES (Primary)	3	3	3				1	1	2	13
	H.S. Truman ES (Intermediate)				3	3	3	1	1	2	13
10	Inarajan ES (Primary)	2	2	2				1	1	2	10

	Inarajan ES (Intermediate)				2	2	2	1	1	2	10
11	J.M. Guerrero ES (Primary)	4	4	4				1	1	2	16
	J.M. Guerrero ES (Intermediate)				4	4	4	1	1	2	16
12	J.Q. San Miguel ES (Primary)	4	4	4				2	1	2	17
	J.Q. San Miguel ES (Intermediate)				4	4	4	2	1	2	17
13	L.B. Johnson ES (Primary)	7	7					1	1	2	18
14	Liguan ES (Primary)	4	4	4				3	1	2	18
	Liguan ES (Intermediate)				4	4	4	3	1	2	18
15	M.A. Ulloa ES (Primary)	5	5	5				3	1	2	21
	M.A. Ulloa ES (Intermediate)				5	5	5	3	1	2	21
16	M.U. Lujan ES (Primary)	5	5	5				2	3	2	22
	M.U. Lujan ES (Intermediate)				5	5	5	2	3	2	22
17	Machananao ES (Primary)	4	4	4				2	1	2	17
	Machananao ES (Intermediate)				4	4	4	2	1	2	17
18	Marcial Sablan ES (Primary)	4	4	4				1	1	2	16
	Marcial Sablan ES (Intermediate)				4	4	4	1	1	2	16
19	Merizo ES (Primary)	2	2	2				1	1	2	10
	Merizo ES (Intermediate)				2	2	2	1	1	2	10
20	Ordot Chalan Pago ES (Primary)	5	5	5				0	2	2	19
	Ordot Chalan Pago ES (Intermediate)				5	5	5	0	2	2	19
21	P.C. Lujan ES (Primary)	4	4	4				1	6	2	21

	P.C. Lujan ES (Intermediate)				4	4	4	1	6	2	21
22	Price ES (Primary)	5	5	5				2	1	2	20
	Price ES (Intermediate)				5	5	5	2	1	2	20
23	Talofofo ES (Primary)	3	3	3				1	1	2	13
	Talofofo ES (Intermediate)				3	3	3	1	1	2	13
24	Tamuning ES (Primary)			7				2	2	2	13
	Tamuning ES (Intermediate)				7	7	7	2	2	2	27
25	Upi ES (Primary)	6	6	6				2	2	2	24
	Upi ES (Intermediate)				6	6	6	2	2	2	24
26	Wettengel ES (Primary)	6	6	6				2	2	2	24
	Wettengel ES (Intermediate)				6	6	6	2	2	2	24
	C&I Div (Primary)									2	2
	C&I Div (Intermediate)									2	2
	SUBTOTAL	110	109	109	109	109	109	91	79	106	931
		Math	Science	Rdg	LA	SocStu		ESL	SpEd	Library	
27	Agueda Johnston MS (Math)	7						2	3	2	14
	Science		7					2	3	2	14
	English			5	3			2	2	2	14
	Social Studies					7		2	3	2	14
28	Astumbo MS (Math)	5						2	1	2	10
	Science		5					2	1	2	10
	English			5	3			2	1	2	13
	Social Studies					5		2	1	2	10
29	F.B. Leon Guerrero MS (Math)	9						2	4	2	17
	Science		9					2	4	2	17
	English			8	4			2	2	2	18
	Social Studies					9		2	4	2	17

30	Inarajan MS (Math)	6						1	3	2	12
	Science		6					1	3	2	12
	English			5	3			1	1	2	12
	Social Studies					6		1	3	2	12
31	Jose L.G. Rios MS (Math)	6						2	4	2	14
	Science		6					2	4	2	14
	English			5	3			2	2	2	14
	Social Studies					6		2	4	2	14
32	L.P. Untalan MS (Math)	9						2	4	2	17
	Science		9					2	4	2	17
	English			7	4			2	2	2	17
	Social Studies					9		2	4	2	17
33	Oceanview MS (Math)	4						2	3	2	11
	Science		4					2	3	2	11
	English			4	2			2	2	2	12
	Social Studies					4		2	3	2	11
34	Vicente Benavente MS (Math)	9						2	4	2	17
	Science		9					2	4	2	17
	English			8	4			2	2	2	18
	Social Studies					9		2	4	2	17
	C&I Div	2	2	2	2	2					10
	SUBTOTAL	57	57	49	28	57		60	92	64	464
		Math	Science	Rdg	ELA	SocStu		ESL	SpED	Library	Total
35	George Washington HS (Math)	17						2	2	2	23
	Science		15					4	4	2	25
	English				18			2	2	2	24
	Social Studies					13		4	4	2	23
36	J.P. Torres SA (Math)	5								2	7
	Science		4							2	6
	English				6					2	8

Guam Trades Academy 2021 Summer Program

	Name	NCCER#	CORE STATUS	CCL1 STATUS	CCL2 STATUS
1	ZIAH AFLAGUE	23829394	COMPLETE	COMPLETE	
2	SIRENA AGUERO	23641307	COMPLETE	COMPLETE	
3	RYENN APIAG	23649141	WEEKEND		
4	AARON APIAG	23649173	WEEKEND		
5	ART AQUINDE	23818962	COMPLETE	COMPLETE	
6	AMANDA BURKHOLDER	23829318	COMPLETE	COMPLETE	
7	HANNAH CABANA	23829325	COMPLETE	COMPLETE	
8	RONNIE MUNOZ JR.	23902525	COMPLETE		
9	AIDEN CHARFAUROS	23819071	COMPLETE		
10	RENO CHIGUINA	23909509	COMPLETE	COMPLETE	
11	JOSEPH JOHN CRUZ	23829360	COMPLETE	COMPLETE	
12	JEROME JUDE CRUZ	23829373	COMPLETE	COMPLETE	
13	KEONIE CRUZ-CHARGUALAF	23829394	COMPLETE		
14	ADRIAN DELGADO	23818970	EVENING		
15	ELIJAH DIXON	23818989	COMPLETE	COMPLETE	
16	ROBERT DUENAS	23922463	INC		
17	GABRIEL ECLAVEA	23829394	COMPLETE		
18	ROBERT FLIS	23749762	COMPLETE	COMPLETE	
19	NEVEAH FLORES	23641162	COMPLETE		
20	ISABELLA HERNANDEZ	23641250	COMPLETE	COMPLETE	
21	ALJAY JAIN	23749696	INC		
22	RICO KAFOTO	23819092	COMPLETE	COMPLETE	
23	YOSIJOE KOTO	23908664	COMPLETE		
24	KENECIA LEON GUERRERO	23749770	COMPLETE	COMPLETE	
25	ZAIN LEON GUERRERO	23909337	COMPLETE	COMPLETE	
26	GREGORY LIMTIACO	23819102	COMPLETE		
27	JON MANIBUSAN		INC		
28	SEAN MANIPOL	2374989	COMPLETE	COMPLETE	
29	JONATHAN MARTINEZ	23641158	COMPLETE	COMPLETE	
30	DEVIN MATHIS	23819538	COMPLETE	COMPLETE	
31	ISAIAH MOON	23641143	COMPLETE	COMPLETE	
32	JEREMIAH MUTH	23819118	COMPLETE		
33	ETERNITY NISHYYAMA	23819016	COMPLETE		
34	ANDREW NORMAN	23641170	COMPLETE		
35	AIDEN OGO	23829302	COMPLETE		
36	PHOEBE PANGELINAN	23819125	COMPLETE		
37	TIAH QUENGA	23745436	INC		
38	NATHANIEL QUINATA	23819028	COMPLETE	COMPLETE	
39	KERSON RAIN	23908693	COMPLETE	COMPLETE	
40	BELARMIN REPALPIY	23819230	COMPLETE	COMPLETE	
41	KEITH SAGUN	26745443	COMPLETE	COMPLETE	
42	ANDREW SALAS	23819037	COMPLETE	INC	
43	ANNA SALAS	23819044	COMPLETE	COMPLETE	
44	JAYSEN SANTOS	23908746	COMPLETE		
45	TYLER SANTOS	23901077	COMPLETE		

Guam Trades Academy 2021 Summer Program

46	NATHAN JAYSE SANTOS	23819059	COMPLETE	COMPLETE	
47	KNALI SEKOOL	23819139	COMPLETE	INC	
48	BRANDON SHARP	23641284	COMPLETE	COMPLETE	
49	SHAIIEYANN SHIRAI	23819063	COMPLETE	COMPLETE	
50	ELIJAH TOVES	23910604	COMPLETE		
51	SAVANNAH TYQUIENGCO	23641297	CURRENT -EVENING		
52	WYATT GIMINEZ	23922444	INC		
53	LAST DAMIS	23922459	INC		
54	J-BOY MARTIN	23922428	INC		
55	JAVIN MARTINEZ	23922485	INC		
56	DEVIN MARTINEZ	23910488	INC		
57	JORAY MARTINEZ		INC		
58	DENZEL NGIRAROIS	23911905	COMPLETE	INC	
59	CHELSEY PALILEO	23910461	INC		
60	JASHWAN SAN AGUSTIN	23848496	COMPLETE	COMPLETE	
61	LOGAN UBEMAL		INC		
62	RHYLAIEGH TAITANO	23922471	INC		
63	SHANE SHIRAI	23819063	COMPLETE	COMPLETE	
64	TYLER ANDERSON	23929356	COMPLETE	INC	
65	JANELLE BICERA	23901096	COMPLETE		



Jon J.P Fernandez
Superintendent of Education

DEPARTMENT OF EDUCATION
OFFICE OF SUPPLY MANAGEMENT

www.gdoe.net/procurement
500 Mariner Avenue
A-Building, Suite A-13
Barrigada, Guam 96913
Telephone: (671) 475-0438/Fax: (671) 472-5001
Email: procurement@gdoe.net



CARMEN T. CHARFAUROS
Supply Management Administrator

September 17, 2021

NOTICE OF CANCELLATION

To: All Vendors

From: GDOE Office of Supply Management

Reference: Professional Services for Students and Teachers to be trained on the implementation of ESPORTS
Requisition No. 20210299

This notice is to advise you that the Guam Department of Education (GDOE) hereby cancels the above referenced solicitation for Professional Services for Students and Teachers to be trained on the implementation of ESPORTS in its entirety.

Upon further review of the solicitation, it was discovered that the solicitation did not include pertinent requirements within the scope of services and must be revised to ensure clarity of the services needed.

The Guam Administrative Rules and Regulations, Title 2, Division 4, §3115(d)(2)(A) states in part, "After opening, but prior to award, all bids or proposals may be rejected in whole or in part when the Chief Procurement Officer, the Director of Public Works, or the head of a Purchasing Agency determines in writing that such action is in the territory's best interest for reasons including, but not limited to: ... (iii) the solicitation did not provide consideration of all factors or significance to the territory."

Please be advised that it is GDOE's intention to resolicit for Professional Services for Students and Teachers to be trained on the implementation of ESPORTS upon completion of scope revisions.

Any questions or concerns regarding this matter may be directed to our office at (671) 475-0438.

Please acknowledge receipt of this NOTICE OF CANCELLATION by signing below and returning the signed document via fax to (671) 472-5001 or via email to tsflores@gdoe.net.

Senseramente,

CARMEN T. CHARFAUROS
Supply Management Administrator

Acknowledgement Receipt

Print Name

Signature

Date

Time

Alvarez & Marsal Public Sector Services, LLC

Guam Department of Education Third Party Fiduciary
 P.O. Box 4322
 Hagatna, GU 96932

Purchase Order

Fiscal Year 2021

Page 1 of 1

THIS NUMBER MUST APPEAR ON ALL INVOICES,
 PACKAGES AND SHIPPING PAPERS.
 Purchase Order # **20213020-00**

B-I-L-L-I-O

Guam Department of Education
 Third Party Fiduciary
 Alvarez & Marsal Public Sector Services, LLC
 PO Box 4322
 Hagatna, GU 96932
 (671) 300-1262

**SUBJECT TO TERMS & CONDITIONS
 ON REVERSE SIDE**

V-E-N-D-O-R

DEPARTMENT OF PUBLIC HEALTH & SOCIAL SERVICES
 123 CHALAN KARETA
 MANGILAO GU 96913

S-H-I-P-T-O

CURRICULUM & INSTRUCTIONAL
 501 MARINER AVENUE
 BUILDING B, TIYAN
 BARRIGADA GU 96913

Date Ordered	Vendor Number	Date Required	Req. Number	Delivery Reference
09/16/2021	80546		20214234	PO20201372 Certificate Payment/ cjhiga@gdoe.net

Item#	Description/Part No.	Qty	UOM	Unit Price	Extended Price
1	Fees Payment for 340 health certificates at the completion of training under PO 20201372. 340 students x \$10/certificate <i>To ensure prompt processing and payment, please route your invoices to P.O. BOX 4322 Hagatna, GU 96932 (This remittance is also indicated on the purchase order.)</i> THIS PURCHASE ORDER SHALL EXPIRE 90 DAYS AFTER THE ISSUE DATE. How is our service? Visit our website at WWW.GDOE.NET/PROCUREMENT to fill out our vendor satisfaction survey! 82800000 - 0233 - F2060	340.0	EACH	\$10.000	\$3,400.00
					3,400.00

By 
 Purchasing Authority/Certifying Officer

VENDOR COPY

PO Total	\$3,400.00
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Alvarez & Marsal Public Sector Services, LLC

Guam Department of Education Third Party Fiduciary
 P.O. Box 4322
 Hagatna, GU 96932

Purchase Order

Fiscal Year 2021 Page 1 of 1

THIS NUMBER MUST APPEAR ON ALL INVOICES,
 PACKAGES AND SHIPPING PAPERS.
 Purchase Order # **20213020-00**

BILL TO

Guam Department of Education
 Third Party Fiduciary
 Alvarez & Marsal Public Sector Services, LLC
 PO Box 4322
 Hagatna, GU 96932
 (671) 300-1262

**SUBJECT TO TERMS & CONDITIONS
 ON REVERSE SIDE**

VENDOR

DEPARTMENT OF PUBLIC HEALTH & SOCIAL SERVICES
 123 CHALAN KARETA
 MANGILAO GU 96913

SHIP TO

CURRICULUM & INSTRUCTIONAL
 501 MARINER AVENUE
 BUILDING B, TIYAN
 BARRIGADA GU 96913

Date Ordered	Vendor Number	Date Required	Req. Number	Delivery Reference
09/16/2021	80546		20214234	PO20201372 Certificate Payment/ cjhiga@gdoe.net

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	3,400.00				

WAREHOUSE COPY

PO Total **\$3,400.00**

Alvarez & Marsal Public Sector Services, LLC

Guam Department of Education Third Party Fiduciary
 P.O. Box 4322
 Hagatna, GU 96932

Purchase Order

Fiscal Year 2021

Page 1 of 1

THIS NUMBER MUST APPEAR ON ALL INVOICES,
 PACKAGES AND SHIPPING PAPERS.

Purchase Order # **20213020-00**

B I L L T O

Guam Department of Education
 Third Party Fiduciary
 Alvarez & Marsal Public Sector Services, LLC
 PO Box 4322
 Hagatna, GU 96932
 (671) 300-1262

**SUBJECT TO TERMS & CONDITIONS
 ON REVERSE SIDE**

V E N D O R

DEPARTMENT OF PUBLIC HEALTH & SOCIAL SERVICES
 123 CHALAN KARETA
 MANGILAO GU 96913

S H I P T O

CURRICULUM & INSTRUCTIONAL
 501 MARINER AVENUE
 BUILDING B, TIYAN
 BARRIGADA GU 96913

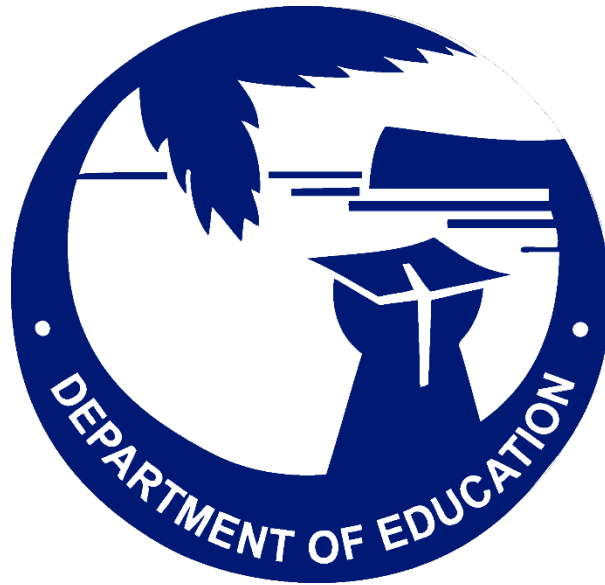
Date Ordered	Vendor Number	Date Required	Req. Number	Delivery/Reference	
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					3,400.00

RECEIVING COPY

PO Total

\$3,400.00

FEDERAL PROGRAMS DIVISION



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

Project No. 2 Curriculum and Instructional Quality and Development

Quarterly Report Documents:

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

October 29, 2021

FEDERAL PROGRAMS DIVISION



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

Original Submitted Quarterly Report

October 29, 2021

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

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

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

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

PROJECT COORDINATOR: Michelle M. Camacho

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Sean R. Rupley

10/ 01/20- 12/31/20	01/01/21- 03/31/21	04/01/21- 06/30/21	07/01/21- 09/30/21
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
			X
REPORT DUE: 1/11/21	REPORT DUE: 04/12/21	REPORT DUE: 07/12/21	REPORT DUE: 10/15/21
ANNUAL REPORT DUE: 11/10/2021			

AMOUNT BUDGETED (FFY 2020): <u>\$7,587,371.59</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) <u>\$2,303,706.10 (including pending requisitions)</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>30%</u>
AMOUNT BUDGETED (FFY 2019): <u>\$3,984,631.02</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) <u>\$3,876,713.97</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>97%</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						12,619		600	100
6 - 8						6,466			
9 - 12						9,201			

LIST THE PROJECT GOALS:

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

LIST THE PROJECT OBJECTIVES:

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

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

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

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>1. By 2023, the GDOE will increase teacher and administrator recruitment, induction and retention by 5% from the previous school year.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in <u>bullet form</u>. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <ul style="list-style-type: none"> ● Initial Teacher Certification Assistance <ul style="list-style-type: none"> ○ A total of 13 teachers continue to participate in Cohort 2 courses. 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <ul style="list-style-type: none"> ● No data to report until Cohort 2 completes all their classes.

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	<ul style="list-style-type: none">○ Cohort 3 welcomed an additional 21 participants in September. ● Mentoring:<ul style="list-style-type: none">○ The New Teacher Seminar was held on August 2-5, 2021○ Professional Learning Seminars will kick-off in October 2021.○ 87 Initial Teacher Educators will receive mentoring supports this school year. ● Instructional Coaching:<ul style="list-style-type: none">○ Coached teachers: From August through September, 678 classroom teachers in grades PreK-12 received supports from Instructional Coaches. This was provided in the form of training opportunities and 1:1 guidance to faculty and staff in different areas such as the use of technology in the classroom, engaging students, effective instructional strategies, assessments, Professional Learning Communities, and using data to inform instruction.	<ul style="list-style-type: none">● Mentoring will be provided to 87 teachers in SY21-22 through school-based mentors. Mentoring support is provided to teachers in their 1st through 3rd year of teaching. Mentoring supports allow for new teachers to meet their certification requirements and attain a Professional Teacher Certificate.● The New Teacher Seminar was held on August 2 – 5, 2021. There were two 2-day sessions featuring topics on:<ul style="list-style-type: none">○ Welcome to the Classroom○ Grading Policy○ Classroom Management○ Lesson Planning○ Setting Objectives & Providing Feedback○ Teacher Self Care○ Leveraging Technology in the Classroom○ Cooperative Learning○ Reinforcing Effort & Providing Recognition○ Unpacking Standards● Instructional Coaches provided supports to teachers who are past their 3rd year of teaching and need help in various areas. Assistance was provided to identified teachers in the following areas:<ul style="list-style-type: none">○ Online learning systems (IXL, Moby Max, etc.)○ Models of learning○ Grading and/or Progress Reporting○ Effective Instructional Strategies○ Working with Diverse Students○ Using Technology to Enhance my Classroom Teaching○ Standards-Based Grading or Priority Standards○ Assessments
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		<ul style="list-style-type: none"> ○ Lesson Planning ○ General Guidance and Information ○ Social-Emotional Wellness ○ Power Teacher Pro
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> • <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i> • <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p><i>Insert Primary Data Here:</i></p> <ul style="list-style-type: none"> • Initial Teacher Certification Assistance (ITCA) <ul style="list-style-type: none"> ○ This activity is ongoing. The project is expected to be completed in Fall 2021 for Cohort 2. Cohort 3 started in September 2021 and will be completed in December 2022. ○ The no. of fully certified teachers for SY20-21 was 1,691; it is 1,954 at the start of SY21-22. 	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <p>➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p> <p>The ITCA Program continues to see a growing interest among current GDOE limited term teachers in helping them to achieve their full certification. This program continuously achieves its goal of increasing teacher induction.</p>

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	<ul style="list-style-type: none"> ▪ 53% of respondents indicated satisfaction with supports provided. ▪ 47% indicated “neutral” satisfaction. ▪ 55% indicated the topics were relevant to their roles as teachers. ▪ Positive comments: <ul style="list-style-type: none"> • <i>I strongly recommend to continue with these full walkthroughs. I found the step-by-step tutorial with today's workshop to be very helpful.</i> • <i>Possible have a teacher work day to focus on the trainings and applying it.</i> • <i>Great presentation and training!</i> 	
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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
1.1: By the end of SY 20-21, 75% of mentored and coached teachers and administrators will report satisfaction of mentoring/coaching supports, new knowledge, and improved instructional practices gained by this activity	Quarterly web-based survey to coached and mentored teachers and administrators	Percentage of coached and mentored teachers and administrators who report satisfaction or higher on mentoring and coaching supports and improved instructional practices in the classroom.	Yes	At least 50% of mentored and coached teachers reported satisfaction of mentoring supports and improved instructional practices.	Target: 65% Actual: 70% of coached teachers; survey for mentored teachers in 2 nd qtr.	Target: 70% Actual: 100% of mentored teachers	Target: 75% Actual: 63% of mentored teachers reported satisfaction of supports services received.	Target: Marks the start of a new school year. Reporting will be done next quarter (FY'21 1 st quarter). Actual: No survey conducted.

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<p>1.2: By the end of SY21-20, 50% of teachers who participate in the Initial Teacher Certification Assistance activity will be fully certified by the end of SY2020-2021</p> <p>1.3: By the end of SY20-21, the retention rate of teachers and administrators will increase by 5% from the previous school year</p>	<p>Completion of PRAXIS® and necessary college courses required to acquire Initial Educators Certification.</p> <p># of teachers and administrators who continue to remain employed as teachers and administrators for the GDOE.</p>	<p>Percentage of limited term teachers approved to participate in the Initial Teacher Certification Assistance who successfully complete the program and obtain an Initial Teacher Certification.</p> <p>Retention rate of teachers and administrators from the previous school year.</p>	<p>Yes</p> <p>Yes</p>	<p>No baseline data</p> <p>No. of fully certified teachers (SY20-21) = 1,691</p>	<p>Target: Implementation Phase</p> <p>Actual: Cohort 1: 33%</p> <p>Target: Ongoing instruction</p> <p>Actual: Ongoing instruction</p>	<p>Target: Implementation Phase</p> <p>Actual: Cohort 1: 45%</p> <p>Target: Ongoing instruction</p> <p>Actual: Ongoing instruction</p>	<p>Target: 50%</p> <p>Actual: Cohort 2: 20% certified 50% pending completion</p> <p>Target: Ongoing Instruction</p> <p>Actual: Pending data from HR</p>	<p>Target: Marks the start of a new school year.</p> <p>Actual: Cohort 1: 45% certified Cohort 2: 20% certified</p> <p>Target: 5% increase in retention rate</p> <p>Actual: 16% increase</p>
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>2. By 2023, participating teachers will improve instructional practices by 15%.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <p>Professional Development</p>	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants, etc.</i></p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p>

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	<p>Educators were provided an opportunity to attend the National Science Teachers Association (NSTA) STEM training held on July 26-30, 2021. 58 teachers registered for the virtual conference.</p> <p>135 elementary and secondary educators attended the Comprehensive Literacy Strategies training activity held on August 30 through September 12, 2021.</p> <p>The training focused on building teachers' comprehensive literacy strategies in oral language, reading, and writing to include the following essential components: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.</p> <p>A Train-the-Trainer component was also added, in which 52 participants were able to complete the course.</p>	<p>Professional development activities were provided to identified teachers. Due to summer break, not many opportunities for PD was provided. When the school year opened, the GDOE was faced with a huge teacher shortage. Add to that, on August 27, 2021, Executive Order 2021-21 suspended in-person learning for the island students and all students had to switch to online learning. With all that our teachers faced, our department put a hold on professional development activities that would take teachers out of the classrooms for even short periods of time.</p>
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS</p>
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'.</small></p> <p><small>²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <p>➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p>

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	<p>Insert Primary Data Here: Of the 58 attendees to the NSTA virtual conference, no respondent provided feedback. Attempt to collect feedback will be made in again in October 2021.</p> <p>For the 135 participants in the literacy training, 86 responded to request for feedback.</p> <ul style="list-style-type: none"> • 100% reported they ‘strongly agree’ or ‘agree’ that the course was related to their experience as a teacher • 100% Only 38% of respondents stated that their overall experience was positive, as most responded that the time difference proved to be difficult. 	<p>Surveys to determine the implementation of the strategies learned at these conferences will be reported in the 4th quarter, as teachers will need time to implement strategies learned when school is back in session. Many participants were appreciative of the opportunities to attend the virtual conferences, but also stated that timezone differences were difficult.</p> <p>Data was not collected on changes in instructional practice as these PD activities took place in the summer. Data will be collected in October 2021 to determine if teachers have been able to implement the strategies and make any changes to their instructional methods.</p>
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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
2.1: Through web-based surveys, 75% of participating teachers will show an increase in the utilization of research proven instructional strategies (learned from professional development opportunities) or curricular resources in	Web-based survey and/or random classroom observation to determine if strategies are being implemented.	Percentage of teachers who report, or are observed, to have a change in classroom instructional practices.	Yes	At least 50% of teachers have rated satisfaction with respective PD opportunities and implement	<u>Target:</u> 65% <u>Actual:</u> 58%	<u>Target:</u> 70% <u>Actual:</u> No data available due to PD activities	<u>Target:</u> 75% <u>Actual:</u> No data available at this time to allow for	<u>Target:</u> 75% <u>Actual:</u> No data available

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<p>their classrooms</p> <p>2.2: 5% increase in # of students making progress from tier to tier using AIMSweb Plus</p> <p>2.3 50% of participating teachers will utilize formative and summative assessment data to identify students' strengths and weaknesses, inform instruction, and provide interventions where needed, as shown in the monitoring of student interventions and student progress in the district's formative assessment system</p>	<p>AIMSweb Plus formative assessment data to track student progress for teachers attending PD opportunities.</p> <p>Random classrooms observations</p>	<p>Number of students who make progress in the area of reading and math (from classrooms with teachers who attended PD opportunities and report implementation in their classrooms).</p> <p>Percentage of teachers observed implementing and utilizing assessment data</p>	<p>Yes</p> <p>Yes</p>	<p>strategies in their classrooms.</p> <p>No baseline data</p> <p>No baseline data</p>	<p>Target: Ongoing instruction</p> <p>Actual: No data available due to COVID-19 pandemic</p> <p>Target: 40%</p> <p>Actual: No data available due to COVID-19 pandemic</p>	<p>being put on hold</p> <p>Target: Ongoing instruction</p> <p>Actual: No data available due to COVID-19 pandemic</p> <p>Target: 45%</p> <p>Actual: No data available due to COVID-19 pandemic</p>	<p>trainees to apply strategies learned</p> <p>Target: Ongoing instruction</p> <p>Actual: See attachment (only FTF students were tested in 3rd quarter due to COVID). Since testing is only for one quarter, no comparison can be made.</p> <p>Target: 50%</p> <p>Actual: No data available due to COVID-19 pandemic</p>	<p>Target: Ongoing instruction</p> <p>Actual: No assessment conducted.</p> <p>Target: This marks the start of a new school year</p> <p>Actual: No data available due to COVID-19 pandemic</p>
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3. By 2023, district-wide assessment literacy and math scores will improve by 6% from SY2018-2019.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <ul style="list-style-type: none"> • Assessments <ul style="list-style-type: none"> ○ The online formative assessments were conducted in the 3rd quarter. Administrators were able to determine, based on their attendance rate, if they would implement the assessment. ○ The district summative assessment was administered this quarter to students who were attending face-to-face model of learning. 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>Assessments were administered during the 3rd quarter to determine student baseline, as a result of school closures this past school year. See attached results, however, bear in mind that assessments were only administered to students who attended Face-to-Face instruction.</p> <p>The formative and summative assessments were administered between March 30 and May 37, 2021.</p>

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'.</small></p> <p><small>²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p><i>Insert Primary Data Here:</i></p> <p>See data sheet attached for the formative assessment.</p> <p>See data sheet attached for summative assessment results.</p> <p>Math% / Reading%</p> <p>Grade 3: 6% / 6%</p> <p>Grade 4: 4% / 13%</p> <p>Grade 5: 2% / 9%</p> <p>Grade 6: 2% / 10%</p> <p>Grade 7: 2% / 9%</p> <p>Grade 8: 2% / 18%</p> <p>Grade 9: 1% / 8%</p> <p>Grade 10: not tested</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <p>➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p> <p>Only grade 4 saw an increase of at least 2% in reading scores. All other grades saw decreases in scores from the baseline. This may be attributed to learning losses incurred because of the COVID-19 pandemic.</p>

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
3.1 Students scoring in the “Ready” range on the district summative assessment in the area of Math and Reading will increase by 2% for each grade level from SY2018-2019	ACT Aspire Spring Summative results	Number of students in grades 3-10 scoring in the “Ready” or “Exceeding” range for Math and Reading	Yes	Math% / Reading% Grade 3: 18% / 8% Grade 4: 16% / 10% Grade 5: 7% / 11% Grade 6: 10% / 12% Grade 7: 6% / 20% Grade 8: 6% / 25% Grade 9: 4% / 18% Grade 10: 6% / 17%	Target: N/A since assessment is not done at this time Actual: Ongoing instruction	Target: N/A since assessment is not done at this time Actual: Preparations underway for ACT Aspire summative testing	Target: 2% increase from baseline Actual: <i>(Note: Applicable only for FTF students):</i> Math% / Reading% Grade 3: 6% / 6% Grade 4: 4% / 13% Grade 5: 2% / 9% Grade 6: 2% / 10% Grade 7: 2% / 9% Grade 8: 2% / 18% Grade 9: 1% / 8% Grade 10: not tested	Target: N/A since assessment is not done at this time Actual: Ongoing instruction

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>4. By 2023, access to well-functioning technology and reliable connectivity for the district will be improved 15% from the start of the year.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <ul style="list-style-type: none"> • Supplemental Resources and Equipment Supports <ul style="list-style-type: none"> ○ Equipment and supplemental resources continue to go through the procurement process. 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p>
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT’S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT’S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a ‘count’.</p> <p>²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</p> <p>Insert Primary Data Here:</p> <ul style="list-style-type: none"> ○ No data available at this time. 	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT’S PROGRESS FOR THE QUARTER?</p> <p>➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p>

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
4.1 At least 80% of teachers/staff will report timely, high quality, and effective IT services	Quarterly Web-based survey	Percentage of teachers who report that they receive timely services from IT.	Yes	At least 50% of teachers report timely, high quality and effective IT services.	Target: 70% Actual: No data at this time	Target: 75% Actual: 82%	Target: 80% Actual: 78%	Target: Marks the start of a new school year. Actual: No survey conducted.
4.2 At least 55% of teachers/staff will indicate having access to well-functioning technology and reliable connectivity for teaching	Bi-quarterly web-based surveys	Percentage of Teachers reporting issues with technology equipment or connectivity	Yes	At least 40% of teachers/staff report adequate connectivity.	Target: 50% Actual: No data at this time (from 1st Qtr. Report)	Target: No survey done at this time Actual: 79%	Target: 55% Actual: 82%	Target: Marks the start of a new school year. Actual: No survey conducted.
4.3 At least 20% reduction in the number of Wi-Fi/connectivity tickets from HelpDesk during the start of SY20-21	Trouble tickets submitted for Wi-Fi connectivity issues.	Number of trouble tickets requested for Wi-Fi connectivity issues.	Yes	58/1,265 (or 5%) of all HelpDesk tickets were related to connectivity	Target: Baseline data collection Actual: No data due to the COVID pandemic	Target: 10% reduction compared to 1 st quarter Actual: 16% of tickets were for internet connectivity	Target: 20% reduction compared to 1 st quarter Actual: 57% of tickets were for internet connectivity	Target: Marks the start of a new school year. Actual: No survey conducted.

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

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

**FFY 2020 CONSOLIDATED GRANT
 QUARTERLY REPORT
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<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p> <p>Program funds were used to</p> <ol style="list-style-type: none"> 1) encourage the increase the induction, recruitment, and retention of fully-certified classroom teachers; 2) Provide supports to teachers via Mentors and Instructional Coaches; 3) Provide research-based professional development opportunities to identified teacher; 4) Provide access to reliable technology equipment and connectivity; 5) Provide professional development opportunities to educators. <p>Providing these supports will help increase the overall effectiveness of teachers, subsequently, improving the academic achievement of students.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <p>Challenges encountered during this period were due to the current COVID-19 pandemic and the additional duties assigned to project personnel to manage the implementation of the Educational Stabilization Funds under the CARES Act.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT</p> <p>Coaching and mentoring services will commence in 4th quarter. The application process for Cohort 3 of the Initial Teacher Certification Assistance Program will commence.</p>

FFY 2020 CONSOLIDATED GRANT
QUARTERLY REPORT
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EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.

100 WORD COUNT

Surveys are used to collect perception data and feedback. Assessment data is used to gauge effectiveness of specific components.

QUARTERLY REPORT CERTIFICATION

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

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Michelle M. Camacho
PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

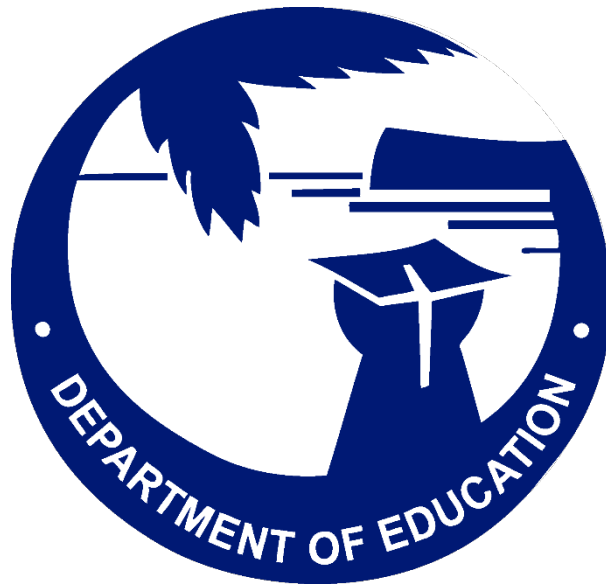
DATE

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

PROJECT MANAGER (SIGNATURE)

DATE

FEDERAL PROGRAMS DIVISION



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

Quarterly Personnel Certification

October 29, 2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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

Fiscal Year 2021
 Reporting Period: 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
7882	Mallada, Connie	TEACHER IV	820 C&I	Stipend Payment
4329	Maluwelmeng, Jenny	TEACHER IV	820 C&I	Stipend Payment
9326	Meno, Nacrina	TEACHER IV	820 C&I	Stipend Payment
10656	Novelo, Arvin	TEACHER IV	820 C&I	Stipend Payment
10664	Perez, Allyson	TEACHER IV	820 C&I	Stipend Payment
6911	Roberto, Judith	TEACHER IV	820 C&I	Stipend Payment
9025	Sahagon, Liza	TEACHER IV	820 C&I	Stipend Payment
9163	Santiago, Benjamin	TEACHER IV	820 C&I	Stipend Payment
11714	Santos, Joni	TEACHER IV	820 C&I	Stipend Payment
8679	Susuico, Joann	TEACHER IV	820 C&I	Stipend Payment
7258	Taisapic, Michelle	TEACHER IV	820 C&I	Stipend Payment
12221	Taitano, Roong	TEACHER IV	820 C&I	Stipend Payment
7508	Taitano, Stephanie	TEACHER IV	820 C&I	Stipend Payment
5589	Trusso Ann Marie	TEACHER IV	820 C&I	Stipend Payment
5518	Umadhay, Ursula	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:	
Immediate Supervisor's Signature:	Date:

Project Coordinator Name:	
Project Coordinator Signature:	Date:

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

Project Manager Name:	
Project Manager Signature:	Date:

FEDERAL PROGRAMS DIVISION



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

Fixed Asset Certification

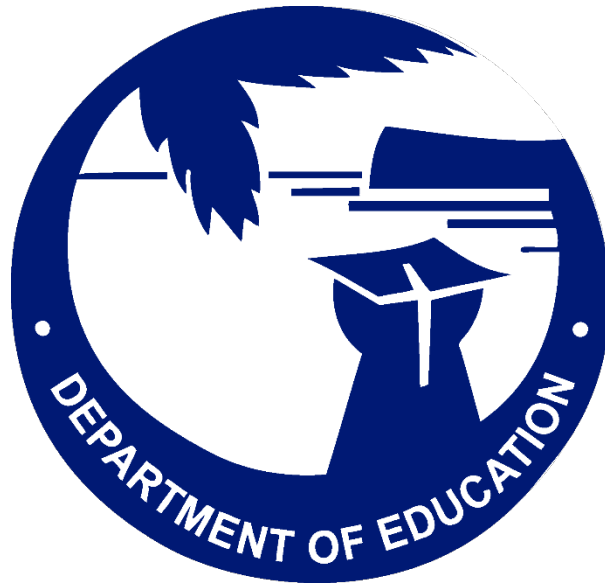
October 29, 2021

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

CONTINUATION

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
54694		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	UES	Pending Delivery	20210713	08/03/21	New	
54695		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	UES	Pending Delivery	20210713	08/03/21	New	
54696		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	UES	Pending Delivery	20210713	08/03/21	New	
54697		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	UES	Pending Delivery	20210713	08/03/21	New	
54698		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	UES	Pending Delivery	20210713	08/03/21	New	
54699		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	UES	Pending Delivery	20210713	08/03/21	New	
54700		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	UES	Pending Delivery	20210713	08/03/21	New	
54701		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	UES	Pending Delivery	20210713	08/03/21	New	
54702		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54703		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54704		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54705		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54706		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54707		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54708		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54709		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54710		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54711		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54712		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54713		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54714		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54715		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54716		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54717		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54718		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54719		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54720		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54721		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54722		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54723		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54724		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54725		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54726		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54727		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54728		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54729		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54730		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
54731		LENOVO THINKPAD LAPTOP	E14	Pending Delivery	\$ 733.68	1	WES	Pending Delivery	20210713	08/03/21	New	
58833		PROMETHEAN TOUCHSCREEN WHIT	AP7-U75-EU-1	75W26-L5HL5N6910091	\$ 4,879.00	1	MERES	Library	20210595	07/27/21	New	
58834		PROMETHEAN TOUCHSCREEN WHIT	AP7-U75-EU-1	75W26-L5HL5N6910889	\$ 4,879.00	1	OCPEP	Library	20210595	07/27/21	New	
58835		PROMETHEAN TOUCHSCREEN WHIT	AP7-U75-EU-1	75W26-L5HL5N6900185	\$ 4,879.00	1	THS	Library	20210595	07/27/21	New	
58836		PROMETHEAN TOUCHSCREEN WHIT	AP7-U75-EU-1	75W26-L5HL5N6910094	\$ 4,879.00	1	OMS	Library	20210595	07/27/21	New	
58837		PROMETHEAN TOUCHSCREEN WHIT	AP7-U75-EU-1	75W26-L5HL5N6910096	\$ 4,879.00	1	SPCS	Pending Delivery	20210595	07/27/21	New	
58838		PROMETHEAN TOUCHSCREEN WHIT	AP7-U75-EU-1	75W26-L5HL5N6910095	\$ 4,879.00	1	SJCS	Pending Delivery	20210595	07/27/21	New	
58839		PROMETHEAN TOUCHSCREEN WHIT	AP7-U75-EU-1	75W26LSHL5N6900192	\$ 4,879.00	1	GACS	LRC ROOM	20210595	07/27/21	New	
58840		PROMETHEAN MOBILE STAND W/SP	AP7SM-3	12201387-077	\$ 1,348.00	1	MERES	Library	20210595	07/27/21	New	
58841		PROMETHEAN MOBILE STAND W/SP	AP7SM-3	12201387-069	\$ 1,348.00	1	OCPEP	Library	20210595	07/27/21	New	
58842		PROMETHEAN MOBILE STAND W/SP	AP7SM-3	12201387-067	\$ 1,348.00	1	THS	Library	20210595	07/27/21	New	
58843		PROMETHEAN MOBILE STAND W/SP	AP7SM-3	12201387-081	\$ 1,348.00	1	OMS	Library	20210595	07/27/21	New	
58844		PROMETHEAN MOBILE STAND W/SP	AP7SM-3	12201387-076	\$ 1,348.00	1	SPCS	Pending Delivery	20210595	07/27/21	New	
58845		PROMETHEAN MOBILE STAND W/SP	AP7SM-3	12201387-073	\$ 1,348.00	1	SJCS	Pending Delivery	20210595	07/27/21	New	
58846		PROMETHEAN MOBILE STAND W/SP	AP7SM-3	12201387-074	\$ 1,348.00	1	GACS	LRC ROOM	20210595	07/27/21	New	

FEDERAL PROGRAMS DIVISION



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

Project No. 3 Classroom Supports and Academic Interventions

Quarterly Report Documents:

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

October 29, 2021

FEDERAL PROGRAMS DIVISION



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

Original Submitted Quarterly Report

October 29, 2021

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

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

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

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

PROJECT COORDINATOR: Joshua C. Blas

PROJECT MANAGER: Joseph L.M. Sanchez

STATE PROGRAM OFFICER: Christopher Surla

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

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

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

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

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

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

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

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

PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3.1.1 Professional Development (SSIP/ ESL): By end of SY2020-21, 50% of teachers will self-report as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in <u>bullet form</u>. Specify the status of each activity (completed, ongoing, or delayed). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p>3.1.1 State Systemic Improvement Plan (SSIP) SSIP is researched-based instructional strategies to improve early identification and supports for students with learning needs in the areas of reading and math. (Ongoing 30%)</p>	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include a copy of proof as an attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>3.1.1 State Systemic Improvement Plan (SSIP)</p> <ul style="list-style-type: none"> The SSIP schools monthly meeting with school administrators and project personnel to plan

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

	<p>3.1.2 English as a Second Language (ESL) Researched based instructional strategies to improve teacher quality for the instruction of English Language Learners. (Ongoing 10%)</p>	<p>activities and training for upcoming school year, SY2021-2022.</p> <ul style="list-style-type: none"> Contract between GDOE & UOG CEEDERS was approved for a no cost extension for one year to end on September 30, 2022. <p>3.1.2 English as a Second Language (ESL) Cultural Awareness and Sensitivity Awareness and Second Language Acquisition trainings for ESL teachers have been converted into a purchase order. However, the project was not able to extend the services past September 30, 2021. Therefore, this process has to be redone under the next CG FY21 funding.</p> <ul style="list-style-type: none">
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>3.1.1 State Systemic Improvement Plan (SSIP) Refresher trainings were conducted on Aimsweb for participating schools.</p> <p>3.1.2 English as a Second Language (ESL) No training was conducted during 4th quarter.</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <p>➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p> <p>3.1.1 State Systemic Improvement Plan (SSIP) SSIP held refresher trainings on Aimsweb on September 23, 2021 for teacher leaders and training on September 29, 2021 Refresher on Administration & Scoring for Early Literacy & Early Numeracy. No training was conducted during 3rd quarter.</p> <p>3.1.2 English as a Second Language (ESL) No training was conducted during 4th quarter.</p>

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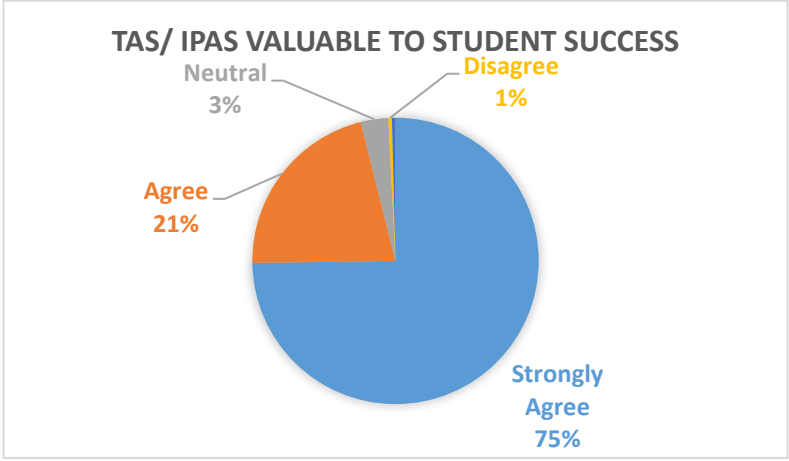
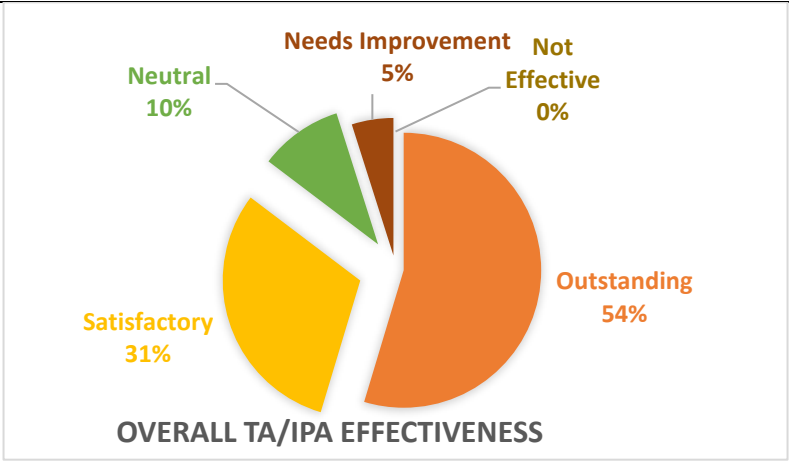
Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
3.1.1 Professional Development (SSIP/ ESL): By end of SY2020-21, 50% of teachers will self-report as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.	Surveys from post professional development on types of strategies trained.	Percentage of teachers who self-report as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.	Yes	30% teachers self-reported as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.	<u>Target</u> 30% of participating teachers will implement strategies trained <u>Actual</u> Pending SSIP training in 2 nd quarter to collect data. Pending data collection for ESL on teachers implementing strategies from Cultural Sensitivity Training.	<u>Target</u> 40% of participating teachers will implement strategies trained <u>Actual</u> 50% of participating teachers are implementing strategies trained (SSIP). 58% of participating teachers are implementing strategies trained (ESL).	<u>Target</u> 50% of participating teachers will implement strategies trained <u>Actual</u> No training was conducted this quarter.	This marks the start of a new school year.

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
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<p>3.2.1 Classroom Support (TAs/IPAs):</p> <p>By end of SY2020-21, 50% of teachers will report classroom supports (TAs/IPAs) were helpful in meeting needs of special populations.</p> <p>By end of SY2020-21 50% of teachers will report TAs provide at least 50% of time in supporting classroom instruction.</p>	<p>3.2.1 Teacher Assistants & Instructional Program Aides Teacher Assistants and Instructional Program Aides provide classroom instructional and behavioral support to at-risk students through small group instruction, tutoring, 1:1, during the regular day, and after school.</p> <p>3.2.2 Kinder Learn Kinder Learn supplements classroom instruction in the areas of reading and math. It is an online subscription that provides personalized learning for students in grades K-2. It also increases student competency with the use of technology.</p>	<p>3.2.1 Teacher Assistants & Instructional Program Aides</p> <ul style="list-style-type: none"> • The CSAI Project conducted interviews for School Aide I part time limited term (Teacher Assistants) on September 23-24, 2021. A total of 242 applicants. These will fill any vacant positions from last school year 2020-2021. • TAs/ IPAs provided support to teachers and students during the extended Summer School Program. They are currently supporting classroom instruction for the current school year. <p>3.2.2 Kinder Learn</p> <ul style="list-style-type: none"> • Students for SY21-22 have been rostered into IXL. Teachers have also been assigned their new class. • All participating schools were able to have students access the material during the summer. <p>Other Requisitions for equipment, software and license have been entered to support this component.</p> <ul style="list-style-type: none"> • PO20210363 – Whiteboards – Items have been delivered and installed. • PO20210362 – Chromebooks issues to various schools.
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS</p>
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input checked="" type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>3.2.1 Teacher Assistants & Instructional Program Aides Surveys were conducted on the satisfaction of classroom support by TAs and IPAs. 225 teachers responded, below are the results. Note the survey results reflect August to September 2021.</p>	<p>3.2.1 Teacher Assistants & Instructional Program Aides Based on the results of the TA/IPA survey, TAs/IPAs are valued and have an impact on classroom instructional support. 96% of teacher Strongly Agree/ Agree that TAs/ IPAs are valuable to student success.</p> <p>92% of TAs/ IPAs support Face to Face instruction while 42.7% support online instruction. 41% of TAs</p>

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3.2.2 Kinder Learn

Data below reflects aggregate information on students that used IXL from August to September 2021. Currently 6,510 student have been rostered, 439 teachers have access of that 217 (49%) are actively using it. A total 14 schools (13 elementary and 1 middle) are using IXL to supplement instruction.

Unfortunately, the information provided by IXL does not include the *'number of students'* who generated the data below:

spend 81%-100% of time supporting face to face instruction.

Schools have also indicated the types of trainings they would like the project to provide, such as Classroom Management, Grading, and Distance Learning to name a few.

3.2.2 Kinder Learn

The data shows that majority of students are utilizing IXL. Math is used more over Language Arts with an overall 1106 hours spent on Math and 868 in Language Arts. A total of 8,021 skills were mastered during this period.

The project will be working with schools to address the low number of teachers using the system.

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Kinder Learn Teacher Implementation 4th Quarter			
	Math	LA	Total
Problems Attempted	188,611	166,179	354,790
Skills Practiced	7,520	4,786	12,306
Skills Mastered	4,989	3,032	8,021
% of Participating Students	18%	14%	21%
Number of Hours	1,106	868	1,974

*Data Source: IXL District Summary – August 2021 – September 2021

Other

Moby Max

Data below reflects aggregate information on students that used Moby Max from August to September 2021. Currently 4,217 students are actively using Moby Max. 371 teachers are actively using Moby Max to supplement instruction while 548 teachers are inactive (59%). A total 18 schools (11 elementary and 7 middle).

Average Time Per Day	365
Average Time Per Week	628
Active Students	4,217
Active Teachers	371
Inactive Teachers	548

Data reports also provide recommendations to teachers. It is recommended that teachers:

1. Review student progress in the live classroom.
2. Assess individualized plans and use the recommended skills that are tailored to student needs.

These recommendations will help teachers be more proactive in the student’s learning experience along with supporting students to increase skills.

Other

Moby Max. The data shows that majority of students are utilizing Moby Max. However the project will be working with schools to address the low number of teachers using the system.

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
<p>3.2.1 Classroom Support (TAs/IPAs):</p> <p>By end of SY2020-21, 50% of teachers will report classroom supports (TAs/IPAs) were helpful in meeting needs of special populations.</p> <p>By end of SY2020-21 50% of teachers will report TAs provide at least 50% of time in supporting classroom instruction.</p>	<p>Quarterly Surveys from teachers receiving services from TAs/ IPAs.</p>	<p>Percentage of teachers who report Satisfactory or Outstanding on services TAs/IPAs provide in the classroom.</p> <p>Percent of teachers who report amount of time spent on instructional/ classroom activities.</p>	<p>Yes</p>	<p>81% of teachers reported TAs/IPAs helpful in meeting the needs of special population.</p> <p>37% teachers reported they feel TAs provide 81%-100% of time supporting classroom</p>	<p>Target 30% of teachers will report TAs/IPAs helpful in meeting needs of special populations</p> <p>Actual 86% of teachers reported TAs/IPAs helpful in meeting needs of special populations</p> <p>Target 30% of teachers will report TAs/IPAs supporting classroom instructional activities.</p> <p>Actual 83% of teachers reported TAs/IPAs supporting classroom instructional activities.</p>	<p>Target 40% of teachers will report TAs/IPAs helpful in meeting needs of special populations</p> <p>Actual 92% of teachers reported TAs/IPAs helpful in meeting needs of special populations</p> <p>Target 40% of teachers will report TAs/IPAs supporting classroom instructional activities.</p> <p>Actual 87% of teachers reported TAs/</p>	<p>Target 50% of teachers will report TAs/IPAs helpful in meeting needs of special populations</p> <p>Actual 92% of teachers reported TAs/IPAs helpful in meeting needs of special populations</p> <p>Target 50% of teachers will report TAs/IPAs supporting classroom instructional activities.</p> <p>Actual 87% of</p>	<p>This marks the start of a new school year.</p>

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					<i>Note that the amount of time TA/IPA was used was 41%-100% of time in the classroom.</i>	IPAs supporting classroom instructional activities. <i>Note that the amount of time TA/IPA was used was 41%-100% of time in the classroom.</i>	teachers reported TAs/IPAs supporting classroom instructional activities. <i>Note that the amount of time TA/IPA was used was 41%-100% of time in the classroom.</i>	
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>3.3.1 ASPIRE/ 3.3.3 Summer School: By end of SY2020-21, 50% of participating ASPIRE & Summer School students in grades K-8 will increase AIMSweb benchmark scores by 10 points in reading & math.</p>	<p>3.3.1 ASPIRE ASPIRE provides instruction after school for students performing below grade level in core content subjects who need remediation on key skills to get back on track with grade level. (As a result of the COVID-19 pandemic this activity has not started, 0%).</p> <p>3.3.3 Summer School Summer School provides classroom instruction during the summer for students performing below grade level in core subjects who need remediation on key skills to get back on track with grade level (K-8th). The expanded summer school is open to all students to address learning and instructional loss as a result of the COVID-19 pandemic. (Complete, 100%).</p>	<p>3.3.1 ASPIRE The activity was not able to begin this 4th quarter due to the Executive Order 2021-21 signed on August 27, 2021 suspending in-person learning effective August 30, 2021. However, the project has continued to plan for the activities in anticipation of the return to face to face instruction. ASPIRE is anticipated to be implemented for elementary and middle school in October 2021. Note, all funds for this activity has been requested and approved to support the expanded Summer School program to address learning loss and loss of instructional time as a result of the pandemic.</p> <p>3.3.3 Summer School Summer School program for elementary and middle school was implemented from June 7 to July 15, 2021 at all elementary and middle schools.</p> <p>As a result of the COVID-19 pandemic and various executive orders that restricted face to face instruction. Schools had to design their summer school programs in a way to address learning and instructional time loss,</p>

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		allow for enrichment activities, include character education and social emotional wellness for participating students. Transportation was provided to all participating students, in addition to breakfast and lunch. Transportation was funded by the Governor’s allotment of the Education Stabilization Fund (ESF).																																																
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT’S EFFECTIVENESS																																																
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input checked="" type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>3.3.1 ASPIRE No data were available at this time. The project anticipates the implementation for ASPIRE in October 2021.</p> <p>3.3.3 Summer School A total of 4,355 students completed the summer school program; 3,376 elementary and 959 middle. Note that this does not include students that dropped. The data below shows the breakdown of grade for participants in elementary and middle school for Reading and Math.</p> <table border="1" data-bbox="562 881 1310 1161"> <thead> <tr> <th colspan="3">Elementary Reading</th> </tr> <tr> <th>Grade</th> <th>Number</th> <th>Passing Rate</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>538</td> <td>21%</td> </tr> <tr> <td>3</td> <td>907</td> <td>36%</td> </tr> <tr> <td>2</td> <td>696</td> <td>28%</td> </tr> <tr> <td>1</td> <td>337</td> <td>13%</td> </tr> <tr> <td>0</td> <td>45</td> <td>2%</td> </tr> <tr> <td>Total</td> <td>2,523</td> <td>85% Overall</td> </tr> </tbody> </table> <table border="1" data-bbox="562 1195 1310 1474"> <thead> <tr> <th colspan="3">Elementary Math</th> </tr> <tr> <th>Grade</th> <th>Number</th> <th>Passing Rate</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>484</td> <td>21%</td> </tr> <tr> <td>3</td> <td>914</td> <td>39%</td> </tr> <tr> <td>2</td> <td>576</td> <td>24%</td> </tr> <tr> <td>1</td> <td>354</td> <td>15%</td> </tr> <tr> <td>0</td> <td>30</td> <td>1%</td> </tr> <tr> <td>Total</td> <td>2,358</td> <td>84% Overall</td> </tr> </tbody> </table>	Elementary Reading			Grade	Number	Passing Rate	4	538	21%	3	907	36%	2	696	28%	1	337	13%	0	45	2%	Total	2,523	85% Overall	Elementary Math			Grade	Number	Passing Rate	4	484	21%	3	914	39%	2	576	24%	1	354	15%	0	30	1%	Total	2,358	84% Overall	<p>3.3.1 ASPIRE Reporting will be done once the activity commences.</p> <p>3.3.3 Summer School The expanded summer school saw more than triple student participation compared to previous summer school programs. This showed a need to face to face instruction to address learning and instructional loss as a result of the COVID-19 pandemic.</p> <p>Please note that although Aimsweb was not used by all student last school year (SY20-21) teachers were able to assess student progress and growth by using a pre and post formative assessment. Teachers tracked the number of students that gained 5 or more points from the pre and post test. In addition, teachers also provided an overall summer grade. Students that were at risk of failing the summer school, monitoring plans were put in place to support students.</p> <p>Over 2,441 students in elementary and middle school increased post test assessment scores by 5 or more points.</p> <ul style="list-style-type: none"> • Overall Passing Rate for elementary Reading was 85%. • Overall Passing Rate for elementary Math was 84%.
Elementary Reading																																																		
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	Middle School Reading																											
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Middle School Math																												
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<p>3.3.1 ASPIRE/ 3.3.3 Summer School: By end of SY2020-21, 50% of participating ASPIRE & Summer School students in grades K-8 will increase AIMSweb benchmark scores by 10 points in reading & math.</p>	<p>AIMSweb Scored for Oral Reading Fluency and Number Sense Fluency</p>	<p>Percent of students that increase AIMSweb scores in ORF & NSF by 10 points.</p>	<p>Yes</p>	<p>Fall Benchmark 76% participating students Tier 1 on AIMSweb Oral Reading Fluency</p> <p>25% participating students Tier 1 on AIMSweb Number Sense Fluency</p>	<p><u>Target</u> 30% ASPIRE participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math - Fall Benchmark</p> <p><u>Actual</u> No data available at this time, as guidance for implementation is still pending.</p>	<p><u>Target</u> 40% ASPIRE participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math - Fall Benchmark</p> <p><u>Actual</u> No data available at this time, as guidance for implementation is still pending.</p>	<p><u>Target</u> 50% ASPIRE participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math - Fall Benchmark</p> <p><u>Actual</u> No data available at this time, as guidance for implementation is still pending.</p>	<p>This marks the start of a new school year.</p> <p><u>Actual Summer School Note</u> <i>Aimsweb was not used however pre and post formative assessments.</i></p> <p><u>Elementary</u> Increase scores by 5 or more points in Reading and Math</p> <p><u>Reading</u> 5< - 336 (13%) 10< - 1,645 (65%)</p> <p><u>Math</u> 5< - 323(14%) 10< - 1,531 (65%)</p> <p><u>Middle</u></p>
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								Increase scores by 5 or more points in Reading and Math <u>Reading</u> 5< - 113 (14%) 10< - 312 (37%) <u>Math</u> 5< - 165 (24%) 10< - 295 (43%)
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
3.3.2 SAM: By end of SY2020-21, 50% of 9th-grade students mentored will be on grade level to graduate.	3.3.2 Student Advocate & Mentor (SAM) Student advocate and mentor for top tier 3 students (students in need of immediate interventions) to track student progress, graduation requirements, attendance, interventions, and behavior. (Not started, 0%)	3.3.2 Student Advocate & Mentor (SAM) The Project has requested funds for this activity be modified to support an expanded Summer School Program.
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓ <input checked="" type="checkbox"/> NOT STARTED	3.3.2 Student Advocate & Mentor (SAM)	3.3.2 Student Advocate & Mentor (SAM)

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<input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED		No data at this time. The Project has requested that funds for this activity be moved to support an expanded Summer School Program to address learning loss as a result of the pandemic.			The Project has requested funds for this activity be modified to support an expanded Summer School Program.			
Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence -Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
3.3.2 SAM: By end of SY2020-21, 50% of 9th grade students mentored will be on grade level to graduate.	List of students mentored graduation status report	Percent of students mentored who are on track with grade level	Yes	Participation of 10 or more students in the SAM program per school	<u>Target</u> 30% of students mentored will be on track to graduate <u>Actual</u> No data available at this time	<u>Target</u> 40% of students mentored will be on track to graduate <u>Actual</u> No data available at this time	<u>Target</u> 40% of students mentored will be on track to graduate <u>Actual</u> No data available at this time	This marks the start of a new school year.
GOAL/COMPONENT		ACTIVITIES			WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION			

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<p>3.3 Credit Recovery (EP/ Summer): By end of SY2020-21, 80% of participating student’s grades 9-12 will successfully earn credit(s) to graduate with a passing rate of 70%.</p>	<p>3.3 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. This activity will be conducted in the 2nd quarter (Complete, 100%)</p> <p>3.3 Summer School Summer School provides classroom instruction during the summer for students performing below grade level in core subjects who need remediation on key skills to get back on track with grade level (K-8th). The expanded summer school is open to all students to address learning and instructional loss as a result of the COVID-19 pandemic. High school was designed to allow students an opportunity to earn 0.5 to 2 credits during the program. High school offered courses for credit recovery in Sessions A, B, C, & D. (Complete, 100%).</p>	<p>3.3 Eskuelan Puengi This activity has completed.</p> <p>3.3 Summer School High School Summer School ran from June 7 through July 22, 2021 with 4 sessions being offered. Summer School is completed the activity on July 22, 2021. Two models of learning were being implemented, face to face and online instruction. .</p> <p>Transportation was provided to all participating students, in addition to breakfast and lunch. Transportation was funded by the Governor’s allotment of the Education Stabilization Fund (ESF).</p>																					
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT’S EFFECTIVENESS</p>																					
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input checked="" type="checkbox"/> COMPLETED 50% OR MORE <input checked="" type="checkbox"/> FULLY COMPLETED</p>	<p>3.3 Eskuelan Puengi Activity was reported I 3rd quarter.</p> <p>3.3 Summer School A total of 5,827 students completed the summer school program. Note that this does not include students that dropped. The data below shows the breakdown of participants for each session along with the Session Marks Analysis.</p> <table border="1" data-bbox="562 1149 1344 1360"> <thead> <tr> <th>Session</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Session A</td> <td>1,580</td> </tr> <tr> <td>Session B</td> <td>1,587</td> </tr> <tr> <td>Session C</td> <td>1,397</td> </tr> <tr> <td>Session D</td> <td>1,263</td> </tr> <tr> <td>Total</td> <td>5,827</td> </tr> </tbody> </table> <table border="1" data-bbox="562 1429 1310 1495"> <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> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Session	Number of Students	Session A	1,580	Session B	1,587	Session C	1,397	Session D	1,263	Total	5,827	Session A Marks Analysis			Grade	Number	Passing Rate				<p>3.3 Eskuelan Puengi Activity was reported in 3rd Quarter.</p> <p>3.3 Summer School A total of 5,827 students completed the summer school program for Session A, B, C, and D. A total of 5,48 students earned 0.5 to 2 credits during the expanded summer school program. A total of 111 high school teachers taught in the program.</p> <p>Rainbows Graduation was held on July 27, 2021. As a result of participation, a total of 192 received their high school diploma.</p>
Session	Number of Students																						
Session A	1,580																						
Session B	1,587																						
Session C	1,397																						
Session D	1,263																						
Total	5,827																						
Session A Marks Analysis																							
Grade	Number	Passing Rate																					

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A	713	45%
B	363	23%
C	251	16%
D	159	10%
F	94	6%
Total	1,580	84% Overall

Session B Marks Analysis		
Grade	Number	Passing Rate
A	634	40%
B	424	27%
C	279	18%
D	153	10%
F	97	6%
Total	1,587	84% Overall

Session C Marks Analysis		
Grade	Number	Passing Rate
A	588	42%
B	358	26%
C	231	17%
D	136	10%
F	84	6%
Total	1,397	84% Overall

Session D Marks Analysis		
Grade	Number	Passing Rate
A	520	41%
B	341	27%
C	207	16%
D	129	10%
F	66	5%
Total	1,263	85% Overall

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
3.3 Credit Recovery (EP/ Summer): By end of SY2020-21, 80% of participating student's grades 9-12 will successfully earn credit(s) to graduate with a passing rate of 70%.	Grades in credit recovered courses taken.	Percent of students that received a passing grade of 70% or higher to earn credit	Yes	Session A 79% Passing Rate A-37% B-26% C-17% D-17% F-3% Session B 86% Passing Rate A-43% B-26% C-18% D-12% F-1%	<u>Target</u> 60% of participating high school students will be on track to pass course(s) with passing rate of 70% <u>Actual</u> No data available at this time. Activity will begin 2 nd quarter.	<u>Target</u> 70% of participating high school students will be on track to pass course(s) with passing rate of 70% <u>Actual</u> No data available at this time. Activity ongoing and will be completed by May 2021.	<u>Target</u> 80% of participating high school students will be on track to pass course(s) with passing rate of 70% <u>Actual</u> Overall passing rate of 81%. Session A 80% and Session B 81% Session A A-37% B-26% C-17% D-17% F-3% Session B A-43% B-26% C-18%	<u>EP</u> This marks the start of a new school year. <u>Summer School</u> <u>Target</u> 80% of participating high school students will be on track to pass course(s) with passing rate of 70% <u>Actual</u> Overall passing rate of 84%. Session A 84% Session B 84% Session C 84% Session D 84%

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							D-12% F-1% Summer School is currently ongoing and will be completed by July 2021.	Session A A-45% B-23% C-16% D-10% F-6% Session B A-40% B-27% C-18% D-10% F-6% Session C A-42% B-26% C-17% D-10% F-6% Session D A-41% B-27% C-16% D-10% F-5%
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GOAL/COMPONENT		ACTIVITIES				WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION																								
<p>3.4.3 Second Chance: By end of SY2020-21, 80% of 17-21 or 2 years or more behind enrolled will graduate or earn credits to progress to next grade level.</p> <p>By end of SY2020-21, at least 10% of incarcerated students housed in Youth Shelters will advance by 1 grade level.</p>		<p>3.4.3 Second Chance Second Chance provides at-risk students aged 17-21 and students housed at alternative youth facilities with the opportunity to recover credit through monitored instruction with the certified teacher(s). Students are at least more than two grades below grade level to graduate. (Completed, 100%).</p>				<p>3.4.3 Second Chance Second Chance completed its activities for School Year 2020-2021. The new school year (2021-2022) will start the implementation and services for the new cohort of students.</p> <p>Teachers, Teacher Assistants, and Instructional Program aides assigned to the school provide interventions, tutoring, make contact with students, and tailoring instruction to ensure they are passing courses.</p>																								
GOAL/COMPONENT		DATA GENERATED FROM ACTIVITIES				NARRATIVE ON COMPONENT'S EFFECTIVENESS																								
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input checked="" type="checkbox"/> FULLY COMPLETED</p>		<p>3.4.3 Second Chance The date below reflects SY2021-2022 current enrollment. A total of 168 students grades 9-12 are currently enrolled at JP Torres Success Academy, Youth Correctional Facility, and Youth Shelters. Breakdown in table below:</p> <p>Second Chance Student Count</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>JP Torres Success Academy</th> <th>Youth Correctional Facility</th> <th>Youth Shelter</th> </tr> </thead> <tbody> <tr> <td>9th</td> <td>9</td> <td>6</td> <td>0</td> </tr> <tr> <td>10th</td> <td>19</td> <td>6</td> <td>1</td> </tr> <tr> <td>11th</td> <td>57</td> <td>4</td> <td>2</td> </tr> <tr> <td>12th</td> <td>58</td> <td>4</td> <td>3</td> </tr> <tr> <td>TOTAL</td> <td>143</td> <td>22</td> <td>3</td> </tr> </tbody> </table>				Grade	JP Torres Success Academy	Youth Correctional Facility	Youth Shelter	9 th	9	6	0	10 th	19	6	1	11 th	57	4	2	12 th	58	4	3	TOTAL	143	22	3	<p>3.4.3 Second Chance Data cannot be analyzed as the current quarter is still ongoing for this reporting period. Data on student progress will be reported next quarter.</p>
Grade	JP Torres Success Academy	Youth Correctional Facility	Youth Shelter																											
9 th	9	6	0																											
10 th	19	6	1																											
11 th	57	4	2																											
12 th	58	4	3																											
TOTAL	143	22	3																											
GOAL/COMPONENT		ACTIVITIES				WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION																								
Desired Project Outcome		Data Source	Unit of Measurement	Evidence-Based	Actual Data	Quarterly Performance Measures (Actual vs. Target)																								

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<i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	<i>Enter where the data are located. Identify where the data will come from.</i>	<i>Enter the unit of measurement.</i>	<i>Please indicate: Yes or No</i>		Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
<p>3.4.3 Second Chance:</p> <p>By end of SY2020-21, 80% of 17-21 or 2 years or more behind enrolled will graduate or earn credits to progress to next grade level.</p>	<p>Graduation status report for enrolled students</p>	<p>Percent of students that graduate and/or on track to graduate</p>	<p>Yes</p>	<p>73% of students 17-21 and 2 or more years behind who earn credits to progress to next grade level</p> <p>79% (19) – 11th</p> <p>50% (20) – 10th</p> <p>75% (4) – 9th</p>	<p>Target At least 70% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p> <p>Actual 19% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p>	<p>Target At least 75% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p> <p>Actual 15% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p>	<p>Target At least 80% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p> <p>Actual 15% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p>	<p>This marks the start of a new school year.</p>

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
By end of SY2020-21, at least 10% of incarcerated students and those housed in Youth Shelters will advance by 1 grade level.	Student Status report for students housed in Youth Shelters	Percent of students that increased by 1 grade level	Yes		<u>Target</u> At least 4% of participating 17-21 and 2 or more years behind on track to graduate or progress to next grade level <u>Actual</u> 100% of participating 17-21 and 2 or more years behind on track to graduate or progress to next grade level	<u>Target</u> At least 6% of participating 17-21 and 2 or more years behind on track to graduate or progress to next grade level <u>Actual</u> 72% of participating 17-21 and 2 or more years behind on track to graduate or progress to next grade level	<u>Target</u> At least 10% of participating 17-21 and 2 or more years behind on track to graduate or progress to next grade level <u>Actual</u> 72% of participating 17-21 and 2 or more years behind on track to graduate or progress to next grade level	This marks the start of a new school year.
GOAL/COMPONENT	ACTIVITIES			WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION				

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<p>3.5 Alternative Pathways: By end of SY2020-21, 65% of 17-21 or 2 years or more behind enrolled will graduate or earn credits to progress to next grade level.</p>	<p>3.5 Alternative Pathways Alternative Pathways provides at-risk students with the opportunity to recover credit through monitored self-paced instruction outside the regular school day on flexible hours for students. (Ongoing, 95%)</p>	<p>3.5 Alternative Pathways There are currently 12 students enrolled in <i>Asmuyao</i> Community School receiving instruction to help them earn credits towards graduation.</p> <p>Project is currently working with high schools on the referral and application process for students to participate in Alternative Pathways.</p> <p>RFP 017-2019 contract between GDOE and <i>Asmuyao</i> Community School has been extended until September 30, 2022. This is the second renewal for services.</p>			
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT'S EFFECTIVENESS</p>			
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input checked="" type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>3.5 Alternative Pathways A total of 12 students are currently enrolled at <i>Asmuyao</i> Community School. The referral and registration process is currently ongoing with the high schools.</p>	<p>3.5 Alternative Pathways The data cannot be analyzed as the quarter for the new school year is currently ongoing.</p>			
<p>Desired Project Outcome</p>	<p>Data Source</p>	<p>Unit of Measurement</p>	<p>Evidence -Based</p>	<p>Actual Data</p>	<p align="center">Quarterly Performance Measures (Actual vs. Target)</p>

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<p>3.5 Alternative Pathways: By end of SY2020-21, 65% of 17-21 or 2 years or more behind enrolled will graduate or earn credits to progress to next grade level.</p>	<p>Graduation status report for enrolled students</p>	<p>Percent of students that graduate and/or on track to graduate</p>	<p>Yes</p>	<p>73% of students 17-21 and 2 or more years behind who earn credits to progress to next grade level 79% (19) – 11th 50% (20) – 10th 75% (4) – 9th</p>	<p>Target At least 55% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p> <p>Actual 78% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p>	<p>Target At least 60% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p> <p>Actual 68% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p>	<p>Target At least 65% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p> <p>Actual 68% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p>	<p>This marks the start of a new school year.</p>

PART II:

<p>LIST TRAVEL ACTIVITIES COMPLETED.</p>	<p>No travel had been requested and approved within CSAI Project application. Also note that due to COVID-19, all travel activities have been suspended.</p>
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<p>FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p>	<p>No travel had been requested and approved within CSAI Project application. Also note that due to COVID-19, all travel activities have been suspended.</p>
<p>PART III:</p>	
<p>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.</p>	<p>Executive Order 2021-16 allowed schools to open for face-to-face instruction effective August 1, 2021. EO 2021-21 issued on August 27, 2021 suspended in person learning for all schools effective August 30, 2021. EO2021-23 issued on September 16, 2021 authorized the return to in person learning for all schools effective September 16, 2021.</p> <p>These executive orders has changed a lot of the projects planning for implementation. The most recent executive order has divided the school population into cohorts, so much of the new planning has been focused around that. Activities that were not implemented last school year will be implemented this new school year. These activities will be open to all students, to address learning loss as a result of the COVID-19 pandemic.</p> <p>Planning meeting with stakeholders was held over the summer in preparation of the start of the new school year. The Project continued to provide support and guidance to all stakeholders.</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 2020-28 issued on August 21, 2020 relative to responding to confirmed cases of novel coronavirus (COVID-19) which closed all face to face instruction, the Project was not able to implement many of its activities. Although Executive Order 2021-01 allowed for face-to-face instruction on January 18, 2021, much of the after school activities have not been approved for implementation. Therefore, data was not collected this period as a result of delayed implementation of activities; with the exception of Summer School which completed in July 2021.</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 interventions for students and teacher supports through Teacher Assistants and Instructional Program Aides, State Systemic Improvement Plan (SSIP) training, teachers supporting Second Chance, contractual with Asmuyao for Alternative Pathways; procurement of online subscriptions (IXL & Moby Max), instructional supplies and materials and technology equipment for classroom usage. TA/ IPAs supported all models of learning through online, and face-to-face instruction. Teachers design lessons and intervention activities that address the needs of struggling students, provide additional support, and reinforce skills and concepts.</p>

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<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>The COVID-19 pandemic situation has presented a multitude of challenges affecting both the delivery of educational supports and project activity implementation/timelines:</p> <ul style="list-style-type: none"> • Due to Guam’s isolated geographic location in the Pacific Ocean, delivery of goods procured can take four (4) months or more extending delays in shipments. • Nationwide shortages and competing demands for supplies and materials further delays delivery. <p>All contractual and equipment activities have been entered in the requisition. Weekly meetings are held with the procurement to discuss the status and priorities of these items. The main program challenge would be not implementing some of its activates.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>The following activities will be implemented next quarter:</p> <ul style="list-style-type: none"> • Implementation of ASPIRE for elementary and middle schools in October 2021. • Implementation of <i>Eskuelan Puengi</i> for Fall Session. • SSIP – Aimsweb Screening and Raz Plus • Enrollment of students in <i>Asmuyao</i> Community College under Alternative Pathways. • Selection of new Teacher Assistants to fill any vacancies from last school year.
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>CSAI has used a variety of tools to evaluate the effectiveness of the Project and activities being implemented. This quarter CSAI has used perception surveys, project meetings, training evaluations, and student grades. Evaluation results will be used to improve the implementation of the project along with doing any recommended corrective actions. Also, collaborative meetings with administrators help ensure smooth implementation and school involvement in the design. CSAI continues to maintain communication with school administrators and all stakeholders. Stakeholders have been involved in planning the implementation of activities for the new school year.</p>

QUARTERLY REPORT CERTIFICATION

FFY 2020 CONSOLIDATED GRANT
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Grant Award #: S403A200002

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

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Joshua C. Blas
PROJECT COORDINATOR NAME (PRINT)

PROJECT COORDINATOR NAME (SIGNATURE)

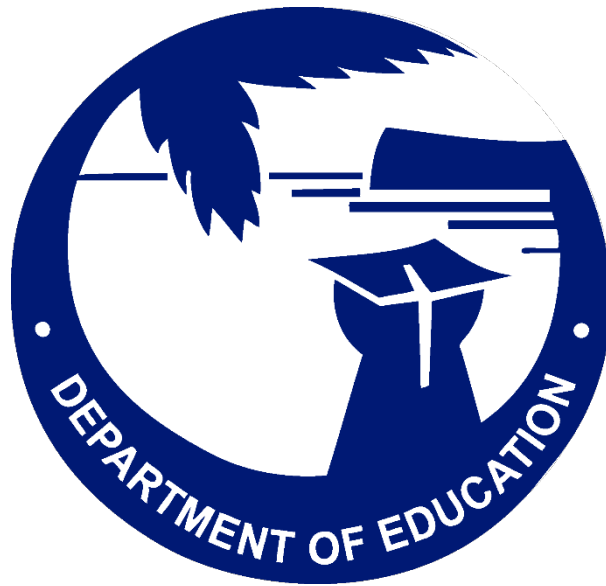
DATE

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

PROJECT MANAGER (SIGNATURE)

DATE

FEDERAL PROGRAMS DIVISION



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

Quarterly Personnel Certification

October 29, 2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS


Fiscal Year 2021


Reporting Period: 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
9418	CHACO, FELIX A.	Program Coordinator IV	C&I -820	
14978	PUNALAN, NELLY P.	Administrative Officer	C&I -820	Shared Started eff. June 28, 2021
2391	ESCUADRA, KELLY C	Program Coordinator III	C&I -820	Resigned effective September 17, 2021
6792	PENDON, JESSE R.	Program Coordinator IV	C&I -820	
13095	REYES, DIANA M	Program Coordinator III	C&I -820	
10214	SANTOS, MADELENE	Teacher Assistant (TA)	Adacao – 329	Detailed from Adacao ES to DYA to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. June 16, 2021. Resigned effective August 30, 2021.
16155	MTIN, ZANE	Teacher Assistant (TA)	Agueda Johnston - 430	Detailed from AIJMS to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. August 2021.
15768	TALAVERA, JULIUS	Teacher Assistant (TA)	FB Leon Guerrero - 432	Detailed from FB Leon Guerrero MS to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. August 2021.
7232	MANIBUSAN, KEVIN	Teacher Assistant (TA)	George Washington - 471	Detailed from George Washington HS to DYA to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. June 16, 2021. Returned to school site on August 18, 2021.
15775	SMITH, BRITANY CHAUNTEL	Teacher Assistant (TA)	JP Torres – 438	Detailed from JP Torres to DYA to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. June 16, 2021. Returned to school site on September 9, 2021.
15029	BLAS, KIANA C.	Teacher Assistant (TA)	Liguan – 328	Detailed from Liguan to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. May 24, 2021. Returned to school site August 2021.
14980	AGUON, ALANA	Teacher Assistant (TA)	Marcial Sablan - 302	Detailed from Marcial Sablan to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. August 2021.
9781	GARRIDO, STEPHANIE	Teacher Assistant (TA)	MU Lujan - 314	Detailed from MU Lujan ES to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. May 24, 2021
12440	MONDIA, NADIA	Teacher Assistant (TA)	Oceanview - 436	Detailed from Oceanview MS to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. May 24, 2021
13709	ICHIOS, LEI	Teacher Assistant (TA)	Price – 318	Detailed from Price ES to DYA to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. June 16, 2021. Returned to school site on September 9, 2021.
13930	BALMONTE,, EDWIN	Teacher Assistant (TA)	VS Benavente - 431	Detailed from VS Benavente MS to DYA to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. June 28, 2021. Returned to school site on August 23, 2021.

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

Immediate Supervisor's Name:	Joshua Blas
Immediate Supervisor's Signature:	
Date:	

Project Coordinator Name:	JOSHUA BLAS
Project Coordinator Signature:	
Date:	

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

Project Manager Name:	JOSEPH L.M. SANCHEZ
Project Manager Signature:	
Date:	10.18.2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



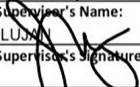
CFDA Title:
 Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year 2021
 Reporting Period: 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
13340	AQUINO, ANTHONY	Teacher Assistant (TA)	Jose Rios - 434	
7117	CAMACHO, SHARLEEN ANN	Instructional Program Aide	Jose Rios - 434	
16024	CHACO, AMAIALYNN I.S.	Teacher Assistant (TA)	Jose Rios - 434	
16209	MANSAPIT, KAELANI	Teacher Assistant (TA)	Jose Rios - 434	
9693	QUIDACHAY, TARA ANN	Teacher Assistant (TA)	Jose Rios - 434	Detailed to Procurement Office to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. May 24, 2021
15301	SAN NICOLAS, PETER	Teacher Assistant (TA)	Jose Rios - 434	
14853	NEDEDOG, JOLYNN APRIL M	Teacher Assistant (TA)	Jose Rios - 434	

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

Immediate Supervisor's Name:
 MARIANN LUJAN
 Immediate Supervisor's Signature:  Date: 9/30/2021

Project Coordinator Name:
 JOSHUA BLAS
 Project Coordinator Signature:  Date:

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

Project Manager Name:
 JOSEPH L.M. SANCHEZ
 Project Manager Signature:  Date: 10.18.2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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

Fiscal Year 2021
 Reporting Period: 4th Qtr (July-Sept)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
1681	CEPEDA, JOSE L	Teacher	JP Torres - 438	
10971	CRUZ, LEALANI	Teacher Assistant (TA)	JP Torres - 438	
10462	CRUZ, ROSEMARIE SN	Teacher	JP Torres - 438	
7068	MANSAPIT, ROSEMARY	Instructional Program Aide	JP Torres - 438	Retired effective January 2021
13310	MENO, COLIN MICHAEL	Teacher Assistant (TA)	JP Torres - 438	
9160	MENO, MELISSA JC	Teacher	JP Torres - 438	On long term military orders until September 30, 2021.
15060	MORRISON, TAYLOR	Teacher Assistant (TA)	JP Torres - 438	
	MUNOZ, ROSEMARIE J	Teacher	JP Torres - 438	On long term military orders until Sept. 30, 2021
10134	ORTIZ, ELISA DC	Instructional Program Aide	JP Torres - 438	
7167	PALACIOS, DEBRALYNN A	Clerk Typist III	JP Torres - 438	
9634	SAN NICOLAS, JOHN G	Teacher	JP Torres - 438	
3951	SEVILLO, WILLIAM O	Teacher	JP Torres - 438	
15775	SMITH, BRITANY CHAUNTEL	Teacher Assistant (TA)	JP Torres - 438	Detailed to DYA under C&I supervision to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. June 16, 2021. Returned to school site on September 9, 2021.
11257	TAITANO, MELISSA KP	Instructional Program Aide	JP Torres - 438	
7814	TOPASNA, CATHY ROSE C	Instructional Program Aide	JP Torres - 438	

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

Immediate Supervisor's Name: DR. ASHERDEE ROSETE <i>asherdee</i>	Date: 10.13.2020
Immediate Supervisor's Signature:	Date:

Project Coordinator Name: JOSHUA BLAS <i>blas</i>	Date:
Project Coordinator Signature:	Date:

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

Project Manager Name: JOSEPH L.M. SANCHEZ <i>jsanchez</i>	Date: 10.18.2021
Project Manager Signature:	Date:

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year 2021

Reporting Period: 4th Qtr (July-Sept)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
15839	AGUERO, DORA ANN	Teacher Assistant (TA)	JQ San Miguel - 311	
14939	CASTRO, DERICK	Teacher Assistant (TA)	JQ San Miguel - 311	Resigned effective: 08/19/2021
144856	CRUZ, BEATRICE	Teacher Assistant (TA)	JQ San Miguel - 311	
14690	CRUZ, JESIREE	Teacher Assistant (TA)	JQ San Miguel - 311	Resigned effective 6/18/2021.
7165	DIONES, ARLENE	Teacher Assistant (TA)	JQ San Miguel - 311	
4725	FRANCISCO, ROSE MARIE	Teacher Assistant (TA)	JQ San Miguel - 311	
12231	PAULINO, TIARA	Teacher Assistant (TA)	JQ San Miguel - 311	
14648	SANTOS, ELYSSA	Teacher Assistant (TA)	JQ San Miguel - 311	Detailled to SCCE Project to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. May 24, 2021
16136	CAMACHO, JOSEPH	Teacher Assistant (TA)	JQ San Miguel - 311	

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Immediate Supervisor's Name: ELIZABETH HANZSEK	09/28/2021
Immediate Supervisor's Signature:	Date: <u>9/20/21</u>

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature:	Date:

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

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature:	Date: 10.18.2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



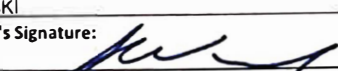
CFDA Title:
 Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS


Fiscal Year 2021
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13488	AROMIN, ALEXIS-NICOLE	Teacher Assistant (TA)	Price - 318	
15872	BORJA, MISHAY RAELENE F.	Teacher Assistant (TA)	Price - 318	
15781	CAMACHO, CODY BRYCE	Teacher Assistant (TA)	Price - 318	
15431	CAMACHO, VANESSA	Teacher Assistant (TA)	Price - 318	
15795	ESTIPONA, Jael	Teacher Assistant (TA)	Price - 318	Resigned effective September 30, 2021.
13709	ICHIOS, LEI	Teacher Assistant (TA)	Price - 318	Detailed to DYA under C&I supervision to support ESF-SEA I, ESF-SEA II, & ARP-CA SEA activities eff. June 16, 2021. Returned to school site on September 9, 2021.
15322	PINZON, TERILYN ROSE T.	Teacher Assistant (TA)	Price - 318	
14864	ROMERO, KRISTAL	Teacher Assistant (TA)	Price - 318	Detailed to SCCE Project to support ESF-SEA I, ESF-SEA II, & ARP-CA SEA activities eff. May 24, 2021.
4310	SUMBO, LEVI	Instructional Program Aide	Price - 318	
13686	TOPASNA, SALINA	Teacher Assistant (TA)	Price - 318	
6247	VILLAGOMEZ, JANE	Teacher Assistant (TA)	Price - 318	
16221	SALAS, HA'ANE JANELLE	Teacher Assistant (TA)	Price - 318	
16208	CASTRO, MICHELLE LYNN	Teacher Assistant (TA)	Price - 318	
16207	CASTRO, KYLE C.	Teacher Assistant (TA)	Price - 318	

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

Immediate Supervisor's Name:
 JOHN WESOLOWSKI
 Immediate Supervisor's Signature:  Date: 9/29/21

Project Coordinator Name:
 JOSHUA BLAS 
 Project Coordinator Signature: _____ Date: _____

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

Project Manager Name:
 JOSEPH L.M. SANCHEZ
 Project Manager Signature:  Date: 10.18.2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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

Fiscal Year 2021
 Reporting Period: 4th Qtr (July-Sept)

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

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

Immediate Supervisor's Name:
 ROSE CASTRO
 Immediate Supervisor's Signature: *Rose M. Castro* Date: 9/28/2021

Project Coordinator Name:
 JOSHUA BLAS
 Project Coordinator Signature: *[Signature]* Date:

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

Project Manager Name:
 JOSEPH L.M. SANCHEZ
 Project Manager Signature: *[Signature]* Date: 10.18.2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year 2021


Reporting Period: 4th Qtr (July-Sept)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
9148	AFAISEN, REENA LYNN	Teacher Assistant (TA)	Finegayan - 306	Not recommended to return School Year 21-22. Last day on June 30, 2021.
15327	BARIS, RAENA N.S.	Teacher Assistant (TA)	Finegayan - 306	
15325	BUNAG, JUNE	Teacher Assistant (TA)	Finegayan - 306	Detailed to Procurement Office to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. May 24, 2021
16124	CASTRO, VERNIE-LYNN	Teacher Assistant (TA)	Finegayan - 306	
14613	CRUZ, JENIEVA GRACE S.	Teacher Assistant (TA)	Finegayan - 306	
15359	MALATE, ELSIELINA CAMILLE	Teacher Assistant (TA)	Finegayan - 306	
6722	MEZA, RENEE LYNN Q.	Teacher Assistant (TA)	Finegayan - 306	
13292	PANGELINAN, DAYNA JEAN	Teacher Assistant (TA)	Finegayan - 306	
10716	VELASCO, GABRIEL H.	Teacher Assistant (TA)	Finegayan - 306	
7613	MENDIOLA, JOLEEN R	Teacher Assistant (TA)	Finegayan - 306	Not recommended to return School Year 21-22. Last day on June 30, 2021.

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

Immediate Supervisor's Name: MARITESS GARCIA
 Immediate Supervisor's Signature: 
 Date: 9/27/2021

Project Coordinator Name: JOSHUA BLAS
 Project Coordinator Signature: 
 Date: _____

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

Project Manager Name: JOSEPH L.M. SANCHEZ
 Project Manager Signature: 
 Date: 10.18.2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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

Fiscal Year **2021**
 Reporting Period: 4th Qtr (July-Sept)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
16022	ADA, ADRIAN ANTHONY	Teacher Assistant (TA)	Luis P Untalan - 435	
14912	AGUON, ALEANDER THERSE	Teacher Assistant (TA)	Luis P Untalan - 435	Resigned eff. June 4, 2021
15329	ATTAO, INA F.	Teacher Assistant (TA)	Luis P Untalan - 435	
10130	PARK, KRISTINE L.C.	Teacher Assistant (TA)	Luis P Untalan - 435	
16133	TAITINGFONG, JERICA CHRISTINE M.	Teacher Assistant (TA)	Luis P Untalan - 435	
16216	CASTRO, RICO J.	Teacher Assistant (TA)	Luis P Untalan - 435	
16241	LEON GUERRERO, VINCENT P.	Teacher Assistant (TA)	Luis P Untalan - 435	

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

Immediate Supervisor's Name: AGNES GUERRERO
 Immediate Supervisor's Signature: 
 Date: 9-28-21

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

Project Coordinator Name: JOSHUA BLAS
 Project Coordinator Signature: 
 Date: _____

Project Manager Name: JOSEPH L.M. SANCHEZ
 Project Manager Signature: 
 Date: 10.18.2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form




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

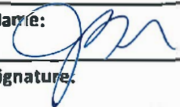
Fiscal Year 2021
 Reporting Period: 4th Qtr (July-Sept)

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
15029	BLAS, KIANA C.	Teacher Assistant (TA)	Liguan - 328	Detailled to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. May 24, 2021. Returned to school site August 2021.
10413	BUSTILLO, CAMARIN Q.	Teacher Assistant (TA)	Liguan - 328	
7262	CRUZ, DIONE E.	Teacher Assistant (TA)	Liguan - 328	
15778	DELA CRUZ, T'ANNA-RAY ABCDE	Teacher Assistant (TA)	Liguan - 328	
11715	HATTIG, GLENDALE	Teacher Assistant (TA)	Liguan - 328	
7599	MANSAPIT, DOROTHY	Teacher Assistant (TA)	Liguan - 328	
13285	NAUTA, JONALYN	Teacher Assistant (TA)	Liguan - 328	
5351	SANTOS-BLAS, BARBARA JEAN	Teacher Assistant (TA)	Liguan - 328	

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

Immediate Supervisor's Name:
 JOHANSEN PUNONGBAYAN
 Immediate Supervisor's Signature:  Date: 09/28/21

Project Coordinator Name:
 JOSHUA BLAS 
 Project Coordinator Signature: _____ Date: _____

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

Project Manager Name:
 JOSEPH L.M. SANCHEZ 
 Project Manager Signature: _____ Date: 10.18.2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
12136	AFAISEN, RAFANNE	Teacher Assistant (TA)	Machananao 327	Not assigned to MESS Term ended 7/31/21
4001	ICHIN, CAROLINE	Teacher Assistant (TA)	Machananao 327	Resigned effective July 9, 2021
12420	LIZAMA, SERINA ULLOA	Teacher Assistant (TA)	Machananao 327	
14118	MENDIOLA, PEARLYN	Teacher Assistant (TA)	Machananao 327	Not assigned to CSSE effective 04/26/2021
15167	MENDIOLA, PRUDENCE	Teacher Assistant (TA)	Machananao 327	
15335	ULLOA, AMANDA ROSE	Teacher Assistant (TA)	Machananao 327	
14161	VILLAGOMEZ, ELENA	Teacher Assistant (TA)	Machananao 327	

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Immediate Supervisor's Name:
 SARAH LEE VALENCIA
 Immediate Supervisor's Signature: *S. Valencia*
 Date: 9/28/2021

Project Coordinator Name:
 JOSHUA BLAS
 Project Coordinator Signature: *J. Blas*
 Date:

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

Project Manager Name:
 JOSEPH L.M. SANCHEZ
 Project Manager Signature: *J. Sanchez*
 Date: 10.18.2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
15006	ALEXANDER, ELIZABETH	Teacher Assistant (TA)	Tamuning - 320	
13693	BAYONA, JOLEEN	Teacher Assistant (TA)	Tamuning - 320	
13051	GARCIA, ROSALIE	Teacher Assistant (TA)	Tamuning - 320	
4538	LEYSA, ISABEL I.	Teacher Assistant (TA)	Tamuning - 320	
11377	LIZAMA, MERCY Q.	Teacher Assistant (TA)	Tamuning - 320	
13694	<i>gr</i> LUJAN, DONOVAN	Teacher Assistant (TA)	Tamuning - 320	Detailed to Warehouse to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. August 2021
16106	SAMBRANO, JASMIN	Teacher Assistant (TA)	Tamuning - 320	
16223	SANTOS, MARIE D.	Teacher Assistant (TA)	Tamuning - 320	
16222	BANG, VICTORIA J.	Teacher Assistant (TA)	Tamuning - 320	Resigned effective July 30, 2021.

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

Immediate Supervisor's Name: GERALDINE QUEJADO	Date: <i>9/20/21</i>
Immediate Supervisor's Signature: <i>[Signature]</i>	

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

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

Project Manager Name: JOSEPH L.M. SANCHEZ	Date: 10.18.2021
Project Manager Signature: <i>[Signature]</i>	

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
13930	BALMONTE,, EDWIN	Teacher Assistant (TA)	VS Benavente - 431	Detailed to DYA to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. June 28, 2021. Returned to school site on August 23, 2021.
11753	CRISOSTOMO, JUILET	Teacher Assistant (TA)	VS Benavente - 431	
5328	MCCALE, ANITA	Teacher Assistant (TA)	VS Benavente - 431	Resigned effective August 2, 2021. A McHale did not resign. It was cancelled.
3040	PANGELINAN, MARIA F.	Teacher Assistant (TA)	VS Benavente - 431	
5527	QUITUGUA, JENNIFER M.	Teacher Assistant (TA)	VS Benavente - 431	
11677	ROSARIO, KILANI MARIE	Teacher Assistant (TA)	VS Benavente - 431	

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Immediate Supervisor's Name: FREDA ARII	
Immediate Supervisor's Signature: 	Date: 9-27-21

Project Coordinator Name: JOSHUA BLAS	
Project Coordinator Signature: 	Date:

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

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: 	Date: 10.18.2021

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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
14980	AGUON, ALANA	Teacher Assistant (TA)	Marcial Sablan - 302	Detailed to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. August 2021.
11737	AGUSTIN, COLEEN R.	Teacher Assistant (TA)	Marcial Sablan - 302	
12600	DELA PAZ, MARY	Teacher Assistant (TA)	Marcial Sablan - 302	
8311	LEON GUERRERO, EILEEN	Teacher Assistant (TA)	Marcial Sablan - 302	
15317	NAUTA, JESSIRAE JANELL S.	Teacher Assistant (TA)	Marcial Sablan - 302	
14387	REYES, VICTORIA	Teacher Assistant (TA)	Marcial Sablan - 302	
16017	SMITH, ANGELA S.	Teacher Assistant (TA)	Marcial Sablan - 302	
13684	BORJA, RONA C	Teacher Assistant (TA)	Marcial Sablan - 302	

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

Immediate Supervisor's Name: GERALDINE PABLO *Geraldine Pablo* 9/27/21
 Immediate Supervisor's Signature: _____ Date: _____

Project Coordinator Name: JOSHUA BLAS *Joshua Blas*
 Project Coordinator Signature: _____ Date: _____

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

Project Manager Name: JOSEPH L.M. SANCHEZ *Joseph L.M. Sanchez*
 Project Manager Signature: _____ Date: 10.18.2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
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EIN No.	Employee Name	Employee Position Title	Site Location	Comments
15391	CRUZ, KRYSALMARIE	Teacher Assistant (TA)	FB Leon Guerrero - 432	
5879	FEJERAN, GERALDINE	Teacher Assistant (TA)	FB Leon Guerrero - 432	
14957	NAPLES, SHAWNAE	Teacher Assistant (TA)	FB Leon Guerrero - 432	
11763	PAGUIO, REJERICCA	Teacher Assistant (TA)	FB Leon Guerrero - 432	Resigned effective Sept. 7, 2021
5986	SALAS, MICHELLE	Teacher Assistant (TA)	FB Leon Guerrero - 432	
15768	TALAVERA, JULIUS	Teacher Assistant (TA)	FB Leon Guerrero - 432	Detailed to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. August 2021

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

Immediate Supervisor's Name:
 MELISSA MAFNAS
 Immediate Supervisor's Signature: *Melissa Mafnas* Date: 9/27/2021

Project Coordinator Name:
 JOSHUA BLAS
 Project Coordinator Signature: *Joshua Blas* Date:

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

Project Manager Name:
 JOSEPH L.M. SANCHEZ
 Project Manager Signature: *Joseph L.M. Sanchez* Date: 10.18.2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:

Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year 2021

Reporting Period: 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
16113	ABULENCIA, CASSANDRA	Teacher Assistant (TA)	Oceanview - 436	
13747	BABAUTA, NOREEN ALEXIS	Teacher Assistant (TA)	Oceanview - 436	
10360	CRUZ, LEAH	Teacher Assistant (TA)	Oceanview - 436	
13676	MANSAPIT, LEAH CHRISTIANNE	Teacher Assistant (TA)	Oceanview - 436	
12440	MONDIA, NADIA	Teacher Assistant (TA)	Oceanview - 436	Detailed to C&I to support ESF-SEA I, ESF-SEA II, & ARP-OA SEA activities eff. May 24, 2021

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

Immediate Supervisor's Name: DUANE MANTANONA	
Immediate Supervisor's Signature: 	Date: <u>07-27-2021</u>

Project Coordinator Name: JOSHUA BLAS 	
Project Coordinator Signature: 	Date:

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

Project Manager Name: JOSEPH L.M. SANCHEZ	
Project Manager Signature: 	Date: <u>10.18.2021</u>

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title:
Project Title:

82870 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS

Fiscal Year 2021

Reporting Period: 3rd 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
4555	AGUIRRE, MARYJANE	Teacher Assistant (TA)	DL Perez - 323	
10982	CRUZ, CHRISTINE	Teacher Assistant (TA)	DL Perez - 323	
16128	CRUZ, JAENALYNN	Teacher Assistant (TA)	DL Perez - 323	
15371	FLICKINGER, JENNIFER-JAYNETTE P.	Teacher Assistant (TA)	DL Perez - 323	
8765	QUINTANILLA, TAMAR M.D.	Teacher Assistant (TA)	DL Perez - 323	
7035	RIVARD, DOMINICA	Teacher Assistant (TA)	DL Perez - 323	
5829	SARDON, LEA M.	Teacher Assistant (TA)	DL Perez - 323	
8377	TAISIPIC, LANI	Teacher Assistant (TA)	DL Perez - 323	
3841	PENARANDA, CARMENSITA L	Teacher Assistant (TA)	DL Perez - 323	
	KENGICH, JARYLETTE CB	Teacher Assistant (TA)	DL Perez - 323	

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

Immediate Supervisor's Name: REBECCA DUENAS
Immediate Supervisor's Signature:  Date: <u>9/27/2021</u>

Project Coordinator Name: JOSHUA BLAS
Project Coordinator Signature:  Date:

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

Project Manager Name: JOSEPH L.M. SANCHEZ
Project Manager Signature:  Date: 10.18.2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form




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

Fiscal Year 2021
 Reporting Period: 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
12083	JESUS, KRYSTAL-RAE	Teacher Assistant (TA)	Ordot Chalan Pago - 316	Performed 40 hours of local activities during PPE 8.28.21
6111	MANTANONA, RHONDA	Teacher Assistant (TA)	Ordot Chalan Pago - 316	Performed 72 hours of local activities during PPE 8.28.21
14402	MARTINEZ, NATASHA	Teacher Assistant (TA)	Ordot Chalan Pago - 316	Resigned effective July 16, 2021
5406	SAN NICOLAS, ARLENE	Teacher Assistant (TA)	Ordot Chalan Pago - 316	Performed 79.5 hours of local activities during PPE 8.28.21
9753	SANTIAGO, STEPHANIE	Teacher Assistant (TA)	Ordot Chalan Pago - 316	Performed 64 hours of local activities during PPE 8.28.21
15784	TAITANO, ALEXIS	Teacher Assistant (TA)	Ordot Chalan Pago - 316	Performed 71 hours of local activities during PPE 8.28.21

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

Immediate Supervisor's Name:
 TRICIA MOYLAN
 Immediate Supervisor's Signature:  Date: 9/28/21

Project Coordinator Name:
 JOSHUA BLAS 
 Project Coordinator Signature: _____ Date: _____

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

Project Manager Name:
 JOSEPH L.M. SANCHEZ
 Project Manager Signature:  Date: 10.18.2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form



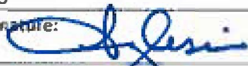
CFDA Title:
 Project Title: 82820 CLASSROOM SUPPORTS AND ACADEMIC INTERVENTIONS


Fiscal Year 2021
 Reporting Period: 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
13743	BAZA, TINA MARIE	Teacher Assistant (TA)	Wettengel - 322	
13470	BENAVENTE, DARNELLE-RENEE	Teacher Assistant (TA)	Wettengel - 322	
4334	CORDERO, ELISA	Teacher Assistant (TA)	Wettengel - 322	
14996	EDELO, JESSICA	Teacher Assistant (TA)	Wettengel - 322	
12398	LUJAN, CHERIAH	Teacher Assistant (TA)	Wettengel - 322	
5149	MCDERMOTT, JANET R.A.	Teacher Assistant (TA)	Wettengel - 322	
10967	SAN NICOLAS, TELIANN ROSE	Teacher Assistant (TA)	Wettengel - 322	
14320	TOSIWO, ABRAHAM	Teacher Assistant (TA)	Wettengel - 322	

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

Immediate Supervisor's Name:
 EVANGELINE IGLESIAS
 Immediate Supervisor's Signature:  Date: 10.15.21

Project Coordinator Name:
 JOSHUA BLAS
 Project Coordinator Signature:  Date:

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

Project Manager Name:
 JOSEPH L.M. SANCHEZ
 Project Manager Signature:  Date: 10.18.2021

PROJECT NAME: Classroom Supports & Academic Interventions (CSAI)

REGULAR SALARIES				FY'19 Carryover			FY'20			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Total
PPE 7/3/21		\$ 210,941.30	100%	\$ 210,941.30	\$ 84,376.52	\$ 295,317.82	\$ 210,941.30	\$ 84,376.52	\$ 295,317.82	\$ 421,882.60	\$ 168,753.04	\$ 590,635.64
PPE 7/23/21		\$ 211,477.44	100%	\$ 211,477.44	\$ 84,590.98	\$ 296,068.42	\$ 211,477.44	\$ 84,590.98	\$ 296,068.42	\$ 422,954.88	\$ 169,181.95	\$ 592,136.83
PPE 7/31/21		\$ 210,786.79	100%	\$ 210,786.79	\$ 84,314.72	\$ 295,101.51	\$ 210,786.79	\$ 84,314.72	\$ 295,101.51	\$ 421,573.58	\$ 168,629.43	\$ 590,203.01
PPE 8/14/21		\$ 210,522.06	100%	\$ 210,522.06	\$ 84,208.82	\$ 294,730.88	\$ 210,522.06	\$ 84,208.82	\$ 294,730.88	\$ 421,044.12	\$ 168,417.65	\$ 589,461.77
PPE 8/28/21		\$ 209,049.97	100%	\$ 209,049.97	\$ 83,619.99	\$ 292,669.96	\$ 209,049.97	\$ 83,619.99	\$ 292,669.96	\$ 418,099.94	\$ 167,239.98	\$ 585,339.92
PPE 9/11/21		\$ 208,037.76	100%	\$ 208,037.76	\$ 83,215.10	\$ 291,252.86	\$ 208,037.76	\$ 83,215.10	\$ 291,252.86	\$ 416,075.52	\$ 166,430.21	\$ 582,505.73
Sub Totals	-	1,260,815		1,260,815	504,326	1,765,141	1,260,815	504,326	1,765,141	2,521,631	1,008,652	3,530,283
Indirect Cost (9.5%)		119,777										\$ 119,777
Total 4th Qtr	-	\$ 1,380,592.78		\$ 1,260,815.32	\$ 504,326.13	\$ 1,765,141.45	\$ 1,260,815.32	\$ 504,326.13	\$ 1,765,141.45	\$ 2,521,630.64	\$ 1,008,652.26	\$ 3,530,282.90
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)		-										\$ -
Total 4th Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 4th Qtr	-	\$ 1,380,592.78	\$ -	\$ 1,260,815.32	\$ 504,326.13	\$ 1,765,141.45	\$ 1,260,815.32	\$ 504,326.13	\$ 1,765,141.45	\$ 2,521,630.64	\$ 1,008,652.26	\$ 3,530,282.90

PART-TIME SALARIES				FY'19 Carryover			FY'20			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Totals
PPE 7/3/21		\$ 10,714.84	100%	\$ 10,714.84	\$ 4,285.94	\$ 15,000.78	\$ 10,714.84	\$ 4,285.94	\$ 15,000.78	\$ 21,429.68	\$ 8,571.87	\$ 30,001.55
PPE 7/23/21		\$ 9,538.38	100%	\$ 9,538.38	\$ 3,815.35	\$ 13,353.73	\$ 9,538.38	\$ 3,815.35	\$ 13,353.73	\$ 19,076.76	\$ 7,630.70	\$ 26,707.46
PPE 7/31/21		\$ 10,015.06	100%	\$ 10,015.06	\$ 4,006.02	\$ 14,021.08	\$ 10,015.06	\$ 4,006.02	\$ 14,021.08	\$ 20,030.12	\$ 8,012.05	\$ 28,042.17
PPE 8/14/21		\$ 9,933.92	100%	\$ 9,933.92	\$ 3,973.57	\$ 13,907.49	\$ 9,933.92	\$ 3,973.57	\$ 13,907.49	\$ 19,867.84	\$ 7,947.14	\$ 27,814.98
PPE 8/28/21		\$ 8,392.36	100%	\$ 8,392.36	\$ 3,356.94	\$ 11,749.30	\$ 8,392.36	\$ 3,356.94	\$ 11,749.30	\$ 16,784.72	\$ 6,713.89	\$ 23,498.61
PPE 9/11/21		\$ 7,241.28	100%	\$ 7,241.28	\$ 2,896.51	\$ 10,137.79	\$ 7,241.28	\$ 2,896.51	\$ 10,137.79	\$ 14,482.56	\$ 5,793.02	\$ 20,275.58
Sub Totals	-	55,836		55,836	22,334	78,170	55,836	22,334	78,170	111,672	44,669	156,340
Indirect Cost (9.5%)		5,304										\$ 5,304
Total 4th Qtr	-	\$ 61,140.24		\$ 55,835.84	\$ 22,334.34	\$ 78,170.18	\$ 55,835.84	\$ 22,334.34	\$ 78,170.18	\$ 111,671.68	\$ 44,668.67	\$ 156,340.35
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)		-										\$ -
Total 4th Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 4th Qtr	-	\$ 61,140.24	\$ -	\$ 55,835.84	\$ 22,334.34	\$ 78,170.18	\$ 55,835.84	\$ 22,334.34	\$ 78,170.18	\$ 111,671.68	\$ 44,668.67	\$ 156,340.35

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

Type or Print Name and Title of Program Manager JOSEPH L.M. SANCHEZ Deputy Superintendent, Curriculum & Instructional Improvement	Telephone: (area code, number, and extension)
	617-300-1630
Signature of Authorized Certifying Official: JOSHUA BLAS, Project Lead	Email address:
	JSANCHEZ@GDOE.NET
Type or Print Name and Title of Project Coordinator: Signature of Project Coordinator:	Date Report Submitted: (Month, Day, Year)
	10/8/2021
Signature of Project Coordinator:	Telephone: (area code, number, and extension)
	671-300-1254
Signature of Project Coordinator:	Email address:

JCBLAS@GDOE.NET

Date Report Submitted: (Month, Day, Year)

10/8/2021

FEDERAL PROGRAMS DIVISION



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

Fixed Asset Certification

October 29, 2021

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

Inventory Date:	9/28/2021		JOSHUA BLAS			10/8/2021
			<i>Name</i>		<i>Signature</i>	<i>Date</i>

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
51331		ARUBA ACCESS POINT	AP-55	PHL7KD50VB	\$ 863.31	1	Adaco	Casey Ong	20210314	3/19/2021	New	
51332		ARUBA ACCESS POINT	AP-55	PHL7KD523N	\$ 863.31	1	Agana Heights	Mary Tenorio	20210314	3/19/2021	New	
51333		ARUBA ACCESS POINT	AP-55	PHL7KD518G	\$ 863.31	1	Carbullido	Liahlanni Cruz	20210314	3/19/2021	New	
51334		ARUBA ACCESS POINT	AP-55	PHL7KD5151	\$ 863.31	1	Carbullido	Elizabeth Brooks	20210314	3/19/2021	New	
51335		ARUBA ACCESS POINT	AP-55	PHL7KD52GR	\$ 863.31	1	CL Taitano	Catherine Terlaje	20210314	3/19/2021	New	
51336		ARUBA ACCESS POINT	AP-55	PHL7KD52GV	\$ 863.31	1	CL Taitano	Erika Suba	20210314	3/19/2021	New	
51337		ARUBA ACCESS POINT	AP-55	PHL7KD52GM	\$ 863.31	1	Liguan	Genevieve Santos	20210314	3/19/2021	New	
51338		ARUBA ACCESS POINT	AP-55	PHL7KD5001	\$ 863.31	1	Liguan	Michelle DeGuzman	20210314	3/19/2021	New	
51339		ARUBA ACCESS POINT	AP-55	PHL7KD52FX	\$ 863.31	1	Ordot Chalan Pago	Jenilyn Cruz Ancaya	20210314	3/19/2021	New	
51340		ARUBA ACCESS POINT	AP-55	PHL7KD523L	\$ 863.31	1	Ordot Chalan Pago	Suemalee Torres	20210314	3/19/2021	New	
51341		ARUBA ACCESS POINT	AP-55	PHL7KD51G9	\$ 863.31	1	SIFA	Office	20210314	3/19/2021	New	
51342		ARUBA ACCESS POINT	AP-55	PHL7KD52H6	\$ 863.31	1	Tiyan	Library	20210314	3/19/2021	New	
51343		ARUBA ACCESS POINT	AP-55	PHL7KD51GW	\$ 863.31	1	Simon Sanchez	Julieta Anitok	20210314	3/19/2021	New	
51344		ARUBA ACCESS POINT	AP-55	PHL7KD51DP	\$ 863.31	1	Simon Sanchez	Pauleen Mateo	20210314	3/19/2021	New	
51345		ARUBA ACCESS POINT	AP-55	PHL7KD52H7	\$ 863.31	1	Inarajan ES	Kathy Candaso	20210314	3/19/2021	New	
51346		ARUBA ACCESS POINT	AP-55	PHL7KD52F0	\$ 863.31	1	Inarajan ES	Michelle Paulino	20210314	3/19/2021	New	
54357		MOBILE INTERACTIVE TOUCHSCREEN WHITEBOARD	AP7-U75-EU-1		\$4,879.00	1	LBJ	Jennifer Rios	20210363	3/19/2021	New	
54358		MOBILE INTERACTIVE TOUCHSCREEN WHITEBOARD	AP7-U75-EU-1		\$4,879.00	1	Marcial Sablan	Lisa Meeks	20210363	3/19/2021	New	
54359		MOBILE INTERACTIVE TOUCHSCREEN WHITEBOARD	AP7-U75-EU-1		\$4,879.00	1	Maria Ulloa	Rocelle Diaz	20210363	3/19/2021	New	
54360		MOBILE INTERACTIVE TOUCHSCREEN WHITEBOARD	AP7-U75-EU-1		\$4,879.00	1	PC Lujan	Kristal Leigh Flores	20210363	3/19/2021	New	
54361		MOBILE INTERACTIVE TOUCHSCREEN WHITEBOARD	AP7-U75-EU-1		\$4,879.00	1	Tamuning	Vernalyn Guerrero	20210363	3/19/2021	New	
54362		MOBILE INTERACTIVE TOUCHSCREEN WHITEBOARD	AP7-U75-EU-1		\$4,879.00	1	DL Perez		20210363	3/19/2021	New	
54363		MOBILE INTERACTIVE TOUCHSCREEN WHITEBOARD	AP7-U75-EU-1		\$4,879.00	1	Chief Brodie	Kimberly Pendon	20210363	3/19/2021	New	
54364		MOBILE INTERACTIVE WHITEBOARD MOBILE STANDS & SPEAKERS	APTMS-3		\$1,348.00	1	LBJ	Jennifer Rios	20210363	3/19/2021	New	
54365		MOBILE INTERACTIVE WHITEBOARD MOBILE STANDS & SPEAKERS	APTMS-3		\$1,348.00	1	Marcial Sablan	Lisa Meeks	20210363	3/19/2021	New	
54366		MOBILE INTERACTIVE WHITEBOARD MOBILE STANDS & SPEAKERS	APTMS-3		\$1,348.00	1	Maria Ulloa	Rocelle Diaz	20210363	3/19/2021	New	
54367		MOBILE INTERACTIVE WHITEBOARD MOBILE STANDS & SPEAKERS	APTMS-3		\$1,348.00	1	PC Lujan	Kristal Leigh Flores	20210363	3/19/2021	New	

53838		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53839		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53840		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53841		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53842		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53843		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53844		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53845		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53846		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53847		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53848		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53849		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53850		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53851		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53852		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53853		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	New	
53854		ACER CHROMEBOOK	C733T		\$ 324.00	1	Ordot Chalan Pago	Suemalee Torres	20210362	3/19/2021	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 <p style="text-align: center;">JOSEPH L.M. SANCHEZ</p>		Telephone: (area code, number, and extension)
		671-300-1630
Signature of Authorized Certifying Official: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>		Email address:
		jsanchez@gdoe.net
Type or Print Name and Title of Project Coordinator: <p style="text-align: center;">JOSHUA BLAS</p>		Date Report Submitted: (Month, Day, Year)
		7/16/2021
Signature of Project Coordinator: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>		Telephone: (area code, number, and extension)
		671-300-1254
		Email address:

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

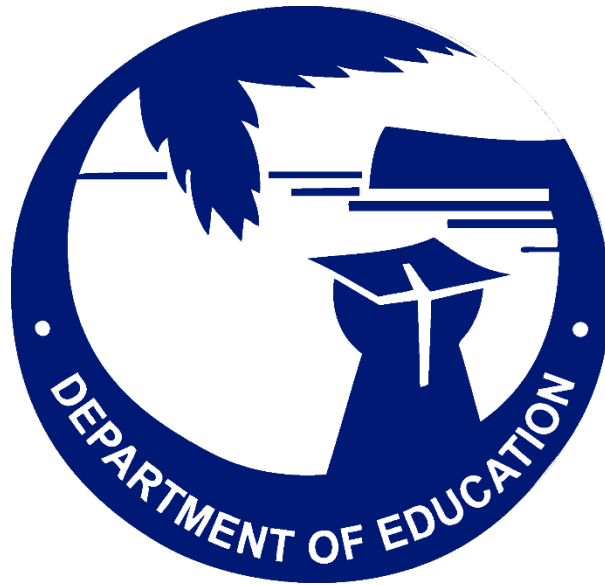
Inventory Date:	9/28/2021	JOSHUA BLAS			7/16/2021
		<i>Name</i>	<i>Signature</i>		<i>Date</i>

New Tag	Older Tag	Item Description	Model #	Serial #	Amount	QTY	Location	Equipment Issued to	PO #	Purchase Date	Cond.	Comments
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Certification: By signing this report, I certify to the best of my knowledge that the Fixed Asset Inventory Report is true, complete, and accurate and in accordance with rules and regulations governing the program or project. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

Type or Print Name and Title of Program Manager <p align="center">JOSEPH L.M. SANCHEZ Deputy Superintendent, Curriculum & Instructional Improvement</p> Signature of Authorized Certifying Official:	Telephone: (area code, number, and extension)
	671-300-1630
	Email address:
	jsanchez@gdoe.net
Type or Print Name and Title of Project Coordinator: <p align="center">JOSHUA BLAS</p> Signature of Project Coordinator:	Date Report Submitted: (Month, Day, Year)
	10/8/2021
	Telephone: (area code, number, and extension)
	671-300-1254
Type or Print Name and Title of Project Coordinator: <p align="center">JOSHUA BLAS</p> Signature of Project Coordinator:	Email address:
	jbblas@gdoe.net
	Date Report Submitted: (Month, Day, Year)
	10/8/2021

FEDERAL PROGRAMS DIVISION



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

Project No. 4 School Climate Culture and Engagement

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, 2021

FEDERAL PROGRAMS DIVISION



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

Original Submitted Quarterly Report

October 29, 2021

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

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

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

PROJECT TITLE: #4 SCHOOL CLIMATE CULTURE & ENGAGEMENT

PROJECT COORDINATOR: DORIS BUKIKOSA

PROJECT MANAGER: ERIKA S. CRUZ, DS ESCL

STATE PROGRAM OFFICER: STEPHANIE N. CHARGUALAF

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

AMOUNT BUDGETED (FFY 2020): \$ <u>3,560,549.96</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>2,897,462.03</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>81</u> %
AMOUNT BUDGETED (FFY 2019): \$ <u>2,671,172.78</u>	AMOUNT EXPENDED: (Include all expenditures/payouts to date) \$ <u>1,956,000.70</u>	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted) <u>73</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						310	23	222	43
6 - 8						281	5	205	42
9 - 12						291	3	113	37

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

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QUARTERLY REPORT
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- Year 1: 2% increase in school site implementation of the PBIS Framework from previous year
- 2. 5% overall increase in the School Safety Perception Survey rate of 80%.
Year 1: Maintain School Safety Perception Survey rate of 80%

4.3 Promoting Positive Behavior And Safe School Environment

- 1. 25% increase in SCCE and school personnel knowledge and practices supporting safe schools
Year 1: 50% more knowledgeable and more confident
- 2. Reduce discipline rate of 38% by a total of .5% annually
Year 1: Reduce discipline rate to 37.5%
- 3. Reduce suspension rate of 19% by .5% annually
Year 1: Reduce the suspension rate to 18.5%

4.4 Health & Safety

- 1. Increase the number of students participating in health education activities by 10% annually.
Year 1: Increase the number of student participants by 10% from previous year
- 2. Reduce the number of obese and extremely obese students by 1% by Year 3.
Year 1: Reduce the number of obese and extremely obese students by .33%

FFY 2020 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A200002

PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p style="text-align: center;"><i>Provide bullet form listing below:</i></p> <p>4.1 SSOT</p> <ul style="list-style-type: none"> ▪ SSOT closed 2,340 referrals with 338 pending for the 4th quarter, conducting 1,088 home visits. ▪ Eight (8) Student Engagement (SE) activities and 19 Parent Engagement (PE) activities were conducted this reporting period. ▪ Seven (7) Staff Development (SD) trainings were conducted this reporting period. ▪ Eleven Professional Development (PD) trainings were attended this reporting period. 	<ul style="list-style-type: none"> ▪ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants, etc.</i> ▪ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <p>SSOT</p> <ul style="list-style-type: none"> ▪ The Guam Department of Education completed School Year 2021-22, reverted to two (2) Models of Learning: Distance Learning – Online and the Traditional Face to Face (FTF). With the island remaining in the Pandemic Core II (PCORII), additional precaution remained in place when conducting home visits and meeting with families. ▪ With the return to FTF Learning and additional safety precautions in place, 8 SE and 19 PE were conducted this reporting period. ▪ Seven (7) SD and eleven (11) PD sessions were provided. <p>Staff Development (SD)</p> <ul style="list-style-type: none"> ➤ 06/24/21: <i>Payroll/Kronos Training</i> ➤ 07/09/21: <i>Social Workers Training - Case Reviews</i> ➤ 8/06 & 10/21: <i>Teacher Orientation</i> ➤ 08/10/21: <i>Teacher Professional Development Day</i> ➤ 08/09-11/21: <i>Youth Mental Health First Aid (YMHFA)</i> ➤ 09/17/21: <i>Project Monthly Meeting</i>

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		<p>Professional Development (PD)</p> <ul style="list-style-type: none"> ➤ 06/08, 06/12 & 06/16/21: School Safety Conference Facilitators Training ➤ 06/23 & 24/21: Guam Coalition Against Sexual Assault and Family Violence Virtual Conference ➤ 06/24/21: SCCE Monthly Project Meeting ➤ 07/29/21: Social Workers Training – Case Reviews ➤ 07/29 & 07/30/21: FFY’2021 CG Title V-B & RLIS FFY-2021 ARP – Outlying Areas Grant Award Notification (GAN) and Accountability Workshop ➤ 08/05/21: SCCE Monthly Project Meeting ➤ 08/19/21: COVID-19 Contact Tracing Training ➤ 08/23/21: Payroll Training ➤ 09/01/21: Parent Session: How to Assist your Child with Learning with Assistive Technology
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT’S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input checked="" type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT’S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a ‘count’. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p>Insert Primary Data Here:</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT’S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i>

**FFY 2020 CONSOLIDATED GRANT
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1. Table of Student Referrals

Type of Referral	4th Quarter	
	Closed	Open
Attendance	477	117
Behavior	15	0
Interpreter/Translator	3	2
Medical	300	20
Registration	122	20
School Parent Conference	135	16
Support Services	1288	163
TOTALS	2340	338
Home visits	1,088	

2. Table on Survey Results

Parent Feedback	4th Quarter
	Results
Increased knowledge	0
Did not increase in knowledge	0

- The SCCE Project SSOT Services achieved an actual completion rate of 87% for this reporting period, exceeding its goal of 75%

**FFY 2020 CONSOLIDATED GRANT
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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
I. SSOT 4.1 75% successful completion of referrals Completion rate on student referrals – 2,340/2,678= 87% (Target met)	SCCE Project Data	Percentage of student referrals which were serviced completely by the Project	Yes	(SY19 – 20: 4th Qtr): <u>Target:</u> 85% success rate <u>Actual:</u> 67% Success rate (392 closed /261 open) 7 EA <ul style="list-style-type: none"> ▪ 0 SE/0 PE ▪ 2 SD (2/62) 5 PD – Up to 21	<u>Target:</u> 60% success rate <u>Actual:</u> 72% success rate (SY20 - 21: 1 st Qtr): 72% Referrals 890 5 EA <ul style="list-style-type: none"> ▪ 0 SE/0 PE ▪ 1 SD (1/100) 4 PD – Up to 27	<u>Target:</u> 60% success rate <u>Actual:</u> 89% success rate (SY20 - 21: 2 nd Qtr): 89% Referrals 242 7 EA <ul style="list-style-type: none"> ▪ 0 SE/0 PE ▪ 1 SD (2/75) 5 PD – Up to 27	<u>Target:</u> 60% success rate <u>Actual:</u> 94% success rate (SY20 - 21: 3 rd Qtr): 94% Referrals 86 6 EA <ul style="list-style-type: none"> ▪ 0 SE/0 PE ▪ 0 SD 11 PD – Up to 27	<u>Target:</u> 60% success rate <u>Actual:</u> 94% success rate (SY20 - 21: 4 th Qtr): 87% Referrals 338 26 EA <ul style="list-style-type: none"> ▪ 8 SE/19 PE ▪ 7 SD 11 PD – Up to 27

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>4.2. Positive Behavior Interventions and Support (PBIS) Framework</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in <u>bullet form</u>. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <p>4.2 PBIS Framework</p> <p>1. Increase in school site PBIS implementation by 2%.</p> <p>Coaching Supports</p> <ul style="list-style-type: none"> ▪ No Student Engagement (SE) and Parent Engagement (PE) activities were conducted this period. ▪ Provided seven (7) Staff Development (SD) training to personnel - Completed 100% ▪ Project personnel took the opportunity to attend 11 Professional Development (PD) trainings/online webinars – Completed 100% <p>Last Tiered Fidelity Inventory(TFI) (Implementation Assessment) was conducted in SY19-20 (2nd Qtr)</p> <p>2. Maintain School Safety Perception Survey Rate of 80% - Target not met.</p> <ul style="list-style-type: none"> ▪ Last School Safety Perception Survey conducted in 3rd Qtr SY18-19. 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>SE: No activities conducted this reporting period.</p> <p>PE: No activities conducted this reporting period.</p> <p>Staff Development (SD):</p> <ul style="list-style-type: none"> ➤ 06/24/21: (1) <i>SCCE Monthly Project Meeting</i> ➤ 7/13/21 - 7/15/21: (3) <i>School Safety Conference – Systematic Supervision (Active Supervision) and Youth Mental Health First Aid</i> ➤ 08/09/21 – 8/11/21: (1) <i>Youth Mental Health First Aid (YMHFA)</i> ➤ 08/10/21: (1) <i>PBIS Systematic Supervision & Getting Systems Up and Running</i> ➤ 09/17/21: (1) <i>Project Monthly Meeting</i> <p>Professional Development (PD):</p> <ul style="list-style-type: none"> ➤ 06/19/21: (1) <i>School-Wide Information System (SWIS) Recertification Training</i> ➤ 06/23/21 – 6/24/21: (1) <i>Guam Coalition</i>

**FFY 2020 CONSOLIDATED GRANT
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- Against Sexual Assault and Family Violence Virtual Conference*
- **06/24/21:** (1) *SCCE Monthly Project Meeting*
 - **07/26/21:** (1) *Ensure Racial Equity in School Discipline and Four Tips to Sustain PBIS*
 - **07/29/21 - 07/30/21:** (1) *FFY'2021 CG Title V-B & RLIS FFY-2021 ARP – Outlying Areas Grant Award Notification (GAN) and Accountability Workshop*
 - **08/05/21:** (1) *SCCE Monthly Project Meeting*
 - **08/20/21:** (1) *Facilitator Life: Training and Supporting New School Wide Information System (SWIS) Suite Users*
 - **08/23/21:** (1) *Payroll Training*
 - **08/26/21:** (1) *District and School PBIS Assessment Evaluation Planning*
 - **09/02/21:** (1) *Strategies for Teaching Resilience and the Social Emotional Needs of California Students*
 - **09/17/21:** (1) *Trauma Informed Practices That Foster Students Resilience*

**FFY 2020 CONSOLIDATED GRANT
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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS																
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p><i>Insert Primary Data Here:</i></p> <p>1. Table of Tiered Fidelity Inventory (TFI) Averages – Results from last conducted assessment in 2nd Qtr SY19-20</p> <table border="1" data-bbox="548 899 1205 1027"> <thead> <tr> <th>School</th> <th>Tier 1 AVG</th> <th>Tier 2 AVG</th> <th>Tier 3 AVG</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>88%</td> <td>79%</td> <td>72%</td> </tr> <tr> <td>Middle</td> <td>86%</td> <td>42%</td> <td>N/A</td> </tr> <tr> <td>High</td> <td>93%</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table> <p>2. School Safety Perception Surveys (Self-Assessment Survey (SAS) and School Safety Survey (SSS) – Results from last conducted assessment in 3rd Qtr SY18-19.</p> <ul style="list-style-type: none"> ▪ Increase School Safety Perception Survey by 5% Annually <p>Target: ES – 82% MS – 81% HS – 64%</p> <p>Actual: ES – 82% MS – 81% HS – 70%</p>	School	Tier 1 AVG	Tier 2 AVG	Tier 3 AVG	Elementary	88%	79%	72%	Middle	86%	42%	N/A	High	93%	N/A	N/A	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i> <ul style="list-style-type: none"> ▪ Restrictions were still being imposed due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028, face-to-face instruction and provision of supports interventions were restricted. ▪ Restrictions were still being imposed due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028, there has been continued restrictions/limitations to face-to-face instruction and support interventions.
School	Tier 1 AVG	Tier 2 AVG	Tier 3 AVG															
Elementary	88%	79%	72%															
Middle	86%	42%	N/A															
High	93%	N/A	N/A															

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
4.2 PBIS Framework 4.2.1. 2% overall increase in each school site in the level of implementation of the PBIS Framework	1. Tiered Fidelity Inventory Assessment Last TFI assessment conducted in 2 nd Qtr SY19-20.	Percentage increase in implementation assessment rate	Yes	SY19-20 2nd 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%	Target: Ongoing implementation Actual: No assessment conducted	Target: Ongoing implementation Actual: No assessment conducted	Target: ES TFI AVG (26 schools): Tier 1: 90% Tier 2: 81% Tier 3: 74% MS TFI AVG (1 school): Tier 1: 88% Tier 2: 44% HS TFI AVG (1 school): Tier 1: 95% Actual: No assessment conducted	Target: Ongoing implementation Actual: No assessment conducted

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<p>4.2.2 Maintain an annual School Safety Perception Survey rate of 80%</p>	<p>2. School Safety Perception Survey</p>	<p>Maintain 80% Survey result rates</p>	<p align="center">Yes</p>	<p>SAS AVG Elem Participatio n Avg: 70% Implementat ion Avg: 84%</p> <p>Middle Participatio n Avg: 58% Implementat ion Avg: 84%</p> <p>High Participatio n Avg: 42% Implementat ion Avg: 77%</p> <p>SSS AVG: Elem Participatio n Avg: 72% Risk Ratio Avg: 33% Protective Ratio Avg: 56%</p> <p>Middle Participatio n Avg: 54% Risk Ratio Avg: 56% Protective Ratio Avg: 78%</p> <p>High Participatio n Avg: 36% Risk Ratio Avg: 57% Protective</p>	<p>Target: Maintain 80% rate</p> <p>Actual: No survey conducted</p>	<p>Target: Maintain 80% rate</p> <p>Actual: No survey conducted</p>	<p>Target: Maintain 80% rate</p> <p>Actual: No survey conducted</p>
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**FFY 2020 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A200002**

Ratio Avg:
76

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

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 Grant Award #: S403A200002**

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

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

Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
4.3 Positive Behavior & Safe School Environments 50% SCCE and school personnel report feeling more knowledgeable and more confident in implementing strategies learned Reduce discipline rate to 37.5%	Project data Training Exit Survey	Percentage of SCCE and school personnel who indicate feeling more knowledgeable	Yes	TFI 2nd QTR ES TFI AVG: Tier 1: 93% Tier 2: 82% Tier 3: 79%	Target: 30% increase Actual: No survey conducted	Target: 40% increase Actual: No survey conducted	Target: 40% increase Actual: No survey conducted	Target: 40% increase Actual: No survey conducted
		Percentage of students who were issued referrals for behavioral discipline issues	Yes	MS TFI AVG: Tier 1: 81% Tier 2: N/A	Target: 38% reduction Actual: No survey conducted	Target: 37.8% reduction Actual: No survey conducted	Target: 37.5% reduction Actual: No survey conducted	Target: 37.8% reduction Actual: No survey conducted
	District Discipline Data	Percentage of students who get suspended for behavioral discipline issues	Yes	HS TFI AVG: Tier 1: 79% for 3 schools completing the assessment	Target: 19% suspension rate Actual: No survey	Target: 18.8% suspension rate Actual: No survey	Target: 18.5% suspension rate Actual: No survey	Target: 18.8% suspension rate Actual: No survey

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

		conducted	conducted	conducted	conducted
GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION			
4.4 Health & Safety	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p>	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants, etc.</i></p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>▪ Restrictions were still being imposed due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028, no SE or PE were conducted this reporting period.</p> <p>▪ Restrictions were still being imposed due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028, no SE or PE were conducted this reporting period.</p>			
	<p>4.4 Health & Safety</p> <p>1. Increase the number of student participants in health education activities by 10% from previous year</p> <ul style="list-style-type: none"> ▪ No data available. <p>2. Reduce the current number of obese (1,824) and extremely obese (1,054) students by 33%</p> <ul style="list-style-type: none"> ▪ No data available 				

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

GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>4.4 Health & Safety</p> <p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p>1. 10 % increase in student participants rate</p> <ul style="list-style-type: none"> ▪ No data <p>2. 33% reduction in number of obese and extremely obese students</p> <ul style="list-style-type: none"> ▪ No data 	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ▪ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i> <p>▪ Restrictions were still being imposed due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028, limiting face-to-face instruction and supports interventions.</p> <p>▪ Restrictions were still being imposed due to the COVID-19 Pandemic and the Government of Guam Executive Order 2020-028, limiting face-to-face instruction and support interventions.</p>

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

Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
4.4. Health & Safety								
4.4.1 Increase the number of student participants in health education activities by 10% from previous year	1. Project data	Percentage increase in student participation	Yes	No Base Data submitted to Project Lead due to COVID-19 shut down.	Target: Ongoing activities Actual: No activities conducted	Target: Ongoing activities Actual: No activities conducted	Target: Ongoing activities Actual: No activities conducted	Target: Ongoing activities Actual: No activities conducted
4.4.2 Reduce the current number of obese (1,824) and extremely obese (1,054) students by .33%	2. District Student Health Data	Percentage reduction in obese and extremely obese students	Yes	No Base Data submitted to Project Lead due to COVID-19 shut down.	Target: Ongoing instruction Actual: No assessment conducted	Target: Ongoing activities Actual: No assessment conducted	Target: Reduce obese students to 1,818 and extremely obese to 1,051 Actual: No assessment conducted	Target: Ongoing activities Actual: No assessment conducted

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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>Due to the COVID-19 Pandemic, travel restrictions have been in place. No travel activity during this reporting period.</p>
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p>None conducted 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> <p>I. SSOT focused on supporting the expected increase in FTF students as we began SY21-22. II. PBIS Coaches have been supporting the opening of SY21-22 and the increase of face to face enrollment. III. Positive Behaviors & Safe School Environments: No Project Personnel; however, PBIS Coaches and School Based Behavioral Health Team members have focused on strategies and supports for the return to an increase in enrollment of face to face students. IV. Health & Safety: No Project Personnel; however, the Project Lead and GDOE Community Health & Nursing Administrator have consulted to determine best approach to the return to an anticipated increase in face to face enrollment and maintaining safety protocols.</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> <ul style="list-style-type: none"> ▪ Existing evaluations remain effective, once Student Engagement, Parent Engagement and Trainings are allowed in a face to face setting. ▪ Although COVID-19 Pandemic is still in effect, lesser restrictions remain in place. The project will reduce the safety protocols and restrictions, remaining consistent with current CDC, local DPHSS and SEA regulations.

**FFY 2020 CONSOLIDATED GRANT
 QUARTERLY REPORT
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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> <ul style="list-style-type: none"> ▪ SSOT – contacted families and students considered “No Show” to his/her selected Model of Learning and assisted families obtain technology for the temporary closure of the Face-to Face (FTF) and the eventual return to FTF. ▪ PBIS – assisted SSOT with contacting parents and preparing for the opening of SY21-22.
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <ul style="list-style-type: none"> ▪ Procurement process delays due to the prioritizing of COVID-19 Pandemic related purchases ▪ Delays in the completion of normal procurement due to prioritization of PPEs and distance learning supports ▪ Delays in the availability of procured supplies, materials and equipment, to include shipping and delivery.
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>(Have you come across a new or better way to implement a project strategy? Are you conducting other types of “best practice” procedures that Federal Programs/State Office could share with other grantees?) 100 WORD COUNT</p> <ul style="list-style-type: none"> ▪ Social Service & Outreach Teams (SSOT) will provide supports to FTF MOL students or any student/family requesting for services ▪ PBIS Framework; PBIS Coaching supports will be conducted either through FTF or virtual methods depending on the safety protocols established at the school sites ▪ Positive Behaviors & Safe Schools: Behavior assessments and supports will be made available and conducted for students and employees ▪ Health & Safety: School Health Counselors, PE & Health Teachers and students will have access to resources and supports needed in line with safety protocols established at each school site.
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>100 WORD COUNT</p> <ul style="list-style-type: none"> ▪ Programmatic data collection on referral completion ▪ PBIS Framework implementation assessment (Tiered Fidelity Inventory) ▪ School Safety Surveys ▪ Participants Surveys

QUARTERLY REPORT CERTIFICATION

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


PROJECT COORDINATOR NAME (SIGNATURE)

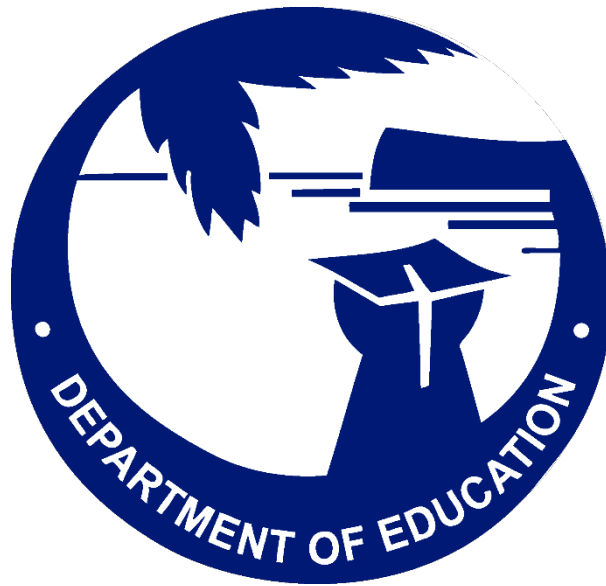
10/15/21
DATE

ERIKA S. CRUZ, DS ESCL
PROJECT MANAGER NAME (PRINT)


PROJECT MANAGER (SIGNATURE)

10/15/21
DATE

FEDERAL PROGRAMS DIVISION



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

Quarterly Personnel Certification

October 29, 2021

Guam Department of Education (GDOE) Quarterly Personnel Certification Form




CFDA Title:
 Project Title: 82830 SCHOOL CLIMATE CULTURE AND ENGAGEMENT


Fiscal Year 2021
 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
6022	DORIS D BUKIKOSA	PROG COORD IV	840 ESCL	
13837	ANA MARIA T.O. AGUON	PROG COORD IV	840 ESCL	
8812	STEVEN V PANGELINAN	SOC SRVC SPVR I	840 ESCL	
5545	NORMA J AGUON	SOCIAL WKR III	840 ESCL	
5919	ALLEN A GAGARIN	SOCIAL WKR III	840 ESCL	EFFECTIVE: 09/25/21 Retired
9907	DEVINA D GARRIDO	SOCIAL WKR III	840 ESCL	
6860	ERLINDA C TOVES	SOCIAL WKR III	840 ESCL	
2281	JUAN K MARTIN	SOCIAL WKR III	840 ESCL	
4505	MARICOR M AMANDE	SOCIAL WKR III	840 ESCL	
7593	ROSA G MAFNAS	SOCIAL WKR III	840 ESCL	
2280	SIMEON C PEREZ	SOCIAL WKR III	840 ESCL	
12241	MARY CHRISTINA V ZABALA-DULLA	SOCIAL WKR III	840 ESCL	
15705	VANESSA L NAGAL	SOCIAL WKR III	840 ESCL	
15661	CAMERIN B QUITUGUA	SOCIAL WKR III	840 ESCL	EFFECTIVE: 09/25/21 Resigned
11448	CATHERINE M ERNE	TEACHER III	431 VSABMS	

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: STEVEN V. PANGELINAN, SSS	
Immediate Supervisor's Signature: 	Date: 10/15/2021

Project Coordinator Name: DORIS D. BUKIKOSA, PL	
Project Coordinator Signature: 	Date: 10/15/2021

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

Project Manager Name: ERIKA S. CRUZ, DS ESCL	
Project Manager Signature:	Date:

Guam Department of Education (GDOE) Quarterly Personnel Certification Form




CFDA Title:
 Project Title: 82830 SCHOOL CLIMATE CULTURE AND ENGAGEMENT


Fiscal Year 2021
 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
4034	DORES Z CENTENO	COMM PROG AIDE II	840 ESCL	
10706	ALLAN P JASMIN	COMM PROG AIDE II	840 ESCL	
5858	ELIZIA D CRUZ	COMM PROG AIDE II	840 ESCL	
00-0000	VACANT	COMM PROG AIDE II	840 ESCL	Vice: EVA CAMACHO
5975	MARCIA C DIEGO	COMM PROG AIDE II	840 ESCL	
5913	MARGARET R MANALISAY	COMM PROG AIDE II	840 ESCL	
00-0000	VACANT	COMM PROG AIDE II	840 ESCL	Vice: Raymond C. Perez
6865	THERESE F JAMES	COMM PROG AIDE II	840 ESCL	
9920	TINA LYNN S LEON GUERRERO	COMM PROG AIDE II	840 ESCL	
00-0000	VACANT	COMM PROG AIDE II	840 ESCL	Vice: Kathrina Palomo
12500	CONNIE Q SANTIAGO	PROG COORD III	840 ESCL	
13397	FRANCISCO G LIMITIACO	PROG COORD III	840 ESCL	
7315	JOYCE L.G. KANESHIRO	PROG COORD III	840 ESCL	
5074	LUCILLE C PALOMO	PROG COORD III	840 ESCL	
7657	PETER J TOVES	TEACHER III	434 JLGRMS	

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: STEVEN V. PANGELINAN, SSS	
Immediate Supervisor's Signature: 	Date: 10/15/2021

Project Coordinator Name: DORIS D. BUKIKOSA, PL	
Project Coordinator Signature: 	Date: 10/15/2021

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

Project Manager Name: ERIKA S. CRUZ, DS ESCL	
Project Manager Signature:	Date:

Guam Department of Education (GDOE) Quarterly Personnel Certification Form




CFDA Title:
 Project Title: 82830 SCHOOL CLIMATE CULTURE AND ENGAGEMENT


Fiscal Year 2021
 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
16343	ROSALIN MEEKS	TEACHER IV	436 OMS	
00-0000	VACANT	TEACHER IV	430 AIJMS	Vice: Ordelia Pritchard
4170	VELMA V CRUZ	TEACHER IV	437 ASTMS	
6928	JANA SALAS	TEACHER IV	435 LPUMS	Vice: Bertha Duenas
00-0000	VACANT	TEACHER IV	840 ESCL	
00-0000	VACANT	TEACHER IV	840 ESCL	
00-0000	VACANT		812 FP	STATE TECH OFFICER
14419	VAN JOSEPH ABIERA	COMP TECH II	820 C&I	
15608	ISAAC DAVID	COMP TECH II	820 C&I	
13987	PATTERSON AGUSTIN	COMP TECH II	820 C&I	
13985	AUBREY SANTOS	COMP TECH II	820 C&I	

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

Immediate Supervisor's Name: STEVEN V. PANGELINAN, SSS	
Immediate Supervisor's Signature: 	Date: 10/15/2021

Project Coordinator Name: DORIS D. BUKIKOSA, PL	
Project Coordinator Signature: 	Date: 10/15/2021

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



Project Manager Name: ERIKA S. CRUZ, DS ESCL	
Project Manager Signature:	Date:

PROJECT NAME: # 4 School Climate Culture & Engagement Project

REGULAR SALARIES				FY'19 Carryover			FY'20			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Total
07/03/21	31	\$ 53,342.65	100%	\$ -	\$ -	\$ -	\$ 53,342.65	\$ 19,595.21	\$ 72,937.86	\$ 53,342.65	\$ 19,595.21	\$ 72,937.86
07/17/21	31	\$ 53,342.65	100%	\$ -	\$ -	\$ -	\$ 53,342.65	\$ 19,605.73	\$ 72,948.38	\$ 53,342.65	\$ 19,605.73	\$ 72,948.38
07/31/21	30	\$ 50,965.88	100%	\$ -	\$ -	\$ -	\$ 50,965.88	\$ 19,246.36	\$ 70,212.24	\$ 50,965.88	\$ 19,246.36	\$ 70,212.24
08/14/21	33	\$ 56,477.67	100%	\$ -	\$ -	\$ -	\$ 56,477.67	\$ 20,388.15	\$ 76,865.82	\$ 56,477.67	\$ 20,388.15	\$ 76,865.82
08/28/21	34	\$ 61,440.83	100%	\$ -	\$ -	\$ -	\$ 61,440.83	\$ 22,079.90	\$ 83,520.73	\$ 61,440.83	\$ 22,079.90	\$ 83,520.73
09/11/21	34	\$ 60,362.88	100%	\$ -	\$ -	\$ -	\$ 60,362.88	\$ 21,757.86	\$ 82,120.74	\$ 60,362.88	\$ 21,757.86	\$ 82,120.74
09/25/21	34	\$ 59,442.02	100%	\$ -	\$ -	\$ -	\$ 59,442.02	\$ 21,497.36	\$ 80,939.38	\$ 59,442.02	\$ 21,497.36	\$ 80,939.38
Sub Totals	227	395,375		-	-	-	395,375	144,171	539,545	395,375	144,171	539,545
Indirect Cost (9.5%)		37,561										\$ 37,561
Total 2nd Qtr	227	\$ 432,935.17		\$ -	\$ -	\$ -	\$ 395,374.58	\$ 144,170.57	\$ 539,545.15	\$ 395,374.58	\$ 144,170.57	\$ 539,545.15
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)		-										\$ -
Total 2nd Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 2nd Qtr	227	\$ 432,935.17	\$ -	\$ -	\$ -	\$ -	\$ 395,374.58	\$ 144,170.57	\$ 539,545.15	\$ 395,374.58	\$ 144,170.57	\$ 539,545.15

PART-TIME SALARIES				FY'19 Carryover			FY'20			PROGRAM TOTAL		
PPE	No. of Positions Title-VA funded	Total Salary for the PayPeriod	% Share	Salary	Fringe	Carryover	Salary	Fringe	Requested	Salary	Fringe	Totals
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)		-										\$ -
Total 2nd Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Totals	-	-		-	-	-	-	-	-	-	-	-
Indirect Cost (9.5%)		-										\$ -
Total 2nd Qtr	-	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total 2nd 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 <p style="text-align: center;">ERIKA S. CRUZ, DS ESCL</p>	Telephone: (area code, number, and extension)
	671 300-1631
Signature of Authorized Certifying Official: 	Email address:
	escruz@gdoe.net
Type or Print Name and Title of Project Coordinator: <p style="text-align: center;">DORIS BUKIKOSA, PL</p>	Telephone: (area code, number, and extension)
	671 300-1625
Signature of Project Coordinator: 	Email address:
	ddbukikosa@gdoe.net
	Date Report Submitted: (Month, Day, Year)
	10/15/2021

FEDERAL PROGRAMS DIVISION

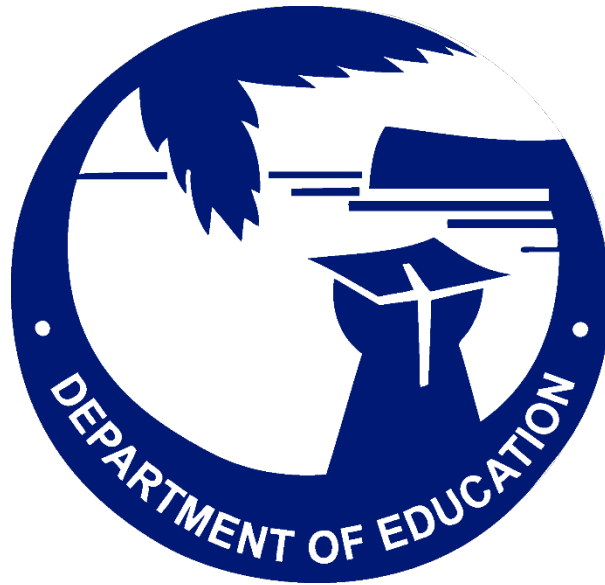


**FY 2020 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular
Areas Quarterly Report**

Fixed Asset Certification

October 29, 2021

FEDERAL PROGRAMS DIVISION



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

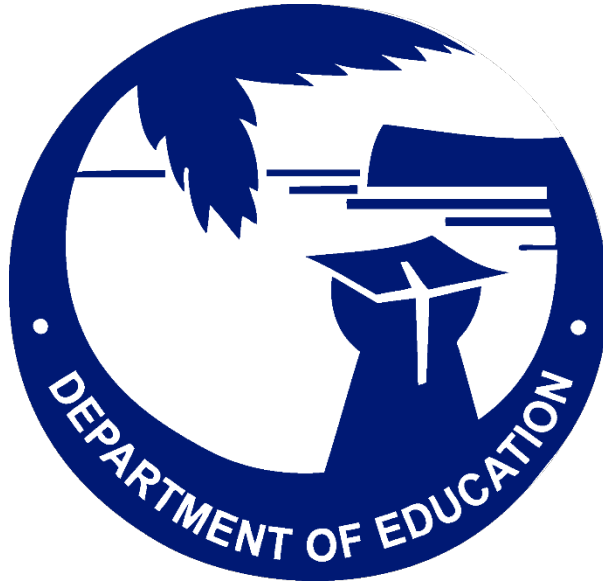
Project No. 5 Private Non-Public Schools

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, 2021

FEDERAL PROGRAMS DIVISION



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

Original Submitted Quarterly Report

October 29, 2021

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

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

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

PROJECT TITLE: Project #5: Private, Non-Public – Office of Catholic Education

PROJECT COORDINATOR: Sr. Angela Perez, RSM

PROJECT MANAGER: Ike C. Santos

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

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

**AMOUNT BUDGETED
(FFY 2020):**

\$ 2,742,029.72

AMOUNT EXPENDED:

(Include all expenditures/payouts to date)

\$ 1,277,726.83

PERCENTAGE OF EXPENDITURE:

(Overall Expenditure divided by Amount Budgeted)

46%

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	1272								
6 - 8	847								
9 - 12	1046								

LIST THE PROJECT GOALS:

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

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

**LIST THE PROJECT
OBJECTIVES:**

Goal 1: Academic Performance

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

Goal 2: Advanced Placement (AP)

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

Goal 3: Professional Development (PD)

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

Goal 4: Specialized Events and Opportunities

- **YEAR 1:** There will be at least a 2% increase in student participation in STEAM activities, other academic and non-academic special events and at least 60% of participating students will report they are more engaged in learning and that they had a positive experience.
- **YEAR 2:** There will be at least a 4% increase in student participation in STEAM activities, other academic and non-academic special events and at least 65% of participating students will report they are more engaged in learning and that they had a positive experience.
- **YEAR 3:** There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.

Goal 5: Academic and Career Planning

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

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

	<p>path/CTE path.</p> <ul style="list-style-type: none"> • YEAR 2: At least 75% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 20% of these students will indicate an interest in pursuing a STEAM college path/CTE path. • YEAR 3: At least 80% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 25% of these students will indicate an interest in pursuing a STEAM college path/CTE path. <p>Goal 6: Technology and Technology Integration</p> <ul style="list-style-type: none"> • YEAR 1: Teachers and students in participating schools will report at least 10% improved access to technology and online resources for students and increased integration of technology in the classroom. • YEAR 2: Teachers and students in participating schools will report at least 20% improved access to technology and online resources for students and increased integration of technology in the classroom. • YEAR 3: Teachers and students in participating schools will report at least 30% improved access to technology and online resources for students and increased integration of technology in the classroom.
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PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>Academic Performance Goal 1: 1) Improve academic performance in math and reading by at least 2% from baseline on the summative assessment used by the PNP.</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in <u>bullet form</u>. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <p>➤ OCE students slowly continued to return to face-to-face learning during this reporting period. In August 2021, all OCE students were able to return to face-to-face learning on campus, with some students remaining fully online.</p>	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants, etc.</i></p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>➤ Input from the 13 OCE schools indicated approximately 75% of teachers conducted a variety of formative assessments, such as practice sheets, work sheets, tests, quizzes, lesson exit tickets (i.e., summarizing what students learned, etc.), with their students to gauge student learning, to determine which skills/concepts need reinforcement, and to become more aware of and address individual student strengths as well as needs.</p>

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	<p>➤ All elementary and high schools administered an online summative assessment (ACT Aspire) to students in 3rd through 10th grade during the Consolidated Grant 3rd quarter reporting period. Results were made available to school administrators during the current reporting period.</p>	<p>➤ All elementary and high schools participated in the administration of the summative assessment, ACT Aspire. Input from individual schools indicated schools utilize the results to determine areas of strength and challenges as well as necessary interventions. Teachers became more informed in terms of curriculum decisions relative to lesson planning, implementation, and interventions.</p>
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</p> <p>➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</p> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p>Insert Primary Data Here:</p> <p>➤ Schools identified specific formative assessments, such as practice sheets, work sheets, tests, quizzes, lesson exit tickets (i.e., summarizing what students learned, etc.), used and provided formative assessment results to students and parents via progress reports and through each school's information management system.</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <p>➤ EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</p> <p>➤ Teachers reported using various formative assessments, such as practice sheets, work sheets, tests, quizzes, lesson exit tickets (i.e., summarizing what students learned, etc.), were very helpful in guiding their curricular decisions during in-person learning as well as distance learning.</p>

**FFY 2020 CONSOLIDATED GRANT
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➤ The data generated from the ACT Aspire summative assessment provided teachers with information to guide lesson planning, implementation, reinforcement, and intervention.

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>Advanced Placement</p> <p>Goal 2: 2) The percent of Advanced Placement (AP) students scoring 3 or above will increase by at least 2% for those PNPs offering AP.</p> <p>Goal 3: 1) At least 40% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).</p>	<ul style="list-style-type: none"> • The AP Testing is scheduled for April 2021. • As set by the College, Career, Civic Engagement, and Life Readiness (CCCLR) project, the AP Summer Institute for secondary teachers is scheduled for August 3-6, 2021. Four (4) consolidated grant PDs were attended by OCE schools: <ol style="list-style-type: none"> 1. AP Summer Institute (August 3-6, 2021) 2. NSTA (July 26-30, 2021) 3. Effective Leadership & Communication for Organizational Success (Sept. 21, 2021) 4. Prowise (Sept. 22, 2021) 	<p>Three (3) secondary OCE schools participated in the AP testing. A total of 332 students participated:</p> <ul style="list-style-type: none"> ➤ Academy of Our Lady High School = 103 ➤ Father Duenas Memorial High School = 146 ➤ Notre Dame High School = 83 <p>Out of the 332 students who were administered the AP tests, 103 (31%) took more than one (1) AP test.</p> <p>A total of 114 students scored 3 or above. This equates to 34.34% of those who took AP tests.</p> <p>Three OCE schools participated in the AP Summer Institute for a total of four (4) participants.</p> <ul style="list-style-type: none"> ➤ Academy of Our Lady High School = 1 ➤ Father Duenas Memorial High School = 1 ➤ Notre Dame High School = 2 <p>Those who attended were more confident in understanding the AP testing process.</p> <p>A total of 42 teachers attended four (4) CG PDs. Below is the breakdown:</p> <ul style="list-style-type: none"> ➤ AP Summer Institute = 4 ➤ NSTA = 2 ➤ Effective Leadership & Communication for Organizational Success = 8 ➤ Prowise = 28 <p>Teachers who attended the trainings found the material effective. For some, it was more of a refresher course of what they are already using in class. Some who attended trainings were not teachers, but administrators and counselors who also found the material helpful in working with the teachers and performing their job roles.</p>

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 QUARTERLY REPORT
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<p>Goal 4: 1) There will be at least a 2% increase in student participation in STEAM activities, other academic and non-academic special events, and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.</p>	<ul style="list-style-type: none"> • Due to the ongoing situation with the COVID-19 health pandemic, no STEAM activities were held during this quarter. • Similarly, all Academic Special Events (ASE) activities were put on hold due to the health pandemic that limited in-person interactions. No competitions occurred. 	<p>Not applicable at this time.</p> <p>Not applicable at this time.</p>
<p>Goal 5: 1) At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 15% of students will indicate an interest in pursuing a STEAM college path/CTE path.</p>	<p>It is important to note that due to COVID, OCE did not hold a College and Career Fair. However, individual colleges/universities visited the various OCE schools on their own.</p>	<p>Not applicable at this time.</p>
<p>Goal 6: 1) At least 10% of teachers and students will report improved access to technology and online resources for students and increased integration of technology in the classroom.</p>	<p>Web based survey conducted.</p>	<p>Based on surveys conducted during this reporting period, 98% of teachers and students reported improved access to technology and online resources for students and increased integration of technology in the classroom.</p>

**FFY 2020 CONSOLIDATED GRANT
 QUARTERLY REPORT
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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline (Current school year or most recent)	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Academic Performance a) At least 2% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding” level in Math from baseline b) At least 2% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding” level in Reading from baseline	ACT Aspire Spring Summative Results or Results of any similar Summative Assessment used by the PNPs	% of students in grades 3-10 scoring in the “Ready” & “Exceeding” levels in Math/Reading from baseline (ACT Aspire) or % of students in appropriate grade levels scoring in the “Proficient” & “Advanced” levels in Math/Reading (similar tests)	Yes	ACT Aspire SY’20-’21 3rd – 55% 4 th – 38% 5 th – 18% 6 th – 31% 7 th – 35% 8 th – 26% 9 th – 18% 10 th – 18% ACT Aspire SY’20-’21 3rd – 36% 4 th – 45% 5 th – 34% 6 th – 42% 7 th – 45% 8 th – 53% 9 th – 39% 10 th – 50%	Target: ACT Aspire/summative testing not done at this time Actual: Ongoing instruction	Target: ACT Aspire testing not done at this time Actual: Ongoing instruction	Target: ACT Aspire testing not done at this time Actual: Ongoing instruction	Target: 2% increase Actual: ACT Aspire testing conducted 4Q. However, no compilation of baseline data available online for SY ’18-’19. No ACT Aspire testing conducted SY ’19-’20 due to COVID.

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QUARTERLY REPORT
Grant Award #: S403A200002**

<p>Advanced Placement (AP)</p> <p>At least 2% increase in the percentage of AP students scoring 3 or better among PNPs offering AP</p>	<p>AP Test Results</p>	<p>% of AP test takers who score a 3 or better</p>	<p>Yes</p>	<p>No baseline data.</p>	<p>Target: AP Testing not administered at this time.</p> <p>Actual: AP Testing not administered at this time.</p>	<p>Target: AP Testing not administered at this time.</p> <p>Actual: AP Testing not administered at this time.</p>	<p>Target: 2% increase.</p> <p>Actual: 34.34% who the test was administered to scored 3 or better. No baseline data is available to compare for 2% increase.</p>
<p>Professional Development (PD)</p> <p>At least 40% of teachers participating in PD will report implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy)</p>	<p>Web-based survey</p>	<p>% of teachers who report, or are observed, to have a change in classroom instructional practices</p>	<p>Yes</p>	<p>No baseline data.</p>	<p>Target: 20% (If survey administered at this time.)</p> <p>Actual: No PD conducted at this time due to COVID</p>	<p>Target: 30% (If survey administered at this time.)</p> <p>Actual: No PD conducted at this time due to COVID</p>	<p>Target: 40% (If survey administered at this time.)</p> <p>Actual: No PD conducted at this time due to COVID</p>

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<p>Specialized Events & Opportunities</p> <p>a) There will be at least a 2% increase in student participation in STEAM activities, and other academic and non-academic special events</p> <p>b) At least 60% of students who participate in STEAM activities, and other academic and non-academic special events will indicate being engaged in learning and confident in their academic work.</p>	<p>Events Roster</p> <p>Web-based survey on ASE, VPA, Theater and Music events, and STEAM events</p>	<p>% increase in student participation in specialized events</p> <p>% of student participants who indicate being “engaged” and “confident” in their work</p>	<p>Yes</p> <p>Yes</p>	<p>No baseline data.</p> <p>No baseline data.</p>	<p><u>Target:</u> Ongoing specialized events and activities</p> <p><u>Actual:</u> Events delayed due to health pandemic that limited in-person interactions</p> <p><u>Target:</u> At least 50% (If survey done at this time)</p> <p><u>Actual:</u> Survey not administered at this time.</p>	<p><u>Target:</u> Ongoing specialized events and activities</p> <p><u>Actual:</u> Events delayed due to health pandemic that limited in-person interactions</p> <p><u>Target:</u> At least 55% (If survey done at this time)</p> <p><u>Actual:</u> Survey not administered at this time.</p>	<p><u>Target:</u> Ongoing specialized events and activities</p> <p><u>Actual:</u> Unable to participate due to health pandemic that limited in-person interactions</p> <p><u>Target:</u> At least 60% (If survey done at this time)</p> <p><u>Actual:</u> Survey not administered at this time.</p>
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**FFY 2020 CONSOLIDATED GRANT
 QUARTERLY REPORT
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b) At least 10% of students reporting improved access to technology and online resources and more technology integration in the classroom	Web-based survey	% students reporting improved access to technology and online resources and more technology integration in the classroom	Yes	No baseline data.	<u>Target:</u> At least 5% <u>Actual:</u> No survey conducted	<u>Target:</u> At least 7% <u>Actual:</u> No survey conducted	<u>Target:</u> At least 10% <u>Actual:</u> 98%
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PART II:

LIST TRAVEL ACTIVITIES COMPLETED.

No travel took place during this reporting period.

FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.

No travel took place during this reporting period.

PART III:

DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.

Teachers utilized formative assessment, such as practice sheets, work sheets, tests, quizzes, lesson exit tickets (i.e., summarizing what students learned, etc.), on a regular basis to gauge student learning and address student needs. Give examples of formative assessments used.

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<p>USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</p>	<p>Across the board, data indicates the need to improve students' Math skills. Hence, through project funds availability, both students and teachers are able to acquire supplies, equipment, and services to enhance and supplement learning in this particular subject area. Technology equipment is provided for distance learning and Ebooks. Supplies, such as Math tools (e.g., protractors, compasses, etc.) are provided to ensure the availability for as many students as possible. Contractual services, such as training for teachers to enhance their teaching skills also helps in the improvement of student learning. Robotics training and projects are also made available for a better understanding of this subject area.</p>
<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>The use of project funds has tremendously helped with the promotion of academic achievement among students. With the technology provided, students were able to continue classes with distance learning. When students returned to campus, the availability of PPEs and equipment for the safety and health concerns of everyone on campus helped alleviate anxiety levels, hence, allowed for learning at a more comfortable level.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>School COVID mitigation plan requirements and return-to-school guidelines and protocols require teachers to place much of their time focusing on the health and safety of the students as well as for themselves. This is very important to keeping schools open and allowing for in-person learning, but it does at times, take a significant amount of time away from teacher instruction and student learning.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>OCE schools will continue to implement and improve on the current activities.</p>

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EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.

Quarterly surveys provide information necessary to determine progress on goals and objectives. Equipment and supplies inventory maintenance provide valuable project information in terms of the amount of usage for each category. Student progress reports, such as class work, quizzes, and tests, also help monitor effectiveness of project activities with the return to face-to-face learning and the continuation of distance learning for some.

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:

Sr. Mary Angela Perez, RSM
 PROJECT COORDINATOR NAME (PRINT)

 PROJECT COORDINATOR NAME (SIGNATURE)

October 11, 2021
 DATE

 PROJECT MANAGER NAME (PRINT)

 PROJECT MANAGER (SIGNATURE)

 DATE

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

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

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

PROJECT TITLE: Project #5: Private, Non-Public - Guam Adventist Academy

PROJECT COORDINATOR: Bertha Saladier

PROJECT MANAGER: Ike C. Santos

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

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

AMOUNT BUDGETED (FFY 2020):	AMOUNT EXPENDED: (Include all expenditures/payouts to date)	PERCENTAGE OF EXPENDITURE: (Overall Expenditure divided by Amount Budgeted)
\$93,386.00	\$17,394.54	<u>19</u> %

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

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
Pre-K - 6	52	62	4	1				
7 - 12	48	46	9					

LIST THE PROJECT GOALS:

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

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**LIST THE PROJECT
 OBJECTIVES:**

Goal 1:

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

Goal 2:

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

Goal 3:

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

Goal 4:

- YEAR 1:** There will be at least a 2% increase in student participation in STEAM activities, other academic and non-academic special events and at least 60% of participating students will report they are more engaged in learning and that they had a positive experience.
- YEAR 2:** There will be at least a 4% increase in student participation in STEAM activities, other academic and non-academic special events and at least 65% of participating students will report they are more engaged in learning and that they had a positive experience.
- YEAR 3:** There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.

Goal 5:

- YEAR 1:** At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information

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	<p>needed to prepare for a college/career path, and at least 15% of these students will indicate an interest in pursuing a STEAM college path/CTE path.</p> <p><input type="checkbox"/> YEAR 2: At least 75% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 20% of these students will indicate an interest in pursuing a STEAM college path/CTE path.</p> <p><input type="checkbox"/> YEAR 3: At least 80% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 25% of these students will indicate an interest in pursuing a STEAM college path/CTE path.</p> <p>Goal 6:</p> <p><input type="checkbox"/> YEAR 1: Teachers and students in participating schools will report at least 10% improved access to technology and online resources for students and increased integration of technology in the classroom.</p> <p><input type="checkbox"/> YEAR 2: Teachers and students in participating schools will report at least 20% improved access to technology and online resources for students and increased integration of technology in the classroom.</p> <p><input type="checkbox"/> YEAR 3: Teachers and students in participating schools will report at least 30% improved access to technology and online resources for students and increased integration of technology in the classroom.</p>
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PART I:

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

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5.1.1 Increasing Rigorous Academic and Technical Courses with High Quality Instruction

5.1.1.1 Projects Based Learning (PBL): Procure professional services for PBL professional development for elementary, secondary PNP (OCE, GAA) participating teachers to enhance their repertoire of teaching strategies with skills that engages students in learning through real-world projects.

5.1.1.3 Engineering/Robotics: Procure professional services for professional development for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA) teachers in Engineering/Robotics for cadre of teachers on the implementation of various Engineering/Robotics curricula and learning strategies. Procure kits, supplies and equipment for teachers/classrooms: KIBO (K- 1st grade), WeDO (2nd-5th grade), EV3 (6th-12 grade), 3D Printers (5th-12th grade) and Drone (9th -12th grade).

5.1.1.4 Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP) Summer Institute (APSI): Procure professional services for professional development for PNP (OCE, HCA, SJS, GAA) APSI, for participating PNP secondary school teachers, counselors, and administrators to learn about the APSI, AP and Pre-AP strategies and the AP curriculum in the following content areas: Pre-AP Strategies: AP Vertical Teams in English, Pre-AP Strategies: AP Vertical Teams in Mathematics, AP Vertical Teams in History and Social Sciences, AP Calculus AB and BC combined, AP Biology, AP Chemistry, AP English Language and Literature. PNP goal to increase the number of course offerings in the Advanced Placement Program.

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	<p>5.1.1.5 Career and Technical Education (CTE) Workshop - Career Exploration: Procure professional services for CTE curriculum development for PNP (SJS, GAA) teachers, counselors and administrators; Procure professional services for resource materials printing. Explore topics, create resource materials such as planning guides and handbook of strategies on these topics for K-12 students, and provide training for English, Math, Science, Social Studies teachers on implementing these resources.</p>	<p align="center">“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p>
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT’S EFFECTIVENESS</p>
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT’S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a ‘count’. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p><i>Insert Primary Data Here:</i></p> <p>Provide data for the listed activities above that have been implemented – provide information for each activity as listed above.</p> <p align="center">No data available at this time.</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PNP SCHOOL’S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE SCHOOL IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i> <p align="center">Not applicable at this time.</p>

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Academic Performance a) At least 2% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding” level in Math from baseline or b) At least 2% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding” level in Reading from baseline	ACT Aspire Spring Summative Results or Results of any similar Summative Assessment used by the PNPs	% of students in grades 3-10 scoring in the “Ready” & “Exceeding” levels in Math/Reading from baseline (ACT Aspire) or % of students in appropriate grade levels scoring in the “Proficient” & “Advanced” levels in Math/Reading (similar tests)	Yes	GAA administered MAP in place of ACT See attachment page 22 for baseline data.	Target: ACT Aspire testing not done at this time Actual: Ongoing instruction	Target: ACT Aspire testing not done at this time Actual: Ongoing instruction	Target: MAP testing not done at this time Actual: Ongoing instruction	Target: MAP testing not done at this time Actual: Ongoing instruction

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					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Advanced Placement (AP) At least 2% increase in the percentage of AP students scoring 3 or better among PNPs offering AP	AP Test Results	% of AP test takers who score a 3 or better	Yes	No baseline data. (Students did not take AP exams last year)	Target: AP Testing not administered at this time. Actual: AP Testing not administered at this time.	Target: AP Testing not administered at this time. Actual: AP Testing not administered at this time.	Target: AP Testing not administered. Actual: AP Testing not administered.	Target: AP Testing not administered. Actual: AP Testing not administered.

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
	<ul style="list-style-type: none"> ➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why. ➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”. <p><i>Provide bullet form listing below:</i></p>	<ul style="list-style-type: none"> ➤ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc. ➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)
<p>5.1.2 Career Oriented Programs and Assessments</p>	<p>5.1.2.1 Career, Technical Education (CTE) Academies ACT <i>WorkKeys</i>: PNP (GAA, GHSA) students (combined activities) served for all participating schools. Procure annually</p> <ul style="list-style-type: none"> ✚ Professional services renewal for PNP (GAA, GHSA) to support activities with an institute of higher education, such as Guam Community College (GCC), with CTE Academies (courses) including but not limited to: allied health, automotive technology, (carpentry and AutoCAD), early childhood education, electronics, computer networking, marketing, tourism, visual communications, and telecommunications during the regular school year, after-school summer and breaks, and work experience opportunities during the summer. Courses, taught by instructors, provide students with industry training and experience in their field of study and must acquire 180 hours of work experience to receive a Certificate of Mastery (renewal of GCC contract noted earlier). 	<p>“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p>

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- ✎ Professional services for the ACT *WorkKeys* Curriculum and corresponding Assessment, a job skills assessment tool to gauge student skills. The data will help to determine the level of career readiness of its senior population and help measure the effectiveness of the CTE academies.
 - *WorkKeys* Curriculum computer program: 10th-12th grade
 - *WorkKeys* Assessments: PNP school seniors.

5.1.2.2 Skilled Labor and Trades Academy: Procure annually professional services renewal with local trades/labor schools, Guam Contractors Association Trades Academy, to provide PNP (GAA, GHSA) high school students with specific trades or skilled labor occupation courses, inclusive of the course text and guiding resources and work experience opportunities to 9th through 12th grade students from participating schools. Provide students the opportunity to take courses in trades or skilled labor occupations with other trades schools will supplement the existing CTE programs of study. Students can benefit greatly by the flexibility of course offerings which are available after-school at one of the pilot schools from a contracted instructor, or courses can be taken at night at the trade school. Students are provided the opportunity to take CTE courses at their own pace after-school hours, allowing all students to take courses until successful completion without additional cost to the project. Upon completion of all courses, students receive a certificate from the National Center for Construction Education and Research (NCCER), not offered through GCC, further increasing their potential for career opportunities.

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<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% NOT STARTED <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH. ➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE. <p><i>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'.</i></p> <p><i>²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</i></p> <p>Insert Primary Data Here:</p> <p>Provide data for the listed activities above that have been implemented – provide information for each activity as listed above.</p> <p align="center">No available data at this time.</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PNP SCHOOL'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE SCHOOL IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT. <p align="center">Not applicable at this time.</p>
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					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Career Oriented Programs and Assessments By the end of SY20-21, 50% of WorkKeys testers will score a Bronze or higher in the WorkKeys assessment	WorkKeys test results	Percentage of test takers who score a Bronze or higher	Yes	No baseline data.	Target: Students practice on WorkKeys curriculum at this time, in preparation for the assessment. Actual: WorkKeys practice and/or assessment have not yet started.	Target: Students practice on WorkKeys curriculum at this time, in preparation for the assessment. Actual: WorkKeys practice and curriculum have not yet started.	Target: Students practice on WorkKeys curriculum at this time, in preparation for the assessment. Actual: WorkKeys practice and curriculum have not yet started.	Target: Students practice on WorkKeys curriculum at this time, in preparation for the assessment. Actual: WorkKeys practice and curriculum have not yet started.

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Goal/Component	Activities	Work Accomplished & Evidence of Implementation
	<ul style="list-style-type: none"> ➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why. ➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”. <p align="center"><i>Provide bullet form listing below:</i></p>	<ul style="list-style-type: none"> ➤ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc. ➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)
<p>5.1.3 Specialized Events and Opportunities</p>	<p>5.1.3.1 STEAM Enrichment Kits: Expand STEAM Engineering Lego League Robotics and Drones: Procure annually enrichment kits and instructional supplies, funds for t-shirts, trophies/medals/ribbons for Underwater robotics, <i>Lego League, WeDo, Kibo, EV3</i> for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA), Drones and competition registration fees for PNP (OCE, SJS, PICA, SPCS, GAA, GHSA). The enrichment kits and supplies are the same as noted in 5.1.1. Additional funding requested for the competition registration fees.</p> <ul style="list-style-type: none"> 📌 Engineering Robotics: Team registration fees (Scout and Navigator) for MATE Underwater Robotics Competition and for Arena Drone competition for PNP (GAA, GHSA) 📌 STEAM Engineering Robotics Drones: Procure annually T-shirts, trophies, ribbons/medals & supplies for on island competition as well as rental of canopies/tables/chairs for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA) 	<p>“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p>“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p>“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p>

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	<p>5.1.3.2 Academic Special Events: Stipends for eligible Coaches to promote academic excellence and support the Private, Non-Public School (PNP) students. Coaches for Math Olympiad, Math Counts, Academic Challenge Bowl and National Forensic League (may be teachers) are identified by principals and prepare students for competitions after school and on Saturdays. Coaching and competitions are held outside regular school day. An annual island wide awards ceremony will be held in May at venue (funded) to award all Academic Special Events winners (funds for trophies/medals/ribbons). Special events include:</p> <ul style="list-style-type: none"> ✚ Academic Challenge Bowl (ACB), funds requested for broadcast & taping of weekly studio competition from October 2020-April 2021, up to 38 taping sessions cost shared with GDOE participating schools. Curriculum-based program for middle and high school students is trivia-type competition based on criterion-referenced questions and allows students to broaden their knowledge, highlighting student skills in Arts, Mathematics, Social Studies, and Science for PNP (OCE, HCA, SJS, GAA). <p>5.1.3.3. Interscholastic Sports: Procure professional services for Professional Development for Interscholastic Sports for Athletic Directors and Coaches from PNP (OCE, SJS, GAA) participating schools.</p>	<p>“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p>“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p>“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p>
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT’S EFFECTIVENESS</p>
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input checked="" type="checkbox"/> NOT STARTED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF</i> 	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PNP SCHOOL’S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE</i>

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<ul style="list-style-type: none"><input type="checkbox"/> LESS THAN 50% COMPLETED<input type="checkbox"/> COMPLETED 50% OR MORE<input type="checkbox"/> FULLY COMPLETED	<p>EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</p> <p>➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</p> <p><i>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'.</i></p> <p><i>²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</i></p> <p>Insert Primary Data Here:</p> <p align="center">No available data at this time.</p>	<p>MEASURE(S) INDICATE REGARDING HOW THE SCHOOL IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</p> <p align="center">Not applicable at this time.</p>
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					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Specialized Events & Opportunities								
a) There will be at least a 2% increase in student participation in STEAM activities, and other academic and non-academic special events	Events Roster	% increase in student participation in specialized events	Yes	No baseline data.	Target: Ongoing specialized events and activities Actual: Events delayed due to health pandemic that held up receipt of the supplies.	Target: Ongoing specialized events and activities Actual: Events delayed due to health pandemic that held up receipt of the supplies.	Target: Ongoing specialized events and activities Actual: Events not done this quarter	Target: Ongoing specialized events and activities Actual: Events not done this quarter
b) At least 60% of students who participate in STEAM activities, and other academic and non-academic special events will indicate being engaged in learning and confident in their academic work	Web-based survey on ASE, VPA, Theater and Music events, and STEAM events	% of student participants who indicate being “engaged” and “confident” in their work	Yes	No baseline data.	Target: At least 50% (If survey done at this time) Actual: Survey not administered at this time.	Target: At least 55% (If survey done at this time) Actual: Survey not administered at this time.	Target: At least 55% (If survey done at this time) Actual: Events not done this quarter	Target: At least 55% (If survey done at this time) Actual: Events not done this quarter

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p align="center"><i>Provide bullet form listing below:</i></p>	<p>➤ In five or less brief sentence(s), describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p>
<p>5.1.4 Academic, College and Career Readiness</p>	<ul style="list-style-type: none"> ● College Exploration and Readiness Opportunities: ● College Fair <ul style="list-style-type: none"> ▪ Annual College Fair, funds requested for venue, transportation fees, supplies and materials for workshops, for participating for PNP (OCE, HCA, SJS, PICA, GAA, GHSA) high school students (9th – 12th) geared towards the learning the process of admission, financial aid, residential/dormitory, and student college life and meeting with different Colleges/Universities of both on and off-island campus recruiters. Up to 1,200 student participants. ● College Readiness Math and English Camp: <ul style="list-style-type: none"> ▪ Procure professional services for Math and English Camp to prepare students to take UOG and/or GCC placement test to include funds for tuition, textbooks and student fees of targeted students testing into remedial Mathematics and English through the Dual Enrollment Program between GDOE and the University of Guam and Guam Community College for PNP (OCE, GHSA, GAA) students. ▪ Career Fairs: Procure annually supplies and materials, for career centered fieldtrips and workshops and school career fairs for participating PNP (SJS, GAA) middle and high school to hold a 	<p align="center">“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p align="center">“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p align="center">“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p>

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	<p>Career Fair. Topics and sessions at the Career Fair will include but not limited to information on career exploration, career readiness, different employment opportunities, workforce data and other pertinent information. Promote awareness and provide information to secondary level students on careers as they explore the various opportunities available to them.</p> <ul style="list-style-type: none"> ▪ Career and Technical Education (CTE) Workshop - Career Exploration: Procure professional services for CTE curriculum development for PNP (SJS, GAA) teachers, counselors and administrators; Procure professional services for resource materials printing. Explore topics, create resource materials such as planning guides and handbook of strategies on these topics for K-12 students, and provide training for English, Math, Science, Social Studies teachers on implementing these resources. 	<p align="center">“REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p>
<p align="center">GOAL/COMPONENT</p>	<p align="center">DATA GENERATED FROM ACTIVITIES</p>	<p align="center">NARRATIVE ON COMPONENT’S EFFECTIVENESS</p>
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT’S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a ‘count’.</small></p> <p><small>²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p>Insert Primary Data Here:</p> <p align="center">No data at this time.</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PNP SCHOOL’S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE SCHOOL IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i> <p align="center">Not applicable at this time.</p>

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Academic & Career Planning a) At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path b) At least 15% of participating students will indicate an interest in pursuing STEAM college path or a CTE path	Student Survey	% of students indicating College/Career Fair relevant and helpful	Yes	No baseline data (College/Career Fair was not held this year)	Target: At least 70% (If fair is held at this time.) Actual: Events delayed due to health pandemic that prohibited in-person instruction.	Target: At least 70% (If fair is held at this time.) Actual: Events delayed due to health pandemic that prohibited in-person instruction.	Target: At least 70% (If fair is held at this time.) Actual: Events not done this quarter	Target: At least 70% (If fair is held at this time.) Actual: Events not done this quarter
	Student Survey	% of students indicating College/Career Fair relevant and helpful	Yes	No baseline data (College/Career Fair was not held this year)	Target: At least 15% (If survey administered at this time.) Actual: No survey administered at this time.	Target: At least 15% (If survey administered at this time.) Actual: No survey administered at this time.	Target: At least 15% (If survey administered at this time.) Actual: Events not done this quarter	Target: At least 15% (If survey administered at this time.) Actual: Events not done this quarter

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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 activity to report during this reporting period.</p>
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <p>Not applicable</p>
PART III:	
DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <p>During the 4th quarter, we continued to focus on carrying out safety procedures (wearing masks, washing hands, social distancing, etc.) to minimize the spread of COVID-19. Students and teachers adjusted to the new norm and did their best to carry out routine school activities, as best as they could.</p>
EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	<p>Students were engaged in the academic classes and at the same time, balanced their social and emotional needs by participating in interscholastic sports. The school's goal is to participate in more enrichment activities for students and professional development for teachers next school year, to address components I and II.</p> <p>The program funds make it possible to obtain some of the equipment students need to enhance their learning. In addition, these funds are making it possible for teachers to receive additional training that will improve their delivery of instruction to students. Hence, academic achievement is promoted among students.</p>

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<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <p>The challenge encountered during 4th quarter was the constant change in models of learning as a result of the governor’s executive order to suspend the face-to-face model of learning and transition to online learning. GAA used the online model of learning for six weeks then returned to face-to-face. This switching back and forth between models of learning caused a mayor disruption to the teaching and learning process.</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>At least two students were enrolled in GDOE summer school.</p>

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Guam Adventist Academy

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Bertha Saladier
 AUTHORIZED REPRESENTATIVE (PRINT)


 AUTHORIZED REPRESENTATIVE (SIGNATURE)

10/14/2021
 DATE

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% of students in appropriate grade levels scoring in the “*Proficient*” & “*Advanced*” levels in Math/Reading

Spring MAP (Measure of Academic Progress)

Attachment of page 7 of 22

Baseline Data

Grade Level	Proficient in Math	Advanced in Math	Proficient in Reading	Advanced in Reding
3	33%	17%	20%	80%
4	25%	25%	25%	25%
5	13%	25%	25%	38%
6	13%	25%	50%	25%
7	21%	35%	31%	30%
8	0%	80%	20%	80%
9	0%	50%	38%*	51%*
10	0%	22%	11%	22%
11	44%	55%	0%	89%
12	0%	33%	0%	67%

*Winter percentage

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

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

PROJECT TITLE: St. John's School

PROJECT COORDINATOR: J. Robert Kelley

PROJECT MANAGER: Ike C. Santos

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

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

**AMOUNT BUDGETED
(FFY 2020):**

\$2,742,029.72

AMOUNT EXPENDED:

(Include all expenditures/payouts to date)

\$782,387.07

PERCENTAGE OF EXPENDITURE:

(Overall Expenditure divided by Amount Budgeted)

28%

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
Pre-K - 5	170		16	1				
6 - 8	122		13	1				
9 - 12	178		21					

LIST THE PROJECT GOALS:

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

LIST THE PROJECT OBJECTIVES:

- Goal 1:
- YEAR 1: Improve academic performance in math and reading by at least 2% from baseline on the summative assessment used

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by the Private, Non-public (PNP) school.

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

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

Goal 2:

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

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

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

Goal 3

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

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

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

Goal 4:

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

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

- YEAR 3: There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.

Goal 5:

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

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

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- YEAR 3: At least 80% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 25% of these students will indicate an interest in pursuing a STEAM college path/CTE path.
- Goal 6:
- YEAR 1: Teachers and students in participating schools will report at least 10% improved access to technology and online resources for students and increased integration of technology in the classroom.
 - YEAR 2: Teachers and students in participating schools will report at least 20% improved access to technology and online resources for students and increased integration of technology in the classroom.
 - YEAR 3: Teachers and students in participating schools will report at least 30% improved access to technology and online resources for students and increased integration of technology in the classroom.

PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>Goal 1: 1) Improve academic performance in math and reading by at least 2% from baseline on the summative assessment used by the PNP.</p> <p>Goal 2: 2) The percent of AP students scoring 3 or above will increase by at least 2% for those PNPs offering AP.</p> <p>Goal 3: 3) At least 40% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).</p>	<p>Standardized testing was completed. There were a few areas of improvement overall, in spite of the changes made due to COIVD. We were online for classes for almost an entire semester</p> <p>This year we administered 151 different AP exams in 16 different subject areas. Specific subject numbers and scores can be seen below. Our students scored at the worldwide average in having 78% of our students receive a score of 3 or better. This actually represents a decrease from last years, however the tests were given in a different format this year and all scores worldwide were down.</p> <p>Teacher PD was not offered during this quarter due to COVID restrictions</p>	<p>Tests given and scores analyzed, with results given in areas below</p>

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<p>Goal 4: 4) There will be at least a 2% increase in student participation in STEAM activities, other academic and non-academic special events, and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.</p> <p>Goal 5: 5) At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 15% of students will indicate an interest in pursuing a STEAM college path/CTE path.</p> <p>Goal 6: 6) At Least 10% of teachers and students will report improved access to technology and online resources for students and increased integration of technology in the classroom.</p>	<p>These events were not held due to COVID restriction</p> <p>The college fair was not held this year, however, we were able to expand the number of “college visits” this year through the use of Zoom meetings.</p> <p>Both teachers and students reported improved access to technology and online resources. 100% of faculty responding to a survey indicated adequate or better access to technology and integration of technology into their classes. 81.8% of students surveyed felt that teachers had integrated technology effectively into classes.</p>	<p>St. John’s participated in Zoom calls of college admissions officers from the mainland US and Hawaii universities, we were able to schedule more visits and have greater student participation.</p> <p>Surveys were sent out to students and teachers to gauge their integration of technology.</p>
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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS																																																																						
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input 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><u>MAP/NWEA Scores</u></p> <table border="1" data-bbox="548 800 1688 1214"> <thead> <tr> <th>Grade</th> <th>SJS Read</th> <th>Norm</th> <th>%ile</th> <th>SJS Math</th> <th>Norm</th> <th>%ile</th> <th>SJS Lang</th> <th>Norm</th> <th>%ile</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>190.8</td> <td>185.56</td> <td>63</td> <td>193.9</td> <td>189.42</td> <td>61</td> <td>194.9</td> <td>188.40</td> <td>63</td> </tr> <tr> <td>3</td> <td>207.1</td> <td>197.12</td> <td>73</td> <td>207.9</td> <td>201.08</td> <td>65</td> <td>214.4</td> <td>198.32</td> <td>86</td> </tr> <tr> <td>4</td> <td>208.8</td> <td>204.83</td> <td>56</td> <td>211.1</td> <td>210.57</td> <td>53</td> <td>212.4</td> <td>205.00</td> <td>70</td> </tr> <tr> <td>5</td> <td>217.3</td> <td>210.98</td> <td>66</td> <td>226.3</td> <td>218.75</td> <td>67</td> <td>220.1</td> <td>210.19</td> <td>76</td> </tr> <tr> <td>6</td> <td>222.4</td> <td>215.36</td> <td>67</td> <td>239.4</td> <td>222.88</td> <td>82</td> <td>221.8</td> <td>214.19</td> <td>70</td> </tr> <tr> <td>7</td> <td>226.3</td> <td>218.36</td> <td>68</td> <td>249.4</td> <td>226.73</td> <td>88</td> <td>226.2</td> <td>216.47</td> <td>74</td> </tr> </tbody> </table> <p>The PSAT has launched a series of new products and now has tests designed for students in grade 8 through grade 11. Our students take these tests each year. Eleventh and tenth grades take the PSAT in October, while the PSAT 8,9 and the PSAT 10 are given in April. The tests are divided into two subjects; Evidence Based Reading and Writing (EBRW) and Math.</p> <p><u>PSAT 8</u></p>	Grade	SJS Read	Norm	%ile	SJS Math	Norm	%ile	SJS Lang	Norm	%ile	2	190.8	185.56	63	193.9	189.42	61	194.9	188.40	63	3	207.1	197.12	73	207.9	201.08	65	214.4	198.32	86	4	208.8	204.83	56	211.1	210.57	53	212.4	205.00	70	5	217.3	210.98	66	226.3	218.75	67	220.1	210.19	76	6	222.4	215.36	67	239.4	222.88	82	221.8	214.19	70	7	226.3	218.36	68	249.4	226.73	88	226.2	216.47	74	<p>At this time, with the lack of any external, standardized data, our conclusions on academic advancement will be only anecdotal. Teachers have been confident they can deliver an effective curriculum, but feel they have been put behind in their timelines, due to restricted hours of instruction under COVID.</p> <p>On the component “<i>Technology and Technology Integration</i>”, both students and teachers alike are positive that significant strides have been made on improving access to technology and the use of technology in the teaching and learning process. Survey</p>
Grade	SJS Read	Norm	%ile	SJS Math	Norm	%ile	SJS Lang	Norm	%ile																																																															
2	190.8	185.56	63	193.9	189.42	61	194.9	188.40	63																																																															
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4	208.8	204.83	56	211.1	210.57	53	212.4	205.00	70																																																															
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	Overall Score	EBRW (Verbal)	Math
St. John's	987	506	481
National			
SJS percentile	85	83	83

PSAT 9

	Overall Score	EBRW (Verbal)	Math
St. John's	1086	533	553
National			
SJS Percentile	89	83	91

PSAT 10

	Overall Score	EBRW (Verbal)	Math
St. John's	1173	578	595
National	960	460	460
SJS Percentile	90	89	92

PSAT

	Overall Score	EBRW	Math
St. John's	1198	602	595
National			
SJS Percentile	90	78	83

results for both groups show that the target percentages are way exceeded for the quarter.

The standardized testing results from the MAP and the PSAT suite of exams suggest that, with a few exceptions, our students are scoring well above the national averages and into the higher percentiles. As usual, our Math scores tend to be higher than our verbal scores. This reflects our large second language population.

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

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<p>a) At least 2% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding” level in Math from baseline</p> <p>b) At least 2% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding” level in Reading from baseline</p>	<p>Our school uses a combination of MAP test data and the PSAT suite of exams</p>	<p>% of students in grades 3-10 scoring in the 50th percentile or above levels in Math/Reading from baseline In the MAP or PSAT test for their grade.</p> <p>% of students in appropriate grade levels scoring in the 50th percentile or better levels in Math/Reading on the MAP or PSAT tests.</p>	<p align="center">Yes</p>	<p>Note to SJS (from Ana): Please provide baseline data for each grade level, if available, on results of most recent end-of-year summative testing. (Doesn't have to be ACT Aspire; can be any similar summative assessment used by the school). If data not available, please state so.</p>	<p>Target: MAP/PSAT summative testing not done at this time</p> <p>Actual: Ongoing instruction</p> <p>Target: ACT Aspire/summative testing not done at this time</p> <p>Actual: Ongoing instruction</p>	<p>Target: MAP/PSAT testing not done at this time</p> <p>Actual: Ongoing instruction</p> <p>Target: ACT Aspire testing not done at this time</p> <p>Actual: Ongoing instruction</p>	<p>Target: MAP/PSAT testing completed.</p> <p>Actual: The averages for the students well exceeded the national average on almost every level. This test result will serve as baseline data as the Normative values were recalculated.</p>										
<p>Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i></p>	<p>Data Source <i>Enter where the data are located. Identify where the data will come from.</i></p>	<p>Unit of Measurement <i>Enter the unit of measurement.</i></p>	<p>Evidence-Based <i>Please indicate: Yes or No</i></p>	<p align="center">Quarterly Performance Measures (Actual vs. Target)</p> <table border="1"> <tr> <td data-bbox="1138 1084 1285 1472" rowspan="2"> <p align="center">Actual Data: Baseline (Current school year or most recent)</p> </td> <td data-bbox="1285 1084 1493 1472"> <p align="center">Performance Target End of December 2020</p> </td> <td data-bbox="1493 1084 1682 1472"> <p align="center">Performance Target End of March 2021</p> </td> <td data-bbox="1682 1084 1871 1472"> <p align="center">Performance Target End of June 2021</p> </td> <td data-bbox="1871 1084 2058 1472"> <p align="center">Performance Target End of September 2021</p> </td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>					<p align="center">Actual Data: Baseline (Current school year or most recent)</p>	<p align="center">Performance Target End of December 2020</p>	<p align="center">Performance Target End of March 2021</p>	<p align="center">Performance Target End of June 2021</p>	<p align="center">Performance Target End of September 2021</p>				
<p align="center">Actual Data: Baseline (Current school year or most recent)</p>	<p align="center">Performance Target End of December 2020</p>	<p align="center">Performance Target End of March 2021</p>	<p align="center">Performance Target End of June 2021</p>	<p align="center">Performance Target End of September 2021</p>													

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<p>Advanced Placement (AP)</p> <p>At least 2% increase in the percentage of AP students scoring 3 or better among PNPs offering AP</p>	<p>AP Test Results</p>	<p>% of AP test takers who score a 3 or better</p>	<p>Yes</p>	<p>No baseline data.</p>	<p>Target: AP Testing not administered at this time.</p> <p>Actual: AP Testing not administered at this time.</p>	<p>Target: AP Testing not administered at this time.</p> <p>Actual: AP Testing not administered at this time.</p>	<p>Target: AP testing administered, but results will not be available until July 21</p>					
<p>Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i></p>	<p>Data Source <i>Enter where the data are located. Identify where the data will come from.</i></p>	<p>Unit of Measurement <i>Enter the unit of measurement.</i></p>	<p>Evidence-Based <i>Please indicate: Yes or No</i></p>	<p>Quarterly Performance Measures (Actual vs. Target)</p>					<p>Performance Target End of December 2020</p>	<p>Performance Target End of March 2021</p>	<p>Performance Target End of June 2021</p>	<p>Performance Target End of September 2021</p>
<p>Professional Development</p>												

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<p>(PD)</p> <p>At least 40% of teachers participating in PD will report implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy)</p>	<p>Web-based survey</p>	<p>% of teachers who report, or are observed, to have a change in classroom instructional practices</p>	<p>Yes</p>	<p>No baseline data.</p>	<p>Target: 20% (If survey administered at this time.)</p> <p>Actual: No PD conducted at this time due to COVID</p>	<p>Target: 30% (If survey administered at this time.)</p> <p>Actual: No PD conducted at this time due to COVID</p>	<p>Target: 30% (If survey administered at this time.)</p> <p>Actual: No PD conducted at this time due to COVID</p>				
<p>Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i></p>	<p>Data Source <i>Enter where the data are located. Identify where the data will come from.</i></p>	<p>Unit of Measurement <i>Enter the unit of measurement.</i></p>	<p>Evidence-Based <i>Please indicate: Yes or No</i></p>	<p>Quarterly Performance Measures (Actual vs. Target)</p>				<p>Performance Target End of December 2020</p>	<p>Performance Target End of March 2021</p>	<p>Performance Target End of June 2021</p>	<p>Performance Target End of September 2021</p>
<p>Specialized Events &</p>											

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Opportunities								
<p>a) There will be at least a 2% increase in student participation in STEAM activities, and other academic and non-academic special events</p>	Events Roster	2% increase in student participation in specialized events	Yes	No baseline data.	<p><u>Target:</u> Ongoing specialized events and activities</p> <p><u>Actual:</u> Events delayed due to health pandemic that limited in-person interactions</p>	<p><u>Target:</u> Ongoing specialized events and activities</p> <p><u>Actual:</u> Events delayed due to health pandemic that limited in-person interactions</p>	<p><u>Target:</u> Ongoing specialized events and activities</p> <p><u>Actual:</u> Events delayed due to health pandemic that limited in-person interactions</p>	
<p>b) At least 60% of students who participate in STEAM activities, and other academic and non-academic special events will indicate being engaged in learning and confident in their academic work</p>	Web-based survey on ASE, VPA, Theater and Music events, and STEAM events	% of student participants who indicate being “engaged” and “confident” in their work	Yes	No baseline data.	<p><u>Target:</u> At least 50% (If survey done at this time)</p> <p><u>Actual:</u> Survey not administered at this time.</p>	<p><u>Target:</u> At least 55% (If survey done at this time)</p> <p><u>Actual:</u> Survey not administered at this time.</p>	<p><u>Target:</u> At least 55% (If survey done at this time)</p> <p><u>Actual:</u> Survey not administered as special activities not taking place due to COVID</p>	
<p>Desired Project Outcome <i>Enter the desired project</i></p>	<p>Data Source <i>Enter where the</i></p>	<p>Unit of Measurement</p>	<p>Evidence-Based</p>	<p>Quarterly Performance Measures (Actual vs. Target)</p>				

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<i>outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	<i>data are located. Identify where the data will come from.</i>	<i>Enter the unit of measurement.</i>	<i>Please indicate: Yes or No</i>		Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
<p>Academic & Career Planning</p> <p>a) At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path</p> <p>b) At least 15% of participating students will indicate an interest in pursuing STEAM college path or a CTE path</p>	<p>Student Survey</p> <p>Student Survey</p>	<p>% of students indicating College/Career Fair relevant and helpful</p> <p>% of students indicating interest in pursuing STEAM college path or a CTE path</p>	<p>Yes</p> <p>Yes</p>	<p>No baseline data.</p> <p>No baseline data.</p>	<p>Target: At least 70% (If fair is held at this time.)</p> <p>Actual: Events delayed due to health pandemic that prohibited in-person instruction.</p> <p>Target: At least 15% (If survey administered at this time.)</p> <p>Actual: No survey administered at this time.</p>	<p>Target: At least 70% (If fair is held at this time.)</p> <p>Actual: Events delayed due to health pandemic that prohibited in-person instruction.</p> <p>Target: At least 15% (If survey administered at this time.)</p> <p>Actual: No survey administered at this time.</p>	<p>Target: At least 70% (If fair is held at this time.)</p> <p>Actual: Events delayed due to health pandemic that prohibited in-person instruction.</p> <p>Target: At least 15% (If survey administered at this time.)</p> <p>Actual: No survey administered at this time.</p>	
<p>Desired Project Outcome <i>Enter the desired project</i></p>	<p>Data Source <i>Enter where the</i></p>	<p>Unit of Measurement</p>	<p>Evidence-Based</p>	<p align="center">Quarterly Performance Measures (Actual vs. Target)</p>				

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<i>outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	<i>data are located. Identify where the data will come from.</i>	<i>Enter the unit of measurement.</i>	<i>Please indicate: Yes or No</i>		Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
<p>Technology and Technology Integration</p> <p>a) At least 10% of teachers reporting improved access to technology and online resources and more technology integration in the classroom</p> <p>b) At least 10% of students reporting improved access to technology and online resources and more technology integration in the classroom</p>	<p>Web-based survey</p> <p>Web-based survey</p>	<p>% teachers reporting improved access to technology and online resources and more technology integration in the classroom</p> <p>% students reporting improved access to technology and online resources and more technology integration in the classroom</p>	<p>Yes</p> <p>Yes</p>	<p>No baseline data.</p> <p>No baseline data.</p>	<p>Target: At least 5%</p> <p>Actual: No survey conducted</p> <p>Target: At least 5%</p> <p>Actual: No survey conducted</p>	<p>Target: At least 7%</p> <p>Actual: 100% reported better access to technology and greater technology integration in classroom</p> <p>Target: At least 7%</p> <p>Actual: 81.8% reported better access to technology and greater technology integration in classroom</p>	<p>Target: At least 7%</p> <p>Actual: 100% reported better access to technology and greater technology integration in classroom</p> <p>Target: At least 7%</p> <p>Actual: 81.8% reported better access to technology and greater technology integration in classroom</p>	

PART II:

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<p>LIST TRAVEL ACTIVITIES COMPLETED.</p>	<p>No travel activity to report during this reporting period.</p>
<p>FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p>	<p>No travel activity to report during this reporting period.</p>
<p>PART III:</p>	
<p>DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</p>	<p>One area from improvement would be in our education of our population as to what services we have available. A few responses indicated that some members of our community did not know that we had certain services available.</p>
<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>We were very successful in our switching platforms, first to online and then back to a hybrid approach. This was largely due to technology that was available to our faculty and students. We were able to utilize the zoom features to host college visits, and we were able to have teachers organize their lessons for online students due to interactive whiteboards.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>The primary challenge was the platform, either online or during our hybrid face to face/online period. Fiscal challenges were principally due to decreased enrollment and tuition.</p>

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WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?	We will resume Professional Development, Special Activities, and College fair Activities.

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: St. John's School

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

J. Robert Kelley
AUTHORIZED REPRESENTATIVE (PRINT)

AUTHORIZED REPRESENTATIVE (SIGNATURE)

DATE

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

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

PROJECT TITLE: Project #5: Private Non-Public - St. Paul Christian School

PROJECT COORDINATOR: Deborah Pineda

PROJECT MANAGER: Ike C. Santos

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

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

**AMOUNT BUDGETED
(FFY 2020):**

\$2,742,029.72

AMOUNT EXPENDED:

(Include all expenditures/payouts to date)

\$ 782,387.07

PERCENTAGE OF EXPENDITURE:

(Overall Expenditure divided by Amount Budgeted)

39%

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 5	125		30	4					
6 - 8	127								
9 - 12	194								

LIST THE PROJECT GOALS:

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

LIST THE PROJECT OBJECTIVES:

Goal 1:

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

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

Goal 2:

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

Goal 3:

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

Goal 4:

- **YEAR 1:** There will be at least a 2% increase in student participation in STEAM activities, other academic and non-academic special events and at least 60% of participating students will report they are more engaged in learning and that they had a positive experience.
- **YEAR 2:** There will be at least a 4% increase in student participation in STEAM activities, other academic and non-academic special events and at least 65% of participating students will report they are more engaged in learning and that they had a positive experience.
- **YEAR 3:** There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.

Goal 5:

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

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information needed to prepare for a college/career path, and at least 25% of these students will indicate an interest in pursuing a STEAM college path/CTE path.

Goal 6:

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

PART I:

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>Academic Performance</p> <p>5.1.1 Increasing Rigorous Academic and Technical Courses with High Quality Instruction</p>	<p>5.1.1.2 Engineering/Robotics: Procure professional services for professional development for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA) teachers in Engineering/Robotics for cadre of teachers on the implementation of various Engineering/Robotics curricula and learning strategies. Procure EV3 Kits for (6th-12 grade).</p>	<p>Reporting on this goal/component is not applicable for this quarter. No professional development has taken place since the end of last school year 2019-2020 until this current school year 2020-2021.</p> <p>As of the 4th quarter, PD for Engineering/Robotics was still in requisition and being followed up by the CCCLR project.</p> <p>SPCS received 5 Lego EV3 robots and 5 expansion kits prior to the lockdown, therefore, they were not utilized due to distance learning and the closure of schools.</p>
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p align="center">No data available at this time.</p>	<p>As of January-March 2021, our Robotics teacher has been able to use some of the kits with the face-to-face students. However, for the online students, they have had to utilize other online robotics programming websites (non-federally funded) to meet their needs and accommodations for distance learning.</p> <p>As of August 2021, with some secondary students online and majority of students face-to-face, as well as with a three-week mandated lockdown, the Robotics teacher is</p>

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					trying his best to get himself and his students back on track. Our first quarter just ended on Friday, October 8, so hopefully more can be done in the second quarter of our academic school year to fully implement Robotics.			
Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Academic Performance a) At least 2% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding” level in Math from baseline b) At least 2% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding” level in Reading from baseline	ACT Aspire Spring Summative Results or Results of any similar Summative Assessment used by the PNPs	% of students in grades 3-10 scoring in the “Ready” & “Exceeding” levels in Math/Reading from baseline (ACT Aspire) or % of students in appropriate grade levels scoring in the “Proficient” & “Advanced” levels in Math/Reading (similar tests)	Yes		<u>Target:</u> ACT Aspire testing not done at this time <u>Actual:</u> Ongoing instruction	<u>Target:</u> ACT Aspire testing not done at this time <u>Actual:</u> Ongoing instruction	<u>Target:</u> ACT Aspire testing was conducted in April/May 2021 to our face-to-face students only <u>Actual:</u> Ongoing instruction + No data available/pending results.	<u>Target:</u> ACT Aspire testing was conducted in April/May 2021 to our face-to-face students only <u>Actual:</u> Ongoing instruction + No data available/ Still pending results.

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>Specialized Events & Opportunities</p> <p>5.1.3 Specialized Events and Opportunities</p>	<p>5.1.3.1 STEAM Enrichment Kits: Expand STEAM Engineering Lego League Robotics and Drones: Procure annually enrichment kits and instructional supplies, funds for t-shirts, trophies/medals/ribbons for Underwater robotics, <i>Lego League, WeDo, Kibo, EV3</i> for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA), Drones and competition registration fees for PNP (OCE, SJS, PICA, SPCS, GAA, GHSA). The enrichment kits and supplies are the same as noted in 5.1.1. Additional funding requested for the competition registration fees.</p> <p>STEAM Engineering Robotics Drones: Procure annually T-shirts, trophies, ribbons/medals & supplies for on island competition as well as rental of canopies/tables/chairs for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA)</p> <p>Not started due to COVID-19 Pandemic. Reporting on this goal/component not applicable for the first and second quarter of this grant reporting cycle.</p>	<p>Status of this activity is delayed and has not been implemented this quarter due to the COVID-19 pandemic.</p> <p>SPCS has not received the drones or the 3D printers. Also, there have been no competitions during the 1st and 2nd quarters of this grant reporting cycle.</p>

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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>(con't.)</p> <p>5.2.4 Formative and Summative Assessments</p>	<p>Procure training supplies and materials, and professional consultative services for:</p> <ul style="list-style-type: none"> • Pre-K Academics and Early Childhood – Procure professional services to provide professional development and instructional supports for curriculum modules for teachers of students in grades Pre-K through 2 for PNP (OCE, SJS, SPCS). <p>Procure assessment kits as follows:</p> <ul style="list-style-type: none"> • ACT Aspire testing materials for PNP (OCE, SPCS) 	<p>Not started. Reporting on this goal/component not applicable for this quarter. No professional development training has occurred within this past year due to the COVID-19 Pandemic.</p> <p>Not started. Reporting on this goal/component is still pending. Awaiting ACT Aspire test results from spring 2021.</p>
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <p>➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i></p> <p>➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i></p> <p>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'.</p> <p>²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</p> <p><i>Insert Primary Data Here:</i></p> <p align="center">No data available at this time.</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <p>➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i></p> <p align="center">Not applicable at this time.</p>

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 Grant Award #: S403A200002**

Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Professional Development (PD) At least 40% of teachers participating in PD will report implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy)	Web-based survey	% of teachers who report, or are observed, to have a change in classroom instructional practices	Yes	No baseline data.	Target: 20% (If survey administered at this time.) Actual: No PD conducted at this time due to COVID	Target: 20% (If survey administered at this time.) Actual: No PD conducted at this time due to COVID	Target: 20% (If survey administered at this time.) Actual: No PD conducted at this time due to COVID	Target: 20% (If survey administered at this time.) Actual: No PD conducted at this time due to COVID

**FFY 2020 CONSOLIDATED GRANT
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>Technology and Technology Integration</p> <p>5.2.6 Supplemental Resources and Equipment Supports</p>	<p>Procure professional consultative services, reference materials and supplies, equipment and training systems. Procure tools and resources, supplies, materials and equipment to support teaching and learning in the classrooms:</p> <ul style="list-style-type: none"> ● Procure supplementary laptops and software to support PNP (OCE with mobile carts, SJS & SPCS laptops) students, teachers and administrators. 	<p>Completed. SPCS has received iPad and laptop carts within the past two years of this grant cycle. Elementary and secondary core subject teachers have been able to utilize/resume the technology to access e-books and other online learning platforms for face-to-face students effective January 2021.</p>
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p><i>Insert Primary Data Here:</i></p> <p align="center">No data available at this time.</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i> <p align="center">Not applicable at this time.</p>

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

Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>		Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Technology and Technology Integration								
a) At least 10% of teachers reporting improved access to technology and online resources and more technology integration in the classroom	Web-based survey	% teachers reporting improved access to technology and online resources and more technology integration in the classroom	Yes	No baseline data.	Target: At least 5% Actual: No survey conducted	Target: At least 7% Actual: No survey conducted	Target: At least 8% Actual: No survey conducted	Target: At least 8% Actual: 89.5% - Satisfied 5.25% - Dissatisfied 5.25% - Not Applicable
b) At least 10% of students reporting improved access to technology and online resources and more technology integration in the classroom	Web-based survey	% students reporting improved access to technology and online resources and more technology integration in the classroom	Yes	No baseline data.	Target: At least 5% Actual: No survey conducted	Target: At least 7% Actual: No survey conducted	Target: At least 8% Actual: No survey conducted	Target: At least 8% Actual: 77.3% - Not Applicable 21.3% - Satisfied

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

PART II:

<p>LIST TRAVEL ACTIVITIES COMPLETED.</p>	<p>No travel activity to report during this reporting period.</p>
<p>FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</p>	<p>No travel activity to report during this reporting period.</p>

PART III:

<p>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL FOR THE PERIOD.</p>	<p>Provide continued emails, updates/reminders, and support regarding the availability of training, professional development, etc. as more COVID-19 restrictions are being eased.</p>
<p>USING PROJECT DATA TO EVALUATE EFFECTIVENESS/PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.</p>	<p>The overall challenge for everyone has to be that this school year has been greatly impacted by the COVID-19 lockdown last year and the continued restrictions the past three months January-March 2021. Not all our equipment and materials can be used to the fullest extent as 70% of students chose to remain at home for distance learning. The COVID-19 lockdown has impacted all facets of life and hopefully in the school year 2021-2022, more progress/updates can be made.</p>

**FFY 2020 CONSOLIDATED GRANT
 QUARTERLY REPORT
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<p>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>Since the onset of COVID-19 and lockdown restrictions in 2020-present, academic achievement among students has been impacted. Many training sessions, competitions, events, etc. have also been affected. Not all students were thriving at home via distance learning. When our school reopened for face-to-face instruction as well as online learning options in January 2021, the transition was challenging for everyone. Program funds have been instrumental in the areas of technology and online resources and providing for our students via hybrid learning.</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>The overall challenge for everyone has to be that this school year has been greatly impacted by the COVID-19 lockdown last year and the continued restrictions the past three months January-March 2021. Not all our equipment and materials can be used to the fullest extent as 70% of students chose to remain at home for distance learning. The COVID-19 lockdown has impacted all facets of life and hopefully in the school year 2021-2022, more progress/updates can be made.</p>
<p>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</p>	<p>Moving forward, since we are currently under a new transition of hybrid learning (alternating online and face-to-face cohorts) as of April 6, to best implement our project strategies/goals, quarterly meetings with teachers and administrators will help in ensuring all federally funded equipment, programs, etc. are being utilized/implemented. In addition, include more updates/training regarding data tracking and overall accountability.</p>
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<ul style="list-style-type: none"> ▪ Programmatic data collection ▪ Participants Surveys

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Project #5: Private Non-Public - St. Paul Christian School

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Deborah Pineda
PROJECT COORDINATOR NAME (PRINT)

Deborah Pineda
PROJECT COORDINATOR NAME (SIGNATURE)

7/30/2021
DATE

PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGNATURE)

DATE

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

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

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

PROJECT TITLE: Project #5: Private, Non-Public - Providence International Christian Academy (PICA)

PROJECT COORDINATOR: Helen Middlebrooke

PROJECT MANAGER: Ike C. Santos

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

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

**AMOUNT BUDGETED
(FFY 2020):**

\$2,742,029.72

AMOUNT EXPENDED:

(Include all expenditures/payouts to date)

\$ 782,387.07

PERCENTAGE OF EXPENDITURE:

(Overall Expenditure divided by Amount Budgeted)

28%

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							
6 - 8	5							
9 - 12	10							

LIST THE PROJECT GOALS:

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

**FFY 2020 CONSOLIDATED GRANT
 QUARTERLY REPORT
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LIST THE PROJECT OBJECTIVES:	<p>Goal 1:</p> <ul style="list-style-type: none"> • YEAR 1: Improve academic performance in math and reading by at least 2% from baseline on the summative assessment used by the Private, Non-public (PNP) school. • YEAR 2: Improve academic performance in math and reading by at least 4% from baseline on the summative assessment used by the Private, Non-public (PNP) school. • YEAR 3: Improve academic performance in math and reading by at least 5% from baseline on the summative assessment used by the Private, Non-public (PNP) school. <p>Goal 2:</p> <ul style="list-style-type: none"> • YEAR 1: The percent of AP students scoring 3 or above will increase by at least 2% for those PNPs offering Advanced Placement (AP). • YEAR 2: The percent of AP students scoring 3 or above will increase by at least 4% for those PNPs offering Advanced Placement (AP). • YEAR 3: The percent of AP students scoring 3 or above will increase by at least 5% for those PNPs offering Advanced Placement (AP). <p>Goal 3:</p> <ul style="list-style-type: none"> • YEAR 1: At least 40% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy). • YEAR 2: At least 45% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy). • YEAR 3: At least 50% of teachers participating in PD will report implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy). <p>Goal 4:</p> <ul style="list-style-type: none"> • YEAR 1: There will be at least a 2% increase in student participation in STEAM activities, other academic and non-academic special events and at least 60% of participating students will report they are more engaged in learning and that they had a positive experience. • YEAR 2: There will be at least a 4% increase in student participation in STEAM activities, other academic and non-academic special events and at least 65% of participating students will report they are more engaged in learning and that they had a positive experience. • YEAR 3: There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience. <p>Goal 5:</p> <ul style="list-style-type: none"> • YEAR 1: At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 15% of these students will indicate an interest in pursuing a STEAM college path/CTE path. • YEAR 2: At least 75% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 20% of these students will indicate an interest in pursuing a STEAM college path/CTE path. • YEAR 3: At least 80% of participating students will indicate that College/Career Fair is helpful in providing them the information
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**FFY 2020 CONSOLIDATED GRANT
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	<p>GAA, GHSA), Drones and competition registration fees for 5.1.3.2 PNP (OCE, SJS, PICA, SPCS, GAA, GHSA). STEAM Engineering Robotics Drones: Procure annually T-shirts, trophies, ribbons/medals & supplies for on island competition as well as rental of canopies/tables/chairs for PNP (OCE, HCA, SJS, PICA, SPCS, GAA, GHSA).</p>	
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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p><i>Insert Primary Data Here:</i></p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PNP SCHOOL'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE SCHOOL IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i>

FFY 2020 CONSOLIDATED GRANT
 QUARTERLY REPORT
 Grant Award #: S403A200002

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>5.1.4.2 College Exploration and Readiness Opportunities</p>	<p>➤ For this Goal/Component, provide a listing of specific activities implemented in <u>bullet form</u>. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.</p> <p>➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p> <p><i>Provide bullet form listing below:</i></p> <ul style="list-style-type: none"> ✚ College Fair: Annual Collage fair, funds requested for venue, transportation fees, supplies and materials for workshops, for participating for PNP (OCE, HCA, SJS, PICA, GAA, GHSA) high school students (9th – 12th) geared towards the learning the process of admission, financial aid, residential/dormitory, and student college life and meeting with different Colleges/Universities of both on and off-island campus recruiters. Up to 1,200 student participants. ✚ Contractual for College Fair professional development workshops/trainings for PNP (SJS, PICA) high school counselors and teachers. 	<p>➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc.</p> <p>➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)</p> <p>No College Fair was held for the SY20-21 students due to the COVID-19 pandemic. It is anticipated to be implemented in SY21-22.</p> <p>The same is true for the Career Fair as well.</p>

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

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

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

Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Academic & Career Planning a) At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path	Student Survey	% of students indicating College/Career Fair relevant and helpful	Yes	No baseline data.	Target: At least 70% (If fair is held at this time.)	Target: At least 70% (If fair is held at this time.)	Target: At least 70% (if fair is held at this time.)	Target: At least 70% (if fair is held.)
					Actual: Events delayed due to health pandemic that prohibited in-person instruction.	Actual: Events delayed due to health pandemic that limited in-person instruction (only some resumed face-to-face learning mode)	Actual: Events delayed due to health pandemic that limited in-person instruction.	Actual: Events delayed in SY20-21. Anticipated for SY 21-22.
b) At least 15% of participating students will indicate an interest in pursuing STEAM college path or a CTE path	Student Survey	% of students indicating an interest in pursuing a STEAM path in college or a CTE path	Yes	No baseline data.	Target: At least 15% (If survey administered at this time.)	Target: At least 15% (If survey administered at this time.)	Target: At least 15% (if survey given at that time.)	Target: At least 15% (if survey given at that time.)
					Actual: No survey administered at this time.	Actual: No survey administered at this time.	Actual: No survey given at this time.	

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

PART II:	
LIST TRAVEL ACTIVITIES COMPLETED.	No travel activity to report during this reporting period.
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	No travel activity to report during this reporting period.
PART III:	
DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	We have not had any activity in this quarter on any of these components.
EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.	We cannot comment on this because there has been no activity.
EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.	We have yet to receive our robotics kits and training. We attempted to follow up on the missing kits this quarter. As yet, they have not been delivered.

FFY 2020 CONSOLIDATED GRANT
QUARTERLY REPORT
Grant Award #: S403A200002

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

STEAM Activities
Professional Developments
Academic Special Events

QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Providence International Christian Academy

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Helen Middlebrooke
AUTHORIZED REPRESENTATIVE (PRINT)

AUTHORIZED REPRESENTATIVE (SIGNATURE)

10/7/2021
DATE

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

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

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

PROJECT TITLE: Japanese School of Guam

PROJECT COORDINATOR: Amy L. Wahl

PROJECT MANAGER: Ike C. Santos

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

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

**AMOUNT BUDGETED
(FFY 2020):**

\$ 2,742,029.72

AMOUNT EXPENDED:

(Include all expenditures/payouts to date)

\$ 782,387.07

PERCENTAGE OF EXPENDITURE:

(Overall Expenditure divided by Amount Budgeted)

28% %

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.
Pre-K - 5	55		13	2				
6 - 8	16		4	1				
9 – 12 (JSOG has up to 9 th grade only)	4		2	0				

LIST THE PROJECT GOALS:

To implement and utilize a method of measuring English language acquisition in our students, namely LAS Links, which would provide a standardized, unbiased method of testing through a portal that would allow students to work on each question at their own rate. The test would also indicate a true measure of growth and eliminate any possible variances of human error in creating the test.

LIST THE PROJECT OBJECTIVES:

In the first year of implementation, we would like to establish a baseline to compare their growth outcomes when the test is administered the following year. We expect to see 75% of students achieving higher scores the second year, 80% of students achieving higher scores the third year, and 85% of students with higher scores the fourth year.

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

PART I:		
GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
5.2 Curriculum and Instructional Quality and Development (CIQD)	5.2.4 Formative and Summative Assessment <ul style="list-style-type: none"> Procure assessment kits as follows: ELL Language Assessment kits for PNP (OCE, SJS, JSG). <p>Reporting on this goal/component not applicable for this quarter.</p>	<p>Status of said activity is <i>delayed</i>, and has not been implemented this quarter due to school closure resulting from the COVID pandemic.</p> <p>The ELL Language Assessment kits are still in requisition at this time, and the CIQD project continues to follow up on this item's procurement.</p>
GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH. ➤ USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE. <p>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</p> <p>Insert Primary Data Here: Provide data for the listed activities above that have been implemented – provide information for each activity as listed above.</p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PNP SCHOOL'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE SCHOOL IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT. <p align="center">NOT APPLICABLE AT THIS TIME</p>

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Quarterly Performance Measures (Actual vs. Target)				
				Actual Data: Baseline <i>(Current school year or most recent)</i>	Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
For the 2021-2022 school year, we will have a baseline and progressive data on the English proficiency levels of ELL students and be able to appropriately adjust needed support or interventions.	LAS Links online assessment of English Language Arts and Reading skills through program-generated measurement, ranking, and analysis.	Outcomes based on LAS Links online test scores and percentiles.	Yes	Not available as LAS Links test has not been awarded yet.	<u>Target:</u> No target <u>Actual:</u> None at this time; still awaiting procurement of LAS Links Assessment kits.	<u>Target:</u> No target <u>Actual:</u> None at this time; LAS Links procurement still in requisition.	<u>Target:</u> No target <u>Actual:</u> None at this time; LAS Links procurement still in requisition.	<u>Target:</u> No target <u>Actual:</u> None at this time; LAS Links procurement still in requisition.

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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> <ul style="list-style-type: none"> • N/A
FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	<p>(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT</p> <ul style="list-style-type: none"> • N/A
PART III:	
DESCRIBE THE AREAS FOR IMPROVEMENT IN EACH COMPONENT, AS APPLICABLE.	<p>(What strategies are working, not working?) 100 WORD COUNT</p> <ul style="list-style-type: none"> • N/A
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> <ul style="list-style-type: none"> • Once LAS Links has been procured, the school will be able to identify English Language Learners in need of intervention, as well as their level of English proficiency, in order to address and provide proper support in English language acquisition and achievement.

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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> <ul style="list-style-type: none"> • No challenges to be reported this quarter, as we are still awaiting procurement of LAS Links.
<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"> • Upon procurement of LAS Links, we will schedule homeroom classes to take the online LAS Links assessments in the Computer Center to assess the English language levels and needs of our students aged 1st-9th grade.

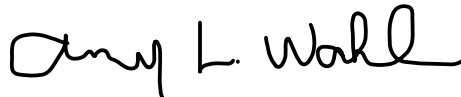
QUARTERLY REPORT CERTIFICATION

PROJECT TITLE: Japanese School of Guam

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

THIS REPORT WAS REVIEWED AND VALIDATED BY:

Amy L. Wahl



10/8/21

AUTHORIZED REPRESENTATIVE (PRINT)

AUTHORIZED REPRESENTATIVE (SIGNATURE)

DATE

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

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

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

PROJECT TITLE: Project #5: Private, Non-Public – (Name of School)

PROJECT COORDINATOR: Primary Authorized Representatives

PROJECT MANAGER: Ike C. Santos

STATE PROGRAM OFFICER: Stephanie N. Chargualaf

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

**AMOUNT BUDGETED
(FFY 2020):**

\$ _____

AMOUNT EXPENDED:

(Include all expenditures/payouts to date)

\$ _____

PERCENTAGE OF EXPENDITURE:

(Overall Expenditure divided by Amount Budgeted)

_____ %

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

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
Pre-K - 5	57								
6 - 8	43								
9 - 12	22								

LIST THE PROJECT GOALS:

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

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**LIST THE PROJECT
OBJECTIVES:**

Goal 1: Academic Performance

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

Goal 2: Advanced Placement (AP)

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

Goal 3: Professional Development (PD)

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

Goal 4: Specialized Events and Opportunities

- **YEAR 1:** There will be at least a 2% increase in student participation in STEAM activities, other academic and non-academic special events and at least 60% of participating students will report they are more engaged in learning and that they had a positive experience.
- **YEAR 2:** There will be at least a 4% increase in student participation in STEAM activities, other academic and non-academic special events and at least 65% of participating students will report they are more engaged in learning and that they had a positive experience.
- **YEAR 3:** There will be at least a 5% increase in student participation in STEAM activities, other academic and non-academic special events and at least 70% of participating students will report they are more engaged in learning and that they had a positive experience.

Goal 5: Academic and Career Planning

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

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	<p>path/CTE path.</p> <ul style="list-style-type: none"> • YEAR 2: At least 75% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 20% of these students will indicate an interest in pursuing a STEAM college path/CTE path. • YEAR 3: At least 80% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path, and at least 25% of these students will indicate an interest in pursuing a STEAM college path/CTE path. <p>Goal 6: Technology and Technology Integration</p> <ul style="list-style-type: none"> • YEAR 1: Teachers and students in participating schools will report at least 10% improved access to technology and online resources for students and increased integration of technology in the classroom. • YEAR 2: Teachers and students in participating schools will report at least 20% improved access to technology and online resources for students and increased integration of technology in the classroom. • YEAR 3: Teachers and students in participating schools will report at least 30% improved access to technology and online resources for students and increased integration of technology in the classroom.
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PART I:

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

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p><i>Insert Primary Data Here:</i></p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i>

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Academic Performance a) At least 2% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding” level in Math from baseline b) At least 2% increase in	ACT Aspire Spring Summative Results or Results of any	% of students in grades 3-10 scoring in the “Ready” & “Exceeding” levels in Math/Reading from baseline (ACT Aspire) Or % of students in	Yes	Please provide baseline data for each grade level, if available, on results of most recent end-of-year summative testing. (Doesn't have to be ACT	Target: ACT Aspire/summative testing not done at this time Actual: Ongoing instruction	Target: ACT Aspire testing not done at this time Actual: Ongoing instruction	Target: Summative testing given at this time. Actual: (To PNP: Provide actual MATH results if available. State if not available, and that it will be reported next quarter.) Target: Summative	Target: ACT Aspire testing not done at this time Actual: “Ongoing instruction” Or Report MATH testing results (whichever applies) Target: ACT Aspire testing not

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students scoring at the “Proficient/Ready” and “Advanced/Exceeding” level in Reading from baseline	similar Summative Assessment used by the PNPs	appropriate grade levels scoring in the “Proficient” & “Advanced” levels in Math/Reading (similar tests)		Aspire; can be any similar summative assessment used by the school). If data not available, please state so.	testing not done at this time Actual: Ongoing instruction	done at this time Actual: Ongoing instruction	testing given at this time. Actual: (To PNP: Provide actual ELA results if available. State if not available, and that it will be reported next quarter.)	done at this time Actual: “Ongoing instruction” Or Report ELA testing results (whichever applies)
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>2. Advanced Placement</p> <p>(Note: For PNP schools that do not participate in the AP, please indicate that this is the case and therefore this component does not apply.)</p>	<ul style="list-style-type: none"> ➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why. ➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”. <p align="center"><i>Provide bullet form listing below:</i></p> <p><i>This component does not apply.</i></p>	<ul style="list-style-type: none"> ➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants, etc.</i> ➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)

GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
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<p>3. Professional Development</p>	<ul style="list-style-type: none"> ➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why. ➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”. <p align="center"><i>Provide bullet form listing below:</i></p> <p><i>This component does not apply.</i></p>	<ul style="list-style-type: none"> ➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc. ➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>)
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GOAL/COMPONENT	ACTIVITIES	WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION
<p>4. Specialized Events and Opportunities</p>	<ul style="list-style-type: none"> ➤ For this Goal/Component, provide a listing of specific activities implemented in bullet form. Specify status of each activity (<i>completed, ongoing, or delayed</i>). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why. ➤ If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”. <p align="center"><i>Provide bullet form listing below:</i></p> <p>REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.</p>	<ul style="list-style-type: none"> ➤ <u>In five or less brief sentence(s)</u>, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the <i>what, when, where, how, how many participants</i>, etc. ➤ List evidence that each activity took place for this Goal/Component, and include copy of proof as attachment(s). (Example: <i>Sign-in sheets for workshop, training or professional development, Agenda, and other evidence such as travel log, PD log, budget mod, or personnel log of changes/updates</i>) <p>Our robotics, math, and science classes were unable to meet during Q4 due to the covid lockdown during September, 2021.</p>

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i>

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

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GOAL/COMPONENT	ACTIVITIES		WORK ACCOMPLISHED & EVIDENCE OF IMPLEMENTATION					
<p>Specialized Events & Opportunities</p> <p>a) There will be at least a 2% increase in student participation in STEAM activities, and other academic and non-academic special events</p>	<p>Events Roster</p>	<p>% increase in student participation in specialized events</p>	<p>Yes</p>	<p>No baseline data.</p>	<p>Target: Ongoing specialized events and activities</p> <p>Actual: Events delayed due to health pandemic that limited in-person interactions</p>	<p>Target: Ongoing specialized events and activities</p> <p>Actual: Events delayed due to health pandemic that limited in-person interactions</p>	<p>Target: Ongoing specialized events and activities</p> <p>Actual: Events delayed due to health pandemic that limited in-person interactions</p>	<p>Target: This marks the start of a new school year</p> <p>Actual: (To PNP: Was there any specialized event held at this time? Any increase in student participation compared to last year?)</p>
<p>b) At least 60% of students who participate in STEAM activities, and other academic and non-academic special events will indicate being engaged in learning and confident in their academic work</p>	<p>Web-based survey on ASE, VPA, Theater and Music events, and STEAM events</p>	<p>% of student participants who indicate being “engaged” and “confident” in their work</p>	<p>Yes</p>	<p>No baseline data.</p>	<p>Target: At least 50% (If survey done at this time)</p> <p>Actual: Survey not administered at this time.</p>	<p>Target: At least 55% (If survey done at this time)</p> <p>Actual: Survey not administered at this time.</p>	<p>Target: At least 55% (If survey done at this time)</p> <p>Actual: Survey not administered at this time.</p>	<p>Target: This marks the start of a new school year</p> <p>Actual: (To PNP: If there was a specialized event held at this time, was an engagement survey administered to participants, and what are the results?)</p>

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5. Academic and Career Planning

- For this Goal/Component, provide a listing of specific activities implemented in **bullet form**. Specify status of each activity (*completed, ongoing, or delayed*). If ongoing, indicate the percentage accomplished. If delayed, state in the next column the reason why.
- If there was no activity for this Goal/Component during this reporting period, then simply indicate “REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.

Provide bullet form listing below:

REPORTING ON THIS GOAL/COMPONENT NOT APPLICABLE FOR THIS QUARTER”.

- **In five or less brief sentence(s)**, describe the details of the work accomplished during the period for each activity stated in the previous column on this Goal/Component. Include the *what, when, where, how, how many participants*, etc.
- List evidence that each activity took place for this Goal/Component, 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*)

We have not progressed in WorkKeys since May, 2021 (the last time we spoke to the WorkKeys point person).

We have not been notified of CTE courses or College and Career Fairs.

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GOAL/COMPONENT	DATA GENERATED FROM ACTIVITIES	NARRATIVE ON COMPONENT'S EFFECTIVENESS
<p>STATUS FOR COMPONENT: PLEASE CHECK ONE: ✓</p> <ul style="list-style-type: none"> <input type="checkbox"/> NOT STARTED <input checked="" type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED 	<p>WHAT PRIMARY¹ & SECONDARY² DATA RESULTED FROM THE ACTIVITIES IMPLEMENTED DURING THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>PROVIDE PRIMARY DATA (for use in calculating the performance measures) RESULTING FROM THE IMPLEMENTATION OF EACH ACTIVITY. IF APPROPRIATE, PRIMARY DATA MAY BE PRESENTED IN A TABLE OR GRAPH.</i> ➤ <i>USING THE TABLE ON THE NEXT PAGE, PROVIDE RESULTING SECONDARY DATA ON THE PROJECT'S PERFORMANCE MEASURES (Actual). IF DATA IS NOT AVAILABLE, SPECIFY WHY AND WHEN DATA WILL BE AVAILABLE.</i> <p><small>¹Primary data is a direct output of carrying out an activity. It usually comes in the form of a 'count'. ²Secondary data is derived from or calculated using primary data. Performance measures are usually secondary data.</small></p> <p><i>Insert Primary Data Here:</i></p>	<p>BASED ON THE PERFORMANCE MEASURE(S) DATA FOR THIS COMPONENT, WHAT IS THE PROJECT'S PROGRESS FOR THE QUARTER?</p> <ul style="list-style-type: none"> ➤ <i>EXPLAIN WHAT THE DATA ON THE PERFORMANCE MEASURE(S) INDICATE REGARDING HOW THE PROJECT IS TRACKING IN ACHIEVING ITS GOALS AND OBJECTIVES ON THIS COMPONENT.</i>

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Academic & Career Planning a) At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path b) At least 15% of participating students will indicate an interest in pursuing STEAM college path or a CTE path	Student Survey	% of students indicating College/Career Fair relevant and helpful	Yes	No baseline data	Target: At least 70% (If fair is held at this time.) Actual: Events delayed due to health pandemic that prohibited in-person instruction.	Target: At least 70% (If fair is held at this time.) Actual: Events delayed due to health pandemic that prohibited in-person instruction.	Target: At least 70% (If fair is held at this time.) Actual: Events delayed due to health pandemic that prohibited in-person instruction.	Target: At least 70% (If fair is held at this time.) Actual:
	Student Survey	% of students indicating College/Career Fair relevant and helpful	Yes	No baseline data	Target: At least 15% (If survey administered at this time.) Actual: No survey administered at this time.	Target: At least 15% (If survey administered at this time.) Actual: No survey administered at this time.	Target: At least 15% (If survey administered at this time.) Actual: No survey administered at this time.	Target: At least 15% (If fair is held at this time.) Actual:

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Desired Project Outcome <i>Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Actual Data: Baseline <i>(Current school year or most recent)</i>	Quarterly Performance Measures (Actual vs. Target)			
					Performance Target End of December 2020	Performance Target End of March 2021	Performance Target End of June 2021	Performance Target End of September 2021
Technology and Technology Integration a) At least 10% of teachers reporting 'improved access to technology and online resources' and 'more technology integration in the classroom'	Web-based survey	% teachers reporting improved access to technology and online resources and more technology integration in the classroom	Yes	No baseline data.	<u>Target:</u> At least 5% <u>Actual:</u> No survey conducted	<u>Target:</u> At least 7% <u>Actual:</u> No survey conducted	<u>Target:</u> At least 10% <u>Actual:</u> No survey conducted	<u>Target:</u> This marks the start of a new school year <u>Actual:</u> (To PNP: Please survey your teachers and get their feedback on whether or not they think there is now: (1) 'greater access to technology and online resources'; and (2) 'more technology integration in the classroom' <u>Target:</u> This marks the start of

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b) At least 10% of students reporting improved access to technology and online resources and more technology integration in the classroom	Web-based survey	% students reporting improved access to technology and online resources and more technology integration in the classroom	Yes	No baseline data.	At least 5% Actual: No survey conducted	At least 7% Actual: No survey conducted	At least 10% Actual: No survey conducted	a new school year Actual: (To PNP: Please survey your students and get their feedback on whether or not they think there is now: (1) 'greater access to technology and online resources'; and (2) 'more technology integration in the classroom'
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PART II:

LIST TRAVEL ACTIVITIES COMPLETED.	(Provide a brief summary for each travel activity conducted during the quarter, i.e. purpose, location, number of travelers, dates of travel, etc.) 100 WORD COUNT None
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FOR EACH TRAVEL EVENT, DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.	(Was echo training conducted? When was it held? State the name of traveler(s). Did the traveler(s) clear within ten (10) working days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office?) 100 WORD COUNT Not applicable
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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>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>EXPLAIN HOW THE USE OF PROGRAM FUNDS TIES WITH PROMOTION OF ACADEMIC ACHIEVEMENT AMONG STUDENTS.</p>	<p>(How did activities implemented contribute to improving student outcomes?) 100 WORD COUNT</p>
<p>EXPLAIN THE PROGRAMMATIC AND FISCAL CHALLENGES ENCOUNTERED DURING THE PERIOD.</p>	<p>(Did you encounter challenges that affected project progress? Was there any corrective action taken or is being planned? If applicable, cite any proposed solution(s) to address the problem.) 100 WORD COUNT</p> <p>Covid restrictions made meeting face-to-face a challenge, and therefore, hindered progress. Another hindrance is that we do not always receive notification when things are occurring (for example, the college fair). We are normally able to join events, such as the Trades Academy courses, because I read the newspaper. Our students would be able to join more if we were notified via email that events will happen.</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>Our group is currently able to meet for extracurricular activities. Therefore, math counts has begun. In addition, we have formed robotic clubs.</p>
<p>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</p>	<p>100 WORD COUNT</p> <p>We send out surveys and keep records of students who join various activities.</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:

_____ **PROJECT COORDINATOR NAME (PRINT)**

_____ **PROJECT COORDINATOR NAME (SIGNATURE)**

_____ **DATE**

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PROJECT MANAGER NAME (PRINT)

PROJECT MANAGER (SIGNATURE)

DATE