

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

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

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

**PROJECT TITLE:** #1 Teacher & Administrator Effectiveness Project

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

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

**STATE PROGRAM OFFICER:** Maria A. Blaz

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

ANNUAL REPORT DUE: 11/28/2019

<b>AMOUNT BUDGETED (FFY 2017):</b>	<b>AMOUNT EXPENDED:</b> (Include all expenditures in this quarter)	<b>PERCENTAGE OF EXPENDITURE:</b> (Overall Expenditure divided by Amount Budgeted)	<b>Total Full Time Equivalent</b>	<b>Total Part Time Equivalent</b>
<b>AMOUNT BUDGETED (FFY 2018):</b>  <u>\$1,455,790.62</u>	<b>AMOUNT EXPENDED:</b> (Include all expenditures in this quarter)  <u>\$365,581.38</u>	<b>PERCENTAGE OF EXPENDITURE:</b> (Overall Expenditure divided by Amount Budgeted)  <u>25%</u>		
			<b>Vacant <u>17</u> Filled <u>0</u></b>	<b>Vacant <u>0</u> Filled <u>0</u></b>

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

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

**PART I:**

<b>LIST THE PROJECT GOAL(S):</b>	<p><b>Goal 1:</b> By Year3, increase retention of mentor-supported teachers by 15% from previous SY By Year 2, increase retention of mentor-supported teachers by 8% from previous SY By Year1, increase retention of mentor-supported teachers by 5% from previous SY</p> <p><b>Goal 2:</b> By Year3, increase number of teachers who convert to full certification by 2% from Year1 By Year2, increase number of teachers who convert to full certification by 1% from start of grant period By Year1, increase number of temporary certified teachers by 20 participating in college coursework to attain full certification</p> <p><b>Goal 3:</b> By Year3, strengthen and diversify recruitment of at least 60 potential teacher candidates employed in GDOE who have successfully passed the UOG English and math</p> <p><b>Goal 4:</b> By Year3, improve administrator capacity to provide school level leadership by 6 administrator</p>
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FFY 2017 Special Conditions Letter, US Ed Risk Management Service (June 21, 2017)

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

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

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COMPONENT	ACTIVITIES	EVIDENCE														
<p>Component 1. Teacher Recruitment, Induction, and Retention</p>	<p>The Teacher and Administrative Effectiveness Project was able to make strides in areas that were found to be in non-compliance.</p> <ul style="list-style-type: none"> <li>• Interim project personnel announced sixteen positions for Instruction Coaches. These coach positions will help to improve teacher retention by providing coaches to seasoned teachers who need assistance in implementing instructional strategies to enhance their classroom instruction.</li> <li>• School-site Teacher Mentors have been identified and are ready to start working with teacher mentees. Priority will be given to new teachers in their third year of teaching.</li> <li>• Work continues to be done to complete the application and review process for limited-term teachers and those teachers who need assistance to obtain their teaching certification.</li> <li>• Contractual services for the Praxis Prep project activity has been signed and is currently being routed through the required agencies. A contract is expected in the next week.</li> <li>• Teacher Mentor Guidelines and Stipend Agreements were finalized and submitted to Federal Programs Office for review and approval. Pending approval of the guidelines so information can be disseminated to Teacher Mentors.</li> <li>• Instructional supplies are being procured by interim project personnel and support staff. The supplies will help mentors to carry out their roles.</li> </ul>	<p>The items attached are evidence of work being done to bring the Teacher and Administrative Effectiveness project into compliance.</p> <p><b>Figure 1.1.1</b></p> <table border="1" data-bbox="1409 402 1980 594"> <thead> <tr> <th colspan="2">Teacher Mentors</th> </tr> </thead> <tbody> <tr> <td>Elementary School</td> <td align="right">45</td> </tr> <tr> <td>Middle Schools</td> <td align="right">9</td> </tr> <tr> <td>High Schools</td> <td align="right">12</td> </tr> <tr> <td><b>Total Mentors</b></td> <td align="right"><b>66</b></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Listing of Teacher Mentors attached</li> <li>• Draft copy of Guidelines attached.</li> </ul>					Teacher Mentors		Elementary School	45	Middle Schools	9	High Schools	12	<b>Total Mentors</b>	<b>66</b>
Teacher Mentors																
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<p><b>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></b></p>	<p><b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS</b></p>	<p><b>BASELINE</b> (Initial collection of data-when the activity first started)</p>	<p><b>1<sup>ST</sup> QTR</b></p>	<p><b>2<sup>ND</sup> QTR</b></p>	<p><b>3<sup>RD</sup> QTR</b></p>	<p><b>4<sup>TH</sup> QTR</b></p>										

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<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	Project personnel were able to identify the number of teacher needing mentoring and support services. Also identified were the number of teacher who will be school-site teacher mentors.	<b>356 teachers who are in their first through third year of teaching and require mentoring. 55 Identified school-site teacher mentors</b>				
COMPONENT	ACTIVITIES	EVIDENCE				
Component 2. New Administrator Mentoring	<ul style="list-style-type: none"> <li>Administrator mentors completed internship requirements and obtained their National Mentor Certificate from the National Mentor Training and Certification Program. Seven (7) mentors completed the program; however, only six certificates were submitted.</li> <li>Administrator Mentors are also finalizing the Admin Mentor Process and defining who should be eligible for supports and services.</li> <li>Administrator mentors met throughout quarter, addressed roles, needed support to principals</li> </ul>	<ul style="list-style-type: none"> <li>Certificates attached.</li> <li>The Administrator Mentor process and framework has been developed. A draft is being finalized to be submitted to the FPO for review and approval.</li> </ul>				
<b>STATUS FOR COMPONENT: PLEASE CHECK ONE:</b> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? <i>EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).</i></b>	<b>BASELINE</b> (Initial collection of data-when the activity first started)	<b>1<sup>ST</sup> QTR</b>	<b>2<sup>ND</sup> QTR</b>	<b>3<sup>RD</sup> QTR</b>	<b>4<sup>TH</sup> QTR</b>
COMPONENT	ACTIVITIES	EVIDENCE				
Component 3. Instructional Coaching	A Request to Fill has been submitted to the Superintendent’s Office to hire 16 instructional coaches to support teachers in school in the areas of Reading and English/Language Arts and Math. These instructional coaches are intended to provide services to all schools: <ul style="list-style-type: none"> <li>8 elementary school</li> <li>6 Middle school</li> </ul>					

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<p><b>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></b></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>	<ul style="list-style-type: none"> <li>2 High school</li> </ul> <p><b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b></p>	<p><b>BASELINE</b> (Initial collection of data-when the activity first started)</p>	<p><b>1<sup>ST</sup> QTR</b></p>	<p><b>2<sup>ND</sup> QTR</b></p>	<p><b>3<sup>RD</sup> QTR</b></p>	<p><b>4<sup>TH</sup> QTR</b></p>
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**PART II:**

<p><b>LIST TRAVEL ACTIVITIES COMPLETED.</b></p>	<p><b>(Provide a brief summary for each activity during the quarter.)</b></p> <p>1. International Society for Technology in Education (ISTE): The ISLA: Giha’ project was able to send 10 representatives to the ISTE conference held in Philadelphia, PA on June 21-28, 2019. This professional development opportunity focuses on using technology in the classroom and provides interactive sessions for participants to gain strategies for use of technology.</p>
<p><b>LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</b></p>	<p><b>(i.e Was training provided? When was training conducted? Name of travelers. Did the traveler(s) clear within 10-days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent’s Office? Etc.)</b></p> <p>1. ISTE participants will provide training to their school cadres during the designated professional development days. Additionally, travelers will be participating in work sessions with C&amp;I, as the division works (with others) to develop and finalize the State Strategic Plan. New teacher training will occur in August, at which time, participants will provide training to new teachers. Participants will also provide training to school-based teacher mentors at the next Teacher Mentor Meeting in August. Participants include: Rachel O. Duenas and Sheila Perez. All travelers have cleared their travel.</p>

**PART III:**

<p><b>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?</b></p>	<p>Interim project personnel were responsible for reporting and compiling on the Corrective Action Plan. Work was done to review bids, enter requisitions, negotiate contracts, collaborating with previous interim project personnel, and work on securing equipment funded through the TAE project. It was imperative that interim project personnel also meet with administrator mentors and teacher mentors to fine tune activities and guidelines.</p>
<p><b>USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE</b></p>	<p>Surveys were developed to gather data that will help monitor the projects effectiveness.</p> <ul style="list-style-type: none"> <li>Teacher Standards Mentee Surveys (pre and post)</li> </ul>

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<b>AREAS FOR IMPROVEMENT?</b>	<ul style="list-style-type: none"> <li>• Teacher Mentor Surveys</li> <li>• Limited Term Teacher Surveys</li> </ul>
<b>EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?</b>	<p>Project funds were used to procure instructional supplies for teacher mentors and mentees. Teacher mentors' supplies will be used to help mentors carry out their duties and responsibilities in relation to mentoring first through third year teachers. Producing mentored teachers will help lead to successful teachers, and subsequently, result in successful students.</p> <p>Funds were also used to contract with a vendor to provide required preparatory courses for the Praxis assessments intended for teachers who may be limited term due to not passing the required college courses or assessments to be fully certified.</p>
<b>DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?</b>	<p>The procurement process for contracting professional development services for training is cumbersome and lengthy. Project personnel must obtain necessary information and documentation for the procurement and each step of the process requires review and approval from various parties. At the final stage of the process the review by the Attorney General of Guam and the Governor of Guam involves a very comprehensive review before final approval. This whole process takes several months to complete. Working closely with the Procurement Office staff has helped with getting contractual work finalized and materials purchased, thus minimizing the potential for funds to lapse.</p> <p>The absence of required project personnel also poses a challenge to project as interim personnel struggle to become familiar with the project, its priorities and its goals.</p>
<b>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</b>	<p>Finalize the Praxis Prep contract          Announce vacant positions          Enter into agreements for teacher mentors to provide mentoring services during the summer.</p>

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<b>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</b>	Surveys are currently being developed as tools for measuring project performance.
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**PROJECT TITLE: Project #2: Improving Student Learning & Achievement (ISLA): *Gihara***

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

**THIS REPORT WAS REVIEWED AND VALIDATED BY:**

<u>Eloise R. Sanchez (Interim)</u>		
<b>PROJECT CO-COORDINATOR NAME (PRINT)</b>	<b>PROJECT COORDINATOR NAME (SIGNATURE)</b>	<b>DATE</b>

<u>Michelle M. Camacho (Interim)</u>		
<b>PROJECT CO-COORDINATOR NAME (PRINT)</b>	<b>PROJECT COORDINATOR NAME (SIGNATURE)</b>	<b>DATE</b>

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

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

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

**PROJECT COORDINATOR: Michelle M. Camacho**

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

**STATE PROGRAM OFFICER: Maria A. Blaz**

10/01/18- 12/31/18	01/01/19- 03/31/19	04/01/19- 06/30/19	07/01/19- 09/30/19
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ANNUAL REPORT DUE: 11/28/2019

<b>AMOUNT BUDGETED (FFY 2017):</b>  <b><u>\$2,847,590.48</u></b>	<b>AMOUNT EXPENDED:</b> (Include all expenditures in this quarter)  <b><u>\$2,829,305.79</u></b>	<b>PERCENTAGE OF EXPENDITURE:</b> (Overall Expenditure divided by Amount Budgeted) <b><u>99%</u></b>	<b>Total Full Time Equivalent</b>  <b>Vacant _____</b>  <b>Filled <u>3</u></b>	<b>Total Part Time Equivalent</b>  <b>Vacant _____</b>  <b>Filled _____</b>
<b>AMOUNT BUDGETED (FFY 2018):</b>  <b><u>\$2,935,166.39</u></b>	<b>AMOUNT EXPENDED:</b> (Include all expenditures in this quarter)  <b><u>\$2,739,617.76</u></b>	<b>PERCENTAGE OF EXPENDITURE:</b> (Overall Expenditure divided by Amount Budgeted) <b><u>93%</u></b>		

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

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

**PART I:**

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

By end of 2018, at least 12% students in grades 3-10 will score in "Ready" range on ACT/Aspire assessment; by end of 2019 – at least 15%, by end of 2020 – at least 20%.

By end of 2018, percent of students scoring Basic and Below Basic in Math on SBA will be reduced by at least 3% in grades 1 and 2 (e.g. 48% 1<sup>st</sup>, 55% 2<sup>nd</sup>); by end of 2019, additional reduction of 3% from 2018; by end of 2020, additional 3% reduction from 2019.

By end of 2018, reduce percentage of freshmen placing into developmental math at UOG to 82%; end of 2019, reduce to 80%; be end of 2020, to 75%.

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<b>LIST OBJECTIVE(S):</b>	<p>1.1 2018-Participating teacher cadres will receive training in ECE, SIOP and Math strategies and will report in teacher and administrator surveys an increase in their knowledge of research proven instructional strategies and school site visits conducted by Project program coordinators will provide evidence of implementation.</p> <p>1.2 2019-80% of participating teachers will receive follow up training in ECE, SIOP and Math strategies as evidenced by sign in sheets and will report increased knowledge with site visits supporting implementation is occurring.</p> <p>1.3 2019-50% of participating teachers will be using research based models in their classrooms as evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators .</p> <p>1.4 2020-60% of participating teachers should have provided training to at least 90% of teachers at their school site on the use of high-quality, localized curriculum resource kits as evidenced by sign in sheets and agendas.</p> <p>1.5 2019-Training will be provided to cadres from 80% of schools on the use of high-quality, localized curriculum resource kits as evidenced by sign in sheets and agendas.</p> <p>1.6 2018-Complete sets of high-quality, localized curriculum resource kits will be completed and produced for each school.</p> <p>2.1 2018-80% of teachers receiving training on formative and summative assessments will increase their knowledge of assessments as evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators .</p> <p>2.2 2019-50% of participating teachers will utilize formative and summative assessment data to inform instruction as evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators.</p> <p>2.3 2020-60% of teachers will utilize formative and summative assessment data to inform instruction as evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators .</p>
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COMPONENT	ACTIVITIES	EVIDENCE
<p>Component 1. Professional Development</p> <p>Annually procure professional consultative services and training supplies to train cadres of teachers for the following:</p> <ul style="list-style-type: none"> <li>Classroom Instruction That Works (CITW)</li> <li>Sheltered Instruction Observation Protocol (SIOP)</li> <li>Math Strategies</li> </ul>	<p><b>(List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?) 100 WORD COUNT</b></p> <p>No training for teaching strategies was implemented during this reporting period. We are pending contracts to be signed and effectuated from the various parties who need to sign our contracts (i.e., Attorney General’s Office, Office of the Governor, etc.). Once</p>	<p><b>(Describe the outcome of your activity. Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional development.</b></p> <ul style="list-style-type: none"> <li><b>How did your targeted population benefit from this professional development?</b></li> <li><b>How did the targeted population apply what was learned in this activity in the classroom or the school?</b></li> <li><b>From this activity, how did teachers/administrators take what was learned to impact student academic achievement?)</b></li> </ul> <p><b>100 WORD COUNT</b></p>

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<ul style="list-style-type: none"> <li>• Literacy Strategies</li> <li>• Cooperative Learning</li> <li>• Project-Based Learning</li> <li>• Early Childhood Education</li> <li>• CHamoru Immersion</li> </ul>	<p>contracts are signed and purchase orders issued, project personnel will schedule training opportunities.</p>					
<p><b>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></b></p> <p><input type="checkbox"/> NOT STARTED  <input type="checkbox"/> LESS THAN 50% COMPLETED  <input type="checkbox"/> COMPLETED 50% OR MORE  <input type="checkbox"/> FULLY COMPLETED</p>	<p><b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b>  <i>EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).</i></p>	<p><b>BASELINE</b>          (Initial collection of data-when the activity first started)</p>	<p><b>1<sup>ST</sup> QTR.</b></p>	<p><b>2<sup>ND</sup> QTR.</b></p>	<p><b>3<sup>RD</sup> QTR</b></p>	<p><b>4<sup>TH</sup> QTR.</b></p>
<p align="center"><b>COMPONENT</b></p>	<p align="center"><b>ACTIVITIES</b></p>	<p align="center"><b>EVIDENCE</b></p>				
<p>Component 2. Assessments</p> <p>ISLA: Giha' will procure assessments kits and testing supplies to administer the following district assessments:</p> <ul style="list-style-type: none"> <li>• ACT Aspire</li> <li>• LAS Links</li> <li>• Brigance Universal Screeners</li> <li>• Alternate Assessments</li> <li>• Online formative assessments</li> </ul> <p>Additionally, ISLA: Giha' will procure consultative services for the revision of the Standards-Based Assessments.</p>	<p><b>(List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?)</b>  <b>100 WORD COUNT</b></p> <p>Technical assistance was provided to all schools throughout the reporting period for the administration of the District-Wide Assessments</p>	<p><b>(Describe the Outcome of your activity Be able to disaggregate the proof of your activity.</b>  <b>Example: Sign-in sheets workshop, training or professional development.</b></p> <ul style="list-style-type: none"> <li>• <b>How did your targeted population benefit from this professional development?</b></li> <li>• <b>How did the targeted population apply what was learned in this activity in the classroom or the school?</b></li> <li>• <b>From this activity, how did teachers/administrators take what was learned to impact student academic achievement?)</b></li> </ul> <p><b>100 WORD COUNT</b></p> <p><b>Assessments were administered to students and returned to the district office for scoring.</b></p>				

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



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

	<p>The ISLA: Giha' project was able to send five personnel to attend the 2019 National Conference on Student Assessment. Conference sessions focused on recognizing the critical importance of high-quality assessment tools for understanding and improving student and school performance. The goal of the 2019 NCSA was to give states a forum to share best practices, innovative strategies, research studies, and resources of their assessment tools.</p>					
<p><b>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></b></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><b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b>  <b>EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).</b></p> <p>Effectiveness will be measured using the assessments provided.</p>	<p><b>BASELINE</b> (Initial collection of data-when the activity first started)</p>	<p><b>1<sup>ST</sup> QTR.</b></p>	<p><b>2<sup>ND</sup> QTR.</b></p>	<p><b>3<sup>RD</sup> QTR</b></p>	<p><b>4<sup>TH</sup> QTR.</b></p>
		<p><b>Data to be reported during 4<sup>th</sup> quarter.</b></p>				
<p align="center"><b>COMPONENT</b></p>	<p align="center"><b>ACTIVITIES</b></p>	<p align="center"><b>EVIDENCE</b></p>				
<p>Component 3. Resources, Books, and Instructional materials</p> <p>Procure supplementary instructional materials for use in the classroom.</p>	<p><b>(List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?)</b>  <b>100 WORD COUNT</b></p> <p>Phase I of the resource compilation project was completed and printed material has been delivered to the C&amp;I Office. Pending compilation of electronic files for uploading into the GDOE website and dissemination to teachers.</p>	<p><b>(Describe the Outcome of your activity. Be able to disaggregate the proof of your activity.</b>  <b>Example: Sign-in sheets workshop, training or professional development.</b></p> <ul style="list-style-type: none"> <li>• <b>How did your targeted population benefit from this professional development?</b></li> <li>• <b>How did the targeted population apply what was learned in this activity in the classroom or the school?</b></li> <li>• <b>From this activity, how did teachers/administrators take what was learned to impact student academic achievement?)</b></li> </ul> <p><b>100 WORD COUNT</b></p>				
<p><b>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></b></p>	<p><b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b></p>	<p><b>BASELINE</b> (Initial collection of data-when the</p>	<p><b>1<sup>ST</sup> QTR.</b></p>	<p><b>2<sup>ND</sup> QTR.</b></p>	<p><b>3<sup>RD</sup> QTR</b></p>	<p><b>4<sup>TH</sup> QTR.</b></p>

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

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

<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><b>EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).</b></p>	activity first started)				
	<p>Incomplete. Surveys will be developed and disseminated to all teachers once the school year has started and teachers have been trained on using the resources.</p> <p>Further, the measurement tool to collect teacher training data has not been finalized pending review of the data instrument nor has training on utilizing data been provided to schools and/or teachers. Once training is provided and measurement tool finalized in the 3<sup>rd</sup> quarter, data will be collected.</p>					

**PART II:**

<p><b>LIST TRAVEL ACTIVITIES COMPLETED.</b></p>	<p><b>(Provide a brief summary for each activity during the quarter.)</b></p> <ol style="list-style-type: none"> <li>National Association for the Education of Young Children (NAEYC): 6 teachers and project personnel attended the NAEYC Professional Learning Institute held in Long Beach, CA on June 2-5, 2019. This 4-day Professional Learning Institute focused on early childhood education principles and will help support the Pre-K through 2<sup>nd</sup> grade classrooms. Participants were able to engage in sessions focusing on strategies for early childhood education and expand their understanding of principles.</li> <li>International Society for Technology in Education (ISTE): The ISLA: Giha' project was able to send 10 representatives to the ISTE conference held in Philadelphia, PA on June 21-28, 2019. This professional development opportunity focuses on using technology in the classroom and provides interactive sessions for participants to gain strategies for use of technology.</li> <li>National Conference on Student Assessment (NCSA): 2 school administrators, 2 project personnel, and 1 deputy superintendent was able to attend the NCSA 2019 conference held in Orlando, FL on June 24-26, 2019. Conference sessions provided a forum for states to share best practices in summative and formative assessments, monitoring, and alternate assessments.</li> </ol>
<p><b>LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</b></p>	<p><b>(i.e Was training provided? When was training conducted? Name of travelers. Did the traveler(s) clear within 10-days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent's Office? Etc.)</b></p> <ol style="list-style-type: none"> <li>Training for NAEYC participants will be provided to district teachers and personnel during the first week of school. Opportunity to provide training to new teachers will be in the first week of August. All travelers have cleared their travel requirements, submitted their reports. Travelers include: Eloise Sanchez, Michelle Camacho, Jimmy Teria, Pia Cruz, Michelle DeGuzman, Matilde Rivera</li> <li>ISTE participants will provide training to their school cadres during the designated professional development days. Additionally, travelers will be participating in work sessions with C&amp;I, as the division works (with others) to develop and</li> </ol>

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

	<p>finalize the State Strategic Plan. New teacher training will occur in August, at which time, participants will provide training to new teachers. Participants include: Aldrin Cajigal, Ronald Canos, Benjamin Santiago, Melissa Mafnas, Jonah Gumataotao, Gloria Obias, Mylen Combs (PNP), Argie Pamplona (PNP), Joel Suplido (PNP),</p> <p>3. Participants to the NCSA will provide training and feedback during designated professional development days. Participants will also provide input and feedback during work sessions for the State Strategic Plan, which is currently undergoing revisions in anticipation of its expiration in 2020. Participants include: Michelle Camacho, Carla Aguon, Derrick Santos, Rebecca Perez, and Stacey Sahagon</p>
<p><b>PART III:</b></p>	
<p><b>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?</b></p>	<p><b>(This description should relate to the program activities outlined in your project application/agreement.)</b> <b>100 WORD COUNT</b></p> <p>Project personnel were responsible for coordinating training activities, making calls for proposals or price quotations, and keying in requisitions for procurement of supplies and materials. Project personnel worked together with other projects' leads and personnel to develop and application and rubrics for professional conference attendance to off-island conference trainings.</p> <p>Project personnel were also involved in maintaining and ensuring fixed assets were accounted for.</p>
<p><b>USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?</b></p>	<p><b>(What strategies are working, not working?)</b> <b>100 WORD COUNT</b></p> <p>Increasing the number of students who score in the Tier 1 and Tier 2 levels in the formative assessments, "Exceeding" or "Ready" levels for ACT Aspire, and in "Proficient" and "Advanced" levels in the Standards-Based Assessments continues to be an area where improvements are needed. We will continue our efforts to provide professional development to teachers to help improve their teaching so instruction is more effective and higher student performance is achieved. We will also monitor more closely how teachers are using the formative assessment data and provide appropriate training on utilizing the data for interventions</p>
<p><b>EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?</b></p>	<p><b>100 WORD COUNT</b></p> <p>Project funds supported the improvement of student academic achievement by: 1) providing teachers with professional development opportunities in research proven instructional strategies to be able to effectively teach the diverse learners in the classroom; 2) procuring formative and summative assessments; and 3) providing pertinent training so teachers conduct the assessments, collect relevant data and adjust the teaching so deficiencies in both teaching and the learning can be addressed</p>

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

<p><b>DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?</b></p>	<p><b>(Explain the programmatic and fiscal challenges encountered with your program.) 100 WORD COUNT</b></p> <p>The procurement process for contracting professional development services for Project ISLA Giha training is cumbersome and lengthy. Project personnel must obtain necessary information and documentation for the procurement and each step of the process requires a review and approval from various parties. At the final stage of the process the review by the Attorney General of Guam and the Governor of Guam involves a very comprehensive review before final approval. This whole process takes several months to complete. Working closely with the Procurement Office staff has helped with getting contractual work finalized and materials purchased, thus minimizing the potential for funds to lapse.</p>
<p><b>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</b></p>	<p>Project personnel continues to await the finalization and effectuation of various contracts needed for professional development services (SIOP and CITW Trainings, SBA Revisions, Printing of Curricular Resources) and will also ensure that pertinent documents are submitted to process payment by the end of the liquidation period.</p>
<p><b>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</b></p>	<p>Impact on professional development activities are monitored through data collected from surveys on the usefulness of new knowledge/skills, changes on teaching practices and impact on student learning. Classroom observations on a small sample of participants are also conducted to document the implementation of the skills.</p>

FFY 2018 CONSOLIDATED GRANT  
QUARTERLY REPORT  
Grant Award #: S403A180002

**PROJECT TITLE:** Project #2: Improving Student Learning & Achievement (ISLA): *Giha*

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

**THIS REPORT WAS REVIEWED AND VALIDATED BY:**

Michelle M. Camacho

**PROJECT COORDINATOR NAME (PRINT)**

\_\_\_\_\_  
**PROJECT COORDINATOR NAME (SIGNATURE)**

\_\_\_\_\_  
**DATE**

Joseph L.M. Sanchez

**PROJECT MANAGER NAME (PRINT)**

\_\_\_\_\_  
**PROJECT MANAGER (SIGNATURE)**

\_\_\_\_\_  
**DATE**



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

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

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

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

**PROJECT COORDINATOR:** Joshua Blas

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

**STATE PROGRAM OFFICER:** Shannon Bukikosa

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

ANNUAL REPORT DUE: 10/31/2018

<b>AMOUNT BUDGETED (FFY 2018):</b>  \$11,757,478.60	<b>AMOUNT EXPENDED:</b> (Include all expenditures in this quarter)  \$4,933,390.43	<b>PERCENTAGE OF EXPENDITURE:</b> (Overall Expenditure divided by Amount Budgeted) 42 %	<b>Total Full Time Equivalent</b>  Vacant 2  Filled 14	<b>Total Part Time Equivalent</b>  Vacant 12  Filled 220
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**GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES**

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

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

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

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

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

COMPONENT	ACTIVITIES	EVIDENCE					
<b>3.1 RESPONSE TO INTERVENTIONS</b> <b>3.1.1 State Systemic Improvement Plan</b>	UOG CEDDERS completed the activities within their contract. The contract is up for renewal and is going through the RFP process. A vendor has been selected, and is currently in the process of cost negotiations.  Schools continue to meet and collaborate.	Activities completed in contract.					
<b>STATUS FOR COMPONENT:            PLEASE CHECK ONE: <input checked="" type="checkbox"/></b>  <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	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b> Activities completed in contact. New contract is currently going through the RFP process.	<b>BASELINE</b> (Initial collection of data-when the activity first started)	<b>1<sup>ST</sup> QTR.</b>	<b>2<sup>ND</sup> QTR.</b>	<b>3<sup>RD</sup> QTR</b>	<b>4<sup>TH</sup> QTR.</b>	
		63% of teachers who attended training who reported using strategies in K-5 classrooms.	<b>Interpreting Screening Scores</b> <b>Pre PD</b> 21%-Low 57%-Moderate 13% - High <b>Post PD</b> 4%-Low 54%-Moderate 40%-High  <b>“Plan”-PDSA Cycle</b> <b>Pre PD</b> 15%-Low 62%-Moderate 15%-High <b>Post-PD</b> 3%-Low 51%-Moderate 45%-High				

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

			<b>“Do”-PDSA Cycle</b> <u>Pre-PD</u> 20%-Low 61%-Moderate 13% - High <u>Post-PD</u> 4%-Low 54%-Moderate 40%-High			
			<b>“Study”-PDSA Cycle</b> <u>Pre-PD</u> 21%-Low 61%-Moderate 11% - High <u>Post-PD</u> 4%-Low 58%-Moderate 36%-High			
COMPONENT	ACTIVITIES	EVIDENCE				
<b>3.1 RESPONSE TO INTERVENTION</b> <b>3.1.2 John Hopkins Talent Development Program</b>	JHTD has completed the last activity in the current contract. 5 teachers will participate in the Teacher Leader Summit in July in New Orleans, LA. Participants will have opportunity to gain knowledge and skills to improve teaching and foster a culture that engages educators and empowers them to take on leadership roles within their classrooms and schools. Upon their return participants will be a part of the C&I training cadre to offer support to the District and Project.	No training was held during 3 <sup>rd</sup> quarter. Upon completion of participation in the Teacher Leader Summit, participants will be developing a proposed training schedule to support the participating JHTD schools.				
<b>STATUS FOR COMPONENT:</b> <b>PLEASE CHECK ONE: <input checked="" type="checkbox"/></b>	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b> JHTD is measured based on school site	<b>BASELINE</b> (Initial collection of data-when the	<b>1<sup>ST</sup> QTR.</b>	<b>2<sup>ND</sup> QTR.</b>	<b>3<sup>RD</sup> QTR</b>	<b>4<sup>TH</sup> QTR.</b>

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

<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	observations, reports, and teacher surveys. No professional development was done during 3 <sup>rd</sup> quarter.	activity first started) # of teachers implementing JHTD strategies with fidelity.	3 schools implementing JHTD with fidelity (Oceanview MS, George Washington HS, and Southern HS 32 teachers implementing JHTD (20 - GWHS, 12-SHS).	2 schools implementing JHTD with fidelity (George Washington HS, and Southern HS 32 teachers implementing JHTD (20 - GWHS, 12-SHS).	2 schools implementing JHTD with fidelity (George Washington HS, and Southern HS 32 teachers implementing JHTD (20 - GWHS, 12-SHS).	
<b>COMPONENT</b>	<b>ACTIVITIES</b>	<b>EVIDENCE</b>				
<b>3.2 INSTRUCTIONAL SUPPORTS</b> <b>3.2.1 English as a Second Language</b>	The programProject is currently in the RFP process for professional services to provide training on Pacific Island Cultural Sensitivity and LAS Link administration.	Teachers will benefit from these proposed training because it will provide teaching strategies with working with pacific islanders and build school capacity in LAS Link administrations. Currently only ESL Coordinators are training in administering and scoring LAS Link assessments, this will allow more teachers and District personnel to be trained.				
<b>STATUS FOR COMPONENT: PLEASE CHECK ONE:</b> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b> The Project measures effectiveness through observation and training evaluations.	<b>BASELINE (Initial collection of data-when the activity first started)</b> 27% of trained teachers reported feeling better prepared to teach ESL students	<b>1<sup>ST</sup> QTR.</b> Training was not held during this period.	<b>2<sup>ND</sup> QTR.</b> Training was not held during this period.	<b>3<sup>RD</sup> QTR</b> Training was not held during this period.	<b>4<sup>TH</sup> QTR.</b>

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

COMPONENT	ACTIVITIES	EVIDENCE				
<p><b>3.2 INSTRUCTIONAL SUPPORTS</b> <b>3.2.2 Classroom Instructional Supports</b></p>	<p>Training was held for all TAs during Spring Break on April 15 &amp; 18, 2019. A total of 220 TA participated in the training. Topics included McKinney Vento: Supporting Homeless Youth (SPCE Project), Employee Time &amp; Attendance (Ayudante Project), Understanding Power Struggles (Natasha Dela Curz, Dawn Perez, Sherylyn Tablan), Creating a Culture of Dignity (Clarice Mesa), Useful Strategies for the ESL Classroom (Vicky Sablan) and Critical &amp; Creative Thinking Strategies (Joseph Anderson). Presenters were teachers, administrators, and project personnel that participated in the 2018 National Conference on Innovative Teaching Strategies.</p> <p>School Site Visits were conducted at CL Taitano ES, George Washington HS, Harry S. Truman ES, Jose Rios MS, Maria Ulloa ES, Price ES and Untalan MS,</p>	<p>Surveys were conducted for the TA training held during Spring Break on the relevance of the training below are the results:</p> <ul style="list-style-type: none"> <li>• <b>Training was beneficial to me as a TA:</b> 62% (62) Strongly Agree, 29% (29) Agree, 8% (8) Strongly Disagree</li> <li>• <b>Training will help me improve my practice/ work as a TA:</b> 58% (58) Strongly Agree, 33% (33) Agree, 8% (8) Strongly Disagree</li> <li>• <b>Training was relevant to my work as a TA:</b> 58% (58) Strongly Agree, 34% (34) Agree, 7% (7) Strongly Disagree</li> <li>• <b>Overall Session Rating:</b> 62% (62) Strongly Agree, 30% (30) Agree, 7% (7) Strongly Disagree</li> <li>• <b>Overall Rating of TA Training:</b> 79% (79) Excellent, 18% (18) Satisfactory, 2% (2) Neutral</li> </ul> <p>Surveys were also conducted on the satisfaction of classroom support by TAs in the ASPIRE <a href="#">Project</a>, below are the results:</p> <ul style="list-style-type: none"> <li>• <b>TAs were effective during the ASPIRE <a href="#">Project</a>:</b> 65%-Strongly Agree, 20%-Agree, 10%-Neutral, 5%-Disagree</li> <li>• <b>Overall Satisfaction with support TAs provide:</b> 27%-Strongly Agree, <b>68%</b>-Agree, 5%-Disagree</li> </ul> <p>The results will be used to see how to better improve the types of supports TAs provide to classroom teachers and students and the training we provide.</p>				
<p><b>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></b></p> <p><input type="checkbox"/> NOT STARTED</p>	<p><b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b></p> <p>TAs/IPAs are measured through teacher satisfaction surveys and school site observations.</p>	<p><b>BASELINE</b> (Initial collection of data-when the activity first started)</p>	<p><b>1<sup>ST</sup> QTR.</b></p>	<p><b>2<sup>ND</sup> QTR.</b></p>	<p><b>3<sup>RD</sup> QTR</b></p>	<p><b>4<sup>TH</sup> QTR.</b></p>

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

<input type="checkbox"/> LESS THAN 50% COMPLETED <input checked="" type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED	Teachers rated the overall effectiveness of TAs/IPAs with 27%-Outstanding 628%-Excellent. This is evident that TAs/IPAs are valued at the school site and spend their time supporting classroom instruction. The <a href="#">Project</a> will also assess what types of trainings are needed to support them.  TA cohort's effectiveness will be measured by the passing grade each received for the educational course(s)	% teachers report classroom support helpful.	<b>Overall Effectiveness of TA/IPAs</b> 23%- Outstanding 42%-Excellent 10%-Neutral, 17%- Satisfactory 7%-Needs Improvement	<b>Overall Effectiveness of TA/IPAs</b> 67% - Outstanding 30% - Excellent 1.5% - Neutral 1.5% - Needs Improvement 0% - Not effective	<b>Overall Effectiveness of TA/IPAs</b> 27% - Outstanding 628% - Excellent 0% - Neutral 5% - Needs Improvement 0% - Not effective	
		TAs provide certificate to project director	N/A	N/A		
<b>COMPONENT</b>	<b>ACTIVITIES</b>	<b>EVIDENCE</b>				
<b>3.2 INSTRUCTIONAL SUPPORTS</b>	The contract with Achieve 3000 is currently with the Attorney General's Office for review.	The outcome will be students will have access to a variety of differentiated instruction online. Teachers can customize lessons/ reading materials based on student Lexile scored. Student reading levels will increase with usage.				
<b>STATUS FOR COMPONENT:                  PLEASE CHECK ONE: <input checked="" type="checkbox"/></b>  <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	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b> Data will be collected once the Achieve 3000 licenses have been issued for student access and assessment.	<b>BASELINE</b> (Initial collection of data-when the activity first started)	<b>1<sup>ST</sup> QTR.</b>	<b>2<sup>ND</sup> QTR.</b>	<b>3<sup>RD</sup> QTR</b>	<b>4<sup>TH</sup> QTR.</b>
		% of students increasing scores by 20 points.	<a href="#">Contract is pending approval</a>	<a href="#">Contract is pending approval</a>	<a href="#">Contract is pending approval</a>	N/A

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

COMPONENT	ACTIVITIES	EVIDENCE				
<b>3.2 INSTRUCTIONAL SUPPORTS</b> <b>3.2.3. Na<sup>metgot</sup> Tiningo</b>	The contract with Achieve 3000 is currently with the Attorney General’s Office for review.	The outcome will be students will have access to a variety of differentiated instruction online. Teachers can customize lessons/ reading materials based on student Lexile scored. Student reading levels will increase with usage.				
<b>STATUS FOR COMPONENT:                      PLEASE CHECK ONE: <input checked="" type="checkbox"/></b>  <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	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b> Data will be collected once the Achieve 3000 licenses have been issued for student access and assessment	<b>BASELINE</b> (Initial collection of data-when the activity first started)  % of students logs show accessed Achieve 3000, and % of those students showing progress through increased Lexile scores from beginning to end of quarter.	<b>1<sup>ST</sup> QTR.</b>  <a href="#">Contract is pending approval</a>	<b>2<sup>ND</sup> QTR.</b>  <a href="#">Contract is pending approval</a>	<b>3<sup>RD</sup> QTR</b>  <a href="#">Contract is pending approval</a>	<b>4<sup>TH</sup> QTR.</b>  N/A
COMPONENT	ACTIVITIES	EVIDENCE				
<b>3.2 INSTRUCTIONAL SUPPORTS</b> <b>3.2.4 Kinder Learn</b>	Teachers continue to implement the use of IXL to supplement instruction in Math and Language Arts. Kindergarten and 1 <sup>st</sup> grade are currently implementing the use. Laptops for the next grade level have been procured, pending delivery.	IXL reports were generated for Language and Math to show the performance of students from April-May usage. A total of 312 students are using IXL (150-K, 162-1 <sup>st</sup> ). A total of 294 hours were spent using IXL (160-Math, 134-Language Arts). 1,587 skills were practiced for Language Arts and Math and 936 skills were mastered. Proficient is considered when a student reaches 80% and 100% for mastered. Teachers meet regularly to address successes and challenges. Next steps will be to have teachers train and share when we expand the <a href="#">project</a> .				
<b>STATUS FOR COMPONENT:                      PLEASE CHECK ONE: <input checked="" type="checkbox"/></b>  <input type="checkbox"/> NOT STARTED	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b> Kinder Learn is measured through teachers reporting successfully using technology in the classroom and also through classroom	<b>BASELINE</b> (Initial collection of data-when the activity first started)	<b>1<sup>ST</sup> QTR.</b>	<b>2<sup>ND</sup> QTR.</b>	<b>3<sup>RD</sup> QTR</b>	<b>4<sup>TH</sup> QTR.</b>



**FY 2018 CONSOLIDATED GRANT  
QUARTERLY REPORT**

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

<p> <input type="checkbox"/> <b>LESS THAN 50% COMPLETED</b>  <input type="checkbox"/> <b>COMPLETED 50% OR MORE</b>  <input checked="" type="checkbox"/> <b>FULLY COMPLETED</b> </p>	<p> observations. In addition effectiveness is measured to see the number of students that are performing at or above grade level in reading and math.   Note: AIMSweb data could not be pulled. Training for District and Teachers will be held over the summer for the new AIMSweb system. <a href="#">Data provided</a> reflects data from IXL. </p>	<p>50% of teachers or 4 teachers currently integrating technology in reading and math instruction</p>	<p>100% of Kinder teachers (7 teachers) are currently integrating the usage of technology, IXL in the classroom.</p>	<p>100% of Kinder teachers (8 teachers) are currently integrating the usage of technology, IXL in the classroom.</p>	<p>100% of Kinder teachers (8 teachers) are currently integrating the usage of technology, IXL in the classroom.</p>	
		<p>100% of 1<sup>st</sup> Grade teachers (8 teachers) are currently integrating the usage of technology, IXL in the classroom.</p>	<p>100% of 1<sup>st</sup> Grade teachers (7 teachers) are currently integrating the usage of technology, IXL in the classroom.</p>	<p>100% of 1<sup>st</sup> Grade teachers (6 teachers) are currently integrating the usage of technology, IXL in the classroom.</p>		
		<p> Winter 2018 AIMSweb Letter Naming  57% - Tier 1 on grade level   Number Identification  62% - Tier 1, on grade level </p>	<p> <b>Kinder</b>  3,459 (2,157-Math, 1,302-LA) Skills Practiced   1,849 (1,233-Math, 616-LA) Skills Mastered   98%-Math, 92%-LA Students </p>	<p> <b>Kinder</b>  5,862 (3,699-Math, 2,193-LA) Skills Practiced   3,016 (1,998-Math, 1018-LA) Skills Mastered   95%-Math, 91%-LA Students </p>	<p> <b>Kinder</b>  1,288 (837-Math, 451-LA) Skills Practiced   572 (494-Math, 258-LA) Skills Mastered   82%-Math, 67%-LA Students </p>	

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

			Practicing  <b>1<sup>st</sup> Grade</b> 775 (424-Math, 315-LA) Skills Practiced  323 (174-Math, 149-LA) Skills Mastered  66%-Math, 56%-LA Students Practicing	Practicing  <b>1<sup>st</sup> Grade</b> 7,510 (889-Math, 2614-LA) Skills Practiced  817 (477-Math, 340-LA) Skills Mastered  71%-Math, 64%-LA Students Practicing	Practicing  <b>1<sup>st</sup> Grade</b> 299 (176-Math, 123-LA) Skills Practiced  184 (116-Math, 68-LA) Skills Mastered  49%-Math, 41%-LA Students Practicing	
<b>COMPONENT</b>	<b>ACTIVITIES</b>	<b>EVIDENCE</b>				
<b>3.3 EXTENDED LEARNING SAM</b>	The stipend contract has been drafted for the teacher mentors. Announcements will be made to high school principals for interested personnel. The SAM guidelines/ handbook will be completed by July 2019.	Teachers will be paid a stipend to design the guidelines for participation and monitoring student progress.				
<b>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></b>	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b>	<b>BASELINE (Initial collection of data-when the activity first started)</b>	<b>1<sup>ST</sup> QTR.</b>	<b>2<sup>ND</sup> QTR.</b>	<b>3<sup>RD</sup> QTR</b>	<b>4<sup>TH</sup> QTR.</b>
<input checked="" type="checkbox"/> <b>NOT STARTED</b> <input type="checkbox"/> <b>LESS THAN 50% COMPLETED</b> <input type="checkbox"/> <b>COMPLETED 50% OR MORE</b> <input type="checkbox"/> <b>FULLY COMPLETED</b>	The <a href="#">Project</a> will collect the at-risk student data, such as the top 100 students in the 9 <sup>th</sup> grade that are off track to graduate with their cohort.	N/A				

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

COMPONENT	ACTIVITIES	EVIDENCE				
<p><b>3.3 EXTENDED LEARNING</b>  <b>3.3.1 ASPIRE</b></p>	<p>ASPIRE Project has completed for school year 2018-2019. 4<sup>th</sup> Quarter had a total of 594 participants that completed the project.</p>	<p>ASPIRE outcome is to increase student performance during the regular day. AIMSweb data will help determine what areas teachers can focus on instruction. Surveys were conducted and below are some of the results from Student and Parents.</p> <p><b>Student Results</b></p> <ul style="list-style-type: none"> <li>• <b>Learned Something New:</b> 63% (303) – Strongly Agree, 24% (116) – Agree, 11% (52) – Neutral</li> <li>• <b>What we did was fun:</b> 65% (303) – Strongly Agree, 27% (128) – Agree, 97% (31) – Neutral</li> <li>• <b>Overall Effectiveness:</b> 69% (150) – Outstanding, 45% (98) – Satisfactory, 7% (31) – Neutral, 1% (5) – Unsatisfied</li> </ul> <p><b>Parent Results</b></p> <ul style="list-style-type: none"> <li>• <b>Child Learned Something New:</b> 43% (153) – Strongly Agree, 45% (161) – Agree, 100% (36) – Neutral, and 2% (8) - Disagree</li> <li>• <b>What child did was fun:</b> 43% (156) – Strongly Agree, 42% (154) – Agree, and 14% (52) – Neutral, and 1% (3) – Disagree</li> <li>• <b>Overall Effectiveness:</b> 67% (212) – Outstanding, 30% (96) – Satisfactory and 3% (9) - Neutral</li> </ul>				
<p><b>STATUS FOR COMPONENT:                  PLEASE CHECK ONE: <input checked="" type="checkbox"/></b></p> <p><input type="checkbox"/> NOT STARTED  <input type="checkbox"/> LESS THAN 50% COMPLETED  <input type="checkbox"/> COMPLETED 50% OR MORE  <input checked="" type="checkbox"/> FULLY COMPLETED</p>	<p><b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b></p> <p>ASPIRE measures effectiveness through the AIMSweb benchmark scores. The contract for AIMSweb is pending approval from the AG’s office. However teachers tracked student progress manually using the AIMSweb probes.</p> <p>4<sup>th</sup> quarter 45.3% of students in Oral Reading have increased scores by 10 points. 21.3% of students in Math Computation have increased scores by 10 points. Although the target is to have 40% of participating students increase by 10 points, the participating schools have exceeded in oral reading, and small increases in math are evident that students are progressing a few a 1 to 2 points from meeting the target.</p>	<p><b>BASELINE</b>                  (Initial collection of data-when the activity first started)</p> <p>AIMSweb Fall Benchmark Scores</p>	<p><b>1<sup>ST</sup> QTR.</b></p> <p>543 - Total # of Students (44 not tested)</p> <p>175 (39% increase)- Total # of students increase scores by 10pts in Oral</p>	<p><b>2<sup>ND</sup> QTR.</b></p> <p>517 - Total # of Students</p> <p>196 (40% increase)- Total # of students increase scores by 10pts in Oral Reading (496 tested)</p>	<p><b>3<sup>RD</sup> QTR</b></p> <p>564 - Total # of Students</p> <p>225 (45.3% increase)- Total # of students increase scores by 10pts in Oral Reading (564 tested)</p>	<p><b>4<sup>TH</sup> QTR.</b></p>

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

			Reading  110 (24% increase) - Total # of students increase scores by 10 points in Math Computation	137 (28% increase) - Total # of students increase scores by 10 points in Math Computation (495 tested)	105 (21.3% increase) - Total # of students increase scores by 10 points in Math Computation (516 tested)	
<b>COMPONENT</b>	<b>ACTIVITIES</b>	<b>EVIDENCE</b>				
<b>3.3 EXTENDED LEARNING</b> <b>3.3.2 Eskuelan Puengi</b>	<i>Eskuelan Puengi</i> completed in 2 <sup>nd</sup> quarter. EP ran from February 12 – March 21, 2019 (Session A – February 12-28 and Session B – March 5- 21). EP Sites include George Washington, John F. Kennedy, Okkodo, Simon Sanchez, and Tiyan High School. 1,768 students completed the <a href="#">project</a> .	This activity was completed in 2 <sup>nd</sup> quarter.				
<b>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></b>	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b>	<b>BASELINE (Initial collection of data-when the activity first started)</b>	<b>1<sup>ST</sup> QTR.</b>	<b>2<sup>ND</sup> QTR.</b>	<b>3<sup>RD</sup> QTR</b>	<b>4<sup>TH</sup> QTR.</b>
<input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input checked="" type="checkbox"/> FULLY COMPLETED	EP measured effectiveness through the number of students that earn credit towards graduation and the number of students that will graduate in June 2019 as a result of participation. EP Completed in 2 <sup>nd</sup> quarter.	64% of students received a passing grade of 70% or higher to earn credit for courses taken.	N/A	<b>Marks Analysis</b> <b>Session A</b> Passing Rate 72% A – 27% (249) B – 24% (219) C – 22% (201) D – 18% (163) F – 11% (99)  <b>Session B</b> Passing Rate 65% A – 24% (202)		

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

					B – 20% (171) C – 21% (174) D – 30% (250) F – 5% (40)		
<b>COMPONENT</b>	<b>ACTIVITIES</b>	<b>EVIDENCE</b>					
<b>3.3 EXTENDED LEARNING</b> <b>3.3.3 Summer School</b>	Summer School is currently ongoing. Approximately 1,970 students are enrolled. The <a href="#">Project</a> will run from June 11 through July 17, 2019 for Elementary and Middle Schools. High School June 18 – July 12, 2019. Transportation is currently being provided to all participants. A total of 13 summer school sites (5 elementary, 3 middle, 5 high school sites).	Outcome <a href="#">of</a> Summer School for elementary and middle was for remediation on skills from the regular school year. The outcome for Summer School was to have students earn 0.5 to 1 credit towards graduation. Discouraging them from dropping out from school.					
<b>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></b>	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b>	<b>BASELINE (Initial collection of data-when the activity first started)</b>	<b>1<sup>ST</sup> QTR.</b>	<b>2<sup>ND</sup> QTR.</b>	<b>3<sup>RD</sup> QTR</b>	<b>4<sup>TH</sup> QTR.</b>	
<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	<input type="checkbox"/> Summer School will evaluate effectiveness for elementary and middle through student AIMSWEB scores in Oral Reading and Math Computation.  <input type="checkbox"/> High School will be evaluated through the number of student earning credit towards graduation.	AIMSweb 2018 Spring Benchmark Scores ( <a href="#">Project</a> will begin June 2018)	N/A	N/A	<a href="#">Activity currently ongoing – evidence will be reported in the 4<sup>th</sup> quarter.</a>		
		Previous Grade (end of Spring 2018) ( <a href="#">Project</a> will begin June 2018)	N/A	N/A	<a href="#">Activity currently ongoing – evidence will be reported in the 4<sup>th</sup> quarter.</a>		
<b>COMPONENT</b>	<b>ACTIVITIES</b>	<b>EVIDENCE</b>					

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

<b>3.3 EXTENDED LEARNING</b> <b>3.3.4 4H Program</b>	4H is currently going through the RFP process. Evaluations on proposed services has been completed.	The outcome of 4H will be an increase in reading and math scores in participating students and teachers will have strategies they can utilize to bridge classroom and 4H experiences.				
<b>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></b>  <input checked="" type="checkbox"/> <b>NOT STARTED</b> <input type="checkbox"/> <b>LESS THAN 50% COMPLETED</b> <input type="checkbox"/> <b>COMPLETED 50% OR MORE</b> <input type="checkbox"/> <b>FULLY COMPLETED</b>	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b>	<b>BASELINE</b> (Initial collection of data-when the activity first started)  % of students that increase AIMSweb scores in Oral Reading and Math Computation	<b>1<sup>ST</sup> QTR.</b>  <a href="#">Contract is pending approval</a>	<b>2<sup>ND</sup> QTR.</b>  <a href="#">Contract is pending approval</a>	<b>3<sup>RD</sup> QTR</b>  <a href="#">Contract is pending approval</a>	<b>4<sup>TH</sup> QTR.</b>

**PART II:**

<b>LIST TRAVEL ACTIVITIES COMPLETED.</b>	2019 International Society for Technology in Education (ISTE) Conference – 13 Teachers, Administrators, and <a href="#">project</a> personnel attended the conference on June 22 – 26, 2019 in Philadelphia, PA.
<b>LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</b>	The <a href="#">Project</a> Manager is working with the traveling team on developing a training plan for technology. Once all travel reports have been received, they will be compiled on a final report to be submitted to the <a href="#">Project</a> Manager, Superintendent, and Federal Programs Division. <ol style="list-style-type: none"> <li>1. Freda Aarii</li> <li>2. Joshua Blas – Cleared</li> <li>3. Kristina Cade</li> <li>4. Felix Chaco - Cleared</li> <li>5. Natasha Cruz</li> <li>6. Natasha Dela Cruz</li> <li>7. Kelly Escuadra - Cleared</li> <li>8. Elwin Quitano</li> </ol>

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

- 9. Matilda Rivera
- 10. Renee-Lynn Sanchez - Cleared
- 11. Genevieve Santos
- 12. Debra Shimizu
- 13. Pamela Villanueva

**PART III:**

**DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?**

Project Personnel (Lead Project Coordinator & Program Coordinators) facilitated project meetings, conducted consultation meeting with service providers, administrators, entered requisitions, and prepared biweekly certifications to ensure compliance and address any programmatic issues. TAs/ IPAs provided small group instruction and 1:1 tutoring to support at risk students. Teachers provided instruction and created lesson plans to address student needs. |

**USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?**

Survey results from ASPIRE<sub>2</sub> and trainings are used to show effectiveness of the project along with ways it can be improved. Some of the areas for improvement is to look at how frequently we assess students. Also improvements on administrative things such as forms that schools complete quarterly. Much of the data collected show positive impact the projects have on student achievement. |

**EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?**

Project funds were used for personnel to support instructional intervention projects for at-risk students through TAs/IPAs, ESL Coordinators, ASPIRE, SSIP, and JHTD. Funds were used for consultants to support teachers and instructional materials. TAs/ IPAs provide small group instruction, and tutoring to struggling students. Teachers design lessons and intervention activities that address needs of struggling students, providing additional support, and reinforcing skills and concepts. Coordinators provide support and guidance to teachers; assist with project implementation and monitoring. Training personnel builds capacity and allows teachers to increase awareness and change current practices to promote student achievement. |

**DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?**

Ayudante' had challenges with the AIMSweb system and pulling data for the project. Training for the new AIMSweb system will be in July. This hindered the project from analyzing if students increased in skill level/ performance. Another challenge is implementation of project with contracts currently going through the procurement process, contracts at the Attorney General's office for review (Achieve 3000). Other minimal challenges were worked out with teachers and administrators based on recommendations for improvements to this process. |

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

<b>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</b>	<p>The <a href="#">Project</a> will continue to conduct school site monitoring/ observations. The <a href="#">Project</a> will also continue to review <a href="#">project</a> guidelines that need to be updated. The following are other activities that will happen by next quarter:</p> <ul style="list-style-type: none"> <li>• End of Summer School &amp; Rainbows Graduation</li> <li>• National Conference on Innovative Teaching Strategies (July 2019)</li> <li>• Processing of Teacher Assistants to return for SY2019-2020</li> <li>• Selection of SAM teachers</li> </ul>
<b>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</b>	<p><i>Ayudante</i>' has used a variety of tools to evaluate the effectiveness of the <a href="#">Project</a>, District and School Site Evaluation. District evaluations included <a href="#">project</a> meetings, training evaluations, school site visits, data collection from AIMSweb, and <a href="#">project</a> recommendations. Results were used to improve implementation. School site evaluations included <a href="#">project</a> surveys for student, parent, and teacher. Information was used to help recommend improvements at the various school sites along with address any issues. In addition, collaborative meetings with administrators help address challenges and plan the design of the ASPIRE <a href="#">Project</a>.</p> <p><i>Ayudante</i>' continues to maintain communication with school administrators, coordinators, and other stakeholders. Stakeholders have been involved with <a href="#">project</a> implementation and recommendations. Also many stakeholders have begun looking at ways and finding resources that can be used for future improvements for next year.</p>

**QUARTERLY REPORT CERTIFICATION**

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

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

**THIS REPORT WAS REVIEWED AND VALIDATED BY:**

Joshua Blas  
**PROJECT COORDINATOR NAME (PRINT)**

\_\_\_\_\_  
**PROJECT COORDINATOR NAME (SIGNATURE)**

7/10/19  
**DATE**

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

\_\_\_\_\_  
**PROJECT MANAGER (SIGNATURE)**

\_\_\_\_\_  
**DATE**



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

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

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

**PROJECT TITLE:** College Pathway

**PROJECT COORDINATOR:** Leah Beth O. Naholowaa

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

**STATE PROGRAM OFFICER:** Shandice Calano

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

*Note (July 31, 2019): This is an incomplete 3<sup>rd</sup> quarter report submission by Project Lead L.B. Naholowaa due to lack of data or mention of when data will be available for performance measures, five pending areas of concern.*

**ANNUAL REPORT DUE: 11/28/2019**

<b>AMOUNT BUDGETED (FFY 2018):</b>  \$ 2,034,895.00	<b>AMOUNT EXPENDED:</b> (Include all expenditures in this quarter)  \$ 888,940.63	<b>PERCENTAGE OF EXPENDITURE:</b> (Overall Expenditure divided by Amount Budgeted)  6 %	<b>Total Full Time Equivalent</b>  Vacant _____  Filled _____	<b>Total Part Time Equivalent</b>  Vacant _____  Filled _____
<b>AMOUNT BUDGETED (FFY 2017):</b>  \$ 1,704,316.26	<b>AMOUNT EXPENDED:</b> (Include all expenditures in this quarter)  \$ 123,445.40	<b>PERCENTAGE OF EXPENDITURE:</b> (Overall Expenditure divided by Amount Budgeted)  52 %		

**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				300	5
6 – 8					80		48	1
9 - 12			10		60		40	0

**PART I:**

**LIST THE PROJECT GOAL(S):** The GDOE State Strategic Plan states that, "All GDOE students will graduate from high school prepared to pursue post-secondary education on-or-off-island or assume gainful employment within the public or private sectors with one of its objective that seeks to decrease the percentage of public school students testing into remedial Reading and math courses. Students testing into remedial Reading, English, and Math courses at the University of Guam

**FFY 2018 CONSOLIDATED GRANT  
 QUARTERLY REPORT  
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	<p>(UOG) and Guam Community College (GCC) resulted in not being prepared for rigorous academic curriculum to succeed at the post-secondary level. GDOE State Strategic Plan Accountability and Data Framework report for SY14-15 baseline data indicated that 73% of students tested in remedial reading and 68% in remedial math courses at UOG; 75% tested in remedial English and 97% in remedial math courses at GCC. Additionally, data indicate only 18% of the students passed Advanced Placement Exams for college credits, and only 16% of students scored 3(average) or higher of the 78% who took the AP Exam in AP courses.</p>	
<p><b>LIST OBJECTIVE(S):</b></p>	<p><b>Goal 1:</b>          Year 1:2018 Thirty (30%) of participating teachers will increase their knowledge of AP instructional practices as evidenced by classroom observations, self-reporting surveys and lesson plans.          Year 2: 2019 Forty (40%) of participating teachers will use AP instructional strategies as evidenced by classroom visits, self-reporting surveys and lesson plans.          Year 3: 2020, Fifty (50%) of participating teachers will utilize AP instructional strategies as evidenced by classroom visits, self-reporting surveys and lesson plans.</p> <p><b>Goal 2</b>          Year 1: 2018 Thirty (30%) of participating teachers will increase their knowledge of College Board AP Approved syllabi.          Year 2: 2019, Ten (10 %)of participating teachers will create an approvable AP College Board approved syllabi, as evidenced by the approved letter of acceptance from AP College Board.          Year 3: 2020: Twenty (20%) participating teachers will create an approvable AP College Board approved syllabi, as evidenced by the approved letter of acceptance from AP College Board.</p> <p><b>Goal 3:</b>          By Year 2018, 100 students participate in English and Math camps as evidenced by attendance logs.          By Year 2019 the number of students participating in English and Math camp will increase to 120 evidenced by attendance logs.          By Year 2020, the number of students participating in English and Math camp will increase to 150 as evidenced by attendance logs.</p> <p><b>Goal 4:</b>          By Year 2018, Ten (10) STEM activities/competitions will be offered to students as evidenced by activities calendar.          By Year 2019, Twelve (12) STEM activities/competitions will be offered to students as evidenced by activities calendar.          By Year 2020, Fourteen (14) STEM activities/competitions will be offered to students as evidenced by activities calendar</p>	
<p align="center"><b>COMPONENT</b></p>	<p align="center"><b>ACTIVITIES</b></p>	<p align="center"><b>EVIDENCE</b></p>

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

<p><b>4.1 STEM Education</b> enhance math, science, and engineering knowledge, skills engaging students in STEM related activities and prepare teachers in STEM content and professional development of STEM Education:</p>	<p>During the month of April the following training took place:          Full Options Science Systems (FOSS) from April 22-26, 2019 for Elementary PNP and GDOE Teachers</p>	<p>OSS One-Day Professional Development Sessions, with Guam Connections: Grade Kindergarten: Sound &amp; Light Grade 1: Plants &amp; Animals Grade 3: Motion &amp; Matter Grade 4: Environments The PD goals were: • to introduce the FOSS active investigation pedagogy and give teachers experience with the materials and content so that they could effectively implement their grade level FOSS module with their students • to increase the number of teachers formally trained to teach their grade-level FOSS modules with their students, and, subsequently, increase the number of students who learn science concepts using the FOSS curriculum. Five one-day elementary FOSS-NGSS professional development (PD) sessions were offered to teachers in grades kindergarten, first through fifth grades from all twenty-six Guam DOE elementary schools at the Conference room at GDOE.          Teacher participants had not attended the previous 2-day introductory PD offered in 2017 for their grade-level FOSS module. Hands-on training in content, pedagogy and Guam connections was provided with the Sound &amp; Light module for kindergarten teachers; with the Plants &amp; Animals module for grade 1 teachers; with the Motion &amp; Matter module for grade 3 teachers; with the Environments module for grade 4 teachers. PD on the remaining two FOSS modules was provided to grade 2 and 5 teachers at the beginning of FY2018-2019 school year (August 2018). Each PD convened at the Dusit Thani for a one-day (8-hour) training with Global GreenSTEM. The training was designed to increase teacher knowledge, skills and confidence in teaching their grade level's designated FOSS curriculum module investigations. The teachers began the training by providing individual pre-survey information: Rating their confidence for teaching this content and pedagogy, and describing their experience with past FOSS training and teaching of other FOSS modules. Results are described in the Accomplishments section below.</p>				
<p><b>STATUS FOR COMPONENT:          PLEASE CHECK ONE:</b> <input checked="" type="checkbox"/> <b>NOT STARTED</b></p>	<p><b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b></p>	<p><b>BASELINE</b>          (Initial collection of data-when the activity first started)</p>	<p><b>1<sup>ST</sup> QTR.</b></p>	<p><b>2<sup>ND</sup> QTR.</b></p>	<p><b>3<sup>RD</sup> QTR</b></p>	<p><b>4<sup>TH</sup> QTR.</b></p>

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<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>LESS THAN 50% COMPLETED</b></li> <li><input type="checkbox"/> <b>COMPLETED 50% OR MORE</b></li> <li><input type="checkbox"/> <b>FULLY COMPLETED</b></li> </ul>					<p>1. The Presenter delivered services that were engaging                  Part 1 K-5 10/29/2018 , 43 Respondent 67% Strongly agree 28% Agree 5% Disagree</p> <p>2. The materials and services were of high quality                  NGSS K-5 10/29/2018 , 43 Respondent s 65% strongly Agree 30% Agree 5% Disagree</p> <p>3. The information provided will be</p>	
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					<p>relevant in my work                  Part 1 K-5                  10/29/2018 , 43                  Respondents                  65% Strongly Agree                  27% Agree                  3% Disagree                  5% Strongly Disagree                  4. The information provided will be useful in my work                  Part 1 K-5                  10/29/2018 , 43                  Respondents                  58% Strongly Agree                  37% Agree                  5% Disagree                  1. The Presenter delivered services that were</p>	
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 QUARTERLY REPORT  
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COMPONENT	ACTIVITIES	EVIDENCE			
<p><b>4.1 STEM Education</b> enhance math, science, and engineering knowledge, skills engaging students in STEM related activities and prepare teachers in STEM content and professional development of STEM Education:</p>	<p>During the month of May, the following training took place:            Singapore Math Strategies from May 14-24 2019 for Elementary PNP and GDOE Teachers.</p>	<p>Participants from Kindergarten through 1<sup>st</sup> grades focused heavily on developing students’ number sense and foundational problem-solving skills. Participants in 2<sup>nd</sup> and through 8<sup>th</sup> grades learned and practiced how to use the bar model, also known as a tape diagram, to teach problem solving with greater understanding and application of concepts throughout their grades. Time spent with teachers from local high schools focused on remediating skills for students that were struggling to complete and Algebra course. In all sessions, the history of Singapore Math and its relevance to teachers of Guam was explained and supported with data.</p> <p>Participants from Kindergarten through 1<sup>st</sup> grades focused heavily on developing students’ number sense and foundational problem-solving skills. Participants in 2<sup>nd</sup> and through 8<sup>th</sup> grades learned and practiced how to use the bar model, also known as a tape diagram, to teach problem solving with greater understanding and application of concepts throughout their grades. Time spent with teachers from local high schools focused on remediating skills for students that were struggling to complete and Algebra course. In all sessions, the history of Singapore Math and its relevance to teachers of Guam was explained and supported with data.</p> <p>In addition to learning Singapore Math strategies and pedagogy, time was given to each cohort to analyze and develop lessons using Primary Mathematics and Dimensions Math, the supplemental materials that the Guam Department of Education purchased for each attendee. During this time, Beth and I guided teachers, answered questions and provided support, as they developed plans of how to use and implement this resource upon their return to their classrooms.</p>			

**FFY 2018 CONSOLIDATED GRANT  
QUARTERLY REPORT  
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The sessions focused heavily on how to use manipulatives to teach early mathematical concepts and build a strong foundation in number sense, place value, and the traditional algorithms. We specifically worked on addition and subtraction with renaming, multi-digit multiplication, and long division. Teachers participated in and worked through several anchor tasks; tasks designed to allow students to work through the concrete-pictorial-abstract phases of learning while exploring and communicating mathematical understanding. Teachers actively participated in games and activities to help practice and support the development and fluency of basic skills.

The upper elementary and secondary sessions focused on the development of the lower elementary concepts and application of those concepts including extensive work with problem solving and extending the traditional algorithms to include work with fractions and decimals. Additionally, these sessions included intensive work with fractions and application of fractions, percentage, ratio, and rate through problem solving using bar modeling.

With all cohorts, methods of remediation were explored, and strategies were discussed to help those students who are lacking in foundational skills and who are currently unable to access their current grade level content.

Each attendee was asked to complete a survey and copies of those were made and retained for your records. Most teachers felt ready to work with the Singapore materials and approach starting in the fall.

Each cohort was provided our direct email addresses and urged to contact us with questions that may arise as they begin to use this approach and the supplemental materials. At this point, we have heard from over a dozen and hope to hear from them later to assist with challenges and to share in their successes. It would be our honor to be invited back again in the fall to continue our work and support the teachers and students of Guam.

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<b>COMPONENT</b>	<b>ACTIVITIES</b>	<b>EVIDENCE</b>				
<b>Component 4.2. Advanced Placement Program</b>	<b>During this 3<sup>rd</sup> quarter, AP testing was administered during the month of May 2019. The project is awaiting release of test results.</b>	No evidence at this time.				
<b>STATUS FOR COMPONENT:                  PLEASE CHECK ONE: <input checked="" type="checkbox"/></b>  <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50%	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b>	<b>BASELINE</b> (Initial collection of data-when the activity first started)	<b>1<sup>ST</sup> QTR.</b>	<b>2<sup>ND</sup> QTR.</b>	<b>3<sup>RD</sup> QTR</b>	<b>4<sup>TH</sup> QTR.</b>



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<b>COMPLETED</b> <input type="checkbox"/> <b>COMPLETED 50% OR MORE</b> <input type="checkbox"/> <b>FULLY COMPLETED</b>						
<b>COMPONENT</b>	<b>ACTIVITIES</b>	<b>EVIDENCE</b>				
<b>Component 4.3 Math and English Camp</b>	<b>Remedial English &amp; Math courses – This activity was not conducted this quarter due to lack of a contract.</b>	No evidence at this time.				
<b>STATUS FOR COMPONENT:                      PLEASE CHECK ONE: <input checked="" type="checkbox"/></b>  <input type="checkbox"/> <b>NOT STARTED</b> <input type="checkbox"/> <b>LESS THAN 50% COMPLETED</b> <input type="checkbox"/> <b>COMPLETED 50% OR MORE</b> <input type="checkbox"/> <b>FULLY COMPLETED</b>	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b>	<b>BASELINE</b> (Initial collection of data-when the activity first started)	<b>1<sup>ST</sup> QTR.</b>	<b>2<sup>ND</sup> QTR.</b>	<b>3<sup>RD</sup> QTR.</b>	<b>4<sup>TH</sup> QTR.</b>
<b>COMPONENT</b>	<b>ACTIVITIES</b>	<b>EVIDENCE</b>				
<b>Component 4.2. Advanced Placement Program</b>	<b>AP Summer Institute – This activity was not implemented this quarter pending a contract.</b>	No evidence at this time.				

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<b>COMPONENT</b>	<b>ACTIVITIES</b>	<b>EVIDENCE</b>				
<b>Component 4.4 College Fair</b>	STEM Career for college degrees – Reporting on this measure will be done in the 4 <sup>th</sup> quarter, as the College Fair will be conducted in September 2019. (wrong placement of target in the 3 <sup>rd</sup> quarter column).	No evidence at this time.				
<b>STATUS FOR COMPONENT:                  PLEASE CHECK ONE: <input checked="" type="checkbox"/></b>  <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b>	<b>BASELINE</b> (Initial collection of data-when the activity first started)	<b>1<sup>ST</sup> QTR.</b>	<b>2<sup>ND</sup> QTR.</b>	<b>3<sup>RD</sup> QTR.</b>	<b>4<sup>TH</sup> QTR.</b>

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COMPONENT	ACTIVITIES	EVIDENCE				
<b>Component 4.4 College Fair</b>	A student survey will be administered during the September 2019 College Fair, to determine feedback on the event's effectiveness, and results will be reported in 4 <sup>th</sup> Quarter report.	No evidence at this time.				
<b>STATUS FOR COMPONENT:          PLEASE CHECK ONE:</b> <input checked="" type="checkbox"/> <ul style="list-style-type: none"> <li><input type="checkbox"/> NOT STARTED</li> <li><input type="checkbox"/> LESS THAN 50% COMPLETED</li> <li><input type="checkbox"/> COMPLETED 50% OR MORE</li> <li><input type="checkbox"/> FULLY COMPLETED</li> </ul>	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b>	<b>BASELINE</b> (Initial collection of data-when the activity first started)	<b>1<sup>ST</sup> QTR.</b>	<b>2<sup>ND</sup> QTR.</b>	<b>3<sup>RD</sup> QTR</b>	<b>4<sup>TH</sup> QTR.</b>
<b>PART II:</b>						
<b>LIST TRAVEL ACTIVITIES COMPLETED.</b>	National Council Teachers in Mathematics, April 2-6, 2019, San Diego California National Science Teachers Association April 10-13, 2019, St. Louis MO Texas Computer Education Association Arena Robotics Competition, Austin Texas, April 21-27, 2019. International Society for Technology and Education, Pennsylvania, Philadelphia August 21-26, 2019					
<b>LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</b>	All travelers upon their return will provide training to the schools as well as district in the next district wide professional development. All travelers have completed clearing their travel authorizations.					

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<b>PART III:</b>	
<b>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?</b>	<p>The Project Lead was responsible for all the activities carried out back to back activities this past quarter.</p> <p>Monitor contracts that were pending at the AG and Governor’s Office</p> <p>Meet with teachers regarding Robotics competition</p> <p>Meet secondary counselors to prepare for the upcoming College Fair</p> <p>Meet with TCEA committee to organize the Arena competition in April 2019.</p> <p>Organized and coordinated Underwater Robotics Competition, April 2019</p> <p>Organized and coordinated FOSS Kit STEM Train The Trainer Professional Development</p> <p>Organized and coordinated the AP Summer Institute</p> <p>Organized and coordinated the Summer Dual Enrollment</p> <p>Organized and coordinated the College Fair</p> <p>Monitored the usage of STEM equipment</p> <p>Issued workbooks to ALL Singapore Math participants (Elementary teachers).</p>
<b>USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?</b>	<p>Successes and Challenges listed by teachers from the January Cohort at the follow-up sessions, by grade:</p> <p><b>Successes:</b></p> <p>K-5 grade teachers</p> <p>Teachers are able to implement these strategies and students are able to do the following :</p> <ul style="list-style-type: none"> <li>- Number Bonds</li> <li>- Identifying who can advance</li> <li>- Mental Math</li> <li>- Manipulatives</li> <li>- Text Booklet</li> <li>- Number String</li> <li>- Bar Models</li> <li>- Number Lines</li> </ul>

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	<ul style="list-style-type: none"> <li>- Place value disks</li> <li>- Area Model</li> <li>- Students were more motivated with the hands activities</li> <li>- Using strategies during ASPIRE (after school program)</li> <li>- Fraction number lines</li> <li>- Student engagement with games</li> <li>- Exposed students to find different ways to find solutions</li> <li>- Students exposed thinking process</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>- Not having enough time to teach math</li> <li>- Lack of materials and resources</li> <li>- Student &amp; Teacher Mind set</li> <li>- Mental Processing</li> <li>- Old habits were hard to break</li> <li>- Background knowledge</li> <li>- Dealing Word problems</li> <li>- Re-teaching skills</li> <li>- Need of prior knowledge and foundation</li> <li>- Staffing Mid-year.</li> <li>- Teacher buy-in</li> <li>- Using Bar Models to solve word problems</li> </ul>
<p><b>EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?</b></p>	<p>Participants from Kindergarten through 1<sup>st</sup> grades focused heavily on developing students' number sense and foundational problem-solving skills. Participants in 2<sup>nd</sup> and through 8<sup>th</sup> grades learned and practiced how to use the bar model, also known as a tape diagram, to teach problem solving with greater understanding and application of concepts throughout their grades. Time spent with teachers from local high schools focused on remediating skills for students that were struggling to complete and Algebra course. In all sessions, the history of Singapore Math and its relevance to teachers of Guam was explained and supported with data.</p> <p>In addition to learning Singapore Math strategies and pedagogy, time was given to each cohort to analyze and develop lessons using Primary Mathematics and Dimensions Math, the supplemental materials that the Guam Department of Education purchased for each attendee.</p>

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<b>DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?</b>	The processing of the contracts was challenging during this quarter, all contracts were held for more than seven weeks.
<b>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</b>	AP Summer Institute STEM Engineering Is Elementary TCEA Engineering Robotics Underwater Robotics Singapore Math
<b>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</b>	Sign in sheets, site visits and meetings with teachers involved in the program.

**QUARTERLY REPORT CERTIFICATION**

**PROJECT TITLE:** Project #

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

**THIS REPORT WAS REVIEWED AND VALIDATED BY:**

LEAH BETH NAHOLOWAA  
**PROJECT COORDINATOR NAME (PRINT)**

\_\_\_\_\_  
**PROJECT COORDINATOR NAME (SIGNATURE)      DATE**

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

\_\_\_\_\_  
**PROJECT MANAGER (SIGNATURE)      DATE**

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

**PROJECT TITLE:** College Pathway

**PROJECT COORDINATOR:** Leah Beth O. Naholowaa

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

**STATE PROGRAM OFFICER:** Shandice Calano

*Note (August 2, 2019): Completed 3<sup>rd</sup> Quarter Report*

10/ 01/18- 12/31/18	01/01/19- 03/31/19	04/01/19- 06/30/19	07/01/19- 09/30/19
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REPORT DUE: 1/10/19	REPORT DUE: 04/10/19	REPORT DUE: 07/10/19	REPORT DUE: 10/10/2019

ANNUAL REPORT DUE: 11/28/2019

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

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**PART I:**

<b>LIST THE PROJECT GOAL(S):</b>	The GDOE State Strategic Plan states that, "All GDOE students will graduate from high school prepared to pursue post-secondary education on-or-off-island or assume gainful employment within the public or private sectors with one of its objective that seeks to decrease the percentage of public school students testing into remedial Reading and math courses. Students testing into remedial Reading, English, and Math courses at the University of Guam
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 Grant Award #: S403A180002, S403A180002-18A**

	<p>(UOG) and Guam Community College (GCC) resulted in not being prepared for rigorous academic curriculum to succeed at the post-secondary level. GDOE State Strategic Plan Accountability and Data Framework report for SY14-15 baseline data indicated that 73% of students tested in remedial reading and 68% in remedial math courses at UOG; 75% tested in remedial English and 97% in remedial math courses at GCC. Additionally, data indicate only 18% of the students passed Advanced Placement Exams for college credits, and only 16% of students scored 3(average) or higher of the 78% who took the AP Exam in AP courses.</p>	
<p><b>LIST OBJECTIVE(S):</b></p>	<p><b>Goal 1:</b>          Year 1:2018 Thirty (30%) of participating teachers will increase their knowledge of AP instructional practices as evidenced by classroom observations, self-reporting surveys and lesson plans.          Year 2: 2019 Forty (40%) of participating teachers will use AP instructional strategies as evidenced by classroom visits, self-reporting surveys and lesson plans.          Year 3: 2020, Fifty (50%) of participating teachers will utilize AP instructional strategies as evidenced by classroom visits, self-reporting surveys and lesson plans.</p> <p><b>Goal 2</b>          Year 1: 2018 Thirty (30%) of participating teachers will increase their knowledge of College Board AP Approved syllabi.          Year 2: 2019, Ten (10 %)of participating teachers will create an approvable AP College Board approved syllabi, as evidenced by the approved letter of acceptance from AP College Board.          Year 3: 2020: Twenty (20%) participating teachers will create an approvable AP College Board approved syllabi, as evidenced by the approved letter of acceptance from AP College Board.</p> <p><b>Goal 3:</b>          By Year 2018, 100 students participate in English and Math camps as evidenced by attendance logs.          By Year 2019 the number of students participating in English and Math camp will increase to 120 evidenced by attendance logs.          By Year 2020, the number of students participating in English and Math camp will increase to 150 as evidenced by attendance logs.</p> <p><b>Goal 4:</b>          By Year 2018, Ten (10) STEM activities/competitions will be offered to students as evidenced by activities calendar.          By Year 2019, Twelve (12) STEM activities/competitions will be offered to students as evidenced by activities calendar.          By Year 2020, Fourteen (14) STEM activities/competitions will be offered to students as evidenced by activities calendar</p>	
<p style="text-align: center;"><b>COMPONENT</b></p>	<p style="text-align: center;"><b>ACTIVITIES</b></p>	<p style="text-align: center;"><b>EVIDENCE</b></p>



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

<p><b>4.1 STEM Education</b> enhance math, science, and engineering knowledge, skills engaging students in STEM related activities and prepare teachers in STEM content and professional development of STEM Education:</p>	<p>During the month of April the following training took place:                  Full Options Science Systems (FOSS) from April 22-26, 2019 for Elementary PNP and GDOE Teachers</p>	<p>OSS One-Day Professional Development Sessions, with Guam Connections: Grade Kindergarten: Sound &amp; Light Grade 1: Plants &amp; Animals Grade 3: Motion &amp; Matter Grade 4: Environments The PD goals were: • to introduce the FOSS active investigation pedagogy and give teachers experience with the materials and content so that they could effectively implement their grade level FOSS module with their students • to increase the number of teachers formally trained to teach their grade-level FOSS modules with their students, and, subsequently, increase the number of students who learn science concepts using the FOSS curriculum. Five one-day elementary FOSS-NGSS professional development (PD) sessions were offered to teachers in grades kindergarten, first through fifth grades from all twenty-six Guam DOE elementary schools at the Conference room at GDOE.                  Teacher participants had not attended the previous 2-day introductory PD offered in 2017 for their grade-level FOSS module. Hands-on training in content, pedagogy and Guam connections was provided with the Sound &amp; Light module for kindergarten teachers; with the Plants &amp; Animals module for grade 1 teachers; with the Motion &amp; Matter module for grade 3 teachers; with the Environments module for grade 4 teachers. PD on the remaining two FOSS modules was provided to grade 2 and 5 teachers at the beginning of FY2018-2019 school year (August 2018). Each PD convened at the Dusit Thani for a one-day (8-hour) training with Global GreenSTEM. The training was designed to increase teacher knowledge, skills and confidence in teaching their grade level’s designated FOSS curriculum module investigations. The teachers began the training by providing individual pre-survey information: Rating their confidence for teaching this content and pedagogy, and describing their experience with past FOSS training and teaching of other FOSS modules. Results are described in the Accomplishments section below.</p>				
<p><b>STATUS FOR COMPONENT:                  PLEASE CHECK ONE:</b> <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> NOT STARTED</p>	<p><b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b></p>	<p><b>BASELINE</b>                  (Initial collection of data-when the activity first started)</p>	<p><b>1<sup>ST</sup> QTR.</b></p>	<p><b>2<sup>ND</sup> QTR.</b></p>	<p><b>3<sup>RD</sup> QTR</b></p>	<p><b>4<sup>TH</sup> QTR.</b></p>

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

<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>LESS THAN 50% COMPLETED</b></li> <li><input type="checkbox"/> <b>COMPLETED 50% OR MORE</b></li> <li><input type="checkbox"/> <b>FULLY COMPLETED</b></li> </ul>					<p>1. The Presenter delivered services that were engaging                  Part 1 K-5 10/29/2018 , 43 Respondent 67% Strongly agree 28% Agree 5% Disagree</p> <p>2. The materials and services were of high quality                  NGSS K-5 10/29/2018 , 43 Respondent s 65% strongly Agree 30% Agree 5% Disagree</p> <p>3. The information provided will be</p>	
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**FFY 2018 CONSOLIDATED GRANT  
 QUARTERLY REPORT  
 Grant Award #: S403A180002, S403A180002-18A**

					<p>relevant in my work                  Part 1 K-5                  10/29/2018 , 43                  Respondents                  65% Strongly Agree                  27% Agree                  3% Disagree                  5% Strongly Disagree                  4. The information provided will be useful in my work                  Part 1 K-5                  10/29/2018 , 43                  Respondents                  58% Strongly Agree                  37% Agree                  5% Disagree                  1. The Presenter delivered services that were</p>	
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**FFY 2018 CONSOLIDATED GRANT  
 QUARTERLY REPORT  
 Grant Award #: S403A180002, S403A180002-18A**

					engaging Part 1,	
<b>COMPONENT</b>	<b>ACTIVITIES</b>	<b>EVIDENCE</b>				
<p><b>4.1 STEM Education</b> enhance math, science, and engineering knowledge, skills engaging students in STEM related activities and prepare teachers in STEM content and professional development of STEM Education:</p>	<p>During the month of May, the following training took place:            Singapore Math Strategies from May 14-24 2019 for Elementary PNP and GDOE Teachers.</p>	<p>Participants from Kindergarten through 1<sup>st</sup> grades focused heavily on developing students’ number sense and foundational problem-solving skills. Participants in 2<sup>nd</sup> and through 8<sup>th</sup> grades learned and practiced how to use the bar model, also known as a tape diagram, to teach problem solving with greater understanding and application of concepts throughout their grades. Time spent with teachers from local high schools focused on remediating skills for students that were struggling to complete and Algebra course. In all sessions, the history of Singapore Math and its relevance to teachers of Guam was explained and supported with data.</p> <p>Participants from Kindergarten through 1<sup>st</sup> grades focused heavily on developing students’ number sense and foundational problem-solving skills. Participants in 2<sup>nd</sup> and through 8<sup>th</sup> grades learned and practiced how to use the bar model, also known as a tape diagram, to teach problem solving with greater understanding and application of concepts throughout their grades. Time spent with teachers from local high schools focused on remediating skills for students that were struggling to complete and Algebra course. In all sessions, the history of Singapore Math and its relevance to teachers of Guam was explained and supported with data.</p> <p>In addition to learning Singapore Math strategies and pedagogy, time was given to each cohort to analyze and develop lessons using Primary Mathematics and Dimensions Math, the supplemental materials that the Guam Department of Education purchased for each attendee. During this time, Beth and I guided teachers, answered questions and provided support, as they developed plans of how to use and implement this resource upon their return to their classrooms.</p>				

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

The sessions focused heavily on how to use manipulatives to teach early mathematical concepts and build a strong foundation in number sense, place value, and the traditional algorithms. We specifically worked on addition and subtraction with renaming, multi-digit multiplication, and long division. Teachers participated in and worked through several anchor tasks; tasks designed to allow students to work through the concrete-pictorial-abstract phases of learning while exploring and communicating mathematical understanding. Teachers actively participated in games and activities to help practice and support the development and fluency of basic skills.

The upper elementary and secondary sessions focused on the development of the lower elementary concepts and application of those concepts including extensive work with problem solving and extending the traditional algorithms to include work with fractions and decimals. Additionally, these sessions included intensive work with fractions and application of fractions, percentage, ratio, and rate through problem solving using bar modeling.

With all cohorts, methods of remediation were explored, and strategies were discussed to help those students who are lacking in foundational skills and who are currently unable to access their current grade level content.

Each attendee was asked to complete a survey and copies of those were made and retained for your records. Most teachers felt ready to work with the Singapore materials and approach starting in the fall.

Each cohort was provided our direct email addresses and urged to contact us with questions that may arise as they begin to use this approach and the supplemental materials. At this point, we have heard from over a dozen and hope to hear from them later to assist with challenges and to share in their successes. It would be our honor to be invited back again in the fall to continue our work and support the teachers and students of Guam.

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

<b>STATUS FOR COMPONENT:                  PLEASE CHECK ONE: <input checked="" type="checkbox"/></b>  <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b>	<b>BASELINE</b> (Initial collection of data-when the activity first started)	<b>1<sup>ST</sup> QTR.</b>	<b>2<sup>ND</sup> QTR.</b>	<b>3<sup>RD</sup> QTR</b>	<b>4<sup>TH</sup> QTR.</b>
<b>COMPONENT</b>	<b>ACTIVITIES</b>	<b>EVIDENCE</b>				
<b>Component 4.2. Advanced Placement Program</b>	During this 3 <sup>rd</sup> quarter, AP testing was administered during the month of May 2019. The project is awaiting release of test results.	No evidence at this time.				
<b>STATUS FOR COMPONENT:                  PLEASE CHECK ONE: <input checked="" type="checkbox"/></b>  <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50%	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b>	<b>BASELINE</b> (Initial collection of data-when the activity first started)	<b>1<sup>ST</sup> QTR.</b>	<b>2<sup>ND</sup> QTR.</b>	<b>3<sup>RD</sup> QTR</b>	<b>4<sup>TH</sup> QTR.</b>

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

<b>COMPLETED</b> <input type="checkbox"/> <b>COMPLETED 50% OR MORE</b> <input type="checkbox"/> <b>FULLY COMPLETED</b>						
<b>COMPONENT</b>	<b>ACTIVITIES</b>	<b>EVIDENCE</b>				
<b>Component 4.3 Math and English Camp</b>	Remedial English & Math courses – This activity was not conducted this quarter due to lack of a contract.	No evidence at this time.				
<b>STATUS FOR COMPONENT:          PLEASE CHECK ONE: <input checked="" type="checkbox"/></b>  <input type="checkbox"/> <b>NOT STARTED</b> <input type="checkbox"/> <b>LESS THAN 50% COMPLETED</b> <input type="checkbox"/> <b>COMPLETED 50% OR MORE</b> <input type="checkbox"/> <b>FULLY COMPLETED</b>	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b>	<b>BASELINE</b> (Initial collection of data-when the activity first started)	<b>1<sup>ST</sup> QTR.</b>	<b>2<sup>ND</sup> QTR.</b>	<b>3<sup>RD</sup> QTR.</b>	<b>4<sup>TH</sup> QTR.</b>
<b>COMPONENT</b>	<b>ACTIVITIES</b>	<b>EVIDENCE</b>				
<b>Component 4.2. Advanced Placement Program</b>	AP Summer Institute – This activity was not implemented this quarter pending a contract.	No evidence at this time.				

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

<b>STATUS FOR COMPONENT:                      PLEASE CHECK ONE: <input checked="" type="checkbox"/></b>  <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b>	<b>BASELINE</b> (Initial collection of data-when the activity first started)	<b>1<sup>ST</sup> QTR.</b>	<b>2<sup>ND</sup> QTR.</b>	<b>3<sup>RD</sup> QTR.</b>	<b>4<sup>TH</sup> QTR.</b>
<b>COMPONENT</b>	<b>ACTIVITIES</b>	<b>EVIDENCE</b>				
<b>Component 4.4 College Fair</b>	STEM Career for college degrees – Reporting on this measure will be done in the 4 <sup>th</sup> quarter, as the College Fair will be conducted in September 2019. (wrong placement of target in the 3 <sup>rd</sup> quarter column).	No evidence at this time.				
<b>STATUS FOR COMPONENT:                      PLEASE CHECK ONE: <input checked="" type="checkbox"/></b>  <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b>	<b>BASELINE</b> (Initial collection of data-when the activity first started)	<b>1<sup>ST</sup> QTR.</b>	<b>2<sup>ND</sup> QTR.</b>	<b>3<sup>RD</sup> QTR.</b>	<b>4<sup>TH</sup> QTR.</b>



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

COMPONENT	ACTIVITIES	EVIDENCE				
<b>Component 4.4 College Fair</b>	A student survey will be administered during the September 2019 College Fair, to determine feedback on the event's effectiveness, and results will be reported in 4 <sup>th</sup> Quarter report.	No evidence at this time.				
<b>STATUS FOR COMPONENT:          PLEASE CHECK ONE: <input checked="" type="checkbox"/></b>  <input type="checkbox"/> NOT STARTED <input type="checkbox"/> LESS THAN 50% COMPLETED <input type="checkbox"/> COMPLETED 50% OR MORE <input type="checkbox"/> FULLY COMPLETED	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b>	<b>BASELINE</b> (Initial collection of data-when the activity first started)	<b>1<sup>ST</sup> QTR.</b>	<b>2<sup>ND</sup> QTR.</b>	<b>3<sup>RD</sup> QTR</b>	<b>4<sup>TH</sup> QTR.</b>
<b>PART II:</b>						
<b>LIST TRAVEL ACTIVITIES COMPLETED.</b>	National Council Teachers in Mathematics, April 2-6, 2019, San Diego California National Science Teachers Association April 10-13, 2019, St. Louis MO Texas Computer Education Association Arena Robotics Competition, Austin Texas, April 21-27, 2019. International Society for Technology and Education, Pennsylvania, Philadelphia August 21-26, 2019					
<b>LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</b>	All travelers upon their return will provide training to the schools as well as district in the next district wide professional development. All travelers have completed clearing their travel authorizations.					

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

<b>PART III:</b>	
<b>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?</b>	<p>The Project Lead was responsible for all the activities carried out back to back activities this past quarter.</p> <p>Monitor contracts that were pending at the AG and Governor’s Office</p> <p>Meet with teachers regarding Robotics competition</p> <p>Meet secondary counselors to prepare for the upcoming College Fair</p> <p>Meet with TCEA committee to organize the Arena competition in April 2019.</p> <p>Organized and coordinated Underwater Robotics Competition, April 2019</p> <p>Organized and coordinated FOSS Kit STEM Train The Trainer Professional Development</p> <p>Organized and coordinated the AP Summer Institute</p> <p>Organized and coordinated the Summer Dual Enrollment</p> <p>Organized and coordinated the College Fair</p> <p>Monitored the usage of STEM equipment</p> <p>Issued workbooks to ALL Singapore Math participants (Elementary teachers).</p>
<b>USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?</b>	<p>Successes and Challenges listed by teachers from the January Cohort at the follow-up sessions, by grade:</p> <p><b>Successes:</b></p> <p>K-5 grade teachers</p> <p>Teachers are able to implement these strategies and students are able to do the following :</p> <ul style="list-style-type: none"> <li>- Number Bonds</li> <li>- Identifying who can advance</li> <li>- Mental Math</li> <li>- Manipulatives</li> <li>- Text Booklet</li> <li>- Number String</li> <li>- Bar Models</li> <li>- Number Lines</li> </ul>

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

	<ul style="list-style-type: none"> <li>- Place value disks</li> <li>- Area Model</li> <li>- Students were more motivated with the hands activities</li> <li>- Using strategies during ASPIRE (after school program)</li> <li>- Fraction number lines</li> <li>- Student engagement with games</li> <li>- Exposed students to find different ways to find solutions</li> <li>- Students exposed thinking process</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>- Not having enough time to teach math</li> <li>- Lack of materials and resources</li> <li>- Student &amp; Teacher Mind set</li> <li>- Mental Processing</li> <li>- Old habits were hard to break</li> <li>- Background knowledge</li> <li>- Dealing Word problems</li> <li>- Re-teaching skills</li> <li>- Need of prior knowledge and foundation</li> <li>- Staffing Mid-year.</li> <li>- Teacher buy-in</li> <li>- Using Bar Models to solve word problems</li> </ul>
<p><b>EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?</b></p>	<p>Participants from Kindergarten through 1<sup>st</sup> grades focused heavily on developing students' number sense and foundational problem-solving skills. Participants in 2<sup>nd</sup> and through 8<sup>th</sup> grades learned and practiced how to use the bar model, also known as a tape diagram, to teach problem solving with greater understanding and application of concepts throughout their grades. Time spent with teachers from local high schools focused on remediating skills for students that were struggling to complete and Algebra course. In all sessions, the history of Singapore Math and its relevance to teachers of Guam was explained and supported with data.</p> <p>In addition to learning Singapore Math strategies and pedagogy, time was given to each cohort to analyze and develop lessons using Primary Mathematics and Dimensions Math, the supplemental materials that the Guam Department of Education purchased for each attendee.</p>

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

<b>DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?</b>	The processing of the contracts was challenging during this quarter, all contracts were held for more than seven weeks.
<b>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</b>	AP Summer Institute STEM Engineering Is Elementary TCEA Engineering Robotics Underwater Robotics Singapore Math
<b>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</b>	Sign in sheets, site visits and meetings with teachers involved in the program.

**QUARTERLY REPORT CERTIFICATION**

**PROJECT TITLE:** Project #

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

**THIS REPORT WAS REVIEWED AND VALIDATED BY:**

LEAH BETH NAHOLOWAA  
**PROJECT COORDINATOR NAME (PRINT)**

\_\_\_\_\_  
**PROJECT COORDINATOR NAME (SIGNATURE)      DATE**

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

\_\_\_\_\_  
**PROJECT MANAGER (SIGNATURE)      DATE**

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

<b>Grant Name:</b> <u>Consolidated Grant FFY 2018</u> <b>Grant#:</b> <u>S403A180002,S403A180002-18A</u>	<b>What quarter is this report filed? Mark an "X"</b>																
<b>PROJECT TITLE:</b> Career Pathway	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td align="center">10/01/18- 12/31/18</td> <td align="center">01/01/19- 03/31/19</td> <td align="center">04/01/19- 06/30/19</td> <td align="center">07/01/19- 09/30/19</td> </tr> <tr> <td align="center"><b>1<sup>st</sup> Qtr</b></td> <td align="center"><b>2<sup>nd</sup> Qtr</b></td> <td align="center"><b>3<sup>rd</sup> Qtr</b></td> <td align="center"><b>4<sup>th</sup> Qtr</b></td> </tr> <tr> <td></td> <td></td> <td align="center">X</td> <td></td> </tr> <tr> <td><b>REPORT DUE:</b> 1/10/19</td> <td><b>REPORT DUE:</b> 04/10/19</td> <td><b>REPORT DUE:</b> 07/10/19</td> <td><b>REPORT DUE:</b> 10/10/2019</td> </tr> </table>	10/01/18- 12/31/18	01/01/19- 03/31/19	04/01/19- 06/30/19	07/01/19- 09/30/19	<b>1<sup>st</sup> Qtr</b>	<b>2<sup>nd</sup> Qtr</b>	<b>3<sup>rd</sup> Qtr</b>	<b>4<sup>th</sup> Qtr</b>			X		<b>REPORT DUE:</b> 1/10/19	<b>REPORT DUE:</b> 04/10/19	<b>REPORT DUE:</b> 07/10/19	<b>REPORT DUE:</b> 10/10/2019
10/01/18- 12/31/18	01/01/19- 03/31/19	04/01/19- 06/30/19	07/01/19- 09/30/19														
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<b>PROJECT COORDINATOR :</b> Sylvia T. Calvo and Carla L. Aguon, Ed.D.																	
<b>PROJECT MANAGER:</b> Joseph L.M. Sanchez																	
<b>STATE PROGRAM OFFICER:</b> Roque C. Yamashita																	
<b>ANNUAL REPORT DUE: 11/28/2019</b>																	

<b>AMOUNT BUDGETED (FFY 2018):</b>  \$3,304,960.00	<b>AMOUNT EXPENDED:</b> (Include all expenditures in this quarter)  \$3,196,144.75	<b>PERCENTAGE OF EXPENDITURE:</b> (Overall Expenditure divided by Amount Budgeted)  96.65%	<b>Total Full Time Equivalent</b>  Vacant 1 _____  Filled 1 _____	<b>Total Part Time Equivalent</b>  Vacant 0 _____  Filled 1 _____
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<b>GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES</b>									
Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS					PUBLIC SCHOOLS (e.g. GDOE & CHARTER)			
	Students	Parents	Teachers	Admin.		Students	Parents	Teachers	Admin.
(Pre) K – 5									
6 – 8			8			6458		44	29
9 - 12	813		9	10		9536		218	31

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

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

	<p>Year 3: 30 % using strategy, 75% access &amp; use of technology</p> <p><b>GOAL 2:</b>  Year 1: as a result of a higher quality curriculum, 50% of participating students will receive a passing grade in their career academy  Year 2: as a result of a higher quality curriculum, 65% of participating students will receive a passing grade in their career academy  Year 3: as a result of a higher quality curriculum, 80% of participating students will receive a passing grade in their career academy</p> <p><b>GOAL 3:</b>  Year 1: 7 classrooms will have updated equipment and teachers will show evidence of usage of equipment  Year 2: 8 classrooms will have updated equipment and teachers will show evidence of usage of equipment  Year 3: 15 classrooms will have updated equipment and teachers will show evidence of usage of equipment</p> <p><b>GOAL 4:</b>  Year 1: 60% of graduating seniors pass the WorkKeys assessments with a Bronze score or higher and achieve an NCRC certificate  Year 2: 75% of graduating seniors pass the WorkKeys assessments with a Bronze score or higher and achieve an NCRC certificate  Year 3: 90% of graduating seniors pass the WorkKeys assessments with a Bronze score or higher and achieve an NCRC certificate</p> <p><b>GOAL 5:</b>  Year 1: 29% of all GDOE high school students eligible to enroll in GCC courses, with increasing Certificates of Mastery or Completion  Year 2: 30% of all GDOE high school students eligible to enroll in GCC courses, with increasing Certificates of Mastery or Completion  Year 3: 31% of all GDOE high school students eligible to enroll in GCC courses, with increasing Certificates of Mastery or Completion</p>
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COMPONENT	ACTIVITIES	EVIDENCE
<p><b>5.1: GDOE 21st Century CTE Classrooms</b></p>	<p><b>(List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?)</b>  <b>100 WORD COUNT</b>  Processing continues on requisitions entered for 36 mobile laptop carts equipped with 30 laptops each, with software and the network access points, 15 digital whiteboards, and instructional supplies and materials for middle and high school CTE teachers. Distribution schedules for 630 laptops and the network access points that were received thus far were provided to the DOE Property Office for disposition.</p> <p>A Requisition for contractual services to develop Computer Science curriculum was entered and is being processed by Procurement Office.</p> <p>A contract for training on Career Academies is</p>	<p><b>(Describe the outcome of your activity. Be able to disaggregate the proof of your activity.)</b>  <b>Example: Sign-in sheets workshop, training or professional development.</b></p> <ul style="list-style-type: none"> <li>• <b>How did your targeted population benefit from this professional development?</b></li> <li>• <b>How did the targeted population apply what was learned in this activity in the classroom or the school?</b></li> <li>• <b>From this activity, how did teachers/administrators take what was learned to impact student academic achievement?)</b></li> </ul> <p><b>100 WORD COUNT</b>  The laptop carts have been helpful for students to use to practice the WorkKeys curriculum. Access to the equipment has helped considerably in the recent success of our much improved WorkKeys assessment scores and have been foundational to the implementation of the Choices360 career exploration. The Project expects to see improvement with access to career awareness opportunities and high school planning, online portfolios and college finding and financial aid information through our Choices360 Career Interest Inventory for our middle and high school students  Some of the ways the laptops are being utilized in the classrooms: help</p>

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

	<p>being reviewed by the Attorney General's Office.</p> <p>Purchase orders for instructional supplies for CTE teachers were processed and a distribution schedule was given to Property Office</p>	<p>students access information more easily for curriculum support, provide a faster way for teachers to give feedback on student work and help with enhancing instruction through use of teaching websites and games..</p>				
<p><b>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></b></p> <p><input type="checkbox"/> <b>NOT STARTED LESS THAN 50% COMPLETED</b></p> <p><input checked="" type="checkbox"/> <b>COMPLETED 50% OR MORE</b></p> <p><input type="checkbox"/> <b>FULLY COMPLETED</b></p>	<p><b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).</b></p> <p>Processing continues on requisitions entered for 36 mobile laptop carts equipped with 30 laptops each, with software and the network access points, 15 digital whiteboards, and instructional supplies and materials for middle and high school CTE teachers.</p>	<p><b>BASELINE</b> (Initial collection of data-when the activity first started)</p>	<p><b>1<sup>ST</sup> QTR.</b></p>	<p><b>2<sup>ND</sup> QTR.</b></p>	<p><b>3<sup>RD</sup> QTR</b></p>	<p><b>4<sup>TH</sup> QTR.</b></p>
		<p><b>No equipment purchased yet. Technology bid pending completion.</b></p>	<p>No new equipment has been purchased, but teachers continue to report positive usage of the previously purchased technology and equipment,</p>	<p>Requisitions for the mobile laptop carts, laptops, software &amp; access points are in procurement.</p>	<p>Distribution schedules for technology equipment were sent to Property Office.</p>	
<p align="center"><b>COMPONENT</b></p>	<p align="center"><b>ACTIVITIES</b></p>	<p align="center"><b>EVIDENCE</b></p>				
<p><b>5.2: ACT KeyTrain training and WorkKeys assessment / Choices360 Career Assessment System</b></p>	<p><b>(List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?) 100 WORD COUNT</b></p> <p>Implementation: The WorkKeys Assessment was administered to 1086 tenth - twelfth grade students from the 7 public high schools in SY18-19. Of this total, (900) students or 83% earned an ACT National Career Readiness Certificate, awarded in ascending order: Bronze, Silver, Gold, Platinum. If students unsuccessfully completed the WorkKeys Assessment, they do not earn a certificate.</p> <p>Implementation: 4,617 students from all the middle and high took the Career Interest</p>	<p><b>(Describe the Outcome of your activity Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional development.</b></p> <ul style="list-style-type: none"> <li><b>How did your targeted population benefit from this professional development?</b></li> <li><b>How did the targeted population apply what was learned in this activity in the classroom or the school?</b></li> <li><b>From this activity, how did teachers/administrators take what was learned to impact student academic achievement?)</b></li> </ul> <p><b>100 WORD COUNT</b></p> <p>There has been considerable improvement in the WorkKeys scores in all certificates from previous years including a greater percentage of students being assessed for the year. In School Year 2018-2019, for the period up to June 2019, 98 students scored Platinum and 149 scored Gold: 256 earned Silver and 397 earned Bronze status.</p>				

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

	<p>Inventory, Choices 360. 2,129 middle school students and 2,388 high school students completed activities in <i>Interest Profiler, Work Values Sorter, Career Cluster Survey, A Picture of me in the Future, After High School Transition Plan</i></p>	<p>With the increase in students accessing the Career Interest Inventory more middle school students will have the opportunity to plan for courses in high school, and seniors will be better prepared to make career choices upon graduation or selecting programs of study in college.</p>																																		
<p><b>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></b></p> <p><input type="checkbox"/> NOT STARTED <b>LESS THAN 50% COMPLETED</b> <input checked="" type="checkbox"/> <b>COMPLETED 50% OR MORE</b> <input type="checkbox"/> FULLY COMPLETED</p>	<p><b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).</b></p> <p>10<sup>th</sup> – 12<sup>th</sup> grade students who took the WorkKeys Assessment in SY18-19:</p> <p><b>WorkKeys Data</b></p> <table border="1" data-bbox="562 625 1096 993"> <thead> <tr> <th>Updated Totals</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Bronze</td> <td>397</td> </tr> <tr> <td>Silver</td> <td>256</td> </tr> <tr> <td>Gold</td> <td>149</td> </tr> <tr> <td>Platinum</td> <td>98</td> </tr> <tr> <td><b>Total Certificates Earned</b></td> <td><b>900</b></td> </tr> <tr> <td>Incomplete</td> <td>6</td> </tr> <tr> <td>NONE</td> <td>180</td> </tr> <tr> <td><b>Total Assessed</b></td> <td><b>1086</b></td> </tr> </tbody> </table> <p>Over the course of the school year there has been a steady increase in the number of students earning a Bronze score or higher in the WorkKeys Assessment. Percentage of certificates earners exceed targets for each quarter.</p> <p><b>Choices360 Career Interest Inventory All Sites Total Accounts as of 6.24.19: High School</b></p> <table border="1" data-bbox="548 1328 1096 1481"> <thead> <tr> <th>Individual Lesson Plan (ILP Activities)</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>1. Interest Profiler</td> <td>1035</td> </tr> <tr> <td>2. Work Values Sorter</td> <td>288</td> </tr> <tr> <td>3. Career Cluster Survey</td> <td>614</td> </tr> <tr> <td>4. A Picture of Me in the Future</td> <td>165</td> </tr> <tr> <td>5. After High School Transition</td> <td>39</td> </tr> </tbody> </table>	Updated Totals	Total	Bronze	397	Silver	256	Gold	149	Platinum	98	<b>Total Certificates Earned</b>	<b>900</b>	Incomplete	6	NONE	180	<b>Total Assessed</b>	<b>1086</b>	Individual Lesson Plan (ILP Activities)	Count	1. Interest Profiler	1035	2. Work Values Sorter	288	3. Career Cluster Survey	614	4. A Picture of Me in the Future	165	5. After High School Transition	39	<p><b>BASELINE</b> (Initial collection of data-when the activity first started)</p>	<p><b>1<sup>ST</sup> QTR.</b></p> <p><u>WorkKeys:</u> For 1<sup>st</sup> quarter 84/107 assessed or 79% achieved Bronze or higher status.</p> <p>2 Platinum, 12 Gold, 17 Silver, &amp; 53 Bronze certificates were earned.</p> <p>More assessment are pending throughout the year. WorkKeys scores have improved considerably.</p> <p>More Choices360 accounts have been created and more students are using the</p>	<p><b>2<sup>ND</sup> QTR.</b></p> <p>WorkKeys: For 2<sup>nd</sup> quarter 343/426 assessed or 81% achieved Bronze or higher status.</p> <p>17 Platinum, 44 Gold, 114 Silver &amp; 168 Bronze certificates were earned.</p> <p>Choices 360: A total of 4,554 accounts were established and the number of students completing the activities is</p>	<p><b>3<sup>RD</sup> QTR</b></p> <p>WorkKeys: For 3<sup>rd</sup> quarter 900/1086 assessed or 83% achieved Bronze or higher status</p> <p>98 Platinum, 149 Gold, 256 Silver, &amp; 397 Bronze certificates were earned.</p> <p>Choices 360: A total of 6,905 accounts were established and students completed activities in the following</p>	<p><b>4<sup>TH</sup> QTR.</b></p>
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**FFY 2018 CONSOLIDATED GRANT  
QUARTERLY REPORT  
Grant Award #: S403A180002, S403A180002-18A**

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<b>COMPONENT</b>	<b>ACTIVITIES</b>	<b>EVIDENCE</b>																				
<p><b>5.3: CTE Academies</b></p> <p>A. By year 2020, percentage of students who are participating in CTE course offerings will increase by 3% (Modified) [overall]</p> <p>B. as a result of a higher quality curriculum, 80% of participating students will receive a passing grade in their career academy</p> <p>C. 32% of all GDOE high school students will enroll in GCC courses, of which 60% will earn Certificates of Mastery or Completion</p>	<p><b>(List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?)</b> <b>100 WORD COUNT</b></p> <ul style="list-style-type: none"> <li>Fifty eight (58) high school and 33 newly graduated (2019) post-secondary students participated in Summer expansion courses offered at the Guam Community College.</li> <li>Eighty seven (87) completed the NCCER Basic Core Curriculum and 32 are currently enrolled in Construction Craft Laborer I Program at the Guam Trades Academy.</li> <li>Legal Counsel’s review of the cost proposal in response to the Request for Proposal (RFP) for services to provide and implement CTE courses in the secondary schools inclusive of administering the WorkKeys Assessment and Choices 360 Career Interest Inventory was completed. Negotiations on the cost proposal will ensue.</li> </ul>	<p><b>(Describe the Outcome of your activity. Be able to disaggregate the proof of your activity.</b> <b>Example: Sign-in sheets workshop, training or professional development.</b></p> <ul style="list-style-type: none"> <li><b>How did your targeted population benefit from this professional development?</b></li> <li><b>How did the targeted population apply what was learned in this activity in the classroom or the school?</b></li> <li><b>From this activity, how did teachers/administrators take what was learned to impact student academic achievement?)</b></li> </ul> <p><b>100 WORD COUNT</b> Students who attended the GCC Summer Expansion Program enrolled in courses in electronics, marketing, allied health, automotive, carpentry, culinary and LMP. This expansion program provided students with the opportunity to take CTE courses that they were not able to take during the regular school because of schedule conflicts, transportation issues, etc. Public school students completing these courses may use the credits received towards their high school graduation requirements.</p> <p>Courses were also available for post-secondary students (graduates of 2019 class) to provide them with foundational courses that can help prepare them for college and/or give them a head start on a program of study for college or a career.</p> <p>Five cohorts of high school students from public and private schools attended the Basic Core Curriculum classes at the Guam Trades Academy. Fifty three (53) students completed the requisite classes and received National Center for Construction and Education Research (NCCER)</p>																				

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

		certification which includes completion of 10 hours of OSHA training, and skills and knowledge in the use of hand an power tools. Thirty three (33) of these students who completed the Basic Core Curriculum enrolled in the Construction Craft Laborer I courses. These courses will end in September and upon completion the students would have been exposed to a variety of trades, including carpentry, masonry, ironworking, electrical, welding, heavy equipment and cranes. They would have the basic knowledge needed on any job site that would increase their chances of finding a job right away after high school and have a head start on apprenticeship programs leading to being a journeyman/woman																																								
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		NO NEW DATA FROM VENDOR (Guam Community College)	The contract for CTE Academies is currently in procurement and upon execution of the contract services for the 12 classes will continue without any interruption to all the high schools	All participating public high schools showed a performance of at least 79% in the percentage of students received a passing grade of 70% or above																																						

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

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<p><b>5.4: Professional Development for CTE teachers</b></p> <p>A. 60% of GDOE and PNP teachers attending CTE training will self-report implementing strategies in CTE classrooms and monitoring student progress.</p> <p>B. 70% of participating students receiving a passing grade of 70% or higher.</p> <p>C. By 2020, 75% of participating teachers will report having implemented strategies learned through CTE teacher professional development and have the knowledge and skills to implement a high quality curriculum in career courses as evidenced by self-reflections, classroom observation and review of lesson plans.</p>	<p>(List each Activity completed or ongoing for this quarter. Describe how much was accomplished? What work was done?) <b>100 WORD COUNT</b></p> <p>Contracts for a Computer Science curriculum development is currently in procurement.</p> <p>On May 28, 2019, Career Pathway collaborated with the Guam Association for Career &amp; Technical Education in providing a Professional Development day for teachers. This was the 2<sup>nd</sup> teacher career day sponsored by the GACTE and Career Pathway. Several island businesses were in attendance to speak about their industries in Banking &amp; Finance, Retail &amp; Sales, Hospitality &amp; Travel, Healthcare, and Construction, Maintenance &amp; Telecommunication.</p>	<p>(Describe the Outcome of your activity. Be able to disaggregate the proof of your activity. Example: Sign-in sheets workshop, training or professional development.</p> <ul style="list-style-type: none"> <li>• How did your targeted population benefit from this professional development?</li> <li>• How did the targeted population apply what was learned in this activity in the classroom or the school?</li> <li>• From this activity, how did teachers/administrators take what was learned to impact student academic achievement?)</li> </ul> <p><b>100 WORD COUNT</b></p> <p>Teachers at Jose Rios Middle School were able to select up to 3 sessions with the various industries and listen to presenters speaking about their profession and the industry they work for. These workshops allow more teachers to learn about CTE industries and the needs and requirements of their job field. Speaking to teachers gives industries the chance to relay their needs and suggestions for educating students of the various jobs available locally and the skillsets needed for each job.</p>				
<p><b>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></b></p> <p><input type="checkbox"/> NOT STARTED LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p>	<p><b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS? EXPLAIN RESULTS AND PROVIDE EVIDENCE OF DATA (e.g. CHARTS, GRAPHS, ETC.).</b></p> <p>The Career Pathway Project is working on contracts to provide more professional development such as continuing Career Academies training, Computer Science</p>	<p><b>BASELINE</b> (Initial collection of data-when the activity first started)</p>	<p><b>1<sup>ST</sup> QTR.</b></p> <p>Trainings have been beneficial</p>	<p><b>2<sup>ND</sup> QTR.</b></p> <p>Requisitions for professional</p>	<p><b>3<sup>RD</sup> QTR</b></p> <p>Work continues to process</p>	<p><b>4<sup>TH</sup> QTR.</b></p>

**FFY 2018 CONSOLIDATED GRANT  
QUARTERLY REPORT**

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

<p>☐ <b>FULLY COMPLETED</b></p>	<p>curriculum standards and curriculum development, continued Microsoft Office Specialist Certification, Career Exploration curriculum development for non-CTE teachers, and a Career Fair.</p>		<p>to update our teachers on the latest trends in technology and curriculum</p>	<p>development have been released and are being routed for procurement approvals</p>	<p>requisitions for the Professional Development Training. Upon execution of the contracts training will commence.</p>
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**PART II:**

<p><b>LIST TRAVEL ACTIVITIES COMPLETED.</b></p>	<p>(Provide a brief summary for each activity during the quarter.)</p> <p>The National Business Education Association (NBEA) conference April 16 -20, 2019 Chicago, IL. This is the first time that Career Pathway has send teachers to the NBEA. Sending teachers to this conference helps Career Pathway build capacity in the Business Education departments of our middle and high schools and keeps us up to date on issues regarding the Business Education program.</p> <p>ISTE Conference June 22 - 26, 2019 Philadelphia, PA. The International Society for Technology in Education conference is the premiere technology conference for education. Sending teachers to this conference helps build capacity in the department by bringing back new technology and innovative instruction which is oftentimes needed in the islands.</p>
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<p><b>LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</b></p>	<p>(i.e Was training provided? When was training conducted? Name of travelers. Did the traveler(s) clear within 10-days? Did the traveler(s) submit a Travel Report to the Project Lead, Federal Programs, and Superintendent’s Office? Etc.)</p> <p>Training will be provided in the Fall of 2019 to the schools and at district professional development workshops.</p> <p>Business Education Travelers: Clint Gianchand – Okkodo High and Diana Weger – Untalan Middle School. Both travelers cleared with the Business Office and submitted travel reports.</p> <p>ISTE Travelers: Kelly Escuadra Curriculum &amp; Instruction, Frank Leon Guerrero Curriculum &amp; Instruction, Marie Juvy Carino Untalan MS, Jane Quitano FBLG Middle School, and Lorette Guerrero Simon Sanchez High. Some travelers are still abroad on personal time and will clear as soon as they arrive back on island.</p>
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**PART III:**

<p><b>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?</b></p>	<p><b>(This description should relate to the program activities outlined in your project application/agreement.)</b> <b>100 WORD COUNT</b></p> <ul style="list-style-type: none"> <li>Project Personnel continues to follow up on requisitions entered for technology equipment, instructional supplies and professional development services. These requisitions are at various stages in the procurement process. Project staff</li> </ul>
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**FFY 2018 CONSOLIDATED GRANT  
QUARTERLY REPORT  
Grant Award #: S403A180002, S403A180002-18A**

	<p>continue to work with Procurement Office to finalize a cost proposal for the contract to provide Career and Technical Education services.</p> <ul style="list-style-type: none"> <li>• Summer courses at Guam Community College and the Guam Contractor’s Association Trades Academy were offered for students. Project staff provided technical support to the contractors and coordinated with the Food and Nutrition staff to provide the meal service for the students.</li> <li>•</li> </ul>
<p><b>USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?</b></p>	<p><b>(What strategies are working, not working?)</b> <b>100 WORD COUNT</b> Significant increases from previous years in the number of students scoring at a Bronze or higher level in the Work Keys Assessment were realized during this period but the participation rate still remain low in comparison to the total number of students eligible to take the test: 426 were tested out of the 4057 11<sup>th</sup> &amp; 12<sup>th</sup> graders enrolled or 11%. Project personnel will improve communication and coordination efforts with the school principals, test coordinators and Vendor to increase the number of students taking Work Keys Assessment by meeting with principals at least once a month and providing them the number of students in their respective schools who have taken the Assessment .</p>
<p><b>EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS’ ACADEMIC ACHIEVEMENT?</b></p>	<p><b>100 WORD COUNT</b> Funding was utilized for computing equipment and supplies and materials for the GDOE classrooms to enhance classroom learning. The availability of funding also has a direct impact on the Guam Community College’s ability to provide students with the additional CTE course offerings and providing the supplies and equipment needed to for instructional goals in those classrooms. The GCC course offerings help provide more CTE opportunities to our students.</p> <p>Labor and trades courses offered through the GCA Trades Academy provide the training for our students to gain skills in the Construction industry. With new federal regulations limiting H2-B visas for hiring construction workers outside of the USA, this has impacted Guam’s construction industry to keep up with housing and military build-up projects. The training we provide these students gives them a guaranteed career and provides the manpower needed for this industry.</p>
<p><b>DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?</b></p>	<p><b>(Explain the programmatic and fiscal challenges encountered with your program.) 100 WORD COUNT</b> Career Pathway recently consolidated the Carl D. Perkins funding into CG FY’ 18 which posed a challenge to modify the scope of work to ensure all contractual services and equipment and supply needs were accounted for. Following the modification to the scope a Request for Proposal (RFP) was issued and the evaluation and subsequent negotiations with the potential vendor ensued. This process is ongoing until both parties agree on the cost for the services.</p>

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

<b>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</b>	<p><b>(Have you discovered a new or better way to implement a program/project strategy? Are you conducting other types of “best practice” procedures that Federal Programs – State Office could share with other grantees?)</b></p> <p><b>100 WORD COUNT</b></p> <p>The Project will continue to follow-up with all schools’ implementation progress with WorkKeys Assessment and provide support where necessary. A more intentional effort will be made to collaborate with the schools and Vendor to increase the number of students taking WorkKeys as well as the number of students availing of Choices360 Career Interest Inventory.</p> <p>Preparation and planning for the anticipated execution of contractual services for Career Academies training, Labor and Trades courses for students, Career Fair training and services for CTE Programs at the various schools will be done. When contracts are fully executed Project personnel will coordinate with the schools to obtain representation for each activity.</p>
<b>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</b>	<p><b>100 WORD COUNT</b></p> <ul style="list-style-type: none"> <li>• Monthly and Quarterly reporting submission.</li> <li>• Close out reports for Purchase Orders.</li> <li>• GCC Certificates of Mastery and Certificates of Completion</li> <li>• Progress reports on WorkKeys</li> <li>• WorkKeys NCCER certificates</li> <li>• CTE Faculty reporting</li> <li>• Number of students completing Trades Academy classes with an NCCER certificate</li> <li>• Site visits and classroom observations are conducted regularly to schools.</li> <li>• Regular contact with teachers are maintained through e-mail groups and group messaging applications. Highlights and concerns are submitted by faculty members.</li> </ul>

**QUARTERLY REPORT CERTIFICATION**

**PROJECT TITLE:** Project #5 Career Pathway

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

**THIS REPORT WAS REVIEWED AND VALIDATED BY:**

Sylvia T. Calvo		7/12/19
PROJECT COORDINATOR NAME (PRINT)	PROJECT COORDINATOR NAME (SIGNATURE)	DATE

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

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

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

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

**PROJECT TITLE:** Gifted and Talented Education (GATE)

**PROJECT COORDINATOR:** Leon P.C. Bamba

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

**STATE PROGRAM OFFICER:** Shandice J. Calano

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

ANNUAL REPORT DUE: 11/28/2019

<b>AMOUNT BUDGETED (FFY 2018):</b>  <b><u>\$ 1,151,082.00</u></b>	<b>AMOUNT EXPENDED:</b> (Include all expenditures in this quarter)  <b><u>\$ 152,117.41</u></b>	<b>PERCENTAGE OF EXPENDITURE:</b> (Overall Expenditure divided by Amount Budgeted)  <b><u>13%</u></b>	<b>Total Full Time Equivalent</b>  Vacant <u>  2  </u>  Filled <u>  7  </u>	<b>Total Part Time Equivalent</b>  Vacant <u>  1  </u>  Filled <u>  1  </u>
<b>AMOUNT BUDGETED (FFY 2017):</b>  <b><u>\$ 1,078,827.47</u></b>	<b>AMOUNT EXPENDED:</b> (Include all expenditures in this quarter)  <b><u>\$ 774,188.53</u></b>	<b>PERCENTAGE OF EXPENDITURE:</b> (Overall Expenditure divided by Amount Budgeted)  <b><u>72%</u></b>		

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

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

**PART I:**

<b>LIST THE PROJECT GOAL(S):</b>	<u>Goal 1: Increase student participation in GATE activities (Academic Special Events, Visual Arts, Theater, and Music).</u> Year 2: 12% increase in number of students participating in GATE activities, Year 3: 15%.  <u>Goal 2: Increase the academic success of GATE students.</u>
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**FFY 2018 CONSOLIDATED GRANT  
QUARTERLY REPORT  
Grant Award #: S403A180002, S403A180002-18A**

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

COMPONENT	ACTIVITIES	EVIDENCE
6.1 Guam Academic Program/Professional Development	The GATE Project filled the GATE Program Coordinator II position. GATE PreK testing was administered to 249 eligible students in which 224 qualified and 25 did not qualify. GATE staff will contact top 126 students for placement for next SY GATE PreK Program.	In-Service Workshops for School Aides, Academic Teachers and PreK Teachers allows staff to share ideas and best practices to apply to their respective school students. In addition, GATE staff who attended the NAGC or other approved conferences will also provide information at the workshops. SPC conducted on site monitoring at Astumbo, D.L. Perez, Machananao, M.U. Lujan, and Carbullido Elementary Schools on usage of strategies from PD and concluded that all have applied strategies learned. Supplies and materials continue to be procured and distributed accordingly.



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

<b>STATUS FOR COMPONENT:                  PLEASE CHECK ONE: <input checked="" type="checkbox"/></b>  <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	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b>	<b>BASELINE                  (Initial collection of data-when the activity first started)</b>	<b>1<sup>ST</sup> QTR.</b>	<b>2<sup>ND</sup> QTR.</b>	<b>3<sup>RD</sup> QTR</b>	<b>4<sup>TH</sup> QTR.</b>
		K-5 <sup>th</sup> : 997 PreK: 126	K-5 <sup>th</sup> : 1,139 PreK: 126	K-5 <sup>th</sup> : 1,282 PreK: 126	K-5 <sup>th</sup> : 1,298 PreK: 126	
<b>COMPONENT</b>	<b>ACTIVITIES</b>	<b>EVIDENCE</b>				
6.2 Math Enrichment	The GATE Math Enrichment Teacher provided services to elementary schools up until November 27 <sup>th</sup> due to unforeseen circumstances. The GATE Math Enrichment teacher position has been vacant since. An interview was conducted on June 10 <sup>th</sup> and recommended for position.	All procured items for this program were utilized by instructor and students during period when GATE Math Enrichment Teacher was available.				
<b>STATUS FOR COMPONENT:                  PLEASE CHECK ONE: <input checked="" type="checkbox"/></b>  <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	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b>	<b>BASELINE                  (Initial collection of data-when the activity first started)</b>	<b>1<sup>ST</sup> QTR.</b>	<b>2<sup>ND</sup> QTR.</b>	<b>3<sup>RD</sup> QTR</b>	<b>4<sup>TH</sup> QTR.</b>
<b>COMPONENT</b>	<b>ACTIVITIES</b>	<b>EVIDENCE</b>				

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

<p>6.3 Academic Special Events</p>	<p>GATE ASE completed its last event in April. Awards Ceremony took place on May 10 at the Pacific Star Resort &amp; Spa recognizing top 3 placing students in each ASE Category with 250 in attendance. First place winners in Academic Challenge Bowl and National Forensic League competed nationally at the National Academic Championship (ACB, May 31-Jun 2 HS &amp; June 14-16, 2019 MS) and Speech and Debate Tournament (NFL June 16-21, 2019).</p>	<p>Eligible coaches provided services to their respective teams for the event they're participating in and provided required documents in order to process stipends. Students gain knowledge and skills through practice with their respective coaches. Of the 214 ASE participants surveyed, 86% were considered engaged based on survey used.</p>				
<p><b>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></b></p> <p><input type="checkbox"/> NOT STARTED  <input type="checkbox"/> LESS THAN 50% COMPLETED  <input type="checkbox"/> COMPLETED 50% OR MORE  <input checked="" type="checkbox"/> FULLY COMPLETED</p>	<p><b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b></p> <p>The following were the results of each event:  <u>Math Olympiad</u> – 1<sup>st</sup> place Harvest Christian Academy, 2<sup>nd</sup> St. John's, 3<sup>rd</sup> Capt. HB Price Elementary.  <u>MATHCOUNTS</u>: 1<sup>st</sup> St. John's, 2<sup>nd</sup> Harvest Christian Academy, 3<sup>rd</sup> VSA Benavente Middle School.  <u>ACB Middle</u>: 1<sup>st</sup> St. John's, 2<sup>nd</sup> Santa Barbara Catholic School, 3<sup>rd</sup> LP Untalan Middle School.  <u>ACB High</u>: 1<sup>st</sup> Father Duenas Memorial School, 2<sup>nd</sup> John F. Kennedy, 3<sup>rd</sup> Harvest Christian Academy.  <u>NFL</u> Top schools in each category are:  <u>Original Oratory</u>: 1. Father Duenas 2. Academy of Our Lady 3. Academy of Our Lady. <u>Humorous</u>: 1. Father Duenas 2. Harvest 3. Academy of Our Lady.</p>	<p><b>BASELINE</b> (Initial collection of data-when the activity first started)</p> <p><b>ACB Middle</b> 5 Public: 112 Students 6 PNP: 108 Students  <b>ACB High</b> 5 Public: 82 Students 6 PNP: 67 Students  <b>National Forensic League</b> 2 Public: 5 Students 3 PNP: 25 Students  <b>MATH COUNTS</b> Public: 12 Students PNP:</p>	<p><b>1<sup>ST</sup> QTR.</b></p> <p><b>ACB Middle</b> 6 Public: 115 Students 7 PNP: 100 Students  <b>ACB High</b> 6 Public: 43 Students 6 PNP: 92 Students  <b>National Forensic League</b> 2 Public: 20 Students 4 PNP: 72 Students  <b>MATH COUNTS</b> Comp</p>	<p><b>2<sup>ND</sup> QTR.</b></p> <p><b>Math Olympiad</b> 16 Public: 64 Students 6 PNP: 24 Students  <b>MATH COUNTS</b> 3 Public: 18 Students 3 PNP: 18 Students  <b>ACB Middle</b> 6 Public: 115 Students 7 PNP: 104 Students  <b>ACB High</b> 5 Public: 45 Students 5 PNP: 93 Students</p>	<p><b>3<sup>RD</sup> QTR</b></p> <p><b>Math Olympiad</b> 16 Public: 64 Students 6 PNP: 24 Students  <b>MATH COUNTS</b> 3 Public: 18 Students 3 PNP: 18 Students  <b>ACB Middle</b> 6 Public: 115 Students 7 PNP: 104 Students  <b>ACB High</b> 5 Public: 45 Students 5 PNP: 93 Students</p>	<p><b>4<sup>TH</sup> QTR.</b></p>

**FFY 2018 CONSOLIDATED GRANT  
QUARTERLY REPORT**

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

	<p><i>Dramatic: 1. Harvest 2. Harvest. <u>Duo-interpretation</u>: 1. Academy of Our Lady 2. Harvest. <u>Extemporaneous</u> 1. Harvest 2. Harvest 2. Simon Sanchez. <u>Lincoln-Douglas</u>: 1. Father Duenas 2. John F. Kennedy 3. Harvest Christian 3. Academy of Our Lady.</i></p> <p>Competitions are slated to resume in October 2019.</p>	<p>21 Students <b>Math Olympiad</b> Public: 125 Students PNP: 42 Students</p>	<p>scheduled for Feb. 16 <b>Math Olympiad</b> Comp scheduled for Mar. 30</p>	<p><b>National Forensic League</b> 2 Public: 20 Students 3 PNP: 72 Students</p>	<p><b>National Forensic League</b> 2 Public: 20 Students 3 PNP: 72 Students</p>	
COMPONENT	ACTIVITIES	EVIDENCE				
<p>6.4 Visual Arts/Theatre/Music Programs</p>	<p><b><u>Theatre:</u></b> A total of 144 (76 Public / 68 PNP) students participated in the production, “Mamma Mia” on April 24<sup>th</sup> through the 28<sup>th</sup>. <b><u>Music (Choir):</u></b> Music Teacher provided services to 2 schools; 37 students at M.U. Lujan Elementary that performed on April 4<sup>th</sup> &amp; 5<sup>th</sup> and 49 students at M.U. Lujan Elementary that performed on May 24<sup>th</sup>. <b><u>Music (Band):</u></b> GATE part-time band instructor provided services to 39 students and 9 community members. A selection of band members were selected for the Mamma Mia production. <b><u>Art:</u></b> Art Teacher provided services to 2 schools; 16 students at Finegayan Elementary with Art Exhibit on April 30<sup>th</sup> through May 2<sup>nd</sup> and 16 students at D.L. Perez Elementary with Art Exhibit on May 1<sup>st</sup>. <b><u>Dance:</u></b> Dance workshops were provided to students from H.S. Truman Elementary (28), Tamuning Elementary (18), Agana Heights</p>	<p><b><u>Theatre:</u></b> Students attended workshops on: - Acting - Voice - Dance Students learned how to put on a musical production. <b><u>Music (Choir):</u></b> This is a 6 week after school program. The culminating activity of this program is a concert held at each respective school or at a site determined by the school. Aside from the culminating activity, students also participate during public events and school PTO monthly meetings to name a few. <b><u>Music (Band):</u></b> Teacher provide instruction on various instruments for an orchestra. <b><u>Art:</u></b> At the end of a 5 week session, an Art exhibit is held at each respective school to showcase student art pieces. <b><u>Dance:</u></b> Teacher provided workshops on different genres.</p>				

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

	Elementary (19), M.A. Ulloa Elementary (13), Liguán Elementary (20), Jose Rios Middle (15), Oceanview Middle (12) and Simon Sanchez High School (18). <i>Note:</i> Schools covered for Music/Art program are limited due to number of instructional days.					
<b>STATUS FOR COMPONENT:          PLEASE CHECK ONE: <input checked="" type="checkbox"/></b>  <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	<b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b>  Visual Performing Arts (Theatre, Music and Art) programs culminate in performances or exhibits for each program. Students showcase their talents at the end of instruction for each program. Students in Theatre are able to receive service learning hours for their time in theatre activities.	<b>BASELINE</b> (Initial collection of data-when the activity first started)	<b>1<sup>ST</sup> QTR.</b>	<b>2<sup>ND</sup> QTR.</b>	<b>3<sup>RD</sup> QTR</b>	<b>4<sup>TH</sup> QTR.</b>
		<u><b>Theatre:</b></u> 144 students 76 Public 68 PNP <u><b>Music (Choir):</b></u> 2 schools 71 Public ES students <u><b>Music (Band):</b></u> 27 Students <u><b>Art:</b></u> 2 schools 44 Public ES students <u><b>Dance:</b></u> 3 Public Schools 103 Students	<u><b>Theatre:</b></u> 144 students 76 Public 68 PNP <u><b>Music (Choir):</b></u> 2 schools 84 Public ES students <u><b>Music (Band):</b></u> 39 Students <u><b>Art:</b></u> 2 schools 29 Public ES students <u><b>Dance:</b></u> 6 Public Schools 122 Students	<u><b>Theatre:</b></u> 144 students 76 Public 68 PNP <u><b>Music (Choir):</b></u> 2 schools 86 Public ES students <u><b>Music (Band):</b></u> 39 Students <u><b>Art:</b></u> 2 schools 32 Public ES students <u><b>Dance:</b></u> 8 Public Schools 143 Students		

**PART II:**

**LIST TRAVEL ACTIVITIES COMPLETED.**

- 37<sup>th</sup> National Academic Championship (High School) – May 31<sup>st</sup> to June 2<sup>nd</sup> at the Hilton Alexandria Mark Center, Alexandria, Virginia.
- 37<sup>th</sup> National Academic Championship (Middle School) – June 14<sup>th</sup> to June 16<sup>th</sup> at the Ramada Kissimmee

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

	<p>Gateway at O’Hare, Orlando, Florida.</p> <ul style="list-style-type: none"> <li>National Speech and Debate Tournament (High School) – June 16<sup>th</sup> to June 21<sup>st</sup> in Dallas, Texas.</li> </ul>
<p><b>LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</b></p>	<p><b><u>ACB High School Team:</u></b> Students – Xavier Quinata, Troy Cruz, Adrian Edusada, Ryan Healty, Nicolas Villo, Isaiah Alvendia, Jonah Paulino. Coach – Jovita Manzanilla GATE Staff – Leon Bamba</p> <p><b><u>ACB Middle School Team:</u></b> Students – Mark Wang, Alexander Gayle, Kevin Choi, Cameron Kelley, Kasey Xu, Seungho Kang, Catherine. Coach – Catherine Gayle GATE Staff – Frank Candaso</p> <p><b><u>NFL High School Team:</u></b> Students – Noah Drews, Trinity Terlaje, Chloe Verrove, Julia Sevilla, Ron Rocky Coloma, Pompeyo Barroga, Brian Songco. Coach – Jovita Manzanilla Assistant Coach – Jesse Catahay</p> <p>All have complied to travel requirements.</p>
<p><b>PART III:</b></p>	
<p><b>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?</b></p>	<p><b>Project Coordinator (PCIV)</b> – provides guidance, enters requisitions and makes decisions on various project components.</p> <p><b>School Program Consultant</b> – assists Project Director, provides guidance to all academic GATE teachers and takes the lead in coordinating PD and in-service trainings.</p> <p><b>Program Coordinator II</b> – conducts all aspects of Academic Special Events, inclusive of processing stipends for eligible coaches and judges.</p> <p><b>Program Coordinator I</b> – provides support to all GATE programs. Currently detailed to PC II Academic Special Events Coordinator. <b>Currently VACANT.</b></p> <p><b>Secretary I Typist</b> – provide clerical work for all programs and schedules GATE testing for eligible students.</p> <p><b>(2) Music Teacher IV (PT)</b> – provides instructional in age appropriate lessons and activities in music for identified GATE students. <b>Currently 1VACANT.</b></p> <p><b>Teacher IV Art</b> – prepares and provides instructional strategies in age appropriate lessons and activities in Art for</p>

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

	<p>identified GATE elementary students.  <b>Music Teacher II</b> –prepares selected students for music show at end of 30+ day instructional period. <b>Currently VACANT.</b>  <b>School Aide II</b> – assist GATE PreK teacher with educational activities, covers the class in the absence of teacher attending GATE preapproved activity.  <b>School Aide I</b> - assist GATE PreK teacher.</p>
<p><b>USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?</b></p>	<p>GATE Theatre Program will continue to conduct rehearsals at Central GDOE Conference Room when SY resumes. Engaging in a partnership with FDMS helps to secure a facility for upcoming productions.  Given the current amount of days for GATE Art, teachers have expressed extending instructional period to produce more quality art exhibits and work of students, which will reduce the number of schools provided services for the year.  The Academic Special Events program continues to encourage public schools to participate in competitions due to low participation rate in this activity.</p>
<p><b>EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?</b></p>	<p>Contractual services have been approved for Professional Development for teachers, which will improve teacher skill and student learning. Requisition in progress and currently at AG's office.  Academic Special Events began in October and would help with improving student engagement and learning.  Procurement of supplies and materials for academic teachers continue to be procured and will assist with their lessons for students.  The hiring of a GATE Math Enrichment Teacher will definitely help to improve GATE 4<sup>th</sup> and 5<sup>th</sup> grade identified students next school year.</p>
<p><b>DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?</b></p>	<ul style="list-style-type: none"> <li>• GATE Tester experienced challenges in securing a room for testing student referrals at a few schools. <ul style="list-style-type: none"> <li>○ Assistance from GATE Academic Teacher at the school would support the process and communication from central office to school Administrator.</li> </ul> </li> <li>• Due to unforeseen circumstances, the GATE Math Enrichment program was put on hold until position is filled. <ul style="list-style-type: none"> <li>○ Transfer request from an existing teacher was entertained and will hopefully begin next school year.</li> </ul> </li> <li>• GATE Art Teachers requested to postpone Art Shows due to other activities going on at the schools that would not allow students to complete their work. <ul style="list-style-type: none"> <li>○ GATE Art Teachers will need to consider all functions at the school site they're providing services for scheduling of activities, as well as SY calendar.</li> </ul> </li> </ul>

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

<p><b>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</b></p>	<ul style="list-style-type: none"> <li>• GATE Tester to continue testing referrals received but focus on scheduled GATE PreK referrals for next school year.</li> <li>• Art, Music, Band and Dance will continue working with their students.</li> <li>• Theatre to select and prepare for a new production.</li> <li>• Academic Special Events to revisit structure of activities and make decisions to ensure smoother competitions next school year.</li> <li>• Fill VACANT positions.</li> </ul>
<p><b>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</b></p>	<ul style="list-style-type: none"> <li>• Monthly In-Service Trainings provides all GATE Teachers the opportunity to share what’s happening at their respective schools and strategies they find helpful. Presentations are scheduled during these meetings from teacher’s who attended the NAGCs.</li> <li>• GATE SPC conducts periodic monitoring of GATE classrooms and VPA activities.</li> <li>• School Administrators evaluate GATE VPA teachers who provide services to their students.</li> <li>• Delivery of items received from approved POs and following up on items not received.</li> <li>• GATE office staff attends Art Exhibits, Music performances, Theatre productions and other related activities.</li> <li>• Attendance logs for schools participating in Academic Special Events.</li> <li>• GATE staff observed Academic Special Events off island competitions to consider changes in preparing our students for future competitions.</li> </ul>

**QUARTERLY REPORT CERTIFICATION**

**PROJECT TITLE: Project #**

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

**THIS REPORT WAS REVIEWED AND VALIDATED BY:**

<u>LEON P.C. BAMBA</u>	_____	_____
<b>PROJECT COORDINATOR NAME (PRINT)</b>	<b>PROJECT COORDINATOR NAME (SIGNATURE)</b>	<b>DATE</b>
<u>JOSEPH L.M. SANCHEZ</u>	_____	_____
<b>PROJECT MANAGER NAME (PRINT)</b>	<b>PROJECT MANAGER (SIGNATURE)</b>	<b>DATE</b>

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

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

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

**PROJECT TITLE: #7 STUDENT PARENT COMMUNITY ENGAGEMENT**

**PROJECT COORDINATOR: DORIS B. BUKIKOSA**

**PROJECT MANAGER: DR. KELLY R. SUKOLA**

**STATE PROGRAM OFFICER: MARIA BLAZ & RACHEL SANTOS-DUENAS**

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

ANNUAL REPORT DUE: 04/16/2019

<b>AMOUNT BUDGETED (FFY 2018):</b>  CG17: \$ 2,540,388.50 CG18: \$2,950,640.00	<b>AMOUNT EXPENDED:</b> (Include all expenditures in this quarter)  \$ _____ \$ _____	<b>PERCENTAGE OF EXPENDITURE:</b> (Overall Expenditure divided by Amount Budgeted)  _____ <b>87</b> %  _____ <b>76</b> %	<b>Total Full Time Equivalent</b>  Vacant <b>6</b> ____  Filled <b>29</b> ____	<b>Total Part Time Equivalent</b>  Vacant _____  Filled _____
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**GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES**

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)					
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin	Staff	Others
(Pre) K – 5					<b>460</b>	<b>14</b>	<b>339</b>	<b>70</b>	<b>75</b>	<b>18</b>
6 – 8					<b>371</b>	<b>26</b>	<b>129</b>	<b>155</b>	<b>171</b>	<b>35</b>
9 - 12					<b>172</b>	<b>0</b>	<b>103</b>	<b>59</b>	<b>79</b>	<b>3</b>

**PART I:**

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

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



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

- 2: 9% increase in At-risk students receiving SPCE project services successfully progressing from grade to grade:
  - Year 1: 2% points increase
  - Year 2: 2% points increase
  - Year 3: 5% points increase

- 3: 85% of Referrals received will be completed
  - Year 1: 60% successful completion (issue(s) addressed and resolved)
  - Year 2: 75% successful completion (issue(s) addressed and resolved)

**7.2 PBIS FRAMEWORK:**

- 1. 15% increase in each school site level of implementation of the PBIS Framework
  - Year 1 - 3: 15% Annual Increase in school level Implementation of the PBIS Framework
- 2. 15% annual increase of each schools' School Safety Perception Rate (SAS and SSS): 2020, 2019 and 2018
  - Year 1 - 3: 15% annual increase of each schools' School Safety Perception Rate (SAS and SSS)

**7.3 PROMOTING POSITIVE BEHAVIORS AND SAFE SCHOOL ENVIRONMENT**

- 1. 25% increase SPCE and school personnel knowledge and practices supporting safe schools
  - Year 1: 50% SPCE and school personnel report feeling more knowledgeable and more confident in implementing strategies learned
  - Year 2: 60% more knowledgeable and more confident
  - Year 3: 75% more knowledgeable and more confident
- 2. 25% decrease in student internet safety infractions
  - Year 1: 5% reduction
  - Year 2: 10% reduction
  - Year 3: 25% reduction

**7.4 HEALTH & SAFETY**

- 1. 25% increase in teacher knowledge and practices
  - Year 1: 50% teachers will align lesson plans and implement strategies learned from training
  - Year 2: 100% teachers will create and implement fitness programs for each individual needs/goals.
  - Year3: 75% students BMI data will be tracked/reported to determine progress/success

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

COMPONENT	ACTIVITIES	EVIDENCE																																
<p><b>7.1 Support Services &amp; Outreach Teams (SSOT)</b></p>	<p>7.1 SSOT</p> <ul style="list-style-type: none"> <li>▪ Among 11 SSO Teams of two (2) personnel 1,711 referrals were entertained (1,638 were completed/73 remain open)</li> <li>▪ Led 10 Student Engagement (SE) activities (1,166 participants) and 10 Parent Engagement (PE) activities (1,430 participants).</li> <li>▪ Provided three (3) Staff Development (SD) trainings to personnel. (13 trainers/259 participants)</li> <li>▪ Project personnel were provided four (4) Professional Development (PD) opportunities for up to 23 project personnel.</li> </ul> <p>See Appendix 1: Students: Type of Referral – Closed, 2: Other Household Members: Type of Referrals – Closed, 3: Students: Type of Referral – Open, 4: Other Household Members: Type of Referral – Open and 5: Student &amp; Parent Engagement for activity details.</p>	<table border="1" data-bbox="1144 191 1957 584"> <thead> <tr> <th rowspan="2">Type of Referral</th> <th colspan="2">3rd Quarter</th> </tr> <tr> <th>Closed</th> <th>Open</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>228</td> <td>7</td> </tr> <tr> <td>Behavior</td> <td>182</td> <td>2</td> </tr> <tr> <td>Interpreter/Translator</td> <td>3</td> <td>0</td> </tr> <tr> <td>Medical</td> <td>208</td> <td>28</td> </tr> <tr> <td>Registration</td> <td>73</td> <td>9</td> </tr> <tr> <td>School Parent Conference</td> <td>299</td> <td>5</td> </tr> <tr> <td>Support Services</td> <td>645</td> <td>22</td> </tr> <tr> <td><b>TOTALS</b></td> <td><b>1,638</b></td> <td><b>73</b></td> </tr> <tr> <td>Home visits</td> <td colspan="2">1,300</td> </tr> </tbody> </table> <p><b>Table 1.</b> Reflects the closed and open referrals by type.</p> <p>*Home visits are not referrals, but a means of completing a referral.</p> <p><b>SE/PE: (#of student/parent participants)</b></p> <ul style="list-style-type: none"> <li>▪ <b>03/22/19 - 04/12/19:</b> LPUMS SSOT collected donations of toiletry items which were given to identified homeless families. (18/0)</li> <li>▪ <b>03/25/19:</b> SPCE personnel supported the High Schools PTCs: OHS (179/168), THS (85/80), GWHS (19/16) and JFKHS (0/15). (283/279)</li> <li>▪ <b>03/27/19:</b> SPCE personnel supported the Middle School PTCs: AIJMS (50/39), LPUMS (184/180), AMS (0/161) and VSABMS (0/156). (234/536)</li> <li>▪ <b>03/28/19:</b> VSABMS STARS Club advisors and members discussed and planned club related activities during the club meeting. (36/0)</li> <li>▪ <b>03/30/19:</b> DLPES SSOT supported the GDOE Headstart Outreach Fair by providing a project display and disseminating project information to participating students/parents. Assisting were: FES, VSABMS, LPUMS, JFKHS &amp; SPCE CPAs. (0/69)</li> <li>▪ <b>04/12/19:</b> LPUMS SSOT supported the ESL Family Expo by providing project display and distributing project information. (10/10)</li> <li>▪ <b>04/13/19:</b> LPUMS SSOT supported the 6<sup>th</sup> Annual Children’s Fair “Stand Up for Children, There’s no excuse for Child Abuse” by providing project display and distributing project information. (40/0)</li> </ul>	Type of Referral	3rd Quarter		Closed	Open	Attendance	228	7	Behavior	182	2	Interpreter/Translator	3	0	Medical	208	28	Registration	73	9	School Parent Conference	299	5	Support Services	645	22	<b>TOTALS</b>	<b>1,638</b>	<b>73</b>	Home visits	1,300	
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**FFY 2018 CONSOLIDATED GRANT  
 QUARTERLY REPORT  
 Grant Award #: S403A180002 & S403A180002-18A**

		<ul style="list-style-type: none"> <li>▪ <b>04/13/19:</b> DLPES SSOT supported the ASC 3<sup>rd</sup> Quarter A Club by providing a project display and disseminating project information to participating students/parents. Assisting were: FES, WES, JFKHS &amp; SPCE CPAs; FBLGMS SW and THS PBIS. (0/214)</li> <li>▪ <b>04/26/19:</b> LPUMS SSOT assisted by LPUMS NJHS Advisor, NJHS Student Representatives, JFKHS SSOT, VSABMS SW and AIJMS CPA supported the “Passport to Services” Outreach by providing project display and distributing project information. (0/60)</li> <li>▪ <b>04/30/19:</b> JFKHS SSOT supported the CBMES Literacy Luau Nite by setting up a program display table, distributing program information and encouraging students to participate in a reading activity to earn incentives. (38/30)</li> <li>▪ <b>05/09/19 – 05/11/19:</b> SPCE: 2019 Regional PIWs featuring “WestCare” conducted by Chanelle Ramiro, Jennifer Vincet, Bianca Kamai &amp; Clarissa Wilson; “Federated States of Micronesia Consulate Office” conducted by Johnny Sibanuz &amp; Teresa Fuepin; “Micronesian Legal Service Corporation” conducted by Barbara Cepeda, Chuck Greenfield &amp; Lee Plicou; and “Micronesian Resource Center” conducted by Aiashy Action, Joeil Setik, Evangeline Helgenberger &amp; Jennifer Killion. (Central – 19, Southern – 14 &amp; Northern – 37) (0/70)</li> <li>▪ <b>05/21/19-05/29/19:</b> VSABMS (113) &amp; LPUMS (214) SSOTs conducted a uniform drive to collect uniforms for students in need for School Year 19-20. (327/0)</li> <li>▪ <b>05/25/19:</b> SHS/MSES SSOT supported the SRCHC’s Extended Immunization Outreach by providing a project display table and disseminating project information to participating students/parents. Assisting were: DLPES &amp; WES SSOTs and THS PBIS Coach. (8/20)</li> <li>▪ <b>06/01/19:</b> DLPES SSOT supported the ASC 4<sup>th</sup> Quarter A Club by providing a project display and disseminating project information to participating students/parents. Assisting were: FES &amp; SPCE CPAs and THS PBIS Coach. (172/132)</li> <li>▪ <b>06/13/19:</b> LPUMS SSOT assisted by JQSMES CPA supported the Family Fun Day Kickball Tournament distributing project information. (0/10)</li> </ul> <p><b>SD: (# of trainers/participants)</b></p> <ul style="list-style-type: none"> <li>▪ <b>04/15/19 &amp; 04/18/19:</b> PL, SSS, CHBPES &amp; DLPES SWs co-</li> </ul>
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**FFY 2018 CONSOLIDATED GRANT  
 QUARTERLY REPORT  
 Grant Award #: S403A180002 & S403A180002-18A**

		<p>presented on the “<i>McKinney-Vento Act &amp; Activities: Supporting Homelessness Children &amp; Youth on Guam</i>” during the 2019 Teacher Assistant Training. (4 trainers/210 participants)</p> <ul style="list-style-type: none"> <li>▪ <b>06/04/19:</b> SPCE Personnel provided training on “<i>Creating Safe and Healthy Schools: Common Myths about Making Schools Safer and Evidence Supported Strategies,</i>” by PBIS Coach; “<i>McKinney-Vento Act &amp; Activities: Supporting Homelessness Children &amp; Youth on Guam</i>” by PL, SSS, CHBPES &amp; DLPES SWs and PBIS Coach; and “<i>Payroll Documents</i>” by PL during the Monthly Project Meeting hosted by JFKHS SSOT. (5 trainers/26 participants)</li> <li>▪ <b>06/21/2019:</b> PL, SSS, DLPES SW and PBIS Coach co-presented on the “<i>McKinney-Vento Act &amp; Activities: Supporting Homelessness Children &amp; Youth on Guam</i>” during the Monthly Project Meeting hosted by FES SSOT. (4 trainers/23 participants)</li> </ul> <p><b>PD: (# of participants)</b></p> <ul style="list-style-type: none"> <li>▪ <b>04/03/19 – 04/05/19:</b> PL, SSS, CHBPES &amp; DLPES SWs and PBIS Coach attended the Time &amp; Effort Certification Requirements Workshop held at the Westin Resort Guam, Tumon. (4 participants)</li> <li>▪ <b>04/30/19:</b> SPCE personnel received professional development on “<i>Workmen’s Compensation</i>” by Ms. Margaret Cruz, GDOE EEO; “<i>Creating Safe and Healthy Schools: Common Myths about Making Schools Safer and Evidence Supported Strategies,</i>” “<i>Bus and Behavior</i>” and “<i>The Missing Piece, Adversity in Our Environment</i>” by three PBIS Coaches during the Monthly Project Meeting hosted by VSABMS SSOT. (27 participants)</li> <li>▪ <b>06/04/19:</b> SPCE Personnel received training on “<i>Creating Safe and Healthy Schools: Common Myths about Making Schools Safer and Evidence Supported Strategies,</i>” by PBIS Coach; “<i>McKinney-Vento Act &amp; Activities: Supporting Homelessness Children &amp; Youth on Guam</i>” by PL, SSS, CHBPES &amp; DLPES SWs and PBIS Coach; and “<i>Payroll Documents</i>” by PL during the Monthly Project Meeting hosted by JFKHS SSOT. (26 participants)</li> <li>▪ <b>06/21/2019:</b> SPCE personnel received training on “<i>McKinney-Vento Act &amp; Activities: Supporting Homelessness Children &amp; Youth on Guam</i>” by PL, SSS, PBIS Coach &amp; DLPES SW; and “<i>Forensic Experiential Interviewing</i>” by Nadine Cepeda &amp; Dr. Anthony Cruz (School District Psychologists) and Julietta Quinene (CHANSA) during the Monthly Project Meeting hosted by FES SSOT. (23</li> </ul>
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**FFY 2018 CONSOLIDATED GRANT  
QUARTERLY REPORT  
Grant Award #: S403A180002 & S403A180002-18A**

		<p align="center">participants)</p> <p><b>Additional Projects: (# of participants)</b></p> <ul style="list-style-type: none"> <li>▪ <b>04/01/19- 05/30/19:</b> PL attended bi-weekly School Safety Partners Meetings in preparation for the Regional Town Hall Meetings. (1 participant)</li> <li>▪ <b>04/25/19:</b> VSABMS SW helped chaperone the STARS Club members during the Tarza Water Park incentive field trip. (1 participant)</li> <li>▪ <b>04/26/19:</b> VSABMS SW along with VSABMS Faculty organized a basketball tournament to raise funds for the STARS Club. (1 participant)</li> <li>▪ <b>05/01/19:</b> PL attended the District Accreditation preparation meeting in anticipation on the mid-month WASC visit. (1 participant)</li> <li>▪ <b>05/06/19-05/08/19:</b> SPCE personnel supported the SSP Town Hall meetings by facilitating group discussions on the safety plan presented to participants. (17 participants)</li> <li>▪ <b>06/20/19:</b> PL, LPUMS, JFKHS &amp; VBMS SWs attended the Town Hall Meeting in regards to the conversion of CBMES into a central middle school. (4 participants)</li> </ul>				
<p><b>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></b></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><b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b></p> <ul style="list-style-type: none"> <li>▪ <b>3<sup>rd</sup> Qtr Referral Completion Rate:</b>   <b>Target: 75%</b>  <b>Actual: 96%</b></li> <li>▪ <b>Parents Reporting Knowledge Rate</b>   <b>Target: 60%</b>  <b>Actual: 98%</b></li> </ul>	<p><b>BASELINE</b> (Initial collection of data-when the activity first started)</p> <p>(SY17-18: 3<sup>rd</sup> Qtr):  <b>Referrals</b>  (1,748 closed/106 open)  <b>19 EA</b>  ▪ 7 SE – 617/  12 PE – 1,861  ▪ 5 SD (8/285)  6 PD – Up to 26</p>	<p><b>1<sup>ST</sup> QTR.</b></p> <p>(SY18 - 19: 1<sup>st</sup> Qtr):  <b>Referrals</b>  (1,977 closed/139 open)  <b>48 EA</b>  ▪ 8 SE – 2,315/ 12 PE – 3,350  ▪ 19 SD (30/349)  ▪ 9 PD – Up to 27</p>	<p><b>2<sup>ND</sup> QTR.</b></p> <p>(SY18 - 19: 2<sup>nd</sup> Qtr):  <b>Referrals</b>  (2,004 closed/177 open)  <b>14 EA</b>  ▪ 8 SE – 842/ 6 PE – 1,505  ▪ 7 SD (10/131)  6 PD – Up to 23</p>	<p><b>3<sup>RD</sup> QTR</b></p> <p>(SY18 - 19: 3<sup>rd</sup> Qtr):  <b>Referrals</b>  (1,638 closed/73 open)  <b>14 EA</b>  ▪ 10 SE – 1,166/ 10 PE – 1,430  ▪ 3 SD (13/259)  ▪ 4 PD – Up to 23</p>	<p><b>4<sup>TH</sup> QTR.</b></p>

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

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

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COMPONENT	ACTIVITIES	EVIDENCE
<p><b>7.2: Positive Behavior Intervention and Support (PBIS) Framework:</b></p>	<p>7.2 PBIS Framework: All participating schools to successfully implement the PBIS framework with fidelity</p> <p><b>Coaching</b></p> <ul style="list-style-type: none"> <li>▪ 4 Coaches provided assistance to schools: supporting School Climate Cadres (SCC) conducting site visits and consultations.</li> <li>▪ Provided one (1) Student Engagement Activity (33 participants)</li> <li>▪ Provided two (2) Parent Engagement Activity (54 participants).</li> <li>▪ Provided 11 Staff Development (SD) training sessions (17 trainers/365 participants)</li> <li>▪ Project personnel were provided with four (4) Professional Development (PD) opportunities.</li> </ul>	<p><b>Coaching</b></p> <p>PBIS Coaches met with school administrators to identify PBIS support needs and attend School Climate Cadre meetings as scheduled, provided guidance on conducting efficient/effective team meetings and identifying data needs for decision making.</p> <p><b>SE/PE: (# of student/parent participation)</b></p> <ul style="list-style-type: none"> <li>▪ <b>05/10/19:</b> PBIS Coaches provided a brief overview on the PBIS framework at the SSOT Parent Information Workshop (0/19)</li> <li>▪ <b>05/11/19:</b> PBIS Coaches supported the Head Start Transition Conference by providing a Project Display and disseminating project information to participating students/parents. (33/35)</li> </ul> <p><b>SD: (# of trainers/participants)</b></p> <ul style="list-style-type: none"> <li>▪ <b>04/02/19:</b> PBIS Coach Joyce Kaneshiro provided a SWPBIS TFI Booster Session for the M. U. Lujan Elementary School PBIS School Climate Cadre members. Agenda: Tier I: Universal SWPBIS Features. (1 trainer/5 participants)</li> <li>▪ <b>04/09/19:</b> PBIS Coach Joyce Kaneshiro provided an ODR Booster Session for the faculty at the Harry S. Truman Elementary School. (1 trainer/24 participants)</li> <li>▪ <b>04/09/19, 04/30/19, 05/03/19, 05/16/19:</b> PBIS secondary coaches conducted training on PBIS: Using Fidelity Data and Outcome Data for Action Planning with members of the School Climate Cadre for George Washington High, Oceanview Middle, Agueda Johnston Middle and Tiyan High Schools. (2 trainers/28 participants)</li> <li>▪ <b>04/15/19 - 04/18/2019:</b> Connie Santiago and Francisco Limtiaco, PBIS Coaches for Secondary Schools conducted training on <i>Positive Behavioral Interventions and Supports (PBIS) Training: PBIS Framework and Establishing Communication with Students</i> to support staff at OMS (13), IMS (14) and VSABMS (11). (2 trainers/38 participants)</li> <li>▪ <b>04/16/19 – 04/17/19:</b> PBIS Coach Lucille Palomo and Joyce Kaneshiro conducted Systematic Supervision Training to school aides, teacher assistants, one to one aides at PC Lujan, Harry S. Truman, Marcial Sablan and Machananao Elementary Schools. (2 trainers/59 participants)</li> <li>▪ <b>04/23/19:</b> Francisco Limtiaco, PBIS Coach briefly presented the</li> </ul>

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

		<p>Tyler Pulse and School-Wide Information System (SWIS) data comparison and integrity at the DATeam meeting. (1 trainer/17 participants)</p> <ul style="list-style-type: none"> <li>▪ <b>04/30/19:</b> PBIS Coaches trained on "Creating Safe and Healthy Schools: Common Myths about Making Schools Safer and Evidence Supported Strategies" by Joyce Kaneshiro, "Bus and Behavior" by Lucille Palomo and "The Missing Piece, Adversity in Our Environment" by Connie Santiago during the Project Monthly Meeting hosted by VSABMS SSOT. (3 trainers/27 participants)</li> <li>▪ <b>05/28/19:</b> Francisco Limtiaco, PBIS Coach supported the FBLGMS SCC on their Professional Development with the Faculty on behavioral data and solution strategies to develop SMART Goals. (1 trainers/90 participants)</li> <li>▪ <b>06/04/19:</b> THS PBIS Coach provided training on <i>17th Annual Northwest Positive Behavioral Interventions &amp; Supports (PBIS) for Today: "Real World Application and Adaptations to Make a Positive Difference"</i> during the Project Monthly Meeting hosted by JFKHS SSOT. (1 trainer/26 participants)</li> <li>▪ <b>06/10/19 – 06/11/2019 &amp; 06/13/19 – 06/14/2019:</b> PBIS coaches Connie Santiago and Francisco Limtiaco, conducted training on PBIS: PBIS Framework Overview and Using Data for Decision Making with the staff of George Washington High, M.U. Lujan Elementary and Talofof Elementary Schools. (2 trainers/28 participants)</li> <li>▪ <b>06/21/2019:</b> THS PBIS Coach co-presented with PL, SSS &amp; DLPES SW "<i>McKinney-Vento Act &amp; Activities: Supporting Homelessness Children &amp; Youth on Guam</i>" during the Monthly Project Meeting hosted by FES SSOT. (1 trainer/23 participants)</li> </ul> <p><b>PD (# of participants)</b></p> <ul style="list-style-type: none"> <li>▪ <b>04/03/19 – 04/05/19:</b> PL, SSS, CHBPES &amp; DLPES SWs and PBIS Coach attended the Time &amp; Effort Certification Requirements Workshop held at the Westin Resort Guam, Tumon. (1 participant)</li> <li>▪ <b>04/30/19:</b> SPCE personnel received professional development on "<i>Workmen's Compensation</i>" by Ms. Margaret Cruz, GDOE EEO; "<i>Creating Safe and Healthy Schools: Common Myths about Making Schools Safer and Evidence Supported Strategies,</i>" "<i>Bus and</i></li> </ul>
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 QUARTERLY REPORT  
 Grant Award #: S403A180002 & S403A180002-18A**

		<p><i>Behavior</i>” and “<i>The Missing Piece, Adversity in Our Environment</i>” by three PBIS Coaches during the Monthly Project Meeting hosted by VSABMS SSOT. (4 participants)</p> <ul style="list-style-type: none"> <li>▪ <b>06/04/19:</b> SPCE Personnel received training on “<i>Creating Safe and Healthy Schools: Common Myths about Making Schools Safer and Evidence Supported Strategies,</i>” by PBIS Coach; “<i>McKinney-Vento Act &amp; Activities: Supporting Homelessness Children &amp; Youth on Guam</i>” by PL, SSS, CHBPES &amp; DLPES SWs and PBIS Coach; and “<i>Payroll Documents</i>” by PL during the Monthly Project Meeting hosted by JFKHS SSOT. (4 participants)</li> <li>▪ <b>06/21/2019:</b> SPCE personnel received training on “<i>McKinney-Vento Act &amp; Activities: Supporting Homelessness Children &amp; Youth on Guam</i>” by PL, SSS, PBIS Coach &amp; DLPES SW; and “<i>Forensic Experiential Interviewing</i>” by Nadine Cepeda &amp; Dr. Anthony Cruz (School District Psychologists) and Julietta Quinene (CHANSA) during the Monthly Project Meeting hosted by FES SSOT. (4 participants)</li> </ul> <p><b>Additional Projects; (# of participants)</b></p> <ul style="list-style-type: none"> <li>▪ <b>04/13/19:</b> PBIS Coaches Joyce Kaneshiro and Connie Santiago assisted at the ASC Third Quarter A-Club event by disseminating project information to participating students/parents. (2 participants)</li> <li>▪ <b>05/01/19:</b> Francisco Limtiaco, PBIS Coach attended the District Accreditation preparation meeting in anticipation on the mid-month WASC visit. (1 participant)</li> <li>▪ <b>05/06/19 – 05/08/19:</b> PBIS Coaches supported the SSP Town Hall meetings by facilitating group discussions on the safety plan presented to participants. (4 participants)</li> </ul> <p><b>PLC Rooms</b></p> <ul style="list-style-type: none"> <li>▪ JRMS SOAR Model</li> <li>▪ BMS: <i>Esngaihon I Famgu'on-ta (Guiding Our Children) Model</i></li> <li>▪ LPUMS: <i>Esngaihon I Famgu'on-ta (Guiding Our Children) Model</i></li> <li>▪ Oceanview Middle School (OMS) : <i>Esngaihon I Famgu'on-ta (Guiding Our Children) Model</i></li> </ul>
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**FFY 2018 CONSOLIDATED GRANT  
QUARTERLY REPORT  
Grant Award #: S403A180002 & S403A180002-18A**

	<p><b>Positive Learning Centers (PLC)</b> (4 rooms funded)</p> <ul style="list-style-type: none"> <li>4 PLC operating with supports – All rooms are supported by Instructional Program Aides</li> </ul>	Positive Learning Center Classrooms																																	
		<table border="1"> <thead> <tr> <th rowspan="2">School Name</th> <th colspan="4">Participants</th> </tr> <tr> <th>1<sup>st</sup> Qtr</th> <th>2<sup>nd</sup> Qtr</th> <th>3<sup>rd</sup> Qtr</th> <th>4<sup>th</sup> Qtr</th> </tr> </thead> <tbody> <tr> <td>JRMS</td> <td>16</td> <td>34</td> <td>12</td> <td></td> </tr> <tr> <td>BMS</td> <td>72</td> <td>80</td> <td>35</td> <td></td> </tr> <tr> <td>LPUMS</td> <td>2</td> <td>42</td> <td>19</td> <td></td> </tr> <tr> <td>OMS</td> <td>18</td> <td>18</td> <td>6</td> <td></td> </tr> </tbody> </table>	School Name	Participants				1 <sup>st</sup> Qtr	2 <sup>nd</sup> Qtr	3 <sup>rd</sup> Qtr	4 <sup>th</sup> Qtr	JRMS	16	34	12		BMS	72	80	35		LPUMS	2	42	19		OMS	18	18	6					
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**FFY 2018 CONSOLIDATED GRANT  
QUARTERLY REPORT  
Grant Award #: S403A180002 & S403A180002-18A**

		<b>Major Offenses:</b> Elementary - 333 Middle – 3,363 High - 628	<b>Major Offenses:</b> ES – 315 MS – 2,136 HS - 1,751	<b>Major Offenses:</b> ES – 370 MS – 2,461 HS - 1,903	<b>Major Offenses:</b> ES – 262 MS – 2,392 HS - 1,252																													
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<p><b>7.3: PROMOTING POSITIVE BEHAVIORS AND SAFE SCHOOL ENVIRONMENT</b></p>	<p>7.3: PBIS Interventions &amp; Training to school personnel and students</p> <p><b>Judiciary of Guam (JOG – Consultant):</b></p> <p>JOG Activities:</p> <ol style="list-style-type: none"> <li>School Resource Officers in the 6 High Schools – utilizing the Triad Approach</li> <li>Safe School Ambassador (GDOE: SSA) – No activities this reporting period.</li> <li>PNP: PBR: No activities this reporting period.</li> <li>PNP: SSA – No activities this reporting period</li> </ol> <p><b>SWIS Subscription:</b> School Climate Cadres (SCC) utilized specialized reports to make decisions – 20 participating schools subscribing to online student discipline information system.</p> <p><b>Student Peer Mediation (PM):</b> Contract will be initiated this upcoming SY19-20.</p> <p><b>Restorative Justice (RJ) Training:</b> Contract will be initiated this upcoming SY19-20.</p> <p><b>iSAFE Subscription:</b> Access to online professional development</p>	<p><b>GDOE SRO Triad Approach :</b></p> <p>1. SRO Triad (March - May 2019)</p> <table border="1" data-bbox="1146 548 2024 685"> <thead> <tr> <th>Activity</th> <th>GWHS</th> <th>JFKHS</th> <th>OHS</th> <th>SHS</th> <th>SSHS</th> <th>THS</th> </tr> </thead> <tbody> <tr> <td>Educator (Training)</td> <td>8</td> <td>12</td> <td>8</td> <td>20</td> <td>9</td> <td>13</td> </tr> <tr> <td>Mentor/Counselor</td> <td>12</td> <td>9</td> <td>10</td> <td>10</td> <td>8</td> <td>31</td> </tr> <tr> <td>Visible Law Enforce.</td> <td>14</td> <td>12</td> <td>14</td> <td>16</td> <td>10</td> <td>48</td> </tr> </tbody> </table> <p>2. GDOE SSA Training postponed til September 2019 with the opening of SY19-20</p> <ul style="list-style-type: none"> <li><b>03/19/19 Merizo Martyrs Memorial ES:</b> “Unselfie Training” (42 participants)</li> </ul> <p>3. PNP PBR Training postponed until September 2019 with the opening of SY19-20.</p> <p><b>SWIS:</b></p> <ul style="list-style-type: none"> <li>See attached Discipline Data Comparison</li> <li>No School Safety Assessments conducted this reporting period</li> </ul> <p><b>PM:</b></p> <ul style="list-style-type: none"> <li>New contract pending.</li> </ul> <p><b>RJ:</b></p> <ul style="list-style-type: none"> <li>New contract pending.</li> </ul> <p><b>iSAFE:</b></p> <ul style="list-style-type: none"> <li>Online access available to all participating teachers.</li> </ul>					Activity	GWHS	JFKHS	OHS	SHS	SSHS	THS	Educator (Training)	8	12	8	20	9	13	Mentor/Counselor	12	9	10	10	8	31	Visible Law Enforce.	14	12	14	16	10	48
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**FFY 2018 CONSOLIDATED GRANT  
QUARTERLY REPORT  
Grant Award #: S403A180002 & S403A180002-18A**

	and internet safety student lessons					
<b>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></b>  <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	PBIS Interventions & Training to school personnel and students  <ul style="list-style-type: none"> <li>▪ <b>Increase School Safety Perception Survey by 5% Annually</b></li> </ul> <p style="margin-left: 40px;"><b>Target: ES – 82%</b> MS – 81% HS – 64%</p> <p style="margin-left: 40px;"><b>Actual: ES – 82%</b> MS – 81% HS – 70%</p> <ul style="list-style-type: none"> <li>▪ <b>SPCE Personnel Reporting more knowledgeable</b> <b>No data for this report period. Data will be reported in next quarter</b></li> </ul>	<b>BASELINE</b> (Initial collection of data-when the activity first started)	<b>1<sup>ST</sup> QTR.</b>	<b>2<sup>ND</sup> QTR.</b>	<b>3<sup>RD</sup> QTR</b>	<b>4<sup>TH</sup> QTR.</b>
		<b>SY17-18 3<sup>rd</sup> Qtr</b>  <b>Major Offenses:</b> Elementary – 333 Middle – 3,363 High – 628  <b>Self-Assessment Survey:</b> 100% District-Wide Participation AVG SAS Elem Schools 82% Middle Schools 81% High Schools 64%  <b>Average TIC Rate:</b> 93% for 24 elementary schools	<b>SY18-19 1<sup>st</sup> Qtr</b>  <b>Major Offenses:</b> ES – 315 MS – 2,136 HS - 1,751  <b>ES TFI AVG:</b> Tier 1: 85% Tier 2: 77% Tier 3: 77%  <b>MS TFI AVG:</b> Tier 1: 73%  <b>HS TFI AVG:</b> 78% for 3 schools completing the assessment	<b>SY18-19 2<sup>nd</sup> Qtr</b>  <b>Major Offences:</b> ES – 370 MS – 2,461 HS - 1,903  <b>ES TFI AVG:</b> Tier 1: 89% Tier 2: 79% Tier 3: 71%  <b>MS TFI AVG:</b> Tier 1: 28%  <b>HS TFI AVG:</b> 21% for 5 schools completing the assessment	<b>SY18-19 3<sup>rd</sup> Qtr</b>  <b>Major Offences:</b> ES – 262 MS – 2,392 HS - 1,252  <b>ES TFI AVG:</b> 3 <sup>rd</sup> QTR Tier 1: 92% Tier 2: 78% Tier 3: 73%  <b>MS TFI AVG:</b> Tier 1: 87%  <b>HS TFI AVG:</b> 61%	
<b>COMPONENT</b>	<b>ACTIVITIES</b>	<b>EVIDENCE</b>				
<b>7.4 Healthy &amp; Safety</b>	7.4 Increase Teacher Knowledge & Practices	<ul style="list-style-type: none"> <li>▪ <b>Jan – Mar 2019:</b> FDMS Teacher completed student 1<sup>st</sup> Aid CPR Training.</li> </ul>				

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

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		<b>NO BASELINE.</b> <b>1<sup>ST</sup> YR PILOT</b>				

**PART II:**

<b>LIST TRAVEL ACTIVITIES COMPLETED.</b>	None this reporting cycle
<b>LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</b>	None this reporting cycle

**PART III:**

<b>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?</b>	I. SSOT: Project SWs and CPAs completed 1,638 referrals (Attendance, Behavior, I/T, Medical, Registration and Support Services) for the period and organized 10 student engagement activities with 1,166 participants, 10 parent engagement activities with 1,430 participants, three (3) staff development sessions with 259 participants and four (4) professional development opportunities involving up to 23 of the project personnel.  II. PBIS Framework: Project PBIS Coaches conducted weekly/biweekly visits to assigned schools to provide support to school level committees (school climate cadre members and admin). Coaches also conducted one (1) student engagement activity, two (2) parent engagement activity with 54 participants, 11 staff development sessions with 365 participants and four (4) professional development sessions.  III. Promoting Positive Behaviors and Safe School Environment: No Project personnel directly tied to this component. However, Project Lead collaborated with various contractors to ensure the necessary services such as the School Resource Officers and bully prevention programs were available at the respective school sites.  IV. Health and Safety: No Project personnel directly tied to this component. However, Project Lead supported participating teachers, procuring the necessary supplies to conduct student training sessions.
<b>USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?</b>	I. SSOT: <ul style="list-style-type: none"> <li>o Interview and recommendations for the two (2) Social Worker III vacancies were completed on June 10, 2019. Applicants have accepted and will be on board by the end of July. Placement has been determined and office space is being arranged. All details should be in place before the opening of SY19-20.</li> </ul>

**FFY 2018 CONSOLIDATED GRANT  
QUARTERLY REPORT**

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

	<ul style="list-style-type: none"> <li>○ The CPAII vacancy was filled and the individual will start in late April; however, the applicant has accepted another position and her official last day was June 7, 2019. A Request to Fill Vacancy Form has been submitted to address the vacancy.</li> <li>○ The Interpreter/Translator (I/T) SOP and Agreement is still pending final approval from the State Program Office. PL has been working closely with State Program Officers to ensure the documents are acceptable. Requests and inquiries about I/T services continue to be received by the project personnel.</li> <li>○ Programmatic Data, Project Evaluation &amp; Parent Survey results/comments indicate the continued need and demand for social support services.</li> </ul> <p>II. PBIS Framework:</p> <ul style="list-style-type: none"> <li>○ Schools continue to request for training specific to strategies dealing with more challenging students (Tier 2 students).</li> <li>○ The Tiered Fidelity Inventory (TFI) results indicate that secondary schools do not have the framework or intervention and supports for students in place as originally self-reported. Coaches will need to work with School Cadres to determine how to address the low scores.</li> <li>○ Although the PLC Classrooms are supporting the needs of the Tier 2 students in four GDOE middle schools, schools district-wide are struggling with identifying and determining the most appropriate supports to Tier 2 students. School principals/assistant principals have begun discussion on standardizing supports/interventions to Tier 2 students. School have been instructed to utilize Functional Behavior Assessment, create and a Behavior Improvement Plan and modify the interventions as needed.</li> </ul> <p>III. Promoting Positive Behaviors And Safe School Environments</p> <ul style="list-style-type: none"> <li>○ Using the PBIS Framework, schools are encouraged to continuing using their respective discipline data to determine various interventions needed to maintain or reduce discipline incidents in their schools. PL has been collaborating with the School Based Behavioral Health Services Team to improve the system that supports Tier II Intervention students.</li> </ul> <p>IV. Health and Safety</p> <ul style="list-style-type: none"> <li>○ Participating teachers will continue to complete student trainings to fulfill certification requirements</li> <li>○ As requested, more specific health related professional development will be arranged to increase skills and knowledge of participating teachers to address the students' lifestyle choices.</li> </ul>
<p><b>EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?</b></p>	<p>I. SSOT: Through the response of referrals on <i>Attendance, Behavior, Interpreter/Translator, Medical, Registration and Social Services</i>, social services support assist at-risk students and families address challenges or barriers that the families face. Team members help families address the challenges and allow students to focus on education and learning. Project personnel's salaries, benefits, local travel and operational supports are funded through the CG.</p> <p>II. PBIS Framework &amp; III. Promoting Positive Behaviors And Safe School Environments: Coaching and behavior supports provide school with options on addressing continued problematic behaviors and supporting the most challenging students. The PLC supports also help the students address weak academic skills and low self-esteem before returning to the regular classroom setting. Project personnel's salaries, benefits, local travel and operational supports are funded through the CG.</p> <p>IV. Health and Safety: Skills acquired in various trainings provided support efforts to help students understand that making</p>

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

	<p>better health choices and habits will result in healthier lives. CG funds training and supplies needed to complete project activities.</p>
<p><b>DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?</b></p>	<p>SSOT:  <ul style="list-style-type: none"> <li>▪ Slow responses from vendors for price quotes resulting in delays for procuring needed supplies/equipment</li> </ul>         SOLUTION: Continued follow up with vendors and procurement for guidance.</p> <p>PBIS:  <ul style="list-style-type: none"> <li>▪ Schools facing many challenges and unable to prioritize discipline and the use of intervention and supports.</li> </ul>         SOLUTION: Continue training on importance of PBIS Framework and addressing student issues as a means of resolving recidivism.</p> <ul style="list-style-type: none"> <li>▪ Low assessment results from schools claiming to have all critical features in place</li> </ul> SOLUTION: Review data results with School Cadres and Admin and address discrepancies. <p>PBIS Framework &amp; III. Promoting Positive Behaviors And Safe School Environments:  <ul style="list-style-type: none"> <li>▪ Delays in finalizing contracts for services within the allowable performance period.</li> </ul>         SOLUTION: Begin inquiring or searching for possible vendors when CG application is first submitted for approval. Final processing can proceed once the GAN has been awarded.</p> <p>Health and Safety:  <ul style="list-style-type: none"> <li>▪ Teachers are challenged with scheduling student training.</li> </ul>         SOLUTION: Training should be conducted within the regular instructional time as allowed.</p>
<p><b>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</b></p>	<p><b>July – Sept 2019:</b></p> <p>I. SSOT Activities</p> <ul style="list-style-type: none"> <li>▪ SPCE Monthly Meetings with Professional Development</li> <li>▪ SPCE Outreach Activities</li> <li>▪ Food and Shoe Drives</li> <li>▪ Project Presentations</li> <li>▪ Trainings on SSOT Program Services</li> <li>▪ Uniform Drive</li> <li>▪ Complete procurement of supplies/materials</li> <li>▪ Cultural Sensitivity Training</li> <li>▪ McKinney-Vento (Homelessness) Training</li> <li>▪ Fill Vacant CPAII position</li> </ul> <p>II. PBIS Framework and III. Promoting Positive Behaviors And Safe School Environments:  <ul style="list-style-type: none"> <li>▪ Cadre Trainings</li> <li>▪ PBIS Outreach Activities</li> <li>▪ Complete procurement process for supplies/equipment/services.</li> </ul> </p> <p>IV. Health &amp; Safety</p> <ul style="list-style-type: none"> <li>▪ Ensure teachers fulfill student training requirements</li> <li>▪ Procure technology for participating teachers</li> <li>▪ Finalize teacher needs for upcoming school year</li> </ul>

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

<p><b>EXPLAIN METHODS THAT ARE BEING USED FOR MONITORING PROJECT ACTIVITIES.</b></p>	<ul style="list-style-type: none"> <li>▪ Arrange for additional training for participating teachers</li> </ul>
	<p>I. SSOT:</p> <ul style="list-style-type: none"> <li>○ Activity Data Collection Sheets</li> <li>○ Project Evaluation Forms (Perception Surveys) – completed by referring party</li> <li>○ Project Student/Parent Survey Forms (Perception Survey) – completed by student/family receiving social support services</li> <li>○ Parent Information Workshop (PIW) Evaluation Forms – completed by workshop participants</li> <li>○ Daily Attendance Sign In Sheets &amp; Time Certification Forms</li> </ul> <p>II. PBIS and II. Promoting Positive Behaviors And Safe School Environments:</p> <ul style="list-style-type: none"> <li>○ Tiered Fidelity Inventory Assessment – completed by school level committees</li> <li>○ Safety Perception Surveys – completed by school faculty, staff and admin (conducted annually)                             <ul style="list-style-type: none"> <li>➢ School Safety Survey (SSS)</li> <li>➢ Self-Assessment Survey (SAS)</li> </ul> </li> <li>○ District Discipline Data (Major Infractions) – PULSE/SWIS Data</li> <li>○ Daily Attendance Sign In Sheets &amp; Time Certification Forms</li> </ul> <p>III. Health and Safety: (will be collected during Phase III of pilot)</p> <ul style="list-style-type: none"> <li>○ District Health Data</li> <li>○ School Health Counselor Reports</li> <li>○ Training Agendas, Sign In Sheets and Exit Survey Forms</li> </ul>

**QUARTERLY REPORT CERTIFICATION**

**PROJECT TITLE: Project #7 STUDENT PARENT COMMUNITY ENGAGEMENT PROJECT**

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

**THIS REPORT WAS REVIEWED AND VALIDATED BY:**

Doris D. Bukikosa  
**PROJECT COORDINATOR NAME (PRINT)**

\_\_\_\_\_  
**PROJECT COORDINATOR NAME (SIGNATURE)**

\_\_\_\_\_  
**DATE**

DR. KELLY R. SUKOLA  
**PROJECT MANAGER NAME (PRINT)**

\_\_\_\_\_  
**PROJECT MANAGER (SIGNATURE)**

\_\_\_\_\_  
**DATE**

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

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

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

**PROJECT TITLE:** PROJECT #8 SECOND CHANCE

**PROJECT COORDINATOR:** Jesse R Pendon Jr

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

**STATE PROGRAM OFFICER:** Stephanie N. Chargualaf

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

ANNUAL REPORT DUE: 11/28/2019

<b>AMOUNT BUDGETED (FFY 2018):</b>  \$ 1,420,866.01	<b>AMOUNT EXPENDED:</b> (Include all expenditures in this quarter)  \$ 216,122.87	<b>PERCENTAGE OF EXPENDITURE:</b> (Overall Expenditure divided by Amount Budgeted) <b>15%</b>	<b>Total Full Time Equivalent</b>  Vacant <u>3</u>  Filled <u>16</u>	<b>Total Part Time Equivalent</b>  Vacant <u>0</u>  Filled <u>0</u>
<b>AMOUNT BUDGETED (FFY 2017):</b>  \$ 1,311,703.01	<b>AMOUNT EXPENDED:</b> (Include all expenditures in this quarter)  \$ 1,276,113.77	<b>PERCENTAGE OF EXPENDITURE:</b> (Overall Expenditure divided by Amount Budgeted) <b>97%</b>		

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

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

**PART I:**

<b>LIST THE PROJECT GOAL(S):</b>	Goal 1: By the end of SY 2019-2020, among the 20% population who are 17-21 years of age and two years or more behind in credits to graduate, 70% will recover enough credits to allow them to move to the next grade.  Goal 1: By the end of SY 2018-2019, among the 20% population who are 17-21 years of age and two years or more behind in
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**FFY 2018 CONSOLIDATED GRANT  
QUARTERLY REPORT  
Grant Award #: S403A180002, S403A180002-18A**

	credits to graduate, 58% will recover enough credits to allow them to move to the next grade.  Goal 1: By the end of SY 2017-2018, among the 20% population who are 17-21 years of age and two years or more behind in credits to graduate, 43% will recover enough credits to allow them to move to the next grade.
<b>LIST OBJECTIVE(S):</b>	<p><b>Objective 1.1</b> On an annual basis graduate a minimum of 85% of Seniors currently enrolled in the project.</p> <p><b>Objective 1.2</b> Annually increase by one grade level at least 70% of our Freshmen, Sophomores, and Juniors currently enrolled in the project.</p> <p><b>Objective 1.3</b> Annually increase by one grade level 10% of participating students who have been incarcerated during high school.</p> <p><b>Objective 1.4</b> Annually increase by one grade level 10% of participating students who are housed at the Youth Shelter.</p> <p><b>Objective 1.5</b> The project will quarterly rate at least satisfactory based on a quarterly student perception survey that measures the extent to which they feel safe, positive and supported.</p>

COMPONENT	ACTIVITIES	EVIDENCE										
8.1 Provide Credit Recovery Project Coordinator (PC) and Clerk Typists provide direct coordination between the core program and its supplemental parts at the district's High Schools, Youth Correctional Facility, Youth Shelter. Eleven 2nd Chance teachers to provide students with credit recovery 5 days a week 7 hours a day during the academic year. 2nd Chance teachers will provide a variety of credit recovery options such as but not limited to face to face, course by conference, online, and blended learning.	The project was able to assist in the transition and graduate a total of 72 students that participated in the Project. Steady monitoring, online course offerings, and credit recovery services by Credit Recovery School Aides after normal school hours attributed to the steady rise per quarter. 32% of the seniors met their requirements in 1 <sup>st</sup> QTR, 88% in 2 <sup>nd</sup> QTR, and finally 100% by the end of 3 <sup>rd</sup> QTR. The project met and exceeded its goal by 42%.	High Risk Students at the three Second Chance locations are progressing well with over 90% of the students meeting project objectives. Students at the Youth Shelter have a 100% progression rate, Youth Correctional Facility is progressing at 96% and with the JPTSA site averaging 98%.										
<p><b>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></b></p> <p><input type="checkbox"/> NOT STARTED</p> <p><input type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input checked="" type="checkbox"/> COMPLETED 50% OR MORE</p>	<p><b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b></p> <p>Project personnel provides our students with credit recovery 5 days a week 7 hours a day during the academic year using a variety of credit recovery options. Using and extracting data from the District's Online Gradebook/Database of Record, a student must</p>	<p>Goal 1: By the end of SY 2018-2019 among the 20% population who are 17-21 years of age and two years or more behind in credits to graduate, 58% will recover enough credits to allow them to move to the next grade</p> <table border="1"> <thead> <tr> <th align="center">BASELINE (Initial collection of data-when the activity first started)</th> <th align="center">1<sup>ST</sup> QTR.</th> <th align="center">2<sup>ND</sup> QTR.</th> <th align="center">3<sup>RD</sup> QTR.</th> <th align="center">4<sup>TH</sup> QTR.</th> </tr> </thead> <tbody> <tr> <td align="center">52% of</td> <td align="center">85% of</td> <td align="center">74% of</td> <td align="center">98% of</td> <td></td> </tr> </tbody> </table>	BASELINE (Initial collection of data-when the activity first started)	1 <sup>ST</sup> QTR.	2 <sup>ND</sup> QTR.	3 <sup>RD</sup> QTR.	4 <sup>TH</sup> QTR.	52% of	85% of	74% of	98% of	
BASELINE (Initial collection of data-when the activity first started)	1 <sup>ST</sup> QTR.	2 <sup>ND</sup> QTR.	3 <sup>RD</sup> QTR.	4 <sup>TH</sup> QTR.								
52% of	85% of	74% of	98% of									

**FFY 2018 CONSOLIDATED GRANT  
QUARTERLY REPORT**

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

<p><b>MORE</b> □ <b>FULLY COMPLETED</b></p>	<p>earn passing marks on at least 3 of their 4 classes in order to be considered as “progressing.” <i>Referring to the Project’s FY18 Performance Measures Chart:</i> Students at the Youth Shelter (Obj. 1.4) have been progressing well with 10<sup>th</sup> graders moving on to the next grade at 100% for the past 3 QTRs and 9<sup>th</sup> graders progressing at 67%, 100%, and 100% for QTRs 1, 2, and 3 respectively. This is well above the target of 10%. For incarcerated students (Obj. 1.3), they have been exceeding their target goals for 3 QTRs in a row by at least 50% across all grade levels. For students based at the alternative site (Obj. 1.2) there has been a steady progressing rate among all grade levels averaging 85% (11<sup>th</sup>), 81% (10<sup>th</sup>), and 79% (9<sup>th</sup>) for all three quarters; this is at least 9 percentage points above the target of 70% for the objective. For seniors the rates for the past 3 quarters have been 94%, 88% and 99%. Overall the project exceeded its goal of 58% for FY18 with a progressing rate of 98%. The amount of students who were satisfied with the project has been very high. Students at high rates feel that their needs are being met by the Project at all three sites. This is reflected on the project’s survey with “satisfied and above” percentages well above 90%.</p>	<p>students progressed SY 2017-2018  (270 Students)</p>	<p>students Progressed  (124 of 146 Students)</p>	<p>students Progressed  (210 of 283 Students)</p>	<p>students Progressed  (176 of 179 Students)</p>	
		<p>Objective 1.5 80% of project participants will indicate Satisfied or higher that they feel safe, positive and supported based on a quarterly 25 question survey.</p>				
		<p><b>BASELINE</b> (Initial collection of data-when the activity first started)</p>	<p><b>1<sup>ST</sup> QTR.</b></p>	<p><b>2<sup>ND</sup> QTR.</b></p>	<p><b>3<sup>RD</sup> QTR</b></p>	<p><b>4<sup>TH</sup> QTR.</b></p>
		<p>Among student respondents: Very Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2% Very Dissatisfied 0%</p>	<p>Very Satisfied 29% Satisfied 68% Neutral 1% Dissatisfied 2% Very Dissatisfied 0%</p>	<p>Very Satisfied 19.33% Satisfied 79.49% Neutral 0% Dissatisfied 1.10% Very Dissatisfied 0.08%</p>	<p>Very Satisfied 17.8% Satisfied 82.0% Neutral 0% Dissatisfied .20% Very Dissatisfied 0%</p>	
<p align="center"><b>COMPONENT</b></p>	<p align="center"><b>ACTIVITIES</b></p>	<p align="center"><b>EVIDENCE</b></p>				
<p>8.2 Alternative Pathways to Earn Credits Funds will be used for the contracting of an accredited, professionally monitored, and self-paced credit recovery service for Second Chance students: • To be conducted outside normal school hours, semesters and days in order to provide maximum flexibility in scheduling for students.</p>	<p>This activity has not been fully implemented. The Project as completed all the necessary steps and provided all the necessary documents to the Procurement Office. This activity is now in the final phases of the contractual process.</p>	<p>N/A</p>				

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

<ul style="list-style-type: none"> <li>• Students participating in this activity will be provided the opportunity to take High School courses at their own pace which will be facilitated and monitored by certified classroom teachers.</li> <li>• Through this activity, students can apply at the Second Chance project and be placed in this independent study pathway to either augment or replace their current school schedule.</li> </ul>						
<p><b>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> NOT STARTED</li> <li><input type="checkbox"/> LESS THAN 50% COMPLETED</li> <li><input type="checkbox"/> COMPLETED 50% OR MORE</li> <li><input type="checkbox"/> FULLY COMPLETED</li> </ul>	<p><b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b> This activity has not been fully implemented, the activity requires a contract to be awarded</p>	<p><b>BASELINE</b> (Initial collection of data-when the activity first started)</p>	<p><b>1<sup>ST</sup> QTR.</b></p>	<p><b>2<sup>ND</sup> QTR.</b></p>	<p><b>3<sup>RD</sup> QTR</b></p>	<p><b>4<sup>TH</sup> QTR.</b></p>
		<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

**PART II:**

<p><b>LIST TRAVEL ACTIVITIES COMPLETED.</b></p>	<p>The Project completed one (1) travel activity sending the Project Manager, Project Lead, School Administrator, and four (4) Credit Recovery Teachers to the:</p> <ul style="list-style-type: none"> <li>• 2019 1st Annual National Trauma-Skilled Schools Conference on June 22-27, 2019 in Kissimmee, Florida.</li> </ul>
<p><b>LIST TRAVEL ACTIVITIES COMPLETED AND DISCUSS THE FULFILLMENT OF FISCAL AND PROGRAMMATIC REQUIREMENTS.</b></p>	<p>Training on the Trauma-Skilled Schools Model was attended by our team at three levels: Leaders (Joseph Sanchez / Dexter Fullo), Teachers (John San Nicolas, Joni Serisola, Audrey Eusabio and Jasmine Wenzel), and Student Support Personnel (Jesse Pendon). The training took place on June 22-27, 2019. Using the model, the above mentioned personnel will implement its 5 step process at all levels. Understanding that the model is a guided process that helps educators modify and standardize existing climate, practices, and instruction to achieve better student outcomes. Currently, four (4) of the seven (7) travelers have completed their travel clearance to include travel reports of the conference attended. Training will be conducted and facilitated by the travelers in the upcoming Professional Development scheduled for August 2019.</p>

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

**PART III:**

<p><b>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT PERSONNEL?</b></p>	<p>During the summer break the students in the Second Chance Project were given the opportunity to earn additional credits. Students had access to online classes using a learning management system provided by the Career Pathway Project, and included instruction and tutoring by the Credit Recovery School Aides. Credit Recovery Teachers have been volunteering their time to assist and provide guidance as needed. Project clerks managed and conducted interviews for prospective students and assisted them in enrolling into Project for the next school year. Clerks continue to assist in developing procedures for Component 8.2 – Alternative Pathways to Earn Credits in anticipation of its implementation.</p>
<p><b>USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?</b></p>	<p>The Career Pathway Project provided access for our Second Chance students to enroll in online classes using self-contained learning management system. In addition to that, our Credit Recovery School Aides provided expanded services after normal school hours, weekends and during traditional school breaks. Emphasis on these activities progressed - OBJ 1.2 for the previous two quarters for 11<sup>th</sup> Grade 80% - 72% - 100%; 10<sup>th</sup> Grade 80% - 71% - 95%; and 9<sup>th</sup> Grade 70% - 75% - 94%. Meeting or exceeding our objective of 70%</p>
<p><b>EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?</b></p>	<p>With steady monitoring and credit recovery services our Project personnel were able to teach and graduate our at risk students at our three sites. We have a good understanding of our student's trauma, its causes, and its effects, and have been able to alter the majority of their unfavorable mindsets which equates to our achievement in desired student outcomes. We must expand the Project to meet the needs of students at the traditional schools. Project funds will be used to explore this option and expand the project to additional sites. The goal is to open at least one more site by the end of 4<sup>th</sup> quarter.</p>
<p><b>DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?</b></p>	<p>Activity 8.2 Alternative Pathways to Earn Credits will use funds to contract an accredited, professionally monitored, and self-paced credit recovery service. This activity is in the final phases of the procurement process and has been lengthy process as well.</p>
<p><b>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</b></p>	<p>Key project personnel attended the National Dropout Prevention Trauma Skills Schools Conference to learn how to implement "Trauma" skills in the classroom. The team next quarter will conduct training to provide expectations of the Trauma-Skilled Schools Model to all project personnel. Develop a professional development timeline to introduce the five step model: Step I (Knowledge), Step 2 (Building Resilience), and Step 3 (Skills Acquisition) of the model over time.</p>

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

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

Project monitoring will continue to be conducted by direct supervision of the credit recovery methods of the teachers. Student attendance, discipline, and academics will be closely monitored on a daily basis and documented. Students that are in need of personalized assistance will be identified and interventions provided to provide them with the opportunity to succeed.

**QUARTERLY REPORT CERTIFICATION**

**PROJECT TITLE: Project #**

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

**THIS REPORT WAS REVIEWED AND VALIDATED BY:**

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

\_\_\_\_\_  
**PROJECT COORDINATOR NAME (SIGNATURE)      DATE**

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

\_\_\_\_\_  
**PROJECT MANAGER (SIGNATURE)      DATE**

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

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

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

**PROJECT TITLE:** ENHANCING EDUCATION THROUGH TECHNOLOGY

**PROJECT COORDINATOR:** NEIL ROCHELLE

**PROJECT MANAGER:** TALING TAITANO

**STATE PROGRAM OFFICER:** ROQUE YAMASHITA

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

ANNUAL REPORT DUE: 11/28/2019

<b>AMOUNT BUDGETED (FFY 2018):</b> \$2,543,195.00	<b>AMOUNT EXPENDED:</b> (Include all expenditures in this quarter)  F1760: \$887,867.82 F1860: \$551,537.44	<b>PERCENTAGE OF EXPENDITURE:</b> (Overall Expenditure divided by Amount Budgeted)  FY'18: 22%	<b>Total Full Time Equivalent</b>  Vacant 2 _____  Filled 5 _____	<b>Total Part Time Equivalent</b>  Vacant N/A _____  Filled N/A _____
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**GRADE LEVEL(S) and NUMBER of TARGETED POPULATION to RECEIVE SERVICES**

Grade Level(s)	PRIVATE NON-PUBLIC SCHOOLS				PUBLIC SCHOOLS (e.g. GDOE & CHARTER)					
	Students	Parents	Teachers	Admin.	Students	Parents	Teachers	Admin.		
(Pre) K – 5	N/A	N/A			N/A	N/A	<b>GDOE: 99</b>	<b>GDOE: 0</b>		
6 – 8	N/A	N/A							<b>PNP: 9</b>	<b>PNP: 0</b>
9 - 12	N/A	N/A								

**PART I:**

<b>LIST THE PROJECT GOAL(S):</b>	<b>9.1 Improving technology support/IT services</b> Teachers will report having access to well-functioning technology and reliable connectivity for teaching; <b>SY17-18:</b> 60%; <b>SY18-19:</b> 70%; <b>SY19-20:</b> 80%
	<b>9.2 Expanding technology tools/resources for schools/teachers/students</b> June 2018: Increase access to technology by creating computer labs in 7 schools (did not receive SY 2016-2017); 45% of teachers reporting use of labs June 2019: Increase by 7 schools (did not receive 2017-18) with 50% teachers reporting use June 2020: Increase by 7 schools (did not receive 2018-19) with 60% teachers reporting use

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

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

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

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

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

**Year 3:**

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

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

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

**9.4 Implementing a Fully Automated Library System in all Public Schools**

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

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



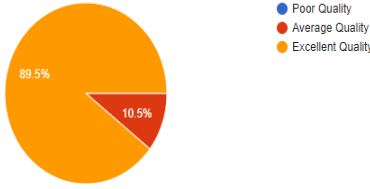
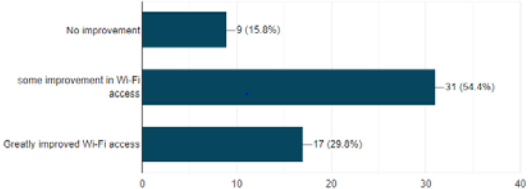
**FFY 2018 CONSOLIDATED GRANT  
 QUARTERLY REPORT  
 Grant Award #: S403A180002**

COMPONENT	ACTIVITIES	EVIDENCE
<p><b><u>9.1 Improving Technology Support/Delivery of IT Services</u></b></p> <p>Year 1, Year 2, Year 3</p> <p><b>9.1a Annual</b> Contract for re-imaging laptops 3 years or older (approximately 1,500) and update service for students/teacher laptops And re-configuring access points on carts.</p> <p>All teacher and student laptops, mobile carts, access points, projectors, document cameras and interactive white boards purchased under previous/expired grants, Title VA (EETT) and ARRA/RLIS (Gateway to Success), will be transferred to EETT Title V-B. Equipment use/activities are currently aligned with components 9.1, 9.2 and 9.3. All guidelines provided to schools for equipment use under EETT.</p> <p><b>9.1b Annual</b> Supplemental Broadband 400-600mb/sec to enhance capacity of the GDOE network so federally funded programs have the access necessary to carry out their technology related projects.</p> <p><b>9.1</b> Procurement of computer-repair/admin/training supplies, webinar platform, Goverlan software and wireless internet (Wi-Fi/Mi-Fi) services for training</p> <ul style="list-style-type: none"> <li>Inclusive of cost associated</li> </ul>	<p><b>9.1a REQ20190656</b> for Laptop Maintenance released. Re-imaging of 1,610 laptops and cleaning of 50 mobile carts.</p> <p>9.1b PO20190022 provides supplemental broad band for the district. EETT surveys teachers regarding tech services including connectivity.</p> <p><b>9.1</b></p> <ul style="list-style-type: none"> <li>Zoom- REQ20191094 going through MUNIS workflow</li> <li>All other procurement activities such as Goverlan software, MI-FI devices are currently being used by the project for daily operations.</li> </ul>	<p><b>9.1a</b> Requisition has been processed as an Invitation for Bid (IFB 024-2019).</p> <p>9.1b Service provides supplemental broadband across the district.</p> <p><b>9.1</b></p> <ul style="list-style-type: none"> <li>Currently in workflow pending additional procurement inquiry and clarification with potential vendor.</li> </ul>

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

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

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

<p>for advertising of IFBs, RFPs, Public Notices, Notice of Trainings and Announcements related to the project for each component.</p>						
<p><b>STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/></b></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><b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b></p> <p>Project staff renewing tools and services necessary to perform program activities.</p> <ul style="list-style-type: none"> <li>89.5% reports excellent quality services; 10.5% reports average quality services.</li> </ul> <p>The Quality of Service I received was 57 responses</p>  <p>The department as well as the federal project has increased the amount of bandwidth provided to our schools. Please indicate the quality of your experience related to connectivity in the past 3 months 57 responses</p>  <ul style="list-style-type: none"> <li>29.8 % report greatly improved WI-FI</li> <li>Laptop maintenance requisition in progress</li> </ul>	<p><b>BASELINE (Initial collection of data-when the activity first started)</b></p> <p>86% as of March 30, 2018 and 46% reporting adequate or improved connectivity</p>	<p><b>1<sup>ST</sup> QTR.</b></p> <p>89.7% of those surveyed report improved or greatly improved connectivity 89.7% report High Quality Service 93% report timely service</p>	<p><b>2<sup>ND</sup> QTR.</b></p> <p>90.1% of helpdesk users reporting timely service. 83.3% indicate high quality service 91% of teachers report some to great improvement in connectivity</p>	<p><b>3<sup>RD</sup> QTR</b></p> <p><b>94.8% of helpdesk users reporting timely service. 89.5% indicate high quality service</b></p> <p><b>29.8% of teachers report great improvement in connectivity</b></p>	<p><b>4<sup>TH</sup> QTR.</b></p>

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

	<ul style="list-style-type: none"> <li>7% reduction in the number of Wi-Fi/Connectivity tickets from 2017-2018 instructional year helpdesk</li> </ul>	<p>3000 EETT eligible laptops as of year 1: 1608 laptops out of warranty remain to be refreshed/re-image.</p> <p>Oct 1, 2017- May 30, 2018                  Total 215 tickets: First quarter</p>	<p>Activity Not begun</p> <p>Tickets compared to last year: 19% decrease in tickets for connectivity</p>	<p>Activity Not begun</p> <p>FY 19 2Q: 115 46% decrease from baseline (215)</p>	<p><b>Activity Not begun</b></p> <p><b>FY 19 3Q:51 76% decrease from baseline (215)</b></p>	
COMPONENT	ACTIVITIES	EVIDENCE				
<p><b><u>9.2 Expanding Technology Tools and Resources for School, Teacher, and Student Use</u></b></p> <p>Year 1, Year 2, Year 3</p> <p><b>9.2a</b> Annual Establish computer labs for 7 additional schools with mobile carts/27-30 devices each (schools that DID NOT get labs prior) , internet access points, and projectors for each</p> <p><b>9.2b</b> Annual Provide 12 GDOE libraries each year with learning centers to include 30 computers, access points and charging carts and a mobile LED interactive white</p>	<p><b>9.2a- f</b> PO's have been converted and pending delivery</p>	<p><b>9.2a- f:</b> PO20190299 – 50 mobile carts (<i>vendor request for delivery extension of 60 days (ETA in September 2019): ;</i> PO20190233 – 1,456 laptops (<i>vendor request for delivery extension of 60 days (ETA in September 2019):;</i> PO20190163 – 49 access points (delivered); PO20190177- Chromebooks/Tablets (<i>pending delivery</i>)</p>				

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

<p>boards. Interactive whiteboards for 12 GDOE Libraries and 12 PNPs for shared-use (24 whiteboards).        Year 2 (NEW)  <b>9.2c</b> Provide 14 GDOE and 11 PNP Shared mobile carts with 27-30 devices, mobile carts (schools with only 3 carts for all students and teachers to access), internet access points, and projectors for each.  <b>9.2d</b> Pilot 3 schools with expanded use of Booktracks to establish if the scan system vs. hand sign-out sheets or google forms to document use of the equipment will provide a more efficient and accurate documentation of equipment to ensure resources are most efficiently used and shared. – 3 scanner and 1 tablet provided to each school.  <b>9.2e</b> Provide 7 PNP schools with technology tools (iPad carts – 2 schools , projectors – 3 schools, desktop computers – 1 school, teacher laptops – 4 schools, and video cameras – 1 school, netbooks)  <b>9.2f</b> Laptop Replacement Program to replace surveyed or unworkable student/teacher laptops.</p>	<p><b>9.2d</b> 3<sup>rd</sup> Renewal with PO20190115</p> <p><b>9.2e</b> iPads, Projectors, and Video cameras have been delivered to schools that requested for the items.</p> <p><b>9.2f</b> PO20190233 (26 laptops ordered to replace surveyed teacher/student laptops)</p>	<p><b>9.2d:</b> Will be set-up for implementation during 4<sup>th</sup> quarter when tablets are delivered to piloted schools.</p> <p><b>9.2e</b> Pending delivery of desktop computers, teacher laptops, and netbooks.</p> <p><b>9.2f</b> Vendor requested for Delivery Extension of 60 Days.</p> <p><i>**See attached letters requesting delivery extension of 60 days from vendor.</i></p>
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**FFY 2018 CONSOLIDATED GRANT  
QUARTERLY REPORT  
Grant Award #: S403A180002**

STATUS FOR COMPONENT: PLEASE CHECK ONE: <input checked="" type="checkbox"/>	HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?	BASELINE (Initial collection of data-when the activity first started)	1 <sup>ST</sup> QTR.	2 <sup>ND</sup> QTR.	3 <sup>RD</sup> QTR	4 <sup>TH</sup> QTR.
<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><b>Monitor frequency of use of established computer labs</b> Teacher survey of Computer Lab Use in Schools*;</p> <ol style="list-style-type: none"> <li>1. JFK- 23171: (9%)</li> <li>2. OCPES- 23172: (27%)</li> <li>3. LPUMS- 23173: (6%)</li> <li>4. WES- 23174: (18%)</li> <li>5. MULES- 23175: (73%)</li> <li>6. MAUES- 23176: <i>no data on usage</i></li> <li>7. FBLG- 23177: (7%)</li> <li>8. AHES- 29837: (64%)</li> <li>9. FES- 29838: <i>no response</i></li> <li>10. HSTES- 29843: <i>no response</i></li> <li>11. MMES- 29839: (11%)</li> <li>12. PCLES- 29840: <i>no response</i></li> <li>13. HB PES- 29841: <i>no response</i></li> <li>14. CBES- 29842: (26%)</li> </ol> <p>** 9/14 schools turned in sign-out sheets showing use of the labs.</p> <p>Review sign-out forms for daily computer lab use (3 x's day goal)</p> <p><b>Student survey:</b> 95.8% of 282 students reported their teacher use online learning activities during class</p>	<p>7 Computer Labs established in SY16-17/7 labs created SY 2017-2018= 14 Computer Labs</p> <p>Zero-just implementing</p> <p>Will establish baseline Fall 2018</p>	<p>Target is 45% of teachers using: See Chart for % of teachers at each school reporting they use the lab. 1 school meets target</p> <p>Not achieved</p> <p>Insufficient responses to use</p>	<p>2 schools met target</p> <p>Not achieved</p> <p>95.8% report teacher using technology</p>	<p><b>2 schools (AHES, MULES) met the 45% of teachers using Comp labs in the schools</b></p> <p><b>Not Achieved</b></p> <p><b>Data not collected. Students on Summer Break</b></p>	

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

COMPONENT	ACTIVITIES	EVIDENCE
<p><b><u>9.3 Enhancing Teacher Skills and Integrating Technology</u></b></p> <p>Year 1, Year 2, Year 3</p> <p><b>9.3a</b> Annually request for off-island travel to the International Society in Technology Education (ISTE) for up to sixteen (15) travelers annually [Public – 5 / PNP/Charter – 10</p> <p>]</p> <p><b>9.3a</b> Annual Professional services for Interactive Whiteboard Board (training on various levels to <u>30 GDOE Teachers</u> and <u>70 PNP teachers</u>. Includes librarian training for learning centers.</p> <p><b>9.3a</b> Annual PowerSchool Training via 24/7 online professional development subscription access for 140 new teachers, administrators or computer operators.</p> <p><b>9.3a MODIFIED:</b> Annual Professional Development for teachers on classroom technology integration and cost for venue for 270 participants (Cohort 1 and establishing Cohort 2).</p> <p><b>9.3b</b> Longitudinal Data System (LDS) Annual Support for maintenance and update. Customization of LDS templates, professional development</p>	<p><b>9.3a</b></p> <ul style="list-style-type: none"> <li>• ISTE travel complete. The project funded 16 travelers (GDOE: 3 teachers, 2 librarians, 2 project staff; PNP: 7 teachers, Charter School: 1 teacher, 1 IT).</li> <li>• Converted to PO20191167.</li> <li>• Powerschool Training: 3 teachers requested and were provided access to PS online training</li> <li>• Annual PD: Connected Educator Kumunidat: REQ20190203 (RFP 019-2019)</li> <li>• LDS: Trainer was on maternity leave. Personnel will be resigning and will arrange 4<sup>th</sup> quarter</li> </ul>	<p><b>9.3a</b></p> <ul style="list-style-type: none"> <li>• Travel reports to be submitted during 4<sup>th</sup> quarter reporting period.</li> <li>• PO20191167 (Promethean Board training) to be conducted during 4<sup>th</sup> quarter reporting period.</li> <li>• See attached list (9.3a 3rd QTR. Powerschool training)</li> <li>• Contract is currently being reviewed internally. Anticipating the execution and implementation of services during 4<sup>th</sup> quarter.</li> <li>• Outcome to ensure administrators have access to Pulse, learn features available and how to navigate the system.</li> </ul>

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QUARTERLY REPORT  
Grant Award #: S403A180002**

<p>for principals and teachers in use of the system.</p> <p>Year 2</p> <p><b>9.3a NEW:</b> Online self-paced PD. Vendor create courses: Maker Spaces (includes librarians and PNP) and Project-Based learning, Flipped Classroom and advanced Google Suite aligned with district initiatives to include cost of tracking and licenses</p> <p><b>9.3a NEW:</b> Cost of tracking and renewal of FY16 purchased licenses for self-paced online PD</p> <p><b>9.3a NEW:</b> Create on-demand professional video library for professional development platform and resources.</p>	<ul style="list-style-type: none"> <li>• Online Self-paced PD: PO20190168 (4 courses: Passion-based learning, Google Sites for the Connected Classroom, Makerspaces, Flipped Classroom)</li> <li>• Cost of tracking and renewal of existing online courses: PO20190053</li> <li>• Professional Video Library: REQ20190220 – currently going through Munis workflow</li> </ul>	<ul style="list-style-type: none"> <li>• PO20190168 courses will be launched during 4<sup>th</sup> quarter when teachers return from summer break.</li> <li>• During this reporting period, 56 participants opted to take the courses for graduate credit with the University of Guam. Out of the 56 participants, 47 or 84% completed the modules.</li> <li>• Internal Contract was held at the Federal Programs Office and approved on July 5, 2019 pending re-programming, re-budgeting, and FIFO efforts. Contract is anticipated to be executed during 4<sup>th</sup> quarter.</li> </ul>				
<p><b>STATUS FOR COMPONENT: PLEASE CHECK ONE:</b> <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> NOT STARTED</p> <p><input checked="" type="checkbox"/> LESS THAN 50% COMPLETED</p> <p><input type="checkbox"/> COMPLETED 50% OR MORE</p> <p><input type="checkbox"/> FULLY COMPLETED</p>	<p><b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b></p> <p>Speak Up Survey (results expected 2<sup>nd</sup> quarter</p> <p>Teacher and student survey regarding</p>	<p><b>BASELINE (Initial collection of data-when the activity first started)</b></p> <p>37% rated themselves beginning users in Spring 2017 survey</p>	<p><b>1<sup>ST</sup> QTR.</b></p> <p>Speak up results expect March 2018</p>	<p><b>2<sup>ND</sup> QTR.</b></p> <p>Speak up results indicate 5% of teachers rate themselves as beginner</p>	<p><b>3<sup>RD</sup> QTR</b></p> <p><b>COMPLETE</b></p>	<p><b>4<sup>TH</sup> QTR.</b></p>

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

	<p>Awaiting PO and execution of contract to begin services</p> <p>Tyler Pulse training for Administrators</p> <p>Online Platform, Standard Implementation and resources for teachers. Awaiting contract for platform and consultant)</p>	<p>29% who requested access completed training</p> <p>Baseline determined by number of teachers registering for online courses.</p> <p>Planning with consultant No principal trained yet</p> <p>Materials on various department sites to be organized into one platform</p>	<p>Awaiting PO for course refresh and tracking to open to teachers</p> <p>Dec 10-13 UOG PIP Office provided Sheryl Nussbaum beach for refresh of standards with 79 teachers and 12 admin.</p> <p>Activity not begun</p> <p>Activity not begun</p>	<p>34% of registered participants completed</p> <p>Standards document being edited for district approval</p> <p>Training to be provided third quarter</p> <p>Activity to take place third quarter. Awaiting contract for vendor</p>	<p><b>84% completed Google for the Connected Classrooms courses</b></p> <p><b>Contract is still being reviewed and processed internally</b></p> <p><b>Training to be provided 4<sup>th</sup> Quarter</b></p> <p><b>Activity to take place 4<sup>th</sup> Quarter. Contract still being reviewed and processed internally</b></p>	
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**FFY 2018 CONSOLIDATED GRANT  
 QUARTERLY REPORT  
 Grant Award #: S403A180002**

COMPONENT	ACTIVITIES	EVIDENCE				
<p><b>9.4 <u>Implementing a Fully Automated Library System in all Public Schools</u></b></p> <p><b>9.4a</b> Continue implementation of Automated Library System. EETT purchased library automation system with 2015 funds and last of initial training was complete March 2017. Support needed in 2018-19 cycle for contracting for Atrium Library system support, with booktracks module -subscription renewals (Content Cafe2, Accelerated Reader, Lexile), and at least two days each of follow-up training for librarians. Funds needed for additional barcode labels – see supplies). Additional PD for 41 public schools.</p> <p>Year 2            9.4a <b>MODIFIED</b> from Yr.3 Two (2) GDOE and two (2) PNP attendees to American Library Association with professional development provided by traveler during the annual week-long librarian conference and professional development days throughout the school year.</p>	<p><b>9.4a:</b> Atrium Webinar was conducted by vendor on April 4 and 5, 2019 for 3hrs. by the vendor.</p> <p><b>9.4a:</b> American Library Association travel complete. The project funded the travel of 4 librarians (GDOE: 2   PNP: 2)</p>	<p><b>9.4a</b> 36 librarians attended the webinars. There are currently 4 vacancies out of 41 libraries.</p> <p><b>9.4a</b> Travel reports to be submitted 4<sup>th</sup> quarter.</p>				
<p><b>STATUS FOR COMPONENT:            PLEASE CHECK ONE: <input checked="" type="checkbox"/></b></p>	<p><b>HOW DID THE PROJECT MEASURE ITS COMPONENTS EFFECTIVENESS?</b></p>	<p><b>BASELINE            (Initial collection of data-when</b></p>	<p><b>1<sup>ST</sup> QTR.</b></p>	<p><b>2<sup>ND</sup> QTR.</b></p>	<p><b>3<sup>RD</sup> QTR</b></p>	<p><b>4<sup>TH</sup> QTR.</b></p>

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**FFY 2018 CONSOLIDATED GRANT  
QUARTERLY REPORT**

**Grant Award #: S403A180002**

<ul style="list-style-type: none"> <li><input type="checkbox"/> NOT STARTED</li> <li><input type="checkbox"/> LESS THAN 50% COMPLETED</li> <li><input checked="" type="checkbox"/> COMPLETED 50% OR MORE</li> <li><input type="checkbox"/> FULLY COMPLETED</li> </ul>	<ul style="list-style-type: none"> <li>• Observation, discussion and meetings with Librarians.</li> <li>• Use of Admin Dashboard for monitoring circulation and use;</li> </ul> <p>4 Vacancies impact data and total %age use. Data based on 37 schools (not 41).</p> <table border="1" data-bbox="550 345 1098 467"> <tr> <td>4/37</td> <td>No usage</td> <td>11%</td> </tr> <tr> <td>32 schools with usage</td> <td></td> <td>86%</td> </tr> </table> <p>3 schools to develop plans for Maker Spaces by June 2019</p>	4/37	No usage	11%	32 schools with usage		86%	<p><b>the activity first started)</b></p> <p>93% schools are circulating holdings stored for use in ALS. 4 libraries are vacant and baseline will drop. Target 90%</p> <p>Zero- none have maker spaces</p>	<p>86% circulating in system</p> <p>Activity not begun</p>	<p>86% circulating using the system</p>	<p><b>86% circulating using the system</b></p> <p><b>Librarians have requested to pilot: Plans pending. Extension requested</b></p>	
4/37	No usage	11%										
32 schools with usage		86%										

<b>PART II:</b>	
<b>DISCUSS THE VARIOUS TASKS CARRIED OUT BY PROJECT</b>	<ul style="list-style-type: none"> <li>• Meeting attendance when request by Federal Programs Office</li> <li>• Monthly meetings with FSAIS/Technicians</li> </ul>

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

<b>PERSONNEL?</b>	<ul style="list-style-type: none"> <li>• Monitored Assets and assisted end users with questions or issues with equipment</li> <li>• Monitored Helpdesk tickets for service</li> <li>• Review vendor invoices and approvals for payment</li> <li>• Ensure close out of FY 2017 along with Quarterly Report submission to FPO</li> <li>• 3 Technicians monitored and resolved helpdesk requests. Schedule for technicians to visit all schools on a monthly rotation. (Presently two vacancies)</li> <li>• Drafting responses to questions by USED of CG FY19 application</li> <li>• Continuous dialogue with procurement office regarding procurement matters for project RFP, IFB's, etc.</li> <li>• Worked with consultant that is assisting in the draft document for Refreshed GDOE Tech Standards</li> <li>• Consultation and contact with vendors and contractors as needed</li> <li>• Requisition entry began when money was available in Munis to begin purchasing</li> </ul>
<b>USING YOUR PROJECT DATA TO EVALUATE EFFECTIVENESS/ PROGRESS, DESCRIBE THE AREAS FOR IMPROVEMENT?</b>	<ul style="list-style-type: none"> <li>• Improve frequency of use in computer labs and shared carts throughout the district using EETT equipment</li> <li>• Expedite procurements whenever possible to ensure activities take place timely</li> <li>• Continue to support on-going PD needs of librarians in use of Booksystems and Atrium</li> <li>• Need to hire for the computer technician I and II vacancy asap</li> <li>• Need to streamline systems and paperwork like the EETT sign-out process</li> <li>• Need to work with schools that have computer labs on reporting timely</li> </ul>
<b>EXPLAIN HOW THE PROGRAM FUNDS WERE TIED TO PROMOTING CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND HOW WILL IT CONTRIBUTE TO IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT?</b>	<p>EETT provides technology tools and professional development in the use of tools and systems that are used by teachers to have the necessary resources needed for teaching in order to better engage students in the learning and demonstrating their learning. Teachers need a current guide regarding digital learning and the refresh of standards activity will provide that once implemented.</p> <p>Teachers sign out EETT equipment in the schools. Teachers are indicating the type of activities students are engaging in with the technology. Highest use of technology is for the purpose of research and presentations, literacy activities and digital literacy lessons.</p> <p>We are now surveying students regarding the use of tools and technology by teachers that have participated in EETT activities. Students are increasingly reporting more use and the fact they do believe it helps them in their learning.</p>
<b>DID YOU ENCOUNTER CHALLENGES THAT AFFECTED PROJECT PROGRESS, AND CORRECTIVE ACTION TAKEN AND/OR IS PLANNED?</b>	<ul style="list-style-type: none"> <li>• Same concern as previous year: Changes in teacher assignments is very difficult for the project when teachers trained in e.g. Promethean Board transfer or is moved by a principal. This requires the new teacher to be trained and the teacher already using a board may not have one to use in the new location. The original boards are stationary; while we are working to reduce the challenge, it is a cost factor to move boards with the teacher. New boards are now mobile and expect we would keep the equipment with the teacher as long as they do not move to another school. Many boards were purchased locally and need repair. Concern that federal funds provided training, but cannot maintain the equipment. If local cannot find the resources to replace the board, the training is wasted.</li> </ul>

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

	<ul style="list-style-type: none"> <li>• Same concern as previous year: Much of the feedback the project can use requires teacher and student input in the form of survey. Teachers are not always responsive in time for us to have the data. Students on a large scale would be challenged to provide the information if they cannot access the devices. Project needs to find a happy medium and the best way to gather as much evidence as possible with minimal instructional interruptions.</li> <li>• Loss of a technician is a challenge. As the amount of devices are increased by the project, there is a need for more technical assistance and intervention by the technicians. Working with FSAIS we will begin to increase the amount of times technicians are in school locations by assigning technicians to particular schools (each work with all schools right now). It is hoped with increased visibility in the schools, more requests for assistance will result but over time. Position of Computer Tech I must be filled ASAP.</li> <li>• School Site Monitoring is important to again validate the security and use of the assets. Schools are provided technology by a variety of projects and funding sources. Each with their own accountability. The school visits have been excellent in addressing individual school's concerns and asset guidelines.</li> <li>• Significant and unnecessary delays in procurement of equipment and contracts to carry out activities by FPO must address a myriad of issues and be resolved</li> <li>• Challenges to work with Federal Programs Office (FPO); Inconsistent and/or lack of information from FPO and State Officer results in the project's inability to complete activities. Excessive Budget Modifications and transfers delay project purchases and payments. Spending down current year budget is consistently a challenge given the amount of FIFO chthat occurs. Results in increasing current budget making it impossible to exhaust current year funds. Project has no ability to correct the challenges as Project Manager has no authority over Federal Programs Administrator and requests for resolution are oftentimes ignored</li> </ul>
<p><b>WHAT ACTIVITIES WILL THE PROJECT IMPLEMENT NEXT QUARTER?</b></p>	<ul style="list-style-type: none"> <li>• Initiate the use of Booktracks for Teacher sign-out of equipment in three schools</li> <li>• Plan for summer work to refresh and reimage student laptops has been held up by FPO and needs to be resolved.</li> <li>• Continue to monitor Schools</li> <li>• Work to complete the GDOE refresh for district approval and distribution. Begin implementation plan as soon as contract can be executed (July – September)</li> <li>• Complete reminder of purchases of supplies and equipment for 2018</li> <li>• Continue Library Automation System and provide on-site training to librarians in additional features of Atrium and provide librarians &amp; FSAIS in use of Booktracks for equipment monitoring.</li> <li>• Conduct Admin PD for Tyler Pulse System</li> <li>• ISTE and ALA Travel Reports will be due</li> <li>• Connected Educator Kumunidat Conference for Cohort 1 and Cohort 2</li> <li>• Delivery and distribution of equipment and devices ordered</li> </ul>

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

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

- Project is monitoring the project activities through a variety of means;
- Direct Observation in Schools
- Google Forms/Surveys for feedback regarding activities and equipment use
- Helpdesk Tickets analyzed from Spiceworks
- Munis tracking for monitoring equipment and services
- Speak Up Survey Results from Project of Tomorrow
- Participant feedback; in person, email, and survey
- Atrium/Booktracks Administrator Dashboard to monitor use and circulation using the systems
- Monthly Meetings with Librarians
- On-going meetings and communication with Computer Technicians

**QUARTERLY REPORT CERTIFICATION**

**PROJECT TITLE: Project # 9 Enhancing Education through Technology (EETT)**

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

**THIS REPORT WAS REVIEWED AND VALIDATED BY:**

\_\_\_\_\_  
 | NEIL ROCHELLE  
 PROJECT COORDINATOR NAME (PRINT)

\_\_\_\_\_  
 PROJECT COORDINATOR NAME (SIGNATURE)

\_\_\_\_\_  
 DATE

\_\_\_\_\_  
 | TALING TAITANO  
 PROJECT MANAGER NAME (PRINT)

\_\_\_\_\_  
 PROJECT MANAGER (SIGNATURE)

\_\_\_\_\_  
 DATE















# Guam Department of Education (GDOE) Quarterly Personnel Certification Form

CFDA Title: 84.403A Consolidated Grant to the Outlying Areas  
 Project Title: 82660 Student, Parent, & Community Engagement (SPCE)

Fiscal Year 2019  
 Reporting Period: 3rd Quarter (Apr - Jun)

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

Ein No.	Employee Name	Employee Position Title	Site Location	Comments
690-00-4034	DORES Z CENTENO	COMM PROG AIDE II	840 ESCL	
690-00-5913	MARGARET R MANALISAY	COMM PROG AIDE II	840 ESCL	
690-00-5975	MARCIA C. DIEGO	COMM PROG AIDE II	840 ESCL	
690-00-6865	THERESE F. JAMES	COMM PROG AIDE II	840 ESCL	
690-00-7160	RAYMOND C. PEREZ	COMM PROG AIDE II	840 ESCL	
690-00-8793	ANTHON E. EDWARD	COMM PROG AIDE II	840 ESCL	
690-00-9920	TINA LYNN S. LEON GUERRERO	COMM PROG AIDE II	840 ESCL	
690-01-0110	EVA E CAMACHO	COMM PROG AIDE II	840 ESCL	
690-01-0706	ALLAN P JASMIN	COMM PROG AIDE II	840 ESCL	
690-00-5858	ELIZIA D CRUZ	COMM PROG AIDE II	840 ESCL	
690-00-7910	JENIE AGUON	COMM PROG AIDE II	840 ESCL	Status: Resignation Effective June 7, 2019
690-01-3397	FRANCISCO G LIMITIACO	PROG COORD III	840 ESCL	
690-00-5074	LUCILLE C PALOMO	PROG COORD III	840 ESCL	
690-00-7315	JOYCE LG KANESHIRO	PROG COORD III	840 ESCL	
690-01-7315	CONNIE Q. SAMTIAGO	PROG COORD III	840 ESCL	
690-01-1448	CATHERINE M ERNE	TEACHER IV	431 VSABMS	Status: Summer Break Effective May 31, 2019
690-00-7657	PETER J TOVES	TEACHER IV	434 JLGRMS	Status: Summer Break Effective May 31, 2019
690-00-3318	BERTHA S DUENAS	TEACHER IV	435 LPJMS	Status: Limited Term - Official Last Day May 31, 2019
690-00-0638	RICHARD E BURKHART	TEACHER IV	436 OMS	Status: Limited Term - Official Last Day May 31, 2019
690-01-3837	ANA MARIE T.D. AGUON	PROG COORD IV	812 FP	
690-00-6022	DORIS D BUKIKOSA	PROG COORD IV	840 ESCL	
690-01-0170	SONIA R PABLO	PSYCHOLOGIST	840 ESCL	
690-00-8812	STEVEN V PANGELINAN	SOC SRVC SPVR I	840 ESCL	
690-00-5545	NORMA J AGUON	SOCIAL WKR III	840 ESCL	
690-00-5919	ALLEN A GAGARIN	SOCIAL WKR III	840 ESCL	
690-00-6860	ERLINDA C TOVES	SOCIAL WKR III	840 ESCL	
690-00-7593	ROSA G MAFNAS	SOCIAL WKR III	840 ESCL	
690-00-9907	DEVINA D GARRIDO	SOCIAL WKR III	840 ESCL	
690-01-2280	SIMEON C PEREZ	SOCIAL WKR III	840 ESCL	
690-01-2281	JUAN K MARTIN	SOCIAL WKR III	840 ESCL	
690-00-4505	MARICOR M AMANDE	SOCIAL WKR III	840 ESCL	
690-01-2241	MARY CHRISTINE V ZABALA-DULLA	SOCIAL WKR III	840 ESCL	
	VACANT	SOCIAL WKR III	840 ESCL	
	VACANT	SOCIAL WKR III	840 ESCL	

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  
 Immediate Supervisor's Signature: [Signature] Date: 7/12/19  
 Project Coordinator Name: DORIS D BUKIKOSA  
 Project Coordinator Signature: [Signature] Date: 7/12/19

Federal Programs Compliance Administrator Name: IGNACIO C SANTOS  
 Federal Programs Compliance Administrator Signature: [Signature] Date: 7/12/19  
 Project Manager Name: DR. KELLY R SUKOLA  
 Project Manager Signature: [Signature] Date: 7/12/19

# Guam Department of Education (GDOE) Quarterly Personnel Certification Form



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

Fiscal Year 2019

Reporting Period: 3rd Quarter (Apr - Jun)

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

Employee No.	Employee Name	Employee Position Title	Site Location	Comments
690-00-6792	JESSE R PENDON JR	PROG COORD IV	438 IPTALTS	
690-00-7167	DEBRALYNN Q AGUON	CLERK TYPIST III	438 IPTALTS	
690-00-7672	ANA R NANGAUTA	CLERK TYPIST I	438 IPTALTS	
690-00-7068	ROSEMARY T MANSAPIT	SCH AIDE III	438 IPTALTS	
690-01-0134	ELISA D.C. ORTIZ	SCH AIDE III	438 IPTALTS	
690-00-7814	CATHY ROSE C TOPASNA	SCH AIDE III	438 IPTALTS	
690-01-1257	MELISSA K.P. TAITANO	SCH AIDE I	438 IPTALTS	
690-00-8533	ROSEMARIE J MUNOZ	TEACHER IV	438 IPTALTS	
690-01-1076	AUDREY JO R EUSEBIO	TEACHER IV	438 IPTALTS	
690-01-2246	JULIE R ANCHETA	TEACHER IV	438 IPTALTS	
690-00-8558	JONILEE R SERISOLA	TEACHER IV	438 IPTALTS	
690-00-3951	WILLIAM O SEVILLO	TEACHER IV	438 IPTALTS	
690-00-9634	JOHN G SAN NICOLAS	TEACHER III	438 IPTALTS	
690-01-3203	FAITH A SAN NICOLAS	TEACHER II	438 IPTALTS	
690-00-1681	JOSE L CEPEDA III	TEACHER II	438 IPTALTS	

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: DEXTER FULLO  
 Date: 7/18/19

Project Coordinator Name: Jesse Pendon  
 Date: 7/18/19

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

Project Manager Name: JOSEPH SANCHEZ  
 Project Manager Signature: [Signature]  
 Date: JUL 19 2019



# Guam Department of Education (GDOE) Quarterly Personnel Certification Form



CFDA Title: 84-403A Consolidated Grant to the Outlying Areas  
 Project Title: 82710 State Administration

Fiscal Year 2019  
 Reporting Period: 3rd Quarter (Apr - Jun)

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

Employee No.	Employee Name	Employee Position Title	Site Location	Comments
5405	Ike Santos	FED PROG ADMIN	812 FP	
8901	Rachel Duenas	PROG COORD IV	812 FP	
13238	Maria Blaz	PROG COORD IV	812 FP	
5468	Shannon Bukikosa	PROG COORD IV	812 FP	
11954	Stephanie Chargualaf	PROG COORD III	812 FP	
4397	Shandice Calano	PROG COORD III	812 FP	
10055	Roque Yamashita	PROG COORD III	812 FP	
7594	Barbara Aquino	ADMIN OFCR	812 FP	
3507	Rose Mendiola	ADMIN OFCR	812 FP	
13837	Ana Aguon	PROG COORD IV	812 FP	
6267	Ray Lujan	ADMIN OFCR	812 FP	Employee transferred to CNP effective May 3, 2019.

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 Name: <u>Ike Santos</u> Immediate Supervisor's Signature: <u>[Signature]</u> Date: <u>7/12/19</u>	Project Coordinator Name: <u>SHANNON BABUKIKOSA</u> Project Coordinator's Signature: <u>[Signature]</u> Date: <u>07/08/19</u>
Federal Programs Compliance Administrator Name: <u>Ike Santos</u> Federal Programs Compliance Administrator Signature: <u>[Signature]</u> Date: <u>7/12/19</u>	Project Manager Name: <u>RACHEL DUENAS</u> Project Manager Signature: <u>[Signature]</u> Date: <u>07/08/19</u>